

56

Vol. I: No. 1

1/54

3657

July, 1934

EDUCATIONAL INDIA

PRINCIPAL CONTENTS

Towards an Educational Synthesis

By Dr. James H. Cousins

The Education of Indian Women

By Mrs. Kamala Satthianadhan

Educational Experiments in India

By Prof. C. Swamikannu Paul

Do Teachers require to be trained?

By Mr. A. S. Venkataraman

An Interpretation of Physical Education

By Principal H. C. Buck

Vernaculars as Media of Instruction

By Mr. C. B. Krishna Sastri

For detailed Contents and Other Features see inside

EDUCATIONAL INDIA OFFICE, MASULIPATAM

DETAILED CONTENTS FOR JULY, 1934

	PAGE		PAGE
TOWARDS AN EDUCATIONAL SYNTHESIS		Government's Efforts for Depressed Classes Education	26
By. DR. JAMES H. COUSINS	3	The Hindu University and Hindi A Federal University	27
THE EDUCATION OF INDIAN WOMEN		The Government on Director's Report	27
By MRS. KAMALA SATTHIANADHAN, M.A.	7	Text-Books Enquiry	27
DO TEACHERS REQUIRE TO BE TRAINED		New Buildings for Osmania University	28
By MR. A.S. VENKATARAMAN, B.A. L.T.	10	Grant to London Institute	28
EDUCATIONAL EXPERIMENTS IN INDIA		Education Cess in Bangalore	28
By PROF. C. SWAMIKANNU PAUL, M.A.	13	Extension Lecture Weeks	28
VERNACULARS AS MEDIA OF INSTRUCTION		Karnataka Sahitya Parishat	28
By MR. C.B. KRISHNASASTRY, M.A., L.T.	15	Hindi in Schcol Curriculam	29
AN INTERPRETATION OF PHYSICAL EDUCATION		Primary Education	29
By. MR. H.C. BUCK, M.A., M.P.E.	17	INTERNATIONAL GOODWILL	
MASS EDUCATION		League's Appeal to Children	29
SIR MIRZA M. ISMAIL'S VIEWS	19	PUBLIC OPINION	
EDITORIALS		Prof. Bari on Education and Unemployment	31
Ourselves	21	Personal Element in Education	31
Consolidation of Schools	23	Vernaculars as Media of Instruction	31
Madras S. S. L. C. Scheme	23	Dr. Cousins on True Education	32
Andhra University	24	Lord Lothian on Christian Colleges	32
Federal University	24	Prof. Seshadri on Indian Education	32
A Coveted Model	24	Mr. Mackenzie on Girls' Education	33
THROUGH DIFFERENT PROVINCES		Dewan Bahadur A. Ramaswami Mudaliar on Illiteracy	33
The Champion Scheme	25	Dr. Tagore on Language of the Heart	33
Compulsory Education Act to be Amended	25	WOMEN'S PAGE	34
Inter-School Sports Expenditure	25	CORRESPONDENCE	35
Government's Review on Education	25	THE EDITOR ANSWERS	37
Rural Reconstruction : Government's Scheme	25	INDIAN FOOT-BALLERS IN SOUTH AFRICA	
Rural Primary Education	26	By MR. LANKA SATYAM, M. A.	38
General Progress	26	HERE AND THERE	39
Compulsory Education in Allahabad	26	PERSONAL NOTES	40

Vol. I: No. 1

July, 1934

EDUCATIONAL INDIA

A HIGH CLASS MONTHLY DEVOTED TO TOPICS OF
EDUCATIONAL AND LITERARY INTEREST

EDITED BY M. VENKATARANGAIYA



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M. VENKATARANGAIYA, M.A. C. SWAMIKANNU PAUL, M.A.
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MESSAGES OF WELCOME—Continued.

M. S. H. THOMPSON Esq., Principal, Government Training College, Rajahmundry :—

The Editorial Board is to be congratulated on having launched a journal making so wide an appeal, and I sincerely hope that the necessary support will always be forthcoming—not only financial support, but also literary (from those who can write). I wish the undertaking every success.

Dewan Bahadur V. M. KELKER, M.A., Ag. Vice-Chancellor, Nagpur University :—

I am glad to learn that you propose to publish an educational journal from July next. I trust that "Educational India" will meet a real need and have a long and useful career.

Dewan Bahadur M. RAMACHANDRA RAO PANTULU Esq., B.A., B.L., Lawley Institute, Ootacamund :—

I am very glad to learn that you are bringing out a new monthly journal "Educational India" and wish to convey to you my hearty good wishes for the success of the new venture. There is no topic of more fundamental importance than education at the present juncture. I have no doubt that under the editorship of my esteemed friend Mr. M. Venkatarangayya the journal will be a great success. I sincerely hope that with the advent of the new journal, a new era of educational activity will set in.

S. SATYAMURTI Esq., B.A., B.L., Raghava Ashram, Deccan Gymkhana, Poona :—

I am very glad to learn that you are issuing "Educational India" as a monthly magazine from July next. I particularly note with pleasure that its outlook will be nation-wide. I wish the journal all success.

Rao Sahib Dr. V. RAMAKRISHNA RAO, M.A., L.T., Ph.D., Retired Principal, Pittapur Rajah's College, Cocanada :—

All-hail to "Educational India"! If sobriety of judgment and clearness of pronouncement on the part of the Editor as also enthusiasm and enterprise on that of the publisher stamp clean the adequacy of starting capital for a venture of this kind none too belated, a noble career of prolonged and progressive usefulness stretches already assured before it.from Andhra to Bharati, from Bharati to Viswa-Bharati, let the new watch-tower effectively command the widening horizon of a Repascent India now in the making through her radiant youth and the responsible custodians of that invaluable asset. What should be wanting provided the actual did not engross, or the ideal entice away, all devoted energy and the interests of the near did not shut out, or were not shunted out by, the issues of the far-off? God-speed, then, to this new-evolved vital organ of the soul-politic!

S. HANUMANTA RAO Esq., M.A., Professor of History, Nizam College, Hyderabad :—

The 'Educational India' is a welcome venture and under such an able and experienced Editorship, as that of Prof. Venkatarangiah, it is bound to have a great and successful future.

T. VIRABHADHRUDU, M.A., Professor of English, Osmania University :—

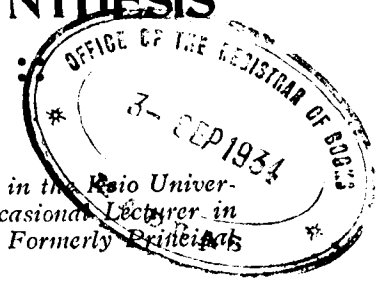
Thanks for the invitation. I wish your venture every success.

TOWARDS AN EDUCATIONAL SYNTHESIS

:: A Notable American Step ::

By Dr. JAMES H. COUSINS

[Principal of Madanapalle College. Sometime Professor of Poetry in the Keio University, Tokyo, Japan, and in the College of the City of New York. Occasional Lecturer in numerous Universities and Colleges in India, Europe and America. Formerly Principal of the Brahmailaya Ashrama, Adyar, Madras.]



DURING my tours in the United States of America between 1928 and 1933, the first call on me was for lectures on the culture of India, the second for lectures on education. For the first I was happily equipped with original paintings, lantern slides, much study, and keen enthusiasm.

For the rather unexpected demand on the educational lobe of my brain I was not so well equipped. It is one thing to be familiar and enthusiastic on a subject; but quite another to have it in good order for presentation to intelligent and inquisitive audiences in whom interrogation is strongly developed. I had lots of information, experience and ideas on education stored away in what a Japanese student once called my "mental go-down," and I had added considerably to the information department by a month's study in London of a cargo of blue-books from all the educational areas of India. I had tidied up my "go-down" a bit for a lecture on "The Oriental Ideal in Education" in the University of Geneva; but something more was needed for America, and I pushed that sent me to a Californian valley to a serious shaping of my educational "materials" for possible extended use and future publication.

The first important use of the work of two months in the Ojai ("nest") some eighty miles from Los Angeles, was in the fulfilment of an unanticipated invitation to give the Convocation Address of the summer session of the Iowa State University on "The University and the Future." The visible audience in the open-air numbered some thousands, but the invisible audience over the radio was immensely larger. I had to

put my thought on the subject into thirty minutes. This meant resistance to all temptation to elaboration, and forced me to fix my mind, but particularly my tongue, on essentials. The result justified the discipline: the address became a document of the University, and was scattered across the continent.

During the work indicated above I found that each essential constituent of a complete education as I conceived it was emphasised in some part of America, and I sometimes got a feeling that I was late or superfluous. But I came to realise that I still had a service to render in maintaining my advocacy of an educational synthesis as one way of treating the ills of humanity, and in throwing on the air the idea of bringing together the scattered parts of a whole education in some place as a preliminary to nation-wide adoption. It was not sufficient, I saw, to have a supply of complete education departmentalized and separately played with in Milwaukee, Madison, Lincoln, Pasadena, and elsewhere. What was necessary was a complete use of a complete supply; and this meant a synthesis of education.

My Convocation Address at Iowa State University seemed to coincide with the beginnings of a movement in that direction, and I was given to understand that I had contributed helpfully to something that was in the air. I had lectured for them some months previously; that was why I was asked back then, and why I was then asked to return some time later. The President of the University, Dr. J. H. Jessup, showed a keen interest in the ideas that I expressed, and spoke encouragingly of possible efforts to

MESSAGES OF WELCOME

RECEIVED BY THE SECRETARY, EDITORIAL BOARD, IN RESPONSE TO AN APPEAL
ISSUED BY THE EDUCATIONAL INDIA OFFICE.

*Sir AKBAR HYDARI (Nawab Hyder Nawaz Jung Bahadur), B.A., L.L.D., Finance
Member, Hyderabad :—*

I welcome the appearance of "Educational India" which is issued under your capable editorship. Every careful student of Indian Education will realise how seriously defective our educational system is in many respects and how grave and far-reaching its effects are on the country's progress. While it is necessary to widen its scope and increase its usefulness so as to promote national efficiency and prosperity, it is no less important to see that it subserves truly cultural ends. If as I hope the Journal succeeds in however small a measure in enabling India to find her soul and learn the secret of "happy living" it will have rendered very real service indeed. I wish it very success.

RAMANANDA CHATTERJEE Esq., Editor, Modern Review and Prabhasi :—

India has so many needs and so many problems, that it is difficult to say which is the greatest and most urgent. But I venture to think that Education is one of the greatest, if not the greatest. Hence the number of educational journals in India must be considered small. We need many more, and good ones at that. As Professor M. Venkatarangaiya, M.A., is himself an educator and a man of extensive reading, deep understanding and undoubted powers of thinking, I am sure your projected journal, "Educational India," will be an instructive, interesting and useful periodical.

*A. H. MACKENZIE Esq., C.S.I., C.I.E., Director of Public Instruction, United
Provinces :—*

There is a need for an educational journal conceived in the spirit of your appeal. I am therefore glad to welcome "Educational India" and wish it all success.

N. S. SUBBARAO Esq., M.A., Bat-at-Law, Director of Public Instruction, Mysore :—

The work you have set before yourself is both comprehensive as well as of immense value to our country. I hope you will be able to contribute materially to the solution of what must always be in name—a highly typical problem viz., the Adjustment of the Country's Educational Organization and programme to its larger life. You can always count on my co-operation in your task.

*Rao Bahadur S. E. RENGANATHAN Esq., M.A., I.E.S., Vice-Chancellor, Annamalai
University, Annamalainagar :—*

I am interested to learn that you intend bringing out a monthly magazine devoted largely to all aspects of Education in India. There is a great need in our country for Well-Edited periodicals of the kind you propose publishing and I heartily wish your venture all success.

put some or all of them in action. Conversations with Dr. B. F. Shambaugh, head of the Department of Political Science (in which Dr. Sudhindra Bose is a favourite lecturer), and head also of the extern lecture department, brought me in touch with a man of high aspiration and free mind who possessed *Samadarsana*, synthetical vision.

I was not surprised, therefore, when I received an announcement of a special summer course of study to be tried out in 1933 in the direction of a synthetical grouping of the various phases of human culture. Letters brought me news that the course was much appreciated. And now I have before me the weekly Bulletin of Iowa State University, dated May 26, 1934, announcing not only that a similar course will be given this summer, but that it will become an integral part of the regular academical work of the year 1934-1935—the little synthetical leaven that will, I earnestly hope, leaven the whole lump of education in Iowa and ultimately spread its beneficent influence to education in general in the United States of America.

"Approaches in Liberal and Cultural Education", as the new course is called, is stated as having been arranged for students "who wish to renew their enthusiasms and broaden their outlook by contacting with the world's best thought and best books, not as specialists but as men and women desiring a richer and fuller life—a life made vivid and exquisite with the maximum of intellectual and emotional experiences."

This declaration may sound like that of a post-graduate or adult education course, and it would be well if there were many such. But it is something much more drastic than just an addition to a school and college career. It is what might be termed an in-between or infiltrating course which undergraduates at any stage may take up in addition to their customary courses; an easy matter in the American system of credit units which give the student a choice to suit taste and circumstances. "It is called a Campus Course," explains the Bulletin, "because its perspective is that of the entire campus (*compound* in India) of the University. Tran-

scending all department, group, school, and even college boundaries, it aims to synthesize the curriculum of a liberal and cultural education," and to provide "a practical way of bringing what may be called synthetic vision into liberal and cultural education and of focussing that vision upon life's essential problems." Surely a most worthy and inspiring aim that will call out the best wishes of every true educator in India.

The Campus Course brings together a series of studies that are usually dealt with as specializations, and, being so dealt with, are denied the illumination and joy that come of interacting study. Lectures are given on the various "approaches" in liberal and cultural education—scientific, humanistic, psychological, religious, philosophical and contemporary. These approaches bring into mutual activity certain distinctive functions of the complete individual. The scientific approach elicits facts of observation; the humanistic arrives at values; the psychological develops attitudes; the religious engenders faiths; the philosophical attains wisdom; the contemporary faces problems.

Just to what extent this Campus Course uses, but does not allow itself to be used by, any of its constituents will be seen from certain definitions. Science includes the non-human group of knowledge-subjects, assumes preliminary knowledge and training, and, "through lectures, readings, and discussions, the Campus Course would open windows of the mind to all the romances of science." The humanistic approach is through "something that has never been brought within the orbit of scientific technique....something.....that has been called civilization, culture, art," and includes the sciences that deal with human origins and organization, also the arts, religion, philosophy and history. The psychological approach "will not be concerned primarily with the technique of laboratory psychology..... Here the focus will be upon the broader aspects of the art of thinking and upon attitudes of mind." Of the philosophical approach the Bulletin says: "In an effort to draw together all the fields of human knowledge synthetically into

a unified body of fundamental thought, philosophy is peculiarly helpful. Indeed, the point of view, the attitudes and aims of philosophy are precisely those of a Campus Course. Thus philosophy is unified knowledge.....it is the synthetic interpretation of the whole;....it is both knowledge and wisdom." (I feel something not quite right in this, but shall return to it later.) The contemporary approach is "the call of modern education to think, to think with the utmost freedom and with imagination, to think in every possible way—scientifically, humanly, socially, politically, spiritually, philosophically—upon the everyday affairs of individuals and groups of individuals in their struggles of adjustment in these unhappy days.

The inclusion of the religious approach to education in a Campus Course, instead of its segregation in theological seminaries, calls for more than a quotation to mark its importance. The Bulletin plainly acknowledges that religion "finds insufficient recognition in the curriculum of the modern university," and claims its inclusion as "one of the outstanding valid experiences of man." The comparative and historical method is taken to be the most satisfying way of study. The hope is that such study may "promote tolerance, cultivate sympathy, and inspire understanding." The study is to include *all the religions*; and the central characteristic of certain of them is, with peculiar aptness, thrown into a word—Hinduism (*spirit*), Buddhism (*renunciation*), Zoroastrianism (*purity*), Confucianism (*order*), Mohammedanism (*submission*), Judaism (*righteousness*), Christianity (*love*). The strikingly broad assertion is made that "the comparative study of religion teaches that the important question is not what we believe, but how we live. It assures us that when our conceptions of the old heavens and the old earth disappear, a new sense of values emerges." In the Campus Course it will also be seen "that mankind is not yet done with religion.....not so long as there is necessity for directing the creative energies of men toward the achievement of spiritual

values—not so long as there is necessity for summoning sufficient intelligence and creating enough good will to establish and maintain peace among nations."

It would take a special article to make clear what an advance this means in the general situation of religion in American life and education. I can only here say that it is a matter of profound importance, and not to education in America alone; for its promulgator, Dr. Shambaugh, is a man of influence in education, of fine character and personal quality, and devoted to the highest things in life; and it is conceivable that when he conveys that revaluation of religion to his group of synthetical students, it may spread far beyond "the Middle West" and beyond the "States" to other countries that are suffering in their general life through the exclusion of the religious influence from the education of their young manhood and womanhood.

My personal interest in all that is involved in this movement towards the inclusive education for which I have worked and hoped for over thirty years (and with special intensity during my Principalship of the Brahmavidya Asrama at Adyar, Madras, from 1922 to 1928), is so keen, and at the same time so intimate through my contact with its beginnings, that I feel I may, without impertinence, point out certain matters in which I feel it falls short of its ideal.

It is inevitable (though it need not always be so) that such a course of study should be predominantly verbal, that is, carried out through lectures, discussions and reading. This will naturally tend towards intellectualizing the studies, and therefore towards an imperfect synthesis; for the intellectual capacity is only a quadrant of the circle of synthesis. The equating of the Campus Course with the philosophical approach, as quoted above, indicates this tendency. There is, however, an effort to reduce the intuitively sensed danger of over-intellection by defining philosophy as the "study of experience." But there is another side of the matter, and I hope I shall not be considered to be merely playing with words when I state

that other side as the *experience of study*. By this I mean all that is involved in the aesthetical response of the individual to the impacts of life. It is good to ask, as the Iowa Bulletin says philosophy asks, What does it all mean? But the full meaning of anything can never be put into a mental formula of speech. At least as much of the meaning of life as is expressed in the code of language is expressible in the codes of the arts including the art of creative language as distinct from communication only. If this facet of interpretation is not developed (and the arts are at least as interpretative of life as philosophy is, as the Bulletin recognizes to some extent) the capacity of the individual to respond fully and truly to life is to that extent inadequate, and his and her intellectual reading of the book of life is to that extent beclouded.

It is true that the Iowa Campus Course aims at "a life made vivid and exquisite with the maximum of intellectual and emotional experiences" — and the qualifying words 'vivid' and 'exquisite' express just the quality of clarity that is the highest achievement of the intellectual function and the quality of sensitiveness that is the highest achievement of the aesthetical function. It is also true that the humanistic approach is defined as including, along with intellectual values, "emotional and artistic values in the life of man." But what I feel deeply is that the "artistic values" of life are entitled to a much more influential place in education, and obviously in any course that aims at synthetical fullness, than just as an item among other humanistic studies.

Religion and creative art, including literature, are the dual expression of humanity's feeling-response to life; and the *creative approach* to life, and to true education, is at least as important as any other approach. Indeed I shall go as far as to say that it is the ultimate test of them all, and in its highest function is the hither side of religion. I do not suggest that the Campus Course should include a school of arts. Here, as in the case of science, preliminary knowledge and practice have to be assumed. But I do

maintain that the admirable and much needed aim of the Iowa course of synthetical education will remain beyond reach so long as the study of the creative expression of humanity in the arts is not given attention equal to that given to religion, philosophy and science. If the course must be limited to the drawing together "synthetically into a unified body of fundamental *thought* all the fields of human *knowledge*" (italics mine), it should most emphatically contain knowledge of the history and characteristics of the arts of the occident and orient—yet the "selected reference lists" of the Iowa course contain among their splendid array of volumes of fascinating information and thought not a single work on the arts; and this basic expression of human culture has to be content with whatever incidental inclusion it achieves in certain series of books on culture in general. What a revelation and joy await the students of, I hope, next year's course when the earnest and adventurous spirits behind this most valuable movement in education give themselves and the students the opportunity of studying the writings on oriental art of Coomaraswami, N. C. Mehta, Havell, Kramrisch, Okakura—to name only a handful who have attained world-recognition in books, and not to mention the well printed and illustrated art-magazines now published in Asia!

I am particularly anxious that the Campus Course of Iowa State University should become as ideally complete in practice as it is in the desire of its founders, because I believe that if such a course is allowed to justify itself in the cultural results which only interacting synthetical study can achieve, it will exert a reformative influence downwards into the schools, and, by demanding preparation for it as the final stage of organized education, will help towards the giving of the real education for which one longs to the culturally starved children of the world.

Surely the spirit of the seers of Bharatavarsha speaks once more, and with the almost overwhelming possibilities of American power and initiative, in such words as these:

Continued in next page.

THE EDUCATION OF INDIAN WOMEN

By Mrs. KAMALA SATTHIANADHAN, M.A.

THERE is a general demand everywhere for the advancement of womanhood in India, based on the undeniable principle that, if the progress of a country is to be assured, its women must be emancipated. The key to such a desired end is of course education with its true aim of the best and fullest development of individuality. For such an education to be really successful, however, the response to it must be full and happy. This is the first point to be considered; this object can be fully attained only when the mind of women is made properly receptive. For this two things are necessary, the first of which is desire, and the second encouragement. The complaint has often been made, and indeed is very true, that both these ideals are lacking in India at the present moment; for, not only do the women feel an inferiority complex to men, but they are also made to feel it. The remedy for such a state of affairs is obvious enough; and many-sided is the good advice India receives on the subject. But, what seems to me a salient point to remember is the encouraging fact that the education, which is now so necessary for women, is by no means a new step into the unknown dark; but just a retracement into the past. The field is not an

unploughed one. It was ready for cultivation ages ago; it has only been hardened on the surface and all that is necessary now is to break it up again. The grand ancient civilization of India, from which of old so many sister-nations drew inspiration and strength, is latent in us and in our women. It has only to be encouraged to come out, regain its old strength, and blossom out into new flower, so that again it may be of service to other nations and races.

It must not be forgotten that there was a time when the education of women was neglected even in England. In a book by Sir John Woodroffe, entitled "Is India civilized?", we are told that women's position in feudal Europe was lower even than in paganism. In English common law, women were morally and economically dependent on their husbands. No doubt, the free religion of Christianity was one of the first agencies to give encouragement to women; but yet the fact remains that in Hebrew law woman had no status at all in Church and State, since her origin in Genesis was said to be material, and not spiritual, created from the rib of man, not from his soul, and therefore "Of man, for man, an inferior being, subject to man". Later, St. Paul with the other Christian fathers, shared somewhat of this careless attitude to women, and disliked marriage with one who was "the root of all evil." It is to be noticed, however, that in the ancient Sastras of India, there was no such "sanction for inferiority as in Genesis". The reading of, and the hearing of, the Vedas no doubt was denied to women; yet the fact remains that many Vedic hymns were actually composed by women. We get many fine sayings regarding women as divine, representing the great Mother, who was the partner of the world Deity. Conjugal relationship with women therefore being regarded as sacred, there was no limit to the encouragement of women, and we know of many great

Continued from preceding page.

"Finally, it may be said that this Campus Course is born of a sense of the oneness of nature, of mind, and of all destiny. It is based upon the conviction that a liberal and cultural education should possess synthetic unity, and that the spirit of each approach to the problem of man and his universe should be in all, and the spirit of all in each."

Educational India will assuredly offer its deep *namaskarams* to the initiators and supporters, of and participators in, this remarkable adventure towards the true education of the future.

women of ancient India, in administration, in authorship, in argument, even in battle.

There should be no lack, therefore, of encouragement to Indian women, on the ground that their advance will be unprecedented. On the contrary, there has only been a falling back in India in this respect, as in every other respect. And what is to be done is first a regaining of lost ground, for which there should be stimulus, not only from foreigners, but from the men of India also. The latter should never feel that the education of their women will mean the loss of morality and the harbinger of disaster. On the other hand, it should mean something quite different, viz., the enhancement of every standard of truth and culture and efficiency, and a sure impetus to the progress of civilization.

The next point to be considered is the *kind* of education, which is to be given to the women of India. Sir John Woodroffe comes to the conclusion that the question is not one of the *inferiority* or the *rights* of women, but just what is essential for true culture. If woman is "visible divinity," if she is, considered to be "truly civilized, to the *limit of her capacity* in the cultural tradition of her country, much wrong cannot be done as to the nature of the education to be given her." The real crux of the situation is, I think, in the words I have underlined: to the *limit of her capacity*, which clearly indicate that on no account should the condition of women be allowed to stagnate. On all occasions, her capacity should be allowed free play, not only to work itself in, but also to develop and advance.

What then should be the lines of development? First of all, is woman's education to be wholly based on Western standards? Certainly not. We do not wish our women to become militant, as in the suffrage war of not so long ago in England. Nor do we want them to be regardless of, and contemptuous towards, the chief traditions of Indian womanhood, the modesty, the discretion and the reserve, the dignity and the majesty, the reasonableness and self-denial, the purity and chastity, the domesticity and the home-

liness, the charity and the hospitality, the respect and the conciliation of men and not their antagonism, the devotion of motherhood and wifehood, which made an Indian heroine of old such a grand and powerful character. We do need, however, some of the best qualities of Western womanhood, which when carefully cultivated, are sure to be of the utmost service to India.

There are different kinds of women, and for such different kinds of education are needed. In India especially, there will be for centuries to come, many women, who will be uninterested in work outside their homes, but, who desire first of all to be wives and mothers and house-keepers. All honour to such; for is not domesticity, the real basis of all womanhood? It is only after the satisfaction of that part of their nature that women ought to feel the need to help in outside matters. But the fact must be remembered that women, even the most domestic of them, have much work to do outside their homes as well, and therefore ought to find time for it.

There are women, however, a minority in India, who may remain unmarried, and many who are widows, with no home-encumbrances, and therefore free to work for others. Of such there may be two kinds, those who wish just to take part in general welfare or social work, and those who wish to specialise in different vocations.

There is no doubt that woman in India must step in time with the progress of other countries. She must free herself from the retirement forced on her by outward circumstances, give up stagnant orthodoxy and undesirable custom, and come forward to add her own share to the well-being, not only of her own country, but also of the world at large. And for this, she should take an example from Western women, as they play their part in every form of activity. In business, as saleswomen and superintendents of big stores and shops, as workers in factories and industries; in departmental work, as waitresses and servants, as typists, librarians and secretaries, as doctors, lawyers and ex-police workers, as units in municipal,

Government and post offices; in education, as professors and students in schools and colleges; in creative works as authors, musicians, artists and scientists; in sport; in the creation of records in swimming, motoring and flying; in politics and administration; in city government, in social welfare, indeed in every form of activity, women in England have proved their capability and their value. Will Indian women lag behind?

Such participation in public work means for women education of two kinds. The first is vocational education to prepare them for the special work needed. The second is general education. There is, as will always be the case, difference of opinion as regards the latter. Should women be given the same education as men, or should they be given a special training? There is no space here to recount the several arguments on both sides. One thing has to be borne in mind, however. The modern age is one which claims equality for women with men. How can this result, if education is differentiated. Women, to be equal with men, must be educated in the same way; education implies, not only the smaller ideal of being a means to earn one's livelihood, but also the larger ideal of a general culture. And, in the latter case, if the education given to men is imparted to women also, it will be productive of general efficiency even in the narrow circles of domesticity.

Women's education therefore, need not always be the higher education imparted in colleges. It can be specialised in several directions. As a lady-writer lately suggested in the *Hindu*, it can embrace the following subjects: (1) Their own language, (2) the common language of their province, (3) sewing, (4) sanitation, (5) nursing, (6) domestic economy, (7) accounts, (8) cooking, (9) music and (10) painting,—a varied and happy programme indeed, which can be given scope to in special Indian universities, or, failing such, at home by husbands or by fathers, or by good instructors.

An important point to be considered is that of co-education. There is no doubt that the latter will be productive of some dangers, especially in the earlier periods of it; but then it will be of the utmost service in the end. What is needed in India is free social inter-course between men and women.

Such was largely encouraged in ancient times as, for example, when Droupadi, the Pandu empress, gave audience to all her men-friends. Why then should it not be now? Let all doubts and fears be dropped. With the eyes of the mind on the far-away final goal of true companionship between men and women, let Indian women advance quietly, yet boldly; carefully, yet quickly; traditionally yet internationally, and always with a large heart, an open mind and a wise and gentle philosophy.

Education Trust: Mr. Panjikar's Endowment of Rs. 40,000.

Mr. Sakhararam Rao Krishnarao Panjikar, Vice-Principal, Victoria High School, Dharwar, has endowed Rs. 40,650 for education, writes the correspondent to the *Hindu*. The trust is called "The Mrs. Ambabai Panjikar Vidya Nidhi," and the object is the promotion of education, intellectual as well as physical. The gift was announced recently on the occasion of the thread ceremonies of his two sons Rajaram and Vittal. The trust requires the use of the interest on the amount for prizes and scholarships, tenable for one year but renewable thereafter.

Two scholarships of Rs. 100 and Rs. 80 each called the "Krishna Rao Panjikar Technical Scholarship" are to be given to students

irrespective of caste or creed, that pass the S. S. L. C. or the matriculation of any Indian University, and one of the scholarships to be given to a South Kanara student and another to a student belonging to any one of the four districts of Belgium, Bijapur, Dharwar or North Kanara.

A Harijan prize of Rs. 20 is also provided for to be awarded to a Harijan student who secures the highest aggregate number of marks among the Harijan candidates passing the matriculation examination of the Bombay University. A prize of a like amount is also to be given to a Harijan student of the Madras University. Several other scholarships and prizes are also included in the trust.

DO TEACHERS REQUIRE TO BE TRAINED?

By Mr. A. S. VENKATARAMAN, B.A., L.T.

THERE is no trained teacher, who after his return from the Training College is not assailed by the query, "How far have you been benefitted by your training?" The reply in very many cases is, "I doubt if it has done me good." I should be surprised if the question is not put or if the reply has been different.

This is not peculiar to teachers in our country. We are obliged to a correspondent's words in the Times Educational Supplement, "The pronouncement of educational experts carries no weight with practising teachers and their books are little read." We can share, what is known as, the comfort in the multitude with the Englishmen but one has reasons to doubt the strength of this belief in the minds of modern educationists, wherever they may be. At any rate, there are indications of a rude awakening to the realities of the situation.

The same correspondent draws our attention to another observation which must be considered as diametrically opposed to the first. "Do not neglect your professional reading. Encouragement and inspiration come from the pens of educators."

It is hard to reconcile the two statements but they serve to point out the typical differences in outlook and ideals between the two persons to whom the words can be ascribed. The first statement may be said to belong to a conservative thinker who is obsessed by a sense of self-complacency. In fact, this has been endorsed by a responsible teachers' professional Journal in England, which has behind it the sanction of the Teachers' Associations. The other view must be held by people who are out to measure every human trait, for as Prof. Thorndike says, "Every thing that exists, exists in some quantity, and if it exists in some quantity, it can be measured." The American origin is obvious and striking.

It is expected of an American teacher,

"Each teacher must read and report on one professional book each year to have her certificate renewed." The more one examines the statement, the more one is compelled to admit the onerous responsibilities entailed by a teacher's task.

There are very many points of disagreement between the attitude of an English teacher and the attitude of an American teacher. An American teacher is modern in her methods, up-to-date in her knowledge, diligent in her reading, punctual in her attendance at summer school and regular in her completion of countless reports, graphs, record cards and answers to questionnaire. The use of the pronoun may be marked. Most of the teachers are women, and women as a class are said to be more conscientious, if less quick in their work than men. As for the English teacher, it may be a man or a woman and their ideals cannot but be different. Normally the teacher is a man, though of late women are coming in (still not plentiful as black berries), and he is reputed to be a conservative, labelling new methods as *stunts* and professing a rich contempt for theory and a comparative degree for theorists.

One wonders how the English teacher succeeds. Some reasons are adduced and we are not in a position to differ seriously from them. There seems a certain inherited maturity and an innate racial experience which is helpful in triumphing over handicaps. It may also be that an English child is more responsive to the influences of a process of general education than either the industrious German child, the intellectual French child or the mentally alert American child. The English ideas of education are identical with their ideas of traditions. While knowledge is a means to an end, the training of character is the foremost concern of education.

The success of the English teacher is

perhaps due to a fortuitous combination of happy circumstances and it is as well that we note that this state of things cannot continue long. Schools of the future have certain difficult tasks to perform, three of which may be singled out. It is essential that young people's minds should be trained progressively and continuously, and for that matter, a knowledge of scientific psychology on the part of the teacher is an indispensable equipment. Secondly, an all-round foundation of knowledge and skill has to be laid. Thirdly, the children have to be guided across the gulf between the school and the home. The objective of education, as agreed on by most parents, should be a liberal education, the development of the whole personality, not the special faculties only.

In some quarters, some fears are entertained about the need for theory in education. Professor Godfred W. Thompson in his address delivered at the Congress of Scottish teachers says, "I once heard Sir George Lunn, whose name is perhaps not so well-known in Scotland as it is in England, begin one of his delightful speeches by saying that he had been for over 40 years engaged in the administration of education and that whereas when he began he was a young married man who had no children but had nine theories about education, now he had nine children and he had no theories about education." Theories which cannot withstand the test of 50 or 60 children do not deserve that title and require to be recast. The words quoted above are illustrative of an attitude of distrust and hostility towards the new theories.

The right sort of attitude that one can cultivate leaves out neither theory nor practice. In fact, theory and practice combine in the daily avocation of a teacher. Some teachers seek consolation in the comforting doctrine that a person best at theory is the worst at practice and that therefore a theorist is out of place in a School-master's job. We have only to consider an example to prove its hollowness. There are two persons, one, a practical seamam and the other, a learned master mariner. The seaman may very well manage the ship but may bungle

in a three day's fog. He may wonder where he is or where he is going. A learned mariner can quite well study the charts but may not be able to handle a ship. But the more useful person is the certificated captain since he knows both theory and practice. As he grows older, the practical man grows more and more conservative but the theoretical man avers that the new way is the best way.

The same thing applies to education. In this connexion, it is interesting to note what Roger Ascham says, "Learning teacheth more in one year than experience in twenty, and learning teacheth safely where experience maketh more miserable than wise. He hesitateth sore that walketh only by experience. Unhappy shipmaster is he that is made cunning by many ship-wrecks." Few will endorse Roger Ascham's observations and at any rate, that learning in a training college or anywhere else teaches more than twenty years' experience, is a proposition to which even the most enthusiastic advocate of Training Colleges will not subscribe. Perhaps an ideal form of training for teachers will be twenty years' experience and a continuation of learning throughout.

This tug between theory and practice is well envisaged by Dervy in the well-known form of Interest vs. Effort question. Advocates of the Interest in Education are put into the witness-box and accuse the other people of making education unpalatable to pupils. The other people accuse Mr. Interest of training his pupils to be butterflies fluttering from one flower to another, so that when there are no flowers in after-life, they are incapable of settling down to any thing. This is exactly the situation at the present day. Dervy suggests a compromise, getting efforts through interests, interest for effort, and the way for it is the Project method about which most America is enthusiastic. All along schoolmasters have not been following the children's interests, as the children's interest.

What, in fact, is theory in training? It means among other things trying to get the back-ground against which to see particular

problems. It means going into history, going to other lands, examining other systems and methods. It means teachers have to be researchers a bit. They must know where they are wanting to go, they must follow the Scientific method. They must be able to use quantitative methods in the investigation of educational problems to work out correlations, to educate themselves better and convince other people. Really theory is a three-headed Janus. I shall not call it 'monster'. The three sides are method, psychology and philosophy of education.

When we realize how very valuable, how very useful theory is, it is late in the day to prepare an *Apologia pro Vita Sna*. If we turn but for a moment to examine the

methods of the American teacher training where one has to put in three years of academic work and one year's theory and practice, the stimulating atmosphere, the provision of one year's leave in seven to secure freshness of the staff, the craze for books, journals and bulletins, the desire for experimentation, the moral compulsion that a professor or teacher must have something more to show than her teaching, say some research work, an article to a journal, or a paper at a conference, and the strenuous efforts the desperate struggle despite lack of scholarships,—We shall hesitate, we shall consider, "once, twice, thrice," before we shout out the slogan, "I am none the better for my training."

Talking down to Children

Quite a wrong approach

While not suggesting that children should be allowed to decide upon their future independently of their parents' advice, I would stress that the best method in this respect is that of co-operation, writes Mr. Roy Hopkins in 'The Daily Mirror'. For whilst sons and daughters know better than anyone else exactly what they feel an urge to do, their far more experienced fathers and mothers are wise in the way of the world.

By translating their superior knowledge to their children they will help them to realise their exact position, as well as disillusioning them about the various things which children are apt to paint in their immature minds in mistakenly vivid colours.

Above all, children should be encouraged to lend an attentive ear to what their school teachers have to say. They should, however, be discouraged from following advice blindly, since that tends to deaden their sense of what is right and wrong.

The main object of parents should be to allow their children to develop a broad outlook, and the best way to achieve that is to be friendly and human.

We keep our best behaviour for our children. Let us ask ourselves: Why? How can a child be friendly with a person who is capable

of such an apparently splendid piece of artificial posing? The sheer hypocrisy of our make-believe is almost appalling to a philosophical mind.

Financial considerations play the most important part in the choice of a career, and it is a wise parent who makes his child familiar with this fact. As a principle it is better not to disillusion one's children in an abrupt way, but by pointing out the advantages and disadvantages of certain professions one safeguards them against rude awakening to stark reality later on.

For example, those who are not blessed with large incomes should discourage their boy in his ambition to become an officer in any of the Services, since soldiering outside the rank and file is a luxury profession.

The point which the parent has always to keep foremost in his mind is this: never allow yourself to get out of touch with what goes on inside your child's mind. Leave the cold reasoning of erudite instruction to his masters or governesses.

To you, however, is left an incomparably more important task. It is the laying down of the foundation on which your children will build their self-respect and incidentally, their respect for you.

EDUCATIONAL EXPERIMENTS IN INDIA

By Prof. C. SWAMIKANNU PAUL, M.A.

EVERY country ought to have its own system of education—an education that will best suit its own past traditions and present requirements. An educational system, however good for a country and however well worked out, cannot be transplanted wholesale to another soil. Each country ought to make the experiment itself. Of course in making such experiments we may benefit considerably by the study of similar experiments elsewhere and the amount of success attending them. This two-fold attitude is justified in view of the universal characteristic common to all humanity and the particular native genius of a people, but the emphasis should be always on the latter than on the former aspect.

In illustration of the point, might be mentioned some of the attempts in India to copy the Dalton method in teaching without either understanding it fully or duly modifying it to suit local conditions. The result is failure of the method and chaos. We have a lesson to learn from Japan. If there is one country in the East which is more completely 'westernised' than any other, it is Japan and yet the Japanese are sensible enough to adapt to their local requirements, whatever they borrow from the West.

Since many and varied are the educational experiments in the West, we naturally turn towards the West for a model, but the need for adapting it should not be forgotten. In this connection it is worth noting the fostering care the people and the state extend to the experimenters and the sympathetic handling and wise counsel given to them by the inspecting authorities.

The part played by education in the life of a people cannot be over-emphasised. What a nation is and hopes to become will depend in no small measure upon what it does with its educational system. It need hardly be mentioned that no system is a complete realisation of the ideal surging in the breast of a

people. Hence there is the constant need for new experiments in education. All glory to those heroic souls who conceive an ideal and seek to embody it in the education of the youths. India is having the birth pangs of a new life. Whether a mountain or a mouse will come out of this will depend on the educational system as a whole and on the new ventures in education in particular.

What has India to show in this line? We are not without experiments and our record is not one to be ashamed of. The people have not awakened to the real importance of these experiments. Beyond mentioning some of the characteristic ones, we will not enter into any detailed account of any of them in this present article.

The natural starting point in the enumeration of such experiments is Dr. Tagore's *Santiniketan* at Bholpur. Like its founder who embodies within himself the best in the traditions of our country as well as a healthy reaction to the conditions of the modern world, the school seeks to recapture the setting and spirit of the forest universities of the Upanishadic period, and to make them live under conditions very different from those of that period. A life of freedom in close communion with nature seems to be the dominant note of the place. The poet's own inspiring presence is no small factor in moulding the character and destiny of this institution. Their freedom from all artificial restraints, even of the class room, the relation between the *Guru* and *Sishya*, attitude to examinations, character building etc. will all be considered later. The institution is a national asset and information about it should be broadcast through educational journals like the present one.

Mainly on the same lines, with different emphasis on the various aspects of education are institutions like the *Gurukul* and *Rishi-Kul* at Haridwar. In the same list might also be mentioned the *Rama Krishna Mission*

Schools in different places, and the *Brahmacharya Vidyalaya* at Kanchi.

Experiments, more along modern lines are conducted in *Vidya Bhavan* at Udaipur and the *Sishu Bihar* at Mysore. The former under Dr. Mohan Sinha Mehta and the latter under Dr. Gopalaswami are making a gallant and laudable attempt at bringing up-to-date scientific methods of teaching children into the educational system of the country.

We have an example of another kind of school intended to serve the village population not only in learning the three Rs but in turning their hands to something useful. It is conceived on the model of the "community school." This is the *Moha Training School* for village teachers run by the Presbyterian Mission in the Punjab. The school uses the project method and the success achieved so far has already made the school famous throughout the country.

In this connection similar experiments conducted chiefly at Ramanathapuram and Marthandam by the Y. M. C. A. must not be forgotten. Training in cottage industries, Bee Keeping, Dairy Farming etc. are given at these centres.

The *Dyalbagh* institute has a definitely industrial bias about it and the *Loni* experiment has a definite agricultural bias about it.

Some Thoughts on Education

Any pupil who is contented with what the text-book contains is not educated. He is just like a little bird on a branch with his mouth open waiting to have things put in it. The mind is not a prolix gut to be stuffed. It is a digestive organ, it is an assimilative organ and what it does not assimilate, it rejects and gets no profit from.

—Woodrow Wilson

In the schools, that is to say, in our children are reflected the conflict between church and state, between philosophy and theology, between old and young. It is a fight for an outlook upon the world and upon life. And it is from this point of view that we should judge

In regard to method, though tried in the various parts of the country Frobel and Montessori methods are worked with greater success at Mysore and Udaipur, the Dalton method at Shillong and the Project method at Moha. Experiments along the line of the Adult schools of England and the Folk schools of the Scandinavian countries are yet to be tried in any large scale in India. It is to be hoped that in a country where they are most needed they will not be late in coming into existence. There seems to be no other way of wiping out the appalling illiteracy in the country. The wireless can also play a great part and some attempt along these lines is being made in the Punjab. Much can be achieved through library movement as in Baroda. Village reconstruction so essential in India can be accelerated along these lines.

In the field of higher education we have Tagore's *Visva Bharati*. The only other institution in the world comparable to it is the "World University" of Monsieur Ottelet.

Thus we have educational experiments of all kinds, some of them typically Indian and others western experiments adapted to Indian requirements. Beyond a bare reference nothing more could be done in this article. A detailed consideration of some of them will be given in the succeeding articles.

the claim of our school teachers that they themselves should receive higher academic training for those very teachers who, amid their fatiguing work, strive to educate themselves more highly, are the most painfully conscious of the inadequacy of their own education.

—Masaryk

It is not by the perpetuation of the old world outlook of religion and tradition but by the insistence on common ideals and by the cultivation of studies which create common interests and have a universal appeal that the University can exert its unifying influence on Indian Youth.

—Sir R. Menon

VERNACULARS AS MEDIA OF INSTRUCTION

By Mr. C. B. KRISHNA SASTRY, M.A., L.T.

"Find your voice in your own language"—Tagore.

WE are living in an age of international fellowship and national consciousness.

Our political status as a humble partner of the British Commonwealth and intercourse with the nations of the west have necessitated an acquaintance with the English tongue which has its own intrinsic merits and advantages. A study of English no doubt helps to widen our intellectual horizon, paves the way for the acquisition of considerable knowledge of arts and sciences and opens the key for the literary and scientific treasures of the world. But in spite of its manifold advantages, we should not allow ourselves to be carried away by blind faith and admiration, ignoring the needs of the times and sacrificing our own mother tongue. After all, mastery over a foreign tongue is an impossibility in most cases, as the genius of the English language is something alien to the Indian mind. What is generally needed is only a working knowledge of the same to subserve our purposes in our daily avocations.

We shall now consider the difficulties and hardships that a present day student will have to experience on account of this sad state of things. A student at school in the Secondary stage of education will have to strive hard in vain to acquire mastery over a foreign tongue and understand all that has been imparted to him in English by his preceptors. He will have to translate the thoughts and words of the teacher into his own vernacular, so as to accord to them a lasting place inside his brain. Whenever he is called upon by the teacher to answer any question, he will have to call back to his mind his previous knowledge of those topics in the vernacular and translate it back into English. In the translating and retranslating of information, he is often subjected to indescribable worry and strain. Moreover his ideas lose their due and proper signifi-

cance, suffer in meaning and are often misunderstood and misinterpreted. The free use of the vernacular as the medium of instruction all over the country will obviate these difficulties. A student who is fully conversant with his own vernacular idiom and usage finds no difficulty whatever in understanding and digesting new ideas and expressing them clearly whenever required to do so. Further, it enables him to obtain a fund of information with greater ease and freedom than in the English tongue.

Eminent educationists like Dr. Sir S. Radhakrishnan, Dr. P. C. Ray, Dr. Ross Masood, Pandit Madan Mohan Malaviya and Dr. M. K. Paranjape have all stressed on the pressing need for the immediate adoption of vernaculars as the sole media of instruction in all Secondary Schools. They have pointed out with all the emphasis at their command, that modern learning can be carried to the heart of the nation through vernaculars only, that they have to be developed as the vehicle of modern and scientific thought, that students feel quite at home with the subjects of study, cultivate confidence in their abilities and improve their knowledge of English, that the foreign language cripples the intellect of the learner, warps the mind and sterilizes the best Indian minds. They have condemned the present system of imparting instruction through a foreign medium as not only educationally unsound, but also unpsychological and unnatural. They assert that this process is causing intellectual stagnation even among the products of the University and that unless vernaculars are made the media of instruction throughout India, its political, moral, social and industrial development will always be heavily handicapped by its burden of illiteracy, and that no such preposterous arrangement as the spending of six years of the most precious period of a boy's

or a girl's life in acquiring mastery over a foreign tongue obtains any where in the world as it leads to the colossal wastage of the youth and manhood of a nation.

Now it is immensely gratifying to observe, that every committee of experts in matters educational, the Calcutta University Commission, the Hasketh Committee of Bombay, the Lindsay Commission and the Vernacularisation Committee of the Andhra University have all recommended with much force and earnestness the desirability of immediately adopting vernaculars as the media of instruction in all High Schools.

The Provincial and All-India Educational Conferences have been urging constantly upon all Managers to give immediate effect to the vernacularisation scheme in view of the Departmental permission. In Bihar and Orissa, and Central Provinces the Government schools have already begun to adopt the Vernaculars in place of English. More than half the number of High Schools in Bombay have resorted to this beneficial reform. The Andhra University has introduced vernacularisation in regard to the Matriculation Examination. Vigorous attempts are being made to extend the same to the Intermediate courses of study. As the result of a resolution moved in the Academic Council, specialists have been appointed to prepare suitable text books in their respective subjects for adoption in Colleges. More than all these, the Nizam's Osmania University, the richest of its kind in India has been functioning most efficiently under the patronage of its enlightened ruler, H. E. H. the Nizam.

It is a matter of common observation that an overwhelming majority of educationists, teachers, parents and students are in favour of this much needed and belated reform.

In these circumstances, even the very few ardent supporters of the foreign tongue as the medium of instruction should cry a halt to their fruitless endeavours, take stock of the situation, and swim along with the current in the best interests of national education and prosperity. They often argue that

students experience much difficulty in undergoing College Courses of Study, as the medium of instruction there is the foreign language, that there are no good text books, that vernaculars suffer from lack of suitable words and that the standard of English will deteriorate. Such arguments do not hold water and can be easily refuted. Secondary education forms an entity by itself and only indirectly leads to the portals of university education. Moreover, only 10% of the pupils who have been declared eligible to university courses of study resort to colleges to take a degree—an uncertain passport to Government service at the present time. Text Books can be prepared with the help of the authorities in various subjects, if only there is a good demand for them, as the country abounds in good scholars of world repute. Words may be added by common agreement to the existing vocabulary as suitable equivalents or we can safely make use of technical words to avoid confusion and delay. The time and energy saved by the teacher and student in learning things at first hand through the mother-tongue can be utilised with much advantage in making a more intensive study of English.

In this connection it may not be out of place to mention that all examiners are agreed that the candidates who answered in the vernacular, have, on the whole fared better than those who answered in English, and they revealed a clearer grasp of the subjects as their answers were characterised by clearness and ease. In his valuable report on the Progress of Education, during the last quinquennium, Sir George Anderson, the Educational Commissioner observes, "There can be little doubt that most of the disappointing results in Secondary and Collegiate education can be traced to the use of a foreign medium of instruction."

Considered from various points of view, the adoption of Vernaculars as the media of instruction and examination, with considerable imagination and courage by all, appears to have been highly desirable in the interests of sound instruction, educational progress and national efficiency.

An Interpretation of Physical Education

By Mr. H. C. BUCK, M.A., M.P.E.

PHYSICAL education is education by means of physical activities. It is a necessary part of the general process of education if one is to be equipped to live an abundant life. Dr. J. F. Williams in his book, "Principles of Physical Education," which should be read by every educator, defines physical education as the sum of man's physical experiences selected as to kind and conducted as to outcome. Selection of activities as to kind implies taking into consideration the nature of man, the type of activity which has made him structurally and functionally what he is to-day, and the activities which must be continued to ensure proper biological succession. This means that our programmes in physical education should be made up of those natural, racially-old, big muscle activities employed in the form of games and athletics which appeal to the inherent interests and desires of the participants and which equip them to function effectively as members of society. It is only adequate participation in such activity that will keep us from becoming physically illiterate. Conducting activities as to outcome implies intelligent leadership that employs these natural activities to develop in the participants high standards of social and moral conduct, and skills that function in life.

Physical education then is a truly educative process and not mere exercise and perspiration. It is education of the whole man through the physical and not mere development of the physical. It must be expressed in harmony with the established facts of psychology, biology and sociology and as such has a legitimate claim for inclusion in the general scheme of education.

THE AIM OF PHYSICAL EDUCATION

Williams gives the following as an aim of physical education. "Physical education should aim to provide skilled leadership and

adequate facilities that will afford an opportunity for the individual or group to act in situations that are physically wholesome, mentally stimulating and satisfying and socially sound."

In keeping with this then, we should aim to provide ideal environments and facilities for natural physical activities with highly qualified leadership. Such leadership should possess scientific knowledge and a sympathetic understanding of human nature. Further, the aim should be to make possible for individuals and groups within these wholesome environments full opportunity for self-expression and self-development by providing stimulating situations out of which will arise experience abundant in physical, mental, social and moral values.

The primary aim is not to develop star athletes, winning teams, expert performers, or physical marvels, but a national vitality based on character values as well as on those of physical stamina.

OBJECTIVES IN PHYSICAL EDUCATION

(a) *Development of Organic Vigour:* This is dependent upon a wise selection of activities arising out of the inherent interests of the participants, and so conducted that the normal functions of the body are developed and improved. The racially-old, big-muscle, or natural activities are the ones that have made man what he is to-day both functionally and structurally, and this type of activity in a rational form must be continued to preserve proper biological succession. The vital organs are best influenced and improved through activity of the big-muscle groups of the body. The natural, or athletic and games activities are the ones that bring into play in a rational manner, all the muscles of the body, stimulating the circulation and respiration and other vital functions, and thus producing organic vigour.

The objective games activities are there-

fore of far more value for this purpose than are the purely subjective ones of local muscular development. It is our belief too that moral health is largely dependent upon physical health, or functional power of the vital organs.

(b) *Development of a Reasonable Degree of Muscular Strength.*—There is a prevailing notion that physical activities have only exercise value and that the only purpose is to develop huge muscles and great muscular strength. This is a mistaken notion, because mere size and strength of muscle is not a guarantee of health and vitality. In fact one may have huge muscles but poorly developed vital organs. However, one should aim to possess a reasonable degree of muscular strength and a physique of which he need not feel ashamed. One must remember also that if exercise as such is to improve size and strength of muscle the diet must contain sufficient nitrogen for building and repairing body tissue.

(c) *Development of Neuro-Muscular Co-ordination or Skills.*—The development of skills in a large variety of physical activities makes it possible for individuals and groups to obtain satisfaction and happiness in a variety of ways during leisure time. Many people are unhappy and mal-adjusted because they are physically illiterate and do not know how to enjoy their free time.

Possession of skills in naturalized forms of individual and group play activities enables people to give wholesome expression to innate desires and interests.

(d) *Development of Right Attitudes Toward Play and Toward Physical Activities in General.*—It is not only possible but necessary, to base the programme on such sound psychological principles that there will be developed in the masses wholesome attitudes toward play and physical activities, and habits of life-long participation in them. This can be done only by

providing activities that appeal, that give opportunity for self-expression and self-improvement, that afford satisfaction in the doing and a desire to continue. Proper leadership can instill the idea of participation for the sheer joy of the activity itself without any concern about winning or losing, or of desire for material reward. Teaching people to look upon physical activities as a recreative measure rather than as an exercise process or money-making spectacle will go far toward creating desirable attitudes.

(e) *Development of Desirable Social Attitudes and Conduct.*—This is possible in a programme of physical activities where emphasis is placed not on spectacles and not on winning, but on the ethical values inherent in playing games with and against others. The relationships and experiences of co-operation and competition on the athletic field call for decisions very similar to those which have to be made in every day life. Leaders with moral purpose will make it possible for their athletes to act and decide in the light of values and consequences, and will relate the idea of sportsmanship as practised on the playing field with the desirability of carrying that laudable practice over into all relationships with their fellow-men. A programme of activities that does not afford opportunities for developing ethical values which function in life is not educationally sound and has no reason for existing.

(f) *The Development of Correct Health Habits.*—Health is physical, mental, moral, social, and emotional. A rational programme of physical activities in a wholesome environment under sane leadership can stimulate the participants to develop favourable attitudes and habits in all of these phases of health, thus influencing them to live abundantly. This can best be done by making it possible for those engaging in physical activities to discover for themselves the true values and satisfactions of wholesome living.

MASS EDUCATION

Sir MIRZA M. ISMAIL'S VIEWS

[Sir Mirza M. Ismail, Dewan of Mysore, inaugurated this March the Vacation course of lectures and Book Exhibition, organised under the auspices of the Karnataka Sahitya Parishat. The following are extracts from his speech which have an All-India bearing.—ED. E. I.]

VERNACULAR LITERATURES:

THE renaissance of the Vernacular literatures and the awakening of public interest in them in all parts of India, has been one of the most significant phenomena of our time. A country's language is, in a very real sense, its true history. Its very words and their distinctive usage are the record of its search for contacts with the Universal reality of which it is a part. Its literature is the nation's autobiography. I believe that the study of the Kannada literature of the past will bring to light much that is obscure in the history of the great ages of India's culture; for, we must not forget that we of the Kannada country are the descendants of the immortal, though anonymous geniuses who created the unforgettable glories of Belur and Halebid, and the artistic and literary triumphs of later ages. The spirit of these achievements is incarnate in the Kannada language and makes it the natural and only true vehicle of the creative expression in poetry or prose of those to whom it is their mother tongue.

MODERN TEXT-BOOKS:

During recent years education in our country has been taking on a new phase. It is becoming more and more related to the practical needs of national and international life. The books used in schools are no longer mere compilations of passages selected from classical and mediaeval authors. The school curricula of to-day are including more and more information on modern Science and modern thought. Civics, Sociology and Economics on one side and Physics, Chemistry, Botany and Zoology on the other figure in the educational syllabus now, quite as prominently as Poetry, Drama and Fiction. If the new text-books thus planned are to be

satisfactorily taught by the Schoolmaster, it is essential that he in his turn, should be a diligent student of the latest advances in both scientific knowledge and humanistic thought. Life in our country has too long stood gazing at the cloudland of scholastic thought and ethereal fancy, unrelated to the facts of life and the forces in operation around us. It seems to me that it is not enough for the literature of a country to content itself with gratifying the emotions and titillating the argumentative faculty of man. For the beautifying of life, we need stimulus to action no less than aids to contemplation. Literature should not only stir the heart, but also clarify the understanding and strengthen the will. If literature is to be a dynamic power, it should embrace not only the dreams of the poets and the transcripts of the novelists, but also the more concrete achievements of the scientist and the social reformer. We need knowledge as well as inspiration.

ATTRACTIVENESS OF BOOK PUBLICATION:

Just as many a fine picture is spoiled by bad framing, so is many a good book spoiled by bad printing, bad paper, or bad binding and some times by all three together. This is, I believe, a matter on which we Indians have to become sensitive. It is no use arguing that the soul of a book is all that counts. Our approach to the soul of a book may be—indeed, I think, ought to be prejudiced unfavourably by an ugly or unsuitable body. There should be complete conformity of the outer and inner aspects of a book. If its contents are austere, its outer presentation should express austerity. A book on art should be artistically produced. But whether a book expresses the illumination of the soul, or the beauty of

creation through humanity and nature, or truth as apprehended by philosophy or science, it should never descend to slovenliness or ugliness in external appearance. I stress this matter, because it has bearings on other aspects of a nation's life besides its book-shelves. Insensitiveness to outer appearance is the sign of an inner dullness to beauty and order, and this inner dullness is bound to show itself in many ways—as it does, for example, in untidiness or artistic poverty in the home, or in the oblivion of worshippers to the incongruity of insanitary and unclean approaches to their places of worship. On the other hand, the attainment of a constant desire for beauty and order will not only show itself in the objects, including books, with which one surrounds oneself, in the effort to make an outer world in harmony with our inner world, but will show itself in personal appearance and address, and in the conducting of professional business and public life, the latter being a very important consideration at the present juncture in the development of the organised life of India.

THE MEDIUM OF COMMUNICATION:

For purposes of high Philosophy, Sanskrit and for modern Science and Business, English have till now been regarded as the best means of expression in this country.

Municipal Education in Delhi

An exhaustive survey of the progress of Education in Delhi since 1912 was made by Mr. J. Leitch Wilson in his report on the enquiry into Municipal Education in Delhi City, published early in 1934.

He thinks that if the primary obligation of the Municipality is to make suitable provision for primary Education, the responsibility of Secondary Education is likely to fall heavily on their resources, as he was much dissatisfied with the staff or equipment or general tone of the four Middle Schools maintained by the Delhi Municipality.

Mr. Wilson draws attention to the Hartog Committee and the Punjab University Enquiry Committee Reports, who stress the necessity

This week in Bangalore will, I am sure, prove to the Kannada public that their language, too, is quite capable of being adapted for modern intellectual intercourse. I am not suggesting that either English on the one hand or Sanskrit and other classical languages on the other, should be banished. But we have, at the same time, to think of the clamant needs of our masses. We have to think of the easiest and the speediest way of educating and equipping them for life. No country can afford to neglect its own language. Only those who keep intact the bond of unity with their own people are capable of exercising any sound influence amongst them. Let our pupils, then, not neglect their vernacular. It is desirable that they should, as far as possible, learn through the medium of their own vernacular. They will not only show more capacity to assimilate their new knowledge; they will pass it on. Still standing shoulder to shoulder with their own people, and seeing through their eyes, they will at the same time, see more and see further.

AIM OF EDUCATION:

The true aim of education should always be to cultivate in the individuals a feeling of love towards their tribe, but never to draw them away from the national body.

for building a national system of education.

With regard to co-educational schools, Mr. Wilson repeats the Hartog Committee warning, "it is obvious that any impetuous attempt to bring girls into boys' schools without adequate safeguards and without a reasonable proportion of women teachers would put the clock back and do more harm than good," and suggests that a few schools in carefully selected areas, staffed entirely by trained women teachers, might be opened both for boys and girls. Care must also be taken that no child in such school is too old.

The report contains several other recommendations of Mr. Wilson which can profitably be studied by every Municipal Educationist in India.

NOTICE

Articles for publication and Books for Review should be sent to the Editor, Maharanipeta, Vizagapatam.

Remittances and business communications should be addressed to the Manager, Educational India, Masulipatam.

EDUCATIONAL INDIA

MASULIPATAM, JULY, 1934

Ourselves

IT is in response to a demand for a magazine devoted to the investigation and study of the current problems of Indian education, from the theoretical as well as the practical standpoint, that we have undertaken this supremely difficult venture of bringing out our "Educational India." We do realise that there are already a number of educational journals in our country conducted on efficient lines. But in a land so extensive as ours and with educational problems of a highly complicated character there is room for any number of well-conducted magazines. Though there is an underlying unity among the millions of people inhabiting India, there is also a good deal of diversity in their educational progress and in the requirements of different sections among them. The educational problem requires to be examined from numerous standpoints and the experience of every part of the country has to be analysed before a satisfactory solution is discovered. Our primary aim in undertaking this enterprise is to carry out such an analysis and suggest improvements based on the actual experience of the needs of the people at large.

IN doing this we believe that the first essential is the drawing up of a 'plan' of education. We are living in an age of "planning" and we hear of it in almost every field of life. The older type of individualism, under which the needs of the land were left to be satisfied entirely by private effort and through competition, has given place in all advanced countries to a new conception of society, under which it is agreed that in all that pertains to the people as a whole a plan well-laid out by the recognised representatives of the nation should form the basis of all action. Education is now recognised to be a social need in the sense that it is not a matter of indifference to the society at large whether its members are educated or not. That is the reason why in most countries it has been found necessary to resort to compulsion in educating the youth of the land. Education is conceived to be a necessity of life, which every one should be provided with, whether one has or has not one's own material means or strength of will to acquire it. It is an essential element in that civic minimum without which man finds it impossible to rise beyond the scale of animal existence and lead a truly human life to which he has an in-born right.

BUT no social need can be effectively supplied in the absence of a well-conceived plan. A plan implies an ideal or a goal as well as a method and means of reaching it. It is not a mere utopian scheme. The great tragedy of the present day Indian education is the absence of any such plan. We have a veritable anarchy in this sphere. A hundred years ago when the seed of modern education was sown here, there was really a plan from which the Go-

vernment started. But during this long period of one century numerous changes have taken place in our political, economic and social conditions. Our environment has become completely transformed. If education consists in the training of the individual to adapt himself to the changing environment around him we should have had by this time a new scheme of public education in this country. Unfortunately, however, no such scheme has been brought into existence and we are really sailing across the sea of education without any chart or compass to guide us.

WHOSE is the responsibility of creating such a plan and how should it be done? In a matter of so much significance to the people as a whole and not to this or that section of it, the primary responsibility rests with the government which is the organised representative of the nation. This is all the more so in view of the fact that the funds required for satisfying a social need should come from the public fisc; and the government as the custodian of the financial resources of the country should do everything to bring about an enunciation of educational policy and the means necessary to execute it.

IN doing this, of course, the government has to be guided by the views and opinions of those who are in intimate touch with public opinion and who are shaping the ideals of the people as well as those who are engaged in carrying on the numerous activities—agricultural, industrial, social and political—to enrich the life of the nation. This necessarily involves the institution of a 'National Council of Education' with ministers of education, expert educational administrators and leaders of

the people in different departments of life as its members. Such a council alone will be in a position to survey the problem of education in its completeness and comprehensiveness.

THE next point to be recognised is that the execution of the plan depends on the co-operation of a number of agencies. There are at least five of them that have to play their part adequately if any scheme of education is to be fruitful in its operation. They are the Government of the country, the managements that are in charge of Schools, Colleges and Universities, the teachers, the parents and the general public opinion of the land. If at the present day an educational system is not yielding the results expected of it, it is not only due to the absence of a sound plan but also to these several agencies not doing their share of work properly and efficiently. Very few have realised that it is in a co-operative effort that we are engaged and that a division of labour is necessary in carrying it on. But whenever labour is divided the ultimate outcome depends on each facing his responsibilities to the utmost of his capacity. In the present case, however, two of the agencies viz., the parents and public opinion are not functioning at all, while in regard to the rest the tendency has been for each to find fault with the others. It ought to be the endeavour of every well-wisher of education to define exactly the nature of the responsibility that lies on each one of the above agencies and to discover the means by which one can see how far each agency is discharging its share of responsibility. It is the paucity of work on these lines that is to some extent at the root of our educational backwardness.

COMPARED with other countries India is still in a state of infancy in respect of modern education. We have not even touched the fringe of Mass-illiteracy, or of Adult education or of Vocational and Technical training. But we have one thing in our favour and that is we have the experience of the whole civilised world to guide us in the solution of these questions. It will not be necessary for us to wade through all those difficulties which countries like England, France or Germany had to face in the early days of their educational experiments. We have only to study the history of their educational systems and draw our own lessons from it. And it is our hope that this Magazine will help the educationists and the statesmen of this country in getting an intimate acquaintance with what has been and is being achieved in the more progressive countries elsewhere. We assure our readers that no effort will be lacking on our part to contribute our mite to the solution of the Indian Educational Problem and we shall feel most grateful for all the co-operation they would extend to us in making our enterprise a success.

Consolidation of Schools

The consolidation of the present single teacher schools into central schools, proposed for Madras according to the Champion Scheme, has an All-India significance. The disease complained of in the scheme is true of every province and there is a *prima facie* justification for it. But there are also difficulties in the way which are not duly considered. The main basis of the recommendation are efficiency, economy and prevention of wastage. We are not sure whether the scheme while realising some of its ideals is

wholly satisfactory. Under Indian conditions of scattered villages and lack of road connections, it is highly improbable that the village children will cross over to the central schools, unless the scheme itself would provide facilities for conveyance and a mid-day meal. In regard to economy, the precious little spent on Elementary Education will not be considered a burden. What legitimately may be complained of is the misuse of money given as school-grants. If proper care and discretion are exercised in recognising schools and also in supervising them, this wastage can be avoided. It is still a debatable point as to whether a single teacher school under village conditions is wholly unsatisfactory.

In any case, we would suggest the avoiding of a hasty step before all the facts are thoroughly gone into. We would further suggest experimenting the scheme in particular areas where conditions are favourable before it is applied to the whole province.

Madras S. S. L. C. Scheme

The revision of the courses of studies for the Secondary School-Leaving Certificate examination is the one out-

WELCOME MESSAGE

H. R. BATHEJA Esq., I.E.S., Principal, Ravenshaw College, Cuttack, and Ex-Member, Indian Tariff Board, writes:

I cordially welcome "Educational India" to the ranks of pedagogic journalism. Any journal which will check the present chaotic tendencies in Indian education and bring our academic system into line with the facts of our national existence will render a service of the highest importance. I wish the paper success in its mission.

standing event in the recent educational history of the Province of Madras. The new courses come into effect from this July in Form IV and the first examination under the new scheme will be held in March 1937. We heartily congratulate Mr. W. E. Smith, the Director of Public Instruction on his having brought to a successful and happy conclusion this long controversy on the scheme of Secondary Education. It was his clear and firm grasp of the realities of the situation that enabled him to accomplish this task with so much ease and skill. We also congratulate the members of the S. S. L. C. Board on the fruitful results of the three years' labour they spent on the discussion of the subject. We hope that the revised scheme will be given a long and fair trial and that there will not be a fresh and immediate demand for any changes in it.

Andhra University

Our readers will be glad to learn that the Commerce courses opened this year in the Andhra University have attracted a large number of students not only from the Andhra Districts but also from the other parts of South India. The credit for this should go to Dr. Sir S. Radhakrishnan, the Vice-Chancellor of the University. Under his guidance one of the youngest of the Indian Universities is making rapid progress in very many new directions. He got the degree courses in Technology instituted last year, and they are deservedly very popular. It is desirable to open additional courses in this subject so that it might help in the solution of the problem of unemployment and at the same time contribute to the industrial development of the country.

Federal University

The suggestion of a Federal University emanating from no less a person than the Viceroy deserves a full consideration. The facts complained of are duplication and overlapping, and unemployment among specialists. While welcoming the suggestion we feel impelled to draw attention to another aspect of the question. In a vast country like India we cannot say that 18 Universities are one too many, even if they were all fully equipped in all the Departments of knowledge. Nor can we say that the specialists are superfluous to the country if it should start on a real plan of industrial expansion. Our own feeling is that it is the backwardness in industrial development that is responsible for the present deplorable situation. The Inter-University Board may suggest ways and means of getting out of this tangle.

A Coveted Model

H. E. H. the Nizam has added one more to the list of his great achievements by liberally spending money to the extent of three crores for making Higher Education in Hyderabad a coveted model to the rest of India. We understand that it is to be fully residential with ample facilities for all the varied activities of a modern University. It is in the fitness of things that the leading Indian State should venture on such a scheme which will be acknowledged on all hands to be the first liability on the state finances.

The maintenance of world peace will depend ultimately upon the Schoolmaster and University Professor.

—Sircar

THROUGH different PROVINCES

MADRAS

THE CHAMPION SCHEME

The Champion Scheme is the topic of the day. While addressing at a prize distribution in Ooty, the Chief Minister said the Champion Scheme was not intended to be applied mechanically to every institution without taking into consideration the interests of various communities and castes concerned. The scheme was conceived in the common interests of the whole presidency and he was sure that in bringing it into operation, every care would be exercised not to adversely affect any particular section of the community.

COMPULSORY EDUCATION ACT TO BE AMENDED

The Ministry of Education contemplates introducing a short Bill to amend the Elementary Education Act if possible, in the next meeting of the Legislative Council, relating to the enforcement of compulsion.

The changes proposed are the introduction of a modified form of compulsion which will ensure the attendance of pupils enrolled in any elementary school till the termination of their school age, and also the enforcement of compulsion by levying a penalty on the offending parent instead of prosecuting him.

INTER-SCHOOL SPORTS EXPENDITURE

The Director of Public Instruction recently recommended that local bodies should be permitted to incur some expenditure from this Fund on sports in view of the report of the Committee on Physical Education in Elementary Schools. The Government have accepted the Director's recommendations; and accordingly directed that a local body may incur expenditure for this purpose not exceeding Rs. 6-8-0 per school on the average; and that not less than 90 per cent of it should be incurred on the purchase of prize articles.

GOVERNMENT'S REVIEW ON EDUCATION

Reviewing the annual report of the D. P. I., the Madras Government have passed the following order:— The year 1932-33 was as a result of the prevailing financial stringency marked by retrenchment in various directions. With a view to effect economies, the three commercial institutions and the School of Engineering were abolished, and some courses of study in certain Arts Colleges were discontinued followed by a corresponding reduction in the number of Gazetted posts.

Stipends granted to teachers undergoing Training in the L. T., B. Ed., and Secondary Training Classes were abolished and the rates for Elementary Grade Teachers were reduced, whilst on the other hand in order to augment receipts, tuition fees in Government Colleges were raised and a system of bringing registration fees from pupils payable on admission was introduced. Notwithstanding the retrenchment referred to above the working of the Department during the year under review was satisfactory.

BENGAL

RURAL RECONSTRUCTION: GOVERNMENT'S SCHEME

The Government of Bengal have worked out an elaborate programme of rural reconstruction which they are determined to carry through. The appointment of the Board of Economic Enquiry and the Rural Development Commissioner are only parts of this elaborate plan. Though the activities of Government in this behalf will mainly be directed by the Rural Development Commissioner acting under the guidance of the Economic Sub-committee of the Cabinet, each department of Government will contribute their quota to the success of this plan of reconstruction. Accordingly the nation-building departments have each under

consideration how they can, by their activities, further the economic recovery of the province.

The most important amongst the problems which have engaged the attention of Government are the problem of rural indebtedness, the middle-class unemployment and the revival of the cottage industries.

RURAL PRIMARY EDUCATION

As the Bengal Rural Primary Education Act cannot be introduced in all districts simultaneously in Bengal, the Associated Press understands, that Government have sanctioned an optional scheme for such of the Districts where the District Boards are willing to place at the disposal of the District School Boards to be formed under the Act, all funds which they have so far been spending on primary education. Existing Government grants for primary Education will also be made over to the District School Boards in those Districts desiring to come under the scheme.

All the existing primary schools will be consolidated, particularly the boys' schools, and when this has been completed, the policy of expansion both in the domain of boys and girls will be taken up so that gradually all may be brought under control. District School Boards have been formed in seven districts including Bogra and in one, namely Decca, it is expected to be formed shortly.

Over twenty-five thousand schools will be brought under the control of the District School Boards who will supervise and control the entire system of primary education. For the first eight years of the operation of the Act the Boards will be presided over by the District Magistrates.

GENERAL PROGRESS

The review on the progress of Education in Bengal for the years 1927-32 observes: "It is not strange that the Schools have all tended to conform to a single uniform type. They have one narrow aim—they are controlled by authorities which lay down rigid rules and look with no friendly eye on experiments; they depend for income on the fees of pupils who wish for no training except what will enable them to pass an examination. Every school under the pressure of the same forces takes the same impress; they are all cast in a single mould. But the population for which they cater is not homogeneous;—it includes many social strata, many communities, groups with different tradi-

tions and outlook, children with different aptitudes. For all there is the same scanty nutritious fare. Schools are too often merely coaching establishments and neither seem nor achieve any training of the mind in discipline, leadership and corporate action or any proper training of the body."

REFRESHER COURSES AT CALCUTTA

David Hare Training College, Calcutta has arranged to have a refresher course to enable teachers to refresh their general and technical knowledge and acquaint themselves with the problem of education from the social, economical, political and psychological sides, discuss matters of practical interest, and listen to eminent persons on current topics.

UNITED PROVINCES

COMPULSORY EDUCATION IN ALLAHABAD

This does not appear to be a success as is evidenced by the report of Mr. R. S. Weir, Asst. D. P. I., on Primary Education. He points out that compulsion is expensive and the scheme has not so far produced in the allotted space of five years anything like the percentage of boys hoped for. The report says that with a few exceptions, the school committees have failed to enforce compulsion. Their meetings are irregular and action is apathetic. Dread of unpopularity prevents vigorous action against defaulters. Fines by courts, says Mr. Weir, are insufficient to deter the parent from keeping the child away from school fines, being two to four annas, which is misplaced clemency. A minimum fine of a Rupee is suggested. He recommends that the existing scheme should be revised and that an Asst. Dy. D. P. I.'s post be created to be in entire charge of Compulsory Primary Education.

GOVERNMENT'S EFFORTS FOR DEPRESSED CLASSES EDUCATION

It is understood that the Government have appointed Mr. M. L. Agrawala, Inspector of Schools (U. P. Educational Service) on special duty in the office of the Director of Public Instruction to report on the Education of Depressed Classes and to recommend means whereby their education can more speedily and economically be advanced. It is further learnt

with particular reference to the resolutions passed at the Depressed Classes Conference held at Bareilly in September, 1933, over which the Minister for Education presided, that the officer will make recommendations as to the best means of utilising the funds placed at the disposal of the Government to give effect to these resolutions.

THE HINDU UNIVERSITY AND HINDI

The Senate of the Benares Hindu University has resolved to introduce Hindi as the medium of instruction and examination in a few subjects in the Intermediate standard. As there was a paucity of books of college standard, the University established a board of authors to prepare them. The work of this board was greatly facilitated by a donation of Rs. 50,000 by Seth Ghansyam Das Birla and about a dozen books have already been published by the board. If this experiment succeeds, it is proposed to make Hindi as the medium of instruction in the remaining subjects also besides history, logic, civics, economics and Sanskrit.

DELHI

A FEDERAL UNIVERSITY

The Government of India in the Education Department have addressed the Chief Commissioner in Delhi on the development of the Delhi University into a Federal University. It is emphasised that it is essential that all unnecessary duplication whether between the University and the Colleges or between the Colleges themselves, should be avoided.

In this connection the following will be worth noting:—

"The Government of India are reluctant to arrive at a definite decision until all the avenues of a solution have been carefully explored. The new considerations are coming more and more into prominence. The growing tide of unemployment among the graduates should be stemmed and there is now an uneasy feeling that the system of biennial examination is open to grave objection, especially as an incentive to cram and as an obstacle to the continuity of study. It has been suggested that a more radical treatment is required and that though the present period of schools' training is too short for those who desire admission to the

University studies, it is also too prolonged for those whose bent does not lie in the direction of literary studies. A proposal has, therefore, been made to shorten the secondary course and increase its efficacy by providing all teaching, except in English, through vernacular. By this means, it is hoped many students who now attend the University courses, will be diverted at an earlier stage, either to occupations or to separate vocational institutions.

Over and above the shortened secondary course, there might be a three-year higher secondary course for a smaller number of pupils desirous of admission to a three-year degree course in the University. Thus, the evils of biennial examinations will be mitigated and a practical objection to accepting the present intermediate as a stage of admission would be removed. The Government of India would be glad to receive the views of the University to this general proposal which has received support from the recent Universities Conference."

PUNJAB

THE GOVERNMENT ON DIRECTOR'S REPORT

In reviewing the Director's Report on Education in the Punjab, the Government observes:—The areas under compulsion have increased in spite of adverse circumstances. It is however concerned to notice that compulsion has failed to achieve one of its main objects, the elimination of wasteful leakage at the primary stage. At a time of such economic depression, an indiscriminate recourse to coercive measures may do more harm than good. The Government hopes that the co-operation of local bodies will be forthcoming in an increased measure. The education of girls has made considerable headway in spite of the recent levy of fees in Anglo-Vernacular Schools. The Government is gratified to observe that the school is being made a centre of activities for moral welfare. The efforts to coordinate the activities of the various beneficent departments in order to enlighten the villager and improve his economic, social and hygienic conditions, the actual propaganda carried out in this direction and the institution of Village Games Clubs are deserving of commendation.

TEXT-BOOKS ENQUIRY

Important tentative decisions are reported to have been reached by the Punjab Text-Book

Enquiry Committee, which sat on 30th June under the chairmanship of Mr. Sanderson.

It is understood, the Committee authorised Mr. Sanderson to draft a provisional report and submit it to the Committee in the first week of July in Lahore. It is proposed that five books or five sets of books should be selected for every class or department, whether middle or primary and these be submitted to two reviewers independently. If the opinions of the reviewers agreed, these books will be accepted; where opinions differ, a third reviewer will be appointed, his decision being final.

It has also been proposed that books of a particular class or department should be published and printed by one publisher and printer and the Government will give a contract to them. The proceeds of the contract are to be divided equally between the authors, whose books are approved by reviewers, after deducting some percentage for expenses connected with securing the opinion of reviewers and other incidental charges.

HYDERABAD

NEW BUILDINGS FOR OSMANIA UNIVERSITY

The Osmania University is being converted into a fine Residential University. H.E.H. the Nizam laid the foundation stone for the new buildings at Addigamet, about three miles from Hyderabad City. His Excellency Maharaja Sir Kishenpershad Bahadur, Chancellor of the University, Members of the Executive Council, prominent noblemen and other educational officers were present.

Prominently displayed on the occasion were plans and drawings of the various buildings to be constructed by Mr. Hosper, the Belgian architect, who was specially commissioned on this behalf, writes the Hindu correspondent.

The total cost of the buildings will be three crores, of which seventy lakhs have already been sanctioned. Situated in picturesque surroundings, the site has been selected and extends to 1500 acres.

The architecture chosen is the Indo-saracen style and on completion the building will not only present an imposing appearance, but provide accommodation for 1200 students. The hostels, which are under construction will accommodate 500 students.

GRANT TO LONDON INSTITUTE

By virtue of a firman issued by H. E. H. the Nizam, a sum of £1000 has been granted to the school of Hygienic Medicine.

MYSORE

EDUCATION CESS IN BANGALORE

The City Municipal Council resolved to make a recommendation to the Government to levy an Education cess of one anna in the Rupee on Incometax and Excise Revenue for the purpose of Primary Education. Mr. P. H. Krishna Rao, Municipal Commissioner in his note to the Council said that after passing of the Elementary Education Regulation, the control of primary education was vested in the local Municipal Council and the Municipality was spending every year about Rs. 1,13,000. Towards this amount, the Government gave a fixed contribution of Rs. 62,000. The Municipality was required to meet all other expenses. In the present state of the Municipal finances, it was not possible to spend more money on education. The imposition of the cess suggested would bring in an income of about Rs. 60,000 and this sum, together with some addition from the general funds of the Municipality, could be spent on Education.

EXTENSION LECTURE WEEKS

The Extension Lecture Board formed under the auspices of the University Teachers' Association, Mysore, has been arranging Lecture Weeks in moffussil towns on a variety of topics in Kannada and English. So far three weeks have been arranged.

The aim has been to rekindle interest in the past and awaken the thirst for knowledge about the new movements in science and art. Each lecturer strives to make his subject as popular and interesting as possible. Organisations like the Karnataka Sanghas, and the University have encouraged the Association in the planning and carrying out of each Lecture Week.

KARNATAKA SAHITYA PARISHAT

The course of lectures on modern subjects and the Book Exhibition arranged by the Parishat in the first week of May are worth being followed up in other provinces. It has really

stimulated the literary activity in the land. The main aims of the lecturers, says Mr. D. V. Gundappa, Vice-president of the Parishat, were to make it clear that it was possible to talk and discuss in Kannada on all important topics and secondly to provide an opportunity to teachers to acquire some knowledge on these subjects.

He opines that so long as people were under the impression that their language was weak, they could not achieve any thing and it was also their duty to free their students from the ordeal of having to acquire knowledge through the medium of a foreign tongue.

TRAVANCORE

HINDI IN SCHOOL CURRICULAM

Hindi, it is understood, will shortly be introduced as an optional subject in some of the English schools of the State. Originally there was a discussion on this subject in the Legislative Council on a resolution moved by a non-official member, when the Government accepted the spirit of the resolution. Since then, the Director of Public Instruction, has put himself in communication with his assistants, and it is now learnt that a beginning will be made in the direction suggested by the members of the Council, by the introduction of the subject as an optional subject in the Sri Mulum Vilasam High School situated in the capital of the State.

COCHIN

PRIMARY EDUCATION

Of the total expenditure on Ele. Education 63% is met by the Government. There are 634 schools of which 166 are state-owned and the rest are aided private institutions. There is a constant demand for the latter to be converted into Sirkar Schools owing to financial strain.

The Cochin Committee made certain proposals in regard to Ele. Education which are worth noting. The abolition of the distinction between Boys' and Girls' Primary Schools and the future policy to recruit more qualified women teachers for them is one of the most important and useful recommendations. Another important recommendation is the constitution of the central Board of Education, consisting of 7 members representing the Department, Managers' Associations, Teachers' Associations and the Legislative Council. The functions of this Board should be purely advisory and the Director would be bound to consult it in respect of several matters.

International Goodwill League's Appeal to Children

WE have received for publication the "message to the Children of the world" issued by the Secretary-General to the League of Nations on May 18th, International Goodwill Day:—

To-day is Goodwill Day, and the air is full of messages of friendship which the wireless stations are broadcasting: messages from the children of Wales and the replies sent to them by the children of the five continents and islands far away. The voices of the young people who speak in your name through the wireless all declare the goodwill of those who are not yet fifteen years old and their desire to work together for the good of all. For to-day is the 18th of May, Goodwill Day.

But what of to-morrow? What are you going to do to-morrow to keep your promises? To-morrow perhaps you will hear of rivalries, and of disputes which separate your respective countries, of old embittered quarrels from an unhappy past which are very hard to clear away. To-morrow you may perhaps wonder, with discouragement, what is the use of working hard since your elders worked hard but are for all that unemployed. To-morrow perhaps you will meet people who will make fun of your messages of to-day: "It is all words, nothing but words," they will say. "What goodwill fine words do?"

It is indeed true that what we want is action. Do you think, children, that to solve problems, settle quarrels, forget hatred, and to stop unemployment, all you have to do is to send out friendly messages? You know perfectly well that, that is not so. This poor, mad world of ours, which is just hobbling along, needs more effective remedies. It needs you, young people. It is for you to restore some balance, some sense of proportion, to the world. How are you going to do it? By study and then by action.

STUDY AND ACTION

From to-morrow, then, you will set to work. You will work at your history, your

geography, your civics, your mother-tongue, your foreign languages, and your mathematics, with a firm determination to reach an understanding of this complicated world—with its new forms of civilisation and with economic conditions which change from day to day. You will try to get a clear view of the old quarrels which poison our life, disputes between inhabitants of the same country or disputes between people of neighbouring countries. From to-morrow you will try to exercise self-control and self-mastery: you will learn to keep calm and objective, so that you will be able to study the causes of these quarrels dispassionately.

Then, when you are grown up and you have the responsibility of taking decisions in your own countries, you will know these delicate questions thoroughly, and you will be able to examine them all quietly with the people whom they concern—friends and foes. You will know how to look for just compromises, asking only fair and equal sacrifices from the opposing parties. You know as well as I do that to settle a dispute by fighting is not the way to find a just sensible and lasting solution: on the contrary, it leads only to bad feeling and to the creation of new difficulties. You don't imagine, do you, that to establish world peace, of which you hear everyone around you talking so much, you must give up your devotion to country, your whole-hearted service for it? No. A thousand times No. But however brave and generous your fathers were, however great and noble your country, all is not yet perfect. Firmly make

up your minds, then, to work, so that your country may be a torchbearer for humanity. You will have to fight patiently and loyally against an infinite number of relentless enemies. Shall I tell you some of these formidable foes ever which you will have to triumph? There are diseases, epidemics, plagues. There are natural calamities like floods, droughts, and famine. There are misery, wretchedness, squalor, ignorance, fear, drudgery, unemployment and other things. These are enemies which must be attacked in several countries at once if you are to overcome them. There are some which are too terrible for small nations to overcome alone and you will want your fellow countrymen to help them.

That is just why the League of Nations exists. That is why it must grow stronger and more efficient. It can organise world campaigns against nature's calamities, against disease, misery, unemployment, disorder and waste. Ask your masters and mistresses to tell you something of what the League has done and the result it has achieved.

The League of Nations wants men to fight heroically, not against other men, but against enemies such as I have mentioned. It is trying to bring men to give up war as a method of setting their disputes and to settle them by arbitration and by working together.

Children of the world, all of you who are not yet fifteen years old, the League calls you. Learn to know it. Help it to overthrow the enemies of humanity. Hard work, danger, risks, adventures, sacrifices—they are there for all of you.

Fee Concessions in Madras: Government Communique

The Government have given their careful consideration to all the representations received and they have decided, pending further examination of the question, that the orders in G. O. No. 47, Education, dated 6th January 1934, should be held in abeyance during the academic and school year 1934—35, says a Government communique dated July 2nd.

It may be recalled that with reference to

the recommendation of the Retrenchment Committee, that the expenditure incurred by the Government on the grant of fee concessions which had been growing rapidly in recent years, should be restricted to Rs. 4 lakhs, the Government issued orders in G. O. No. 47, to the effect that the cost of the concessions given in a year under rule 92 should not exceed 7.5 per cent of the total fee collections of the institution concerned in the previous year.

PUBLIC OPINION

PROF. BARI ON EDUCATION AND UNEMPLOYMENT

In the course of a press interview Prof. Bari, the Siamese expert on Indology who recently toured India said that in India more than in any country in the East, the problem of unemployment amongst educated young men was keen.

What is the use, he asked, of manufacturing Mathematics and Chemistry men when you cannot afford them any facility to prosecute their knowledge in your observatories and in your laboratories.

He suggests, "that an orientation should be given to the aims and policies of education in India. In Japan, every youth who goes out of his School and College knows perfectly well what he is bound for. I wish the Indian youths who are better equipped and more intellectual than their Japanese contemporaries have the facilities and the same advantages to fit themselves to a useful and contented career in life. At the present moment, I find that Indian youths are all lawyers or Government clerks. Now it is a very pitiable state of affairs. No Secretariat in the world is big enough to accommodate all the young men of the Universities in its jurisdiction. Law is a jealous mistress whose love is notoriously uncertain. India can be a self-sufficient country and has vast natural resources. The Government must initiate a policy of intensive industrialisation and Universities should manufacture from their portals potential industrialists and technicians who would make India great even as Japanese boys made Japan great."

PERSONAL ELEMENT IN EDUCATION

Dr. Cyril Norwood, speaking at a conference on Religious Education, at Haywards Heath recently said that few intelligent judges who knew what real education was could be entirely satisfied with what might be called religious education to-day.

There were a great many schools which really consider it to be their business to impart information in a highly efficient manner..... They merely chose the lessons which were most likely to produce the maximum number of credits. They resembled nothing so much as a mass production factory of Motor cars both in their occasional efficiency and in their limitations. He suggests that it would be a great help if each boarding school should have a chaplain—a person to whom the boys could resort in times of trouble with the confidence that their secrets would not be passed on.

His Holiness Puri Sankaracharya, while addressing recently at Kalyanasundaran H. S., said: The subject of education, should be understood in the light of the principles of Sana-thana Dharma and it was the function of the teachers to make the boys realise the truth. There was now no living relationship between the teachers and the taught and the boys were taught *en masse* without the least regard to the individual temperament and capacity of the boys. In the old Gurukula System, the teachers occupied the place of parents and a most intimate relationship existed between the Guru and the disciple.

VERNACULARS AS MEDIA OF INSTRUCTION

In the interests of sound education, of national efficiency and of reducing the strain on the pupils, the Indian languages should be made the media of instruction and the numerous difficulties which undoubtedly beset the path are difficulties which ought to be overcome and should not be considered as so many excuses to delay, much less to frustrate the reform, says the Educational Supplement of the Hindu of the 19th June.

To the chief complaints that there is a steady deterioration in the standard of English, it says, that the "Educational authorities who have devoted time and thought to this

question cannot understand why there should be this deterioration. On the other hand, the energy that is saved by enabling the students to study non-language subjects through the vernacular medium could, part of it at any rate, be utilised in a more intensive study of the English language." Then it goes on to quote Sir George Anderson, Educational Commissioner for the Government of India from his quinquennial report on education: "There can be little doubt that most of the disappointing results in secondary and collegiate education can be traced to the use of a foreign medium of instruction. It is a sad effect of the present system of education in these stages that though a certain number of gifted students speak and write English with remarkable fluency, the majority are losing the power to think and to express themselves in any language. It is essential, therefore, that the present period of experiment should be made to solve this perplexing problem. To this expression of opinion, the *Hindu* adds that the question of vernacular medium should not be considered merely an experiment. It is not an experiment but a reform which should be introduced at all costs. Finally it sets before us the fine example of Hyderabad: "In Hyderabad, the Government have from the beginning insisted upon the use of the Indian language as the medium of instruction and examination and the results have been found to be very satisfactory."

DR. COUSINS ON TRUE EDUCATION

Dr. James H. Cousins, Principal of Madanapalli College, in a recent lecture at Coimbatore, under the Presidency of the Rt. Hon. V. S. Sreenivasa Sastri spoke on "Education—Ideal and Practical."

By *ideal* education he meant learning leading to a professional appointment and incidentally giving some quality that was called culture. He pointed out two flaws in this, firstly that it made culture not merely incidental but accidental and that such culture was spurious in being derived from sources alien to their own cultural heritage; and secondly that it was only remotely related to the life of the people in a narrow professional way. His conviction from long experience of education in India, Ireland, Japan and America was that over-emphasis on non-productive education led attention away from true educational activity and in times of economic depression like the

present one led also to misery of body and soul.

By *practical* education he meant training to earn a living which was interpreted in terms of producing, making and distributing which were the occupations of the vast majority of people in all countries. In this matter the West was far advanced whereas the East had recently awakened to its necessity. Then he concludes that *True Education* should be simultaneously ideal and practical. A full education would provide for the development of all the capacities of every individual boy and girl, youth and adult and relate those developed capacities creatively to life.

LORD LOTHIAN ON CHRISTIAN COLLEGES

Lord Lothian while addressing on the working of the Christian Colleges in India, recently before the Manchester Luncheon Club, referred to the services rendered by them. "There were two services which these colleges could render as self-government developed in India, and as the control of Great Britain lessened, as it must. It was vital that there should be contact between the best elements in the East and the best elements in the West. The only agency left on the educational side to maintain that character would be the Indian Christian Colleges. Politics in India now, and for many years to come, would lend themselves to a maximum of misunderstanding and resentment on both sides. The one field in which he thought it possible to establish and maintain friendly and constant relations between the British and the Indians was the field of education, especially if that field was permeated by the true Christian spirit of service."

PROF. SESHADRI ON INDIAN EDUCATION

Addressing at the Simla Y. M. C. A. under the presidency of Dr. J. C. Weir, Chairman of the Public Services Commission, Prof. P. Seshadri, Principal, Government College, Ajamer, laid stress on the colossal waste of effort in the Indian Educational system. The Professor says:—

"Only a part of the pupils who join Elementary Schools reach the 4th standard and the bulk of them do not have even a sporting chance of acquiring literacy. In High Schools there is considerable stagnation and it has

been found by calculation that about 50% of the students in the Higher Classes are overaged and are not benefiting by their education, stagnating in their classes. Coming to Universities no other country would tolerate the waste of money and effort which is taking place in India in attempting to educate pupils in Colleges who are not likely to benefit at all by University Education. Out of about 40,000 pupils who join Indian Colleges, every year less than a fifth emerge with a Degree and the rest drop on the way unable to benefit by their Education. This implies considerable waste of money and human energy and it will be to the advantage of the nation if admission is confined only to those who are likely to benefit by University Education."

MR. MACKENZIE ON GIRLS' EDUCATION

Replying to an address presented recently at the Pratap Singh Girls' High School, Moradabad, Mr. Mackenzie, Director of Public Instruction, United Provinces, made a very interesting speech, in the course of which he said:—

We must all welcome the desire of women to take control of girls' education. We need their help. The present stage is critical. A few years ago the difficulty was to find girls to fill the schools. Now the difficulty is to find schools for all the girls that wish to attend. In order to meet this situation, we men are inclined to take the easy course, to organize our girls' schools. But girls need a different type of education. What that type should be is a difficult question to answer. We have not yet answered it satisfactorily. One thing is certain. Girls do not need a type of education which was originally designed to produce clerks in Government Offices.

DIWAN BAHADUR A. RAMASWAMI MUDALIAR ON ILLITERACY

In opening the "Obliteration of Illiteracy Week" conducted under the auspices of the Night Schools Federation at Madras, Diwan Bahadur A. Ramaswami Mudaliar referring to "Adult Education" observed.

In Germany, adult education, took a prominent part in the educational system of that country. In England also, adult education is being undertaken. In Japan perhaps the best

system of adult education for both boys and girls prevails. There, most of the textile workers are girls. It is compulsory for the proprietor of each textile mill to allot a couple of hours to the education of their girls. In India, adult education is nobody's concern. The Government did not attempt to look at the question in any satisfactory way.

And he finally touched on the importance of the problem of illiteracy in these words:—

A language reduced to its essentials could be taught much more easily. Literacy is suggested as a qualification of the Lothian Committee for franchise. From the political point of view, therefore, the wiping out of illiteracy is of foremost importance. It is, up to the non-officials to carry on a vigorous propaganda. The fruition of the task would be the adoption by the Government of steps which would complement private endeavours and bring the whole thing to a successful completion.

DR. TAGORE ON LANGUAGE OF THE HEART

Dr. Rabindranath Tagore, in the course of his reply to a reception given in Jaffna on 11th June, addressed the people that gathered in thousands:

"You indulge in the vanity of mastering a language which is not of your heart and of your birth-right, which does not belong to your past nor to your future and owing to that obsession in her children your country is waiting in vain for her wealth of literature which only can help her to discover her own soul and to bring out the treasure lying hidden in the lightless corner of her mind.

"I hope that my coming to your country will not end in an ephemeral sensationalism, that even when I leave your shore the memory of it will speak to you about the greatest of your problems, which is that of finding your own true voice—not that of your master—in your own language. In order to justify your existence you must make yourself heard to your own self and to others.

"Do not waste your time and intellect in carefully imitating other people, however great they may be, imitating their idioms and being utterly lost in a vagueness of futile insanity."

WOMEN'S PAGE

CRAZE FOR WESTERNISATION

H. H. Ravi Varma, the eleventh prince of Cochin, presiding over the General Assembly of the Cochin Women Teacher's Association, recently, observed:

Every attempt should be made, to check the tendency to the slavish imitation of the West in the matter of dress, diet, customs and manners and even domestic relations. They could not become western by merely aping the foreigners. An Ethiopian could not change his skin any more than a leopard its spots. It was true they had much to learn from the West. But in their craze for westernisation, they should not forget their hoary Indian ideals and Indian traditions. Their knowledge of western culture should not be acquired to the detriment of their own indigenous civilization and culture. In conclusion, he appealed to the teachers to recognise their responsibilities in training the children along proper lines, so that they might be truthful, cultured and ever ready to take their place in life and acquit themselves with credit and honour to the country.

MYSORE RESIDENT'S OBSERVATIONS

While opening the new buildings of the Goodwill Girls' High School, Bangalore, the Hon'ble the Resident referring to women's education said, "Custom and convention have barred the way to progress, particularly in the matter of education of girls. It is earnestly to be hoped that, in the interests of India, female education which has for so long lagged behind the education of boys, will make rapid strides in the near future. The importance of the education of girls and women in India at the present moment cannot be over-rated. It is, therefore, a matter for gratification that all over India there are indications that the difficulties arising from apathy and the persistence of social customs are tending to disappear and that education of girls is at last taking its proper place in the building of a finer and greater India."

INDIAN GIRL'S SUCCESS IN LONDON

Miss Ellen Jemima James who proceeded to Europe three years ago, after obtaining the B. A., (Hons.) Degree in Madras, for higher research studies in Botany has been awarded the M. Sc. Degree of the London University. She is the first Indian lady to attain this distinction from South India. She is the daughter of Dr. G. V. James, retired Civil Surgeon, Madras Provincial Service. She will be returning to India soon, after touring for some time on the continent.

IDEALS OF EDUCATION

'You shall be the vessels of liberty and unity of future India' declared Mrs. Sarojini Naidu during the course of her convocation address at the Women's University.

True education, she observed, recognised no geographical boundaries nor discriminated between one country or race and another. It made no distinction between Hindus and Muslims. Educated women should influence the destinies of their country. Their work, therefore, should be creative. Education should not be looked upon as so much knowledge in mental store rooms.

GOSPEL OF MOTHER TONGUE

Education to be expressive of native genius, must be through the medium of the mother-tongue, said Mrs. Naidu, during the course of the same convocation address. Prof. Karve was the pioneer of this movement. The Osmania University, that used Urdu as the medium of instruction, followed Prof. Karve. Graduates, Mrs. Naidu affirmed, must sacrifice some of their time for this cause and then freedom shall have its foundation.

WOMEN'S UNIVERSITY AT POONA

Negotiations for the continuation of the donation of Rs. 15,00,000 made to the Indian Women's University, Poona, by the late Sir Vithaldas Thackersey are proceeding between the University authorities and the trustees of the fund.

Correspondence: Conferences

CORRESPONDENCE should be as brief as possible and should reach the 'Educational India' Office, Masulipatam not later than the 10th of every month.

COCHIN TEACHERS' CONFERENCE

A special session was held in the last week of June at Trichur with C. K. John, Head Master of the C. M. S. High School in the chair. The conference examined the recommendations of the Committee on the Cochin Educational Survey Report, and held, that primary teachers' pay should be increased by Rs. 5; that the grade of the teachers in Secondary Schools should be fixed from Rs. 40—2—60—4—80—4—120 instead of Rs. 35—3—80—4—120, Rs. 125—5—150, Rs. 150—10—200 and Rs. 200—10—250; and that the stipends of pupil teachers should not be reduced any further from the scale obtaining at present.

A committee composed of Messrs. C. K. John, Joseph, Manjuran, L. N. Narayanaswami Aiyar, K. A. Viswanatha Aiyar and V. Harihara Aiyar was next elected for placing before the Dewan the resolutions adopted at the Conference.

TANJORE DISTRICT TEACHER MANAGERS' CONFERENCE

A special session of this met at Kumbakonam on June 10th, to consider and devise ways and means to lift the cut in the teaching grants. Among the resolutions passed were (1) that the payment of advanced teaching grant for each quarter is necessary and desirable for enabling the managements to run their schools efficiently and that the Government be requested to order that such grants be paid to all aided schools, and (2) that this session reiterates its resolution on the Champion Scheme passed at the previous conference and requests the Government to defer passing orders on the proposals of the Director of Public Instruction until they have been considered and scrutinised by the representative committee consisting of the representatives of the Government, Boards,

Municipalities, Managements and the public concerned for each local area.

TAMIL SCHOLARS' CONFERENCE

Tamil Scholars' Conference which met on 11th June at Tinnevely under the presidency of Mr. T. V. Umamaheswara Pillai passed resolutions to the effect that the same pay should be given to Tamil Pandits and lecturers as is given to English lecturers. The University was requested not to call the Tamil as a 'Vernacular' in view of its being the first language of the world but as 'the mother tongue.' B.A. and M. A. degrees should be instituted for Tamil alone as in the case of English and Sanskrit without an additional language being prescribed by the University. Efforts must be made by the lovers of Tamil to publish an encyclopaedia in Tamil. The Government were requested to take in its Archaeological Department for reading inscriptions persons who had competent Tamil scholarship in addition to proficiency in reading inscriptions. A sub-committee was formed to find suitable and pure Tamil equivalents to modern scientific terms.

COACHING IN SPORTS AND BOXING

Mr. H. C. Buck, Principal, Y. M. C. A. College of Physical Education, Saidapet, writes:

To help those who wish to learn the technique and to improve their skill in sports or in boxing, or in both, the Y. M. C. A. College of Physical Education, Saidapet, will conduct free instruction in sports and boxing every Wednesday evening.

Sports will be taught from 4—30 to 6 P. M. and boxing from 6 to 7 P. M.

This coaching will be open to boys and young men who desire to take advantage of the opportunity. Teachers, from the schools and colleges may also take the instruction so that they in turn may help their pupils and students. We also invite those who are able to teach these activities to come here and help us with the coaching.

We wish to point out, however, that we are interested only in strictly amateur boxing and sports, and invite here to learn and to teach, only those who have similar motives in the promotion of physical activities.

The instruction classes will begin on Wednesday evening, July 18th.

COCHIN WOMEN TEACHERS' CONFERENCE

The annual conference of the Ernakulam Group of the Cochin Women Teachers' Association was held at Ernakulam on 18th June with Mrs. Velayudha Menon, Head Mistress of Girls' High School in the chair.

Resolutions were passed (1) to convene a special General Assembly at Trichur to consider the report of the Education Survey Commission, (2) requesting the Government not to accept the recommendation in the survey Report regarding the suppression of certain High Schools, especially Chittoor, (3) urging that provision may be made and in the case of those who could afford it, to increase the teachers' contribution to the Provident Fund to a maximum of annas four in the rupee.

TEACHERS' AND CHILDRENS' CHARTERS

G. N. Gokhale Esq, Convener, Charters Committee, and Principal, N. E. D., Civil Engineering College, Karachi, writes to the 'Education':—

The Ninth All-India Educational Conference held at Karachi in December, 1933, and the Council of the All-India Federation of Educational Associations have appointed a committee, with powers to co-opt, to draw up two charters, one for Teachers' Rights and Responsibilities, and another for the Children of India, on the lines of the American Charter for Children. The Committee requests all those who are actively engaged in any of the various branches of Education throughout India (British as well as Native States) to send their suggestions, recommendations, draft-charters to the convener, as soon as possible.

They will all be considered very carefully, while preparing the final drafts of the Charters to be presented before the Council of the Federation at the forthcoming Educational Conference at Delhi.

ELY. TEACHERS' CONFERENCE IN TRICHINOPOLY

The first session of the Trichy District Board Elementary Teachers' Conference took place in the the Kadambur Coil School premises at Kulitalai on the 15th July under the presidency of Rao Bahadur T. M. Narayanaswami Pillai, President, District Board, Trichinopoly.

The Conference passed more than 25 resolutions.

The scale of pay given effect to by the Board from 1st July, 1934, was regarded as inadequate and the Madras Subordinate Service scale urged for adoption. Allowances for headmasters, revision of scale of pay for Secondary Grade teachers, prescription of text-books as in Secondary School separately for each Taluk area, special allowance for teachers handling Hindustani and Sanskrit, free education to children of teachers to the end of High School course, working days not to exceed 200, leave rules and service conditions to be the same as for Secondary Schools, study leave for teachers, peons for Higher Elementary Schools, delivery of money orders without going in for specimen signatories appointed in villages, a travelling library for each revenue firka etc., formed the subject of the other resolutions.

DECLARATION OF GENEVA

The following is sent to us for publication.

A nation-wide Educational programme based on a careful study of the implications of this Declaration would be a great help all round:—

By the present Declaration of the Rights of the child, commonly known as the 'Declaration of Geneva,' men and women of all nations, recognising that Mankind owes to the child the best that it has to give, declare and accept it as their duty that beyond and above all considerations of race, nationality or creed:

(1) THE CHILD must be given the means requisite for its normal development, both materially and spiritually.

(2) THE CHILD that is hungry must be fed; the child that is sick must be nursed; the child that is backward must be helped; the delinquent child must be reclaimed; and the orphan and the waif must be sheltered and succoured.

(3) THE CHILD must be the first to receive relief in times of distress.

(4) THE CHILD must be put in a position to earn a livelihood and must be protected against every form of exploitation.

(5) THE CHILD must be brought up in the consciousness that its talents must be devoted to the service of its fellow-men.

THE EDITOR ANSWERS

Q. 1. What should be the temperamental attitude of a teacher in a class?

Answer:— The temperament of a teacher is an important factor in education. No one who has a sour temper or is easily irritable or is phlegmatic can really be a success as a teacher. A sweet temper is an asset in a teacher. It must not, however, make a soft man of him. The students will then take advantage of it and undermine discipline. A firmness, coupled with a sweet and buoyant temperament will lead to mutual understanding, inspire love and confidence, maintain discipline and thus produce the greatest amount of good to both the teacher and the taught.

Q. 2. Should a boy who is stubborn and self-willed and at the same time afraid of punishment be punished?

Answer:— The fact that he is afraid of punishment is the hopeful feature of the case. The teacher must make the most out of it. But in doing so, he must not forget the fact that the stubborn self-willed nature of the boy will have some hidden causes, which ought to be removed before a permanent good can be done. It may be that he is suffering from an inferiority complex and he is trying to assert his superiority by unreasonable stubbornness. Or it may be that discipline is sought to be enforced in a wrong way. It is better not to ruffle him on matters he feels touchy about. In any case the boy should not get the idea that in obeying, he is being humiliated before his

fellow students. If thus the boy is sympathetically and tactfully handled will get out of his stubbornness.

Q. 3. A boy makes good resolutions and he seems to have a sincere desire to live up to them. But there seems to be some weakness in him which prevents him from realising even a small part of what he resolves about. How to explain that?

Answer:— From your description it seems to be a case of mental disease known as Aboulia. It is a case of weakness in the will. A patient suffering from that will be unable to really will or act. He may have a desire or more appropriately a wish for many things, but a will or a resolution that will lead him to do things will not be possible. This inhibition in the will needs some Psychological treatment by an expert. Ref. P. 58 Psychiatry by Rosanoff. But something can be done

immediately by the teacher by helping the boy to make some deliberate attempts at doing some simple things that he likes to do. Constant practice may help. Failing that an expert treatment is the only final solution.

HUMOURS OF THE CLASS ROOM

Mr. Bird, found one day written on the blackboard in the class the famous line:

'Bird thou never wert'.

To an angry question addressed to the class as to who had written it, a little boy at once replied: "Pray, Sir, it was Shelley."

—Tandon

Teachers are invited to send in their difficulties connected with their profession. Whatever the nature of the difficulty may be, the editor will try to help them to the best of his ability. The teachers' co-operation will be invaluable.

HEALTH & SPORTS

INDIAN FOOTBALLERS IN S. AFRICA

(By Mr. Lanka Sathyam, M.A.)

"There is nothing like the field of sport as an aid towards better understanding" among peoples, wrote Sir D'Arcy Lindsay in a letter he sent to the South African Indian Football Association, when it convened a meeting on 8th August, 1933 to consider the proposal to invite the All India Football Team to South Africa. His remark is true to the core and it is no exaggeration to say that sport is the rock on which the racial superiority complex, which is intransigently acute to-day, can be broken and the foundation upon which International co-operation and understanding can be built.

India, once supposed to be lagging in various fields of activity by the Westerner, is alive to-day and is pulling level with the most forward nations of the World in different fields of human activity. Even in the world of sport, she is above the mark and she has produced a Dhyan Chand and Rup Singh in Hockey, a Pataudi and a C. K. Naidu in Cricket, and a P. K. Ghosh in Swimming, who have attained international stature in their different fields of activity. We have to see whom Indian Football will give birth to!

In January last, the Indian Foot-ball Association considered the invitation of the South African Indian Foot-ball Association to send a team to South-Africa to play a series of matches there. Mr. B. P. Singh of the South African Indian Foot-ball Association made an eloquent and persuasive speech at the meeting of the Indian Foot-ball Association pointing out that an Indian Team would be very welcome in South Africa. The South African Indian Foot-ball Association was willing to pay the expenses of the Team. The invitation was accepted but there was some opposition to the tour from the Mohan Bagan representative, Mr. J. N. Banerjee. He demanded that the tour should be abandoned on the grounds that, South Africa was not the most suitable country to which Indian Footballers should go owing to the racial superiority complex, that some local clubs would be affected if their best players were included in the touring team; and that

there were also difficulties connected with finance. But that opposition was removed by the Secretaries of the I. F. A., Messrs., F. Hilton and P. Gupta, who pointed out that at a previous meeting of the Council of the I. F. A., it was decided to send a team to South Africa, that all arrangements for the visit had been made by the South African Indian Foot-ball Association, and that there would be keen disappointment in South Africa if the tour was abandoned. Players were on their way to Calcutta for the trial matches from various provinces. The prestige of the I. F. A., would suffer if the tour was given up after arrangements had been completely made at the other end. At last, the Mohun Bagan representative withdrew his objections and the I. F. A., decided to send the team.

Representatives from various provinces came to Calcutta and 5 trial matches had been staged. Fifteen players were chosen to form the team. However, Punjab, Bombay and Burma did not co-operate with the I. F. A., and Andhra was not represented as she has no Association of her own. Only two players had been selected from the whole of South India. The team started from Calcutta on 12th May and played 2 exhibition matches at Bombay, one with the Bombay Indian Eleven which it won and the other with the Military Team which it lost. But it does not matter, because the team was unfortunate as Paul, the Captain, and Samad, the best forward, could not undertake the trip. The team took steamer at Bombay on 16th May and arrived at Durban on 6th June. 12 matches, including 3 Test matches, had been scheduled, the first commencing on 9th June and the last ending on 21st July.

All the matches have been played and the Indians won 11 matches, including all the 3 Test Matches. The second match was the only one they lost, as they were put in a disadvantageous position owing to the rains which intervened between the first and the third matches. On the whole, the tour is a very magnificent success, and Indians must feel proud of the touring team.

This is the first official Indian Foot-ball tour abroad and it augurs well for the future. Let us hope and earnestly desire that Indian Foot-ball would be elevated to the height of Indian Hockey in the comity of national sport.

HERE AND THERE

A SURVEY OF MEDICAL STUDY AND PRACTICE:—It is proposed to have an inspecting body of three experienced medical practitioners, to be constructed shortly by the Executive committee of Indian Medical Council to survey the medical equipment of hospitals attached to Medical Colleges in India and to report upon the standard of Medical Education in Indian Universities which provide courses of study in Medicine.

KERALA ORIENTAL COLLEGE:—The inauguration ceremony of a new Sanskrit College named the Kerala Oriental College at Kadampazhipuram Village, 16 miles from Palghat, was performed by Dewan Bahadur Sir M. Krishnan Nair.

COMMUNAL SCHOOLS:—On grounds of efficiency and economy as well as on grounds of social solidarity it is desirable that Communal Schools should be discouraged as far as possible, observed Mr. R. G. Grieve, the D. P. I. now retired, while forwarding recently the Muslim Education Committee Report to the Government of Madras.

THE RESERVE BANK:—It is understood that most of the preliminaries in connection with the Reserve Bank are now nearing completion and it is believed that by December next, plans for the formal opening of the Reserve Bank would have been complete.

ARCHÆOLOGICAL FINDS IN EGYPT The New York Metropolitan Museum of Arts expedition to the prehistoric site of the Maadi has unearthed interesting finds, including a grave containing the skeleton of an adult female, whose skull is larger and better filled than the typical Upper Egyptian pre-Dynastic crania, suggesting the existence in the Nile delta of people different from the primitive inhabitants of Upper Egypt.

Excavations at Lisht revealed the burial chamber of a lady, named "Happy and Good," set with jewelry, beads, earth-figures, razor, an ivory wand and four remarkable miniature ivories, representing dwarf-like men dancing, all in an incredible state of preservation.

ANDHRA UNIVERSITY EMPLOYMENT BUREAU:—According to a notification of the Registrar of the Andhra University, an employment Bureau whose object is to advise and guide the unemployed graduates and under-graduates of the University in the matter of securing employment, has been started. Graduates and undergraduates of the University desirous of availing themselves of the services of the Bureau should correspond with the Registrar.

TAMIL RESEARCH SECTION:—Rao Bahadur S. E. Ranganadhan, Vice-Chancellor, while declaring open the Tamil Research Section of the Annamalai University, recently, said that by means of that Research Institute they hoped to prove to the world at large that Tamil deserved its proper place in the group of comity of Cultural and Scientific languages.

TEACHING OF 'KORAN' IN SCHOOLS: The Pudukottah Darbar have passed orders for teaching 'Koran' in the State schools, in which the strength of the Muslim pupils is not less than 25 per cent of the total strength of the school, subject to the condition of a minimum of 20. They have also directed the appointment of qualified private instructors for the purpose. If the Instructor is already a member of the school staff, he would be paid an allowance of Rs. 4 per month. The capacity of the Instructor to teach 'Koran' would be tested by the Koran teacher attached to the Town Muslim School.

TEACHERS' GRIEVANCES:—A sensation has been created in educational circles and the teaching staff of the Poona City Municipality by the transfers, and the consequent difference in the pay or allowance, of the teachers of whom the headmaster and the assistant headmaster get attendance allowance. The School Board has recently considered the position and has resolved that, if individual cases are represented to it, alleged grievances will be removed.

JUTE RESEARCH IN INDIA:—The Committee of the Indian Jute Mills Association have decided to invite Dr. S. G. Barker of Leeds, to visit India in the near future to study the position of the Jute Industry and formulate a research scheme to suit the Indian conditions.

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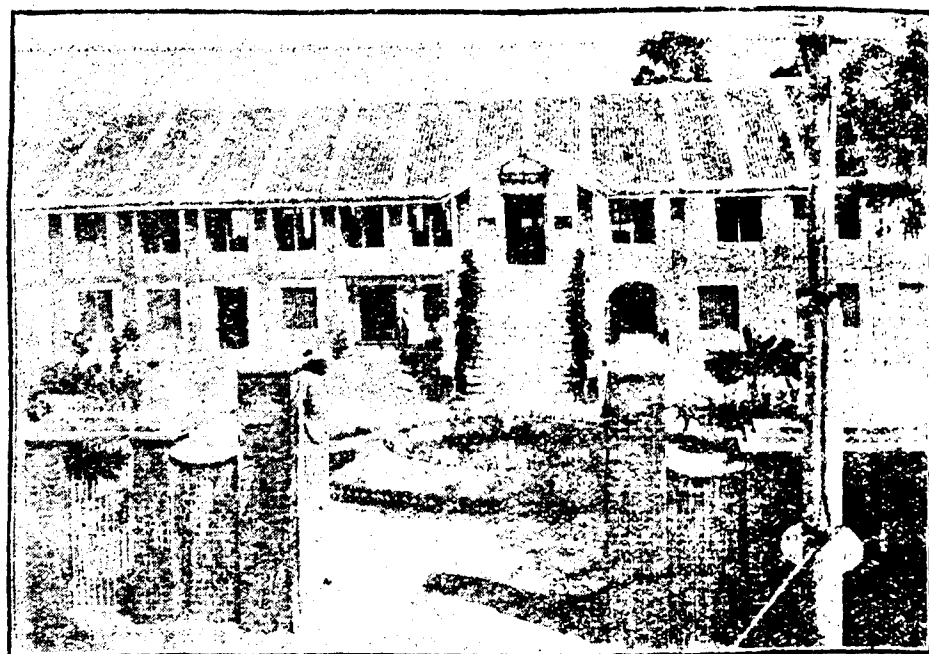
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THE PROBLEM OF
ILLITERACY p. 61.

Fascist Ideals in Education

A PUBLIC SCHOOL
FOR INDIA p. 64.

By Sir Jehangir C. Coyajee

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DETAILED CONTENTS FOR AUGUST, 1934

	PAGE		PAGE
FASCIST IDEALS IN EDUCATION		Public School for Hyderabad	... 68
By SIR JEHANGIR C. COYAJEE	... 43	Plan of Co-operation	... 69
THE OXFORD TUTORIAL SYSTEM		Educational Reform	... 69
By R. K. KAPUR, M. A., B. Litt (OXON)	... 49	Reduction of School fees	... 69
DEMOCRACY AND EDUCATION		Women Professors to Maharaja's College	... 69
By PRATAPAGIRI RAMAMURTY, M.A.,	... 53	Depressed Classes Education	... 69
EDUCATION: WHAT AND HOW ?		Hindi in State Schools	... 69
By MISS E. H. BARKWORTH, B.A. (LOND.)	... 55	Lakshminarayana Bequest Scheme	... 69
CITIZENSHIP THROUGH GEOGRAPHY		PUBLIC OPINION	
(From 'New Statesman')		Chief Justice of Hyderabad on Vocational Education	... 70
By W. O. LESTER SMITH	... 56	Dr. Arundale on Purpose of Education	... 70
EDUCATIONAL EXPERIMENTS IN INDIA : BOLPUR EXPERIMENT :		Mr. Ramamurty on the Evil of Illiteracy	... 70
By C. SWAMIKANNU PAUL	... 58	Mr. Satyamurty on the new S. S. L. C. Scheme	... 71
EDITORIALS		Nawab Muhi Yar Jung Bahadur on 'Liberal Education'	... 71
The Problem of Illiteracy	... 61	Sir C. V. Raman on the 'Duties of a Teacher'	... 71
Mr. Rathnaswami's Convocation Address	... 63	Sir Mirza Ismail on 'the main Functions of Education'	... 72
A Public School for India	... 64	The Rt. Hon'ble Sastri on 'Co-Education'	... 72
Baroda Educational Reforms	... 65	Dewan Bahadur K. S. Ramaswami Sastriar on Education and Creativeness	... 72
INTELLECTUAL CO-OPERATION...	65		73
THROUGH DIFFERENT PROVINCES		WOMEN'S PAGE	
Consolidation Scheme	... 66	PERIODICALS	
Ele. Schools: Scales of Pay	... 66	Functions of Indian Universities	... 74
Deputation to Minister	... 66	Co-ordination of School and Home	... 74
Calcutta's New Vice-chancellor	... 66	CORRESPONDENCE	... 75
Three years' course for L. I. M.	... 66	THE EDITOR ANSWERS	... 77
Arbitration Boards	... 67	PERSONAL NOTES	... 78
New Theory of Relativity	... 67	HERE AND THERE	... 79
Block grant to Universities	... 67	SPORT FOLIO	... 80
Indian Academy of Sciences	... 67		
Progress in Mysore	... 67		
Diploma course in Insurance	... 67		
Education week	... 68		
Medical Inspection in Colleges	... 68		
Baroda Government Policy	... 68		
Industrial Education	... 68		

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Personal Notes

MR. MAHOMED SAHIB BAHADUR, Officiating District Educational Officer, Chittoor, has been appointed to officiate as Secretary to the Commissioner for Government Examinations with effect from July 1, 1934, in the place of Rao Bahadur R. Krishna Rao Bhonsle.

DR. SIR S. RADHAKRISHNAN left for Geneva on the 21st of June to attend the meetings of the International Committee of Intellectual cooperation of the League of Nations.

DR. T. S. TIRUMURTI is to act as Vice-chancellor of the Andhra University for nine weeks during the absence of Dr. Sir S. Radhakrishnan.

MR. V. K. R. K. RAO who went to study at Cambridge two years ago, as a Tata scholar and who also held a Travelling Fellowship from the Bombay University has taken a first class in Part II of the Economics Tripos. As a result of this, he won two scholarships—the Gresham Studentship and Garton Studentship.

MR. BALAVANT SINGH ANAND M. A., of Baluchistan has been awarded the Government of India's Central State Scholarship to study for English Tripos at Oxford or Cambridge.

REV. FATHER ELWIN, who is well-known for his humanitarian activities among the Gonds of Bilaspore in the Central Provinces arrived at Calcutta on 17th June, with a party of 12 aboriginal inmates of his Ashram on an educative tour.

MAHOMED ALI BEG has passed with distinction the first year examination of the School of Oriental Studies, London. Mr. Beg passed his M. A. (Hons.) from the Osmania University last year, and proceeded to London on Government loan for further studies.

MISS MITHO BAI, having stood first in English among 18,000 candidates for the Bombay Matriculation examination, has joined Nizam College. She has won Dr. Dadabhoy Naoroji Scholarship of Rs. 300 tenable for two years.

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MESSAGE

*Office of the Director of
Public Instruction,
Madras, 4th August 1934.*

DEAR PROFR. VENKATARANGAIYA,

I congratulate you on your new monthly "Educational India." There is plenty of scope for a high class educational journal dealing primarily with Indian problems. I hope it will be possible for you to give some prominence to the questions of teacher training and of measurement in education as these seem to me of first importance from the point of view of the improvement of the quality of education as distinct from the quantity of education. Another matter I should like to see ventilated is the founding of a University or Inter-University Institute of Applied Psychology as I believe it would have far-reaching beneficial effects on the professional standards of teaching of all grades.

Yours sincerely,
(Sd) W. E. SMITH.

FASCIST IDEALS IN EDUCATION*

By SIR JEHANGIR C. COYAJEE,

Principal, Andhra University Colleges of Arts, Science and Commerce.

THE Fascist system of education must reflect in the main the general outlook and philosophy of life of Fascism. Since the Fascist state has an organic and totalitarian character opposed to the Individualistic tendency to be found in other countries, we may well expect that state to have greater control over the administration and working of Italian schools and universities. We might also reasonably expect that the practical instinct which characterises Fascism will lead to a proper division of labour in the educational sphere, to the removal of inertia and routine and to the result that universities and high schools should be something more than mere replica of each other. The Fascist ideal of a balanced and normal personality tends to assert itself in educational matters as well with the result that the tendency towards over-specialisation is checked and that a considerable freedom of choice is left alike to the teacher and the pupil in the matter of the sphere and methods of study. In particular a great emphasis is placed on the aesthetic and religious aspect of education. The freedom of education which is one of the main objects of Fascist reform in education is not inconsistent with the co-ordina-

ting activity of the State. Since the Fascist State claims to be an ethical state pre-eminently, the formation of the character of pupils is to be given a larger place in the educational system than is usual. This implies that religion will be treated as an important subject of instruction—all religions being treated as useful educationally, but some preference being certainly given to the national religion. We have also to note the Fascist bias against "academic intellectualism." As Signor Gentile, the leader of Italian educational reform has pointed out, the country does not require scholars who philosophise on things in general from the vantage point of their windows, but men who trouble to get down into the streets to perform the necessary practical work of the world.

The spirit in which Fascism has undertaken educational reform is best understood when we listen to Signor Gentile's general description of Fascism. He has asserted that "Fascism is a war against the science and philosophy of decadence, of the spineless, of those who always stand at the window and are satisfied to criticise as if it were no affair of theirs. ... Fascism is art, for it too is an original movement of the spirit and is not a deduction but a creation; and even in action it relies on a genial inspiration rather than on conclusions closely drawn by reasoning. Certainly because of its spontaneity and originality Fascism is art. ... The school must be agnostic neither in religion nor in philosophy, for it dare not be agnostic in morals. Hence neither can it be agnostic in politics. Agnosticism is a suspension of judgment and a consequent refusal to take sides actively with any party. It is the separation of one's personality from life...the school cannot be confined to grammar, to mathematics or to any other material that is mere

*On this subject the most authoritative works are Signor Gentile's "Il Fascismo al Governo della scuola" and "Educazione e scuola laica." An excellent summary of the Fascist educational reform is to be found in Signor Ernesto Codignola's article on "School and university reform" in the work "Mussolini e il suo Fascismo" edited by Curt Gutkind. I have to acknowledge my obligations to this article as well as to the articles contributed by Signors Albino Giuliano and Gioacchino Volpe to that valuable book "What is Fascism and Why?" edited by Tomaso Sillani. Schneider's "Making the Fascist State" might also be consulted with advantage.

ornament or adornment of the intellect. The intellect can be developed only by developing personality. Hence we must seek to understand all things and to love all things so far as it is true that to understand is to love.* Here we have the very spirit of Fascist educational reform.

A few words however must be said first regarding the urgency of the need for reform in the pre-Fascist educational system of Italy. For one thing there was the prevalence of the regime of uniform and dull mediocrity in which there existed too many universities and high schools all of the same type and without any noteworthy specialisation of function. As regards other schools also there was hardly any division of labour whether we look to vocational schools, or schools for teachers or those which prepared their pupils for the universities. What is more the burden of an indiscriminately encyclopaedic system of instruction was becoming crushing for the students. The mechanical acquisition of knowledge was being stimulated at the expense of the capacity for thinking and learning for oneself. The problem of the instruction of teachers was becoming a pressing one, for the number of schools and of pupils was being steadily multiplied while the proper training of teachers was being comparatively neglected. It was generally felt that the problem of training teachers was most urgent in as much as the foundations of the greatness of the country must be laid in the elementary school. Nor was this all, for the administrative machinery of education had been developing on the wrong lines. In the central administration of schools superior officers and inspectors, section-chiefs and secretaries had been multiplying unnecessarily and continuously with the result that there was ample room for the process of amputation. Then again the election system which had been in operation in the Council of Public Instruction had been leading to inefficiency, and a great many persons had been elected to that Council without any

credentials regarding educational efficiency. As Signor Codignola has well remarked "It was the triumph of incompetence and inefficiency."

Under such conditions it was a great idea on the part of the Fascist Chief to entrust the task of educational reform to the hands of eminent and highly distinguished philosophers like Benedetto Croce and Giovanni Gentile. Both are men of high international reputation and Croce has been well described as "a fascist in spite of himself." As to Gentile he is not only one of the living philosophers of Fascism but also its greatest educationist. He has written quite a number of authoritative works on education to which we have already referred. Here however we have to deal mainly with the programme of educational reform which he promulgated in 1922 before the Council of Public Instruction, for that programme forms the best exposition of the ideals of Fascist education. He began by emphasising the fact that earlier attempts at reforms, like those of Casati, envisaged the task only partially whereas the proper procedure was to tackle the problem in its organic totality and to construct a new educational system corresponding to the needs of the new epoch on which Italy was entering. He also pointed out that the Italian universities and schools were burdened with far too many laws and regulations and that it was time to give them full freedom alike of learning and teaching. In correspondence with this new liberty the educational institution should bear the responsibility for earnest and accurate study and for their own full development. While their regulation must proceed from the very nature of the studies carried on in them ample means were employed to examine whether they were making good use of their new freedom. For the whole examination system as regards both schools and universities was radically changed, and at each period of study there was to be a state examination to test the spirit and methods of the pupils' studies. These state examinations were meant to see to it that the students had not crammed up particular branches of

knowledge but had rather learnt how to think and to expound. The universities too are thus to be relieved of their burdensome system of examinations and thus can have ample time at their disposal for the advancement of learning. Again the responsibilities of educational institutions have to be carried out not only in their teaching work but on their administrative side and they must look to it that faculties and individual professors are carrying out their duties conscientiously. The great number of universities and high schools constituted another problem. If there were too many universities their number had to be cut down though the operation should be so carried out that regional attachment and pride was not to be hurt. On the side of school administration there was room for financial savings, but such savings were to be devoted to supplement the pay and improving the condition of teachers. While giving to the state its due in the educational sphere Gentile had no intention of preventing the progress of private schools; on the other hand his idea was to encourage the competition between public and private schools. In fact the existence of private schools would form a stimulating atmosphere for the progress of public schools. In concluding his speech Signor Gentile laid the proper stress upon religious education. He observed that it was not regulation and ordinance which could make good schools, since their principle of progress must come from their own bosom. There was need not only for scientific and aesthetic studies but also for ethical and religious instruction in as much as "a school without ethico-religious instruction is an absurdity". It is the function of schools to build up the character and conscience of the pupil and there can be no conscience without faith and religion. All faiths are holy and health giving and therefore some faith has to be incorporated in school education. Finally there has to be taught to the pupils the faith in the nation itself. To use the language of Signor Balbino Giuliano, a later Minister of National education: "teaching was no longer to be mere instruction; it had become a form of

national education, the formation of a spiritual purpose, conscious of its *Italianity*..... Fascism today is bent on creating a school which shall impart energy of thought and energy of will to the rising generations; it means, in short to develop a culture representing the consciousness of all the manifold and fertile powers accumulated throughout the history of our race".

Such was the programme of Signor Gentile, and few can deny that it was at once comprehensive, clear and effective. Let us now see how and how far it was carried out. It might be said at once that it was carried out in a great many of its aspects. This is not to deny that it met with a great deal of opposition mainly from vested interests. That opposition was particularly successful as regards the adoption of Signor Gentile's proposals with regard to the universities. His idea was as we have seen to suppress a great many of the smaller and less efficient universities and by so doing to afford more scope for the activities of the larger universities and the better high schools. He also proposed to do away with the smaller and less efficient high schools which fed like so many parasites on educational finance. Here however a great deal of regional patriotism stood in the way because many cities were rather proud of their local educational institutions. Signor Gentile's idea was to have for Italy ten large and efficient universities (technically designated as Type A) in different towns and to supplement the activities of these by six great high schools and three large Seminars for educating teachers. The universities of Type A were to create high traditions as regards advancement of knowledge and to make the name of Italy respected throughout the educational Europe. The smaller universities belonging to Type B were to meet regional demands for education and to try to develop themselves into more efficient educational institutions. There were also to be universities and high schools of Type C which were institutions supported by private funds and foundations like the Catholic University of Sacro Cuore.

While the Gentile programme failed to

* cf. Schneider, pp. 351-352

influence the universities to the full measure of its desirability, the introduction of state examinations which Signor Gentile advocated had the merit of leaving the universities free to carry on their special activities for research and for liberal education as to which the maximum liberty was secured to them. No doubt the state guides the university through its examinations as well as through the royal appointment of Rectors and Principals. But otherwise the universities are left free to carry on their proper work untrammelled by the incubus of preparations for examinations. While uniformity of instruction must be the watchword for the elementary schools, specialisation and diversification must be the motto of universities and high schools.

A great deal of what has been said about universities applies also to the high schools. Here also the Gentile programme contemplated the lopping off of dried and dwarfed branches. If however, this process reduced the number of high schools that number was added to in another way. Various Seminars for turning out male and female teachers which had been gradually assuming or rather usurping the functions of universities were reduced to their proper and legitimate status. It is to be noted that the former hybrid character of such Seminars which had been taking up the role of universities in part, had been discouraging their best teachers. The effort to act as universities also had the undesirable result of leading these institutions to carry on strained efforts after teaching on encyclopaedic lines, while they neglected their proper task of more modest but efficient studies. On its financial side the programme of reforms lead to the increase of fees. In itself this was no desirable consolation; but the discouraging effects which would otherwise have resulted from this step were neutralised by the institution of a great many free studentships as well as by the growth of private foundations for assisting poor but deserving students.

One of the chief merits of the educational reform in Italy was the emphasis on division of labour between schools and the

recognition of the importance of specialisation. Thus the Technical Schools (*Scuola tecnica*) and Junior High Schools (*scuole complementari*) are intended to prepare their pupils for ordinary employments of life. Purely practical studies were to be carried on in both of these classes of schools, while the former were also to prepare their pupils for the Professional Schools (*istituti tecnici*) which are of a higher order. They have special technical courses for higher vocational education. Besides these there are the Finishing Schools for girls.* By having these different classes of schools by the side of the Regular High Schools the danger of mixing up humanistic studies and vocational or utilitarian courses is avoided and separate institutions are provided for fundamentally different kinds of work.

Another line of improvement consists of the introduction of state examinations at various stages. This system not only pitches the curricula of schools higher but enables private schools to compete on equal footing with public schools. This reform had been opposed by the anti-clericals on the ground that it would assist the schools which belong to the church. But on the whole the results of the policy have been of a desirable character. Moreover in arranging the courses for the schools care has been taken to reduce the burden on the pupils which tended to become oppressive. The work of the teachers also has been made less burdensome by the fixing of an upper limit for the numbers in each class and in various other ways.

From the programme for the Middle Schools we might pass on to the proposals regarding the Elementary Schools. For these there has been constructed a due gradation of courses—preparatory, intermediate and the top ones which include a certain amount of vocational study. Three years are to be devoted to the more elementary studies and the rest to the higher work. Special attention has been paid to the preparation of suitable school books for

*cf. Schneider "Making the Fascist State," p.236

these schools and only such text books are sanctioned as can contribute to the advancement of intellectual life and to the promotion of the initiative of the pupil. It is worth adding that increasingly large sums are devoted to the construction of proper school buildings not only through the instrumentality of the state but through that of co-operative societies.

Something might be added here as regards the comprehensive and radical character of the educational changes carried out by the Fascists. No doubt a critic might observe that the State control of educational institutions might be carried too far, and certainly there are potentialities of this, since the task of maintaining a balance between authority and liberty is a particularly difficult one. But certainly the general scheme of reform includes a great many valuable features. Thus it has been attempted to make a clean sweep of the dry and unnecessary study of lifeless details of knowledge. No longer is exaggerated attention devoted to the tedious and dull memorising of facts; thus in the field of history the studies of the pupils are no longer limited to the memorising of facts and dates, but they are called upon to examine the characteristics of different periods of history and stages of civilisation. If it is Geography that is to be learnt the emphasis is placed not on the cramming of the names of localities but on the discussion of the relation of geographical facts to the daily life of the people. Special attention is paid to aesthetic and religious aspects of education and the student is introduced to religious experience and works of art in their highest form. Thus the proper function of education is kept in mind—the fitting of the ideal into the common place existence of man. The programme states expressly that the syllabuses of study are merely of a suggestive and indicative value for the teacher and are not meant to dictate to him the exact lines and methods of work or to prevent him from exercising his own initiative. Even when text books are prescribed the teacher need not be afraid of introducing the pupil directly to the best of

what there is in literature, art and religion, since that is the real task of the teacher.

The function of physical education of boys and girls was transferred by Signor Gentile from schools—first to a semi-autonomous institution—and ultimately to the Balilla organisation. Here again there was a great deal of opposition which had to be overcome. But it was felt that since a new spirit had to be introduced into the younger generation and the former apathy of the nation towards sports had to be removed the task must be entrusted to a new organisation. Besides rousing an enthusiasm for sports and advancing the cause of physical education the Balilla organisation does a great deal of valuable medical and hygienic work. Besides organising all this work the duties of the Balilla extend to the sea and air training of young Italians and to the provision of suitable means and methods of recreation. Thus we are told that "the National Balilla Institution is resolved that no single commune of Italy shall lack a cinema hall and a theatre". The value of such organisation has been emphasized in a recent number of the *Spectator*: "A dozen years ago Italy was peculiarly backward in this respect (Physical culture). Now on any Sunday in the year one may see bands of Fascist youth marching off in high spirits for their drill, their exercises, their manoeuvres. Foot-ball and other games are part of a prescribed regiment. A large proportion of the boys and young men of the country have been indoctrinated with a sort of mystical enthusiasm, partly political, partly moral, under the influence of which they willingly submit to a uniform discipline and undergo courses of Physical culture by numbers." (The spectator, 2nd February 1934.)

In 1925 Signor Gentile was placed at the head of the National Fascist Institute of Culture. This institute is meant to be the centre of national intellectual propaganda and to coordinate the activities of local institutes without invading their individuality. It also publishes various works on history and politics which are much appreciated both at home and abroad. In these

ways it supplements worthily the work of the universities.

Finally we might notice the activities of the Italian Royal Academy. Its object is to serve as the centre of the intellectual activities of the country. As Signor Volpe, its Secretary General has observed, in promoting its foundation the Head of the Government was fully conscious of the necessity, in this most sensitive sphere of combining authority with liberty; of watching over without fettering the highest activities of the mind; of giving—through the medium of this high council of scientists, men of letters and artists—some guidance to the spiritual forces of the Nation, without deadening the free and fine initiative of individual scholars and artists.

On this note let us conclude the present brief outline of the educational reforms under the Fascist regime. No doubt in the main the programme of reforms is highly praiseworthy. Few will also deny that it is the duty of the State to regulate and co-ordinate educational activities of the country. From

the point of view of efficiency there can be no questioning of the great merits of the programme of reform. Nevertheless the task of the State in preserving the due balance between authority and liberty is an extremely difficult one and requires for its proper performance great administrative genius. It is well for the State to regulate education and to control it through a comprehensive system of state examinations and through the nomination of high educational officers; and it is to be hoped and desired earnestly that the Fascist authority will succeed in their task "of watching over without fettering the highest activities of the mind"—to use Signor Volpe's own words. It is indeed very probable that the genius of Fascism will succeed in effecting that delicate compromise to which we have drawn attention. Fascism is as yet in its vigorous youth, full of a strong and intelligent initiative. The world will judge of its success in reforming education when it finds that Fascism can control education effectively "without deadening the free and fine initiatives" of universities and schools.

Some Thoughts on Education

What is the task of the teacher in the world? It is the greatest of all human tasks. It is to ensure that man the divine grows in the souls of man. For what is man without instruction? He is born as the beasts are born, a greedy egotism, a clutching desire, a thing of lusts and fears...we teachers can open his eyes to the past and to the future and to the undying life of man.

—H. G. Wells.

All that education can really give is this. It can supply the opportunities of self-culture, hold forth new standards and ideals to aim at. It can bring the budding mind into contact with a formed and mature mind, shed over the young spirit, the inspiring glow of some rare and beautiful intelligence. It can open to the learner

the door into the vestibule of the great library of the world's wisdom. It can show him a superior intellect in the art of collecting and distilling his materials. It can suggest, explain, correct and guide in a very general and occasional way.

—Fred. Harrison.

To teach men how they may learn to grow independently and for themselves is perhaps the greatest service that one man can do for another, and how to grow if possible, in after-life. I hate to meet a man whom I have known ten years ago and find that he is precisely at the same point, neither moderated nor quickened nor experienced but simply stiffened.

—B. Jowett.

THE OXFORD TUTORIAL SYSTEM

By R. K. KAPUR, M.A., B.Litt. (Oxon.),

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PERHAPS one of the elements that constitute the peculiar charm that is forever Oxford is the unique system of education which gives you as free a hand in forming your intellectual equipment as you can possibly desire. Freedom has its thrills, and when properly conditioned, it inspires a degree of self-confidence which is extremely essential for independent and original thinking. Oxford aims at drawing out the best that is in her students, and like a wise and affectionate mother she just lets her children grow in an atmosphere of sweetness and health and light, instead of spoon-feeding them into a particular shape, or, at the point of the rod, beating them into a particular mould. The university has provided facilities enough for satisfying all kinds of intellectual curiosity; each college has its own private library, some of them extremely rich in early printed books; there is the Bodleian, the finest University Library in the world, where you can get, apart from the precious books of the past, almost every important volume that is published in the English language today; there are well-equipped laboratories and museums; there are lectures in all the branches of science and arts by men distinguished in their subjects; there are innumerable undergraduate societies (of which the union is the most famous) meant for debate or serious study or for pure, unmixed fun, some of them having their own private libraries, big or small, consisting, often of periodicals only, sometimes of a large collections of books; above all there are the well-known 'rambling' book-shops where you might 'brouse' for hours without interruption, and where the latest publications of England, France and Germany may be seen and read without any obligations whatsoever. Amidst such a wealth of intellectual stimuli, the University might well leave us to imbibe culture and education

on our own, confident all the time, that with the help of the spiritual guardians she has placed above us, and whom we could always consult in moments of perplexity, as well as by dint of those intangible loyalties called "maintaining the tradition," we could not be led astray. The end justifies the means, for more first-rate work, in scholarship as in other spheres, is done by the alumni of Oxford and Cambridge than by those of any two other universities of the world. Those of us who have been to Oxford recall with a pathetic longing that it was there, and not in any of the Indian Universities, that they first "found" themselves.

The ways in which Oxford assists us in this discovery are many, but here we are only concerned with the specific system of education called 'The Tutorial System'. In this connection, it is well to realize that the University of Oxford is a mystical and elusive body of whose existence the undergraduate becomes conscious only at the time of admission and the examinations, or when some concrete demands are made on his purse. For all other academic purposes the colleges are the University. An Oxford College, it might be remarked, is not to be confused with its Indian synonym; it is a residential institution, in which the students (unless they are permitted by the Head of the House to live outside in "licensed" lodgings), their tutors and the Principal live under the same roof, dine together in the common Hall, attend services together in the College chapel; it has its own library, lecture rooms, common rooms, playing fields, the barge on the river, and last, but not least, the individual crest and coat of arms. Each college is a completely autonomous body, having its own statutes and by-laws, and its own private property constituting the "foundation". Thus it is theoretically possible (although in practice it never happens) for a new entrant to become

the member of a college without being a member of the University, while paradoxically, no one can become a member of the University, without also becoming a member of some college or another.

After a new-comer has been admitted to a college, he will be presented by that institution to the Vice-Chancellor, who will then matriculate him as a member of the University. It is from now onwards until he takes his final 'schools' that he will be regarded to be *in statu pupillari*, donning 'sub-fusc' and an undergraduate's cap and gown on ceremonial occasions, and subject to the proctorial jurisdiction. Before 'coming into residence' perhaps he would have chosen the subject he would now proceed to study; if not, he can discuss the matter with the Head of his college, or with a tutor who would be willing to give him expert and sympathetic advice. After he has fixed upon a definite course, he will be assigned to a tutor, to whom, during the three or four years of his stay, he will be responsible for his studies.

At the first interview the tutor will "size up" his pupil, find out what he knows about the subject and tell him all about the requirements of his next examination. He will then suggest to him a course of reading to be commenced immediately, and consulting a list of lectures arranged for the term, will ask him to attend those which would be profitable to him at that stage. These lectures are delivered in a University building called 'The Examination Schools' generally between the hours of ten and one in the morning, and are open to members of all the colleges; in the case of distinguished lecturers, for a small fee, to the general public also. Attendance at lectures is purely voluntary; the audience varies between ten and five hundred, the size being determined by the merit of the speaker as well as by the nature of his subject-matter. Theoretically therefore, a student could finish his Oxford career without attending any University Lecture at all; in point of fact, some series are so popular that it is often difficult to find room in the

lecture-hall concerned. But whereas it is possible to eschew these lectures, it is impossible to escape the work the tutor imposes on his men.

At least once a week during term each pupil has to write an essay on a topic dealing with the subject the tutor had asked the man to study in the preceding week. The course prescribed by the University is divided into sections and sub-sections, and bit by bit the tutor goes by it all with his pupils. Generally he asks them to read the texts first, and then suggests the critical matter on the subject, which study and some degree of independent reflection are supposed to go before one begins to write the weekly essay. Originality of interpretation and a new method of arranging old facts are definitely encouraged; indeed you might be as unorthodox in your opinions as you like, so long as you can find reasons enough for maintaining your view. The exact form of the 'tutorial' varies from subject to subject; those who are doing mathematics or Greek and Latin are generally called singly and meet the tutor in his 'rooms' for getting their work corrected. In history, philosophy, economics or English men might be taken either singly or in pairs or in small groups. A member of the group will read his essay, the tutor would invite the criticism of others, a lovely discussion would follow, which the tutor would bring to an end by offering his remarks, and by suggesting the best method of dealing with the problem. In scientific subjects, 'tutorials' would take the form of supervision in the laboratory work as well as the writing of essays.

The tutorial system has as its auxiliary, a system of examinations known as the "collections." The University judges of the undergraduates' progress in studies only by results in the 'schools,' but at the beginning or at the end of each term—sometimes at both—the college holds tests, in which students, assembled in the Dining Hall, answer papers modelled on those of the University, and are required to do so under examination conditions. These are

then, marked and corrected by the tutor, who points out to each man in detail, the merits or demerits of his work. On the last day of the term, there is, what is colloquially known as "the don rag," when the Head and the tutors of a college are seated at the "high table" in the Hall, and each undergraduate has to appear before them by turn. The tutor makes a verbal report on the man's work and the Head concludes with appropriate words of encouragement or reproof. The colleges do not send official reports to parents,—the undergraduate takes all the responsibility for his work,—although the tutor often corresponds with them informally. Each undergraduate is given a sufficient amount of reading for the vacation; indeed, it is during vacations* that sustained work is undertaken; the term, apart from 'tutorials', being overcrowded with social and academic engagements. Sometimes the tutors arrange 'reading-parties' for the vacations, which means that the party is to meet somewhere in England or on the Continent to study and to travel alternately. These 'parties' bring the teacher and the taught into intimate personal contact and cement friendships which last a whole life-time.

There is another corollary of the tutorial system which should be mentioned before we bring our account to a close. Almost every week during term the tutors meet together with the Head of the College and discuss their pupils and the work. The tutor's remarks will be supplemented by what the others have noticed of the man, so that each undergraduate will be freely criticised. As a result the Head might send for the men and give them necessary advice or threaten penalties. The knowledge of 'the tutors' meeting' has always a sobering effect on the inmates of a College.

* As against the petty holidays of a day or two which constantly keep interrupting the work of Indian Colleges and Universities, Oxford has three terms of eight weeks each, the first two followed by vacations of six weeks, and the last by the long vacation of about four months. There are no holidays during the terms.

In the seventeenth century an Oxford tutor exercised direct financial control over his pupils (doled out their allowances in 'crowns' and 'half-crowns') and was expected to offer daily prayers for the welfare of their souls. With the abolition of the religious test he has been shorn of his divine office, and although in some Cambridge Colleges even to this day the bills contracted by an undergraduate in the town have to pass through the tutor's hand, in Oxford men are left to spend their money as they think best, although the tutors do exercise their influence in checking extravagance. In many Oxford Colleges, undergraduates are also placed under a "moral tutor" who is generally not the same person to whom they go for their studies. His duties are those of a kindly guardian to whom the students refer their practical, moral or intellectual difficulties. He keeps an eye on the conduct of his pupils, and drops hints when things are going wrong. By convention he is always the undergraduate's counsel for defence when the latter is haled before the authorities for some misconduct or for a breach of the college discipline. Generally he knows about the pupil's circumstances at home, and uses his influence to secure him a job. The degree of intimacy between the two depends upon their temperaments and tastes, but as the Public Orator of the University remarks, "it is still true of many Oxford tutors that whenever a young man becomes his pupil, he becomes his son."

Such, then, in brief, is the Oxford tutorial system. Its charm lies in its mutually sympathetic understanding and spirit of co-operation. In this undidactic and informal commerce between the teacher and the taught lies the greatest formative discipline the College exerts on its undergraduates. The tutor treats his pupils as friends whom he is to assist in their search for knowledge, and not as tame and tractable creatures whom he is to lord over, as most of our own lecturers unfortunately do. When we go to Oxford we are surprised to find that even old and venerable scholars are addressed as plain "Mr. so-and-so," and not

sir-ed to desperation as we are in our colleges. 'Sir' is a term of respect and there is no harm in using it, but in the mind of the student it implies a distinctly inferior standing which is harmful, and to some teachers it gives an exaggerated sense of superiority which prevents them from mixing with their pupils unconstrainedly. Asked as to how an Oxford tutor conveyed instruction to his students, a witty critic remarked that "he smokes at them." The answer conveys both the informal character of the tuition and the seasoning of the pupil's judgment by the careful advice of his "friend, philosopher and guide." For the tutor's remarks are not merely confined to the subject under discussion; being a specialist in some branch of learning, he tells his pupils about his own work as well as about the latest researches in the field. Coming in contact with sensitive and intelligent young men, a tutor retains his youthful outlook on things and gets an enormous stimulus for work which he could hardly get otherwise. This informality between the two is, therefore, of the greatest benefit to both. As Flexner remarks "Oxford and Cambridge establish a personal relationship between the undergraduate and his tutor, that is, despite possible personal limitations, the most effective pedagogical relation in the world."

In conclusion a word might be said about our own 'lecture system.' We attach an excessive importance to the spoken word in the class, as though it was the word of revelation itself. Whereas it is in the experience of us all that many lecturers do nothing better than dictate in an uninspiring monotone, day in and day out, year in and year out, and God knows for years on end, a certain set of notes they were diligent enough to manufacture in the early days of their apprenticeship. If these notes are submitted from time to time and brought up-to-date we have enough to thank for. To think that our seminars of learning tolerate such baldness is appalling. No lecture notes can nearly be so good as the texts themselves, and even if they are, it should be the task of

students to prepare them after private study rather than have them ready-made in digestive examination-pills. Apparently a labour-saving device, these lecture-notes deaden the lecture's intellectual alertness and sensitivity. He has no incentive to do any original work, nor indeed can he properly appreciate any that is done by others. Besides the hungry sheep, our boys, look up and are fed, and, therefore, would do little on their own. Right from the elements to the profound reaches of the subject they expect to be taught in the class-room; that is why our Indian Universities are in many respects no better than sublimated schools. A teacher who has to lecture, say, about three periods a day on as many subjects, will, when he comes back home, have neither time nor energy nor the inclination (to say nothing of poor library facilities) to do original work. Looking up the old notes or the old texts for tomorrow's three lectures is all that he shall be able to compass that afternoon. We need not be surprized at the intellectual quality of the men we generally produce. If we are to get out of this slough of inefficiency, drastic reforms are necessary. We must substitute some kind of 'seminar' or 'tutorial system' for the plethora of these withered and withering lectures, which would mean at least doubling the existing staff of most colleges, and that, in its turn, would mean money. But these unfortunately are problems which it is not possible to touch upon in an article on the Oxford Tutorial System.

If the teacher thinks he has executed his charge of teaching in the prescribed hours of tuition, the curriculum of his school or college, he is in grievous error. It is his duty to study the character and moral tendency of each of his pupils and to do his best to correct what requires correction.

—Lord Willingdon

Nothing worse could be done to the children than to take them like the sheep from the goats into different religious communities, teaching them to regard one another with distrust.

—Lord Bryce

DEMOCRACY AND EDUCATION

By PRATAPAGIRI RAMAMURTI, M.A.,

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INDIA has become the laboratory of democracy. The introduction of self-governing institutions has raised up a problem of the first magnitude, vital to the conception of citizenship. But the working of representative institutions in this country is not calculated to reassure any one. There is a keen sense of frustration and failure. Pathological tendencies have set in and it is very hazardous to formulate any judgement regarding the ultimate future. It is not impossible, however, to examine and evaluate our experience of contemporary life and determine its trend. It is not impossible, again, to observe the behaviour of contemporary social groups with which we are in intimate contact and estimate the influence on our institutional endeavour. Such an investigation might help to discover the principle of correction and to visualise more correctly the democratic ideal. It is true that undemocratic facts are greatly in evidence in this country. This is due to the fact that our Polity has failed to embody a new spirit with its own scheme of values, and that our thoughts are still of the older regime. Many elements, characteristic of the earlier social expressions, have persisted, vitiating every attempt to concretise the democratic spirit.

Our failure might not be due to any inherent defect in the principle and structure of democracy but "to the erosion of the foundations upon which it rests". It is the good old adage come true again that men ought not to "put new wine into old bottles". Democracy can neither exist in a social vacuum, nor in a social structure whose bases are atomic. The complex of social habits and tendencies would certainly be reflected in the political expression. A new society is to be born, for democracy cannot be organised in view of the current concep-

tion of justice. Democracy created on the *status quo* would be a mere screen for the older system in this country and its defects would be not merely technical but also moral. The germs of dissolution are inherent in an unequal society.

That is why we insist on the proper *ethos*. "It is idle to make institutions without making the qualities by which they must be worked." We have so far emphasised the machinery of democracy and run into the danger of missing the human elements. Democracy is to be appraised in terms of the human being. The problem is less a matter of machinery than "a problem of finding men apt to the use of its machinery." For, let us remind ourselves, we are concerned not simply and solely with a form of government but with a way of life and a permeating spirit; an ethical concept and a social ideal. We have to discover "the formulae of spiritual satisfaction" and to contribute our informed and organised lives to the service of the State. Education is the panacea for the ill-starred union of democratic materialism and democratic power which is responsible for our present anarchy of values. By strengthening and purifying social purpose it would transform the State into a fellowship of men working together for the enrichment of a common life.

This is to say that education is essentially a social function "securing direction and development in the immature through their participation in the life of the group to which they belong." It is the emphasis on the higher aspect "which makes a man eagerly pursue the ideal perfection of citizenship." The citizen must be enabled to "personally interest himself in the affairs of the State," live its life and participate in its end. For democracy is "every one building

the single life", the "fullest acceptance of the single life." It implies that "to be a citizen is to merge one's own being in that of others," that there is the unity and intensity of a single life between the State and the individual.

It is education, therefore, that must free the creative spirit of man and impel him to share in the work of the community, take an intelligent part in its direction and contribute towards its enrichment. And for this, we must have an adequate conception of the educational purpose in the scheme of social concerns. We have come to think more in terms of buildings, class-rooms and technique than in terms of the values of life. We have ignored education as a social necessity, as essentially a formative influence. It has its individual and social aspects. We repeat almost mechanically that education is a preparation for life, but seldom ask ourselves what we mean thereby. In its individual significance it should enable the individual to subdue his unruly self and attain to internal coherence. Justice shall rule and permeate every aspect of his life, leading to the blossoming of the spirit and the efflorescence of personality. In its social significance, education must enable the human being to feel at home in the world of nature and the world of man. The ideal of self-realisation should not be the realisation of the selfish self, a self enclosed as it were in an impervious globe, but that of a self which is essentially social. The individual, that is to say, must recognise the significance of the myriad-membered life which he participates in, and the nature of its manifold relations.

Educational ideals must therefore be grounded upon social and moral values. Education must be the avenue through which the individual's personality is enriched by giving a free play to his creative genius. And there can be nothing creative which is not receptive to novelty, which does not yield to the impulse of originality. Habits of mind adapted to the needs of authority and prescription mechanise the whole life of the individual and drive the intellect into conven-

tional grooves, resulting in stagnation and waste of human energy. The efficiency of such a system might be too dearly paid for, because acquired at the expense of more ultimate things. Its "ethos" would not be congenial to the realisation of democracy. "The laws of education will be different in each species of government." In a democratic state, the educational ideal must be so formulated as to make for social harmony, the absence of exclusion and privilege, and the presence of a genuine spirit of co-operation. The mind must be endowed with capacities in the exercise of which freedom would emerge. Education must foster and develop such virtues as would make the realisation of freedom possible. And it is the realisation of freedom that would neutralise and exile such influences as are dominant today in our society, influences that exalt some into masters and condemn the rest as slaves.

A free society, according to this thesis, is an equal society. Such a society seems yet a far way off. We are groping blindfolded, and our every step appears to take us away from the democratic ideal. There is an "omnipresent anarchy of values." Principles of cleavage are inherent in our body-politic; its bases are atomic. We are suffused with a temper inimical to the emergence of civic consciousness. There is an unnatural divorce between power and responsibility, functions and rewards, rights and duties, service and enjoyment, leisure and labour. This is so because of the conflict between social facts and moral ideas. The elimination of the divergence between them is only possible by a proper system of education, grounded upon adequate principles and ideals of social construction. "No single educational reform promises greater immediate gain than the spread of a real concern for these things throughout our whole society." This would impel the individual to such an ordering of his personality that he would strive for common ends. And when individuals in society are brought together in a free partnership of

Continued in next page.

EDUCATION: WHAT AND HOW?

By Miss E. H. BARKWORTH, B.A. (Lond.)

'EDUCO': to lead out. From these two Latin words, which gave us that other word we all know so well, we may find a twofold meaning for education, a meaning which may serve to lift our thoughts and efforts above the daily routine of the time table in the majority of our schools. What or whom is it that we who call ourselves 'educators' are trying day by day to 'lead out'?

The most usual interpretation of the term is, I think, that we are endeavouring to bring out the latent powers in the children entrusted to our care: to help them to develop the many-sided possibilities of mind and body which each possesses in varying kind, and varying measure. The experience and the wisdom of the ages is behind us, and we, through the education which we ourselves have received during more years than have as yet fallen to the lot of our pupils, have entered to some extent into that great inheritance. Now we are trying to hand it on, in such a way that, with the greatest speed and with the fewest stumblings, these little ones may overtake and pass beyond us. How is this to be done?

Here it is that our realization of the root meaning of our word can save us from an all too common mistake—the mistake of 'pouring in' rather than of labouring always to 'lead out.' In the case of how many teachers, alas, is it not true that teaching is based on the attitude of mind that having once passed the qualifying examination for training, and the training examination itself, there is no more

to be learned. 'Education' is finished. No more study is necessary; no more reading need be done. Accordingly, teaching itself consists in the close adherence to little text-books,—often inaccurate and poorly illustrated,—passed over as they stand to the pupils, with no further knowledge on the teacher's part to draw upon for interesting additions and sidelights, and no attempt to awaken in the pupils minds a love for the subject, or a desire for further excursions into its unknown. The iceberg may serve us as a useful illustration here—we can even observe it in little in our glass of lemonade. Only a fraction of the ice is visible above the water—the rest is hidden; but without that hidden mass beneath, the little above could not be seen. An effective teacher should surely not have less to draw upon, even though only a fraction may actually be taught; and even as the ice melts, unless it be constantly renewed, so the teacher,—the 'educator'—must be continually increasing, by reading and study, the stock of knowledge which he possesses at any given time. Thus alone can he be receiving himself that continual inspiration which will enable him to inspire and to 'lead out' his pupils in their turn.

And if this attitude of mind is desirable, and most necessary, in regard to the subject matter of a teacher's work, it is none the less so with respect to the methods by which he seeks to impart knowledge. We have likened the opposite to a true 'education' to a 'pouring in'. Our little jugful of information drawn from the text-book tap day by day, is emptied—with all too many spillings in the process—into the receptive minds of those seated in the desks before us. ('Receptive,' I say; let us allow ourselves at least this much pious hope!) Well and good: but what do those young minds gain by this process? A certain amount of formal knowledge, perhaps, at any rate after

Continued from preceding page.

endeavour in the pursuit of a common good, the days of democracy are at hand.

Will those who are responsible for the shaping of our educational ideals bear this in mind? To the answer we can give belongs the future of democracy in this country.

the concentrated revision of notes which precedes the next exam. And what else? Here is the tragedy. Along with this modicum of knowledge, they are acquiring also an ineradicable spirit of satisfaction a belief that to pass the examination is the be-all and the end-all of their education, the magic key which opens to them the doors to a good salary or a good marriage; in fine, the inability for ever to be led out further, or to lead others themselves—the inability to create.

Thus, unless the teacher is continually making himself acquainted with the latest developments in the art of teaching, and endeavouring to keep himself fresh by putting them into practice, he runs the risk of not only failing to do any real good to his pupils, but of doing them positive harm. The creative life of the individual is atrophied; and that pupil himself, should he later enter upon the teaching vocation, will only complete the vicious circle. The highest ideal, the most self-sacrificing labours, are not too high or too strenuous to devote this work of bringing out of those entrusted to our care the noblest possibilities which lie within them, planted by the hand of God.

And so we reach our second point—the 'leading out' not only of the qualities of the individual, but of the personality as a whole.

"CITIZENSHIP THROUGH GEOGRAPHY."

By Mr. W. O. LESTER SMITH,

Director of Education, Manchester.

THE approach to the teaching of a subject like that of the aims and achievements of the League is necessarily cautious. Direct or dogmatic methods might arouse the opposition of the parent and in some cases the resistance of the pupil who, in this country, is reserved about giving any outward expression to his convictions.

The report itself reveals that, with

To what purpose are our efforts, in the first respect, if the work does not issue in the entering upon, by the growing boy or girl, the wider life of a fully developed manhood and womanhood with the full inheritance of character and achievement which are their God-designed meed? Life that is Life must be a creative energy. What matter if the array of facts learned at school be less, provided that the pupil goes out of school at the end possessed of divine curiosity, and an ineluctable urge for Life and more Life? Be the memorised facts never so many, if this be lacking, we have failed and worse than failed.

Let us then rethink our own ideals. Why have we ourselves entered upon this noble work of the Educator? Was it because it was the only job of work we found to hand? Was it because through it we gained a better salary or greater prestige in the eyes of our fellows? Was it because we did not care for mere manual labour? Be it so, Let us go through the daily time table routine, take our salary at the end of the month, and consider that our work is done. But if it is another ideal that inspired and inspires us; if we desire that not only we ourselves, but those we teach, should be 'led out' into life at its widest and its best; then let us spare no pains to equip ourselves by an unceasing diligence for the God-given task that we have in hand.

characteristic diversity of method, there is a large volume of education upon the aims and achievements of the League of Nations in the schools, and everyone familiar with English education will agree that both in and out of school hours, on corporate occasions and by individual study, the schools in making known the work of the League are doing a great work for international goodwill. Undoubtedly, the most effective work is that

done naturally in the class-rooms, for when "League Instruction", as it has been termed, falls within the curriculums as part of the normal syllabus, children appreciate in a way not otherwise possible that the League of Nations is not some abnormal excrescence, but an integral part of our system of Government. I do not intend to suggest that it is not a suitable subject for the school on corporate occasions, but rather to stress the view that it is no less for that reason the concern of the normal curriculum. The abnormalities of School life tend to produce reactions, and, like Christmas pudding and simnel cakes, can be indigestible. The progress of the study of world citizenship depends largely upon how far teachers succeed in finding it a place in their syllabuses and upon what that place is. Since opinion appears to be strongly against its inclusion as a separate subject, the question resolves itself into its incorporation into existing subjects of the curriculum, or more correctly, the assumption by one or more of those subjects of an international bias.

POLITICAL AND CULTURAL SIDE OF GEOGRAPHY

The growing tendency of the geographer at the present time to introduce this bias is one of the most hopeful signs that has yet appeared of a satisfactory method of forming an internationally minded citizenship. The tendency is natural and unforced. The teaching is not extra to the curriculum; nor does it rely for its creation of international outlook upon pamphlets, occasional talks in the assembly hall, or an exceptional share of the school notice board. It is a movement of the classroom and is an unstrained evolution of geographical method. In a paper written last year by Mr. Donald Gray on the teaching of geography he puts the position as follows:

Hitherto geography has tended to stop after physical and economic questions have been dealt with. Only very recently has the political and cultural side begun to receive adequate treatment under such teachers as Professor Fleure of Manchester. The interdependence of nations in trade is

obvious, but respect for our neighbours will be assured by recounting their contributions to civilisation as well as to the trade of the world.

The movement is strong in many elementary and secondary schools and where it flourishes, the geography room is not only a hive of intellectual activity but also a miniature Chantham House in which information about world affairs, pictorials, statistical, and literary, is carefully docketed and readily obtainable.

Outside the class-room, the most valuable ally of the geography teacher is undoubtedly travel. As John Locke advocated the grand tour for the young ruling classes of his aristocratic age, so should we urge forward the well-prepared school journey and the interchange of teachers as essential parts of the educational system from which our young citizens derive their philosophy. At present, travel and interchanges are incidental, a sort of extra arranged only "by special requests," but it seems likely that they will become, in time, a regular feature of everyone's education and of every teacher's training. It is encouraging to note that, in 1931, over 60,000 British children travelled under the auspices of the School Journey Association, of whom 10,000 appear to have visited Europe or gone even further afield.

INTERNATIONAL RELATIONS AND THE SCHOOL CURRICULUM

A word may usefully be said as to the danger of introducing international relations as a separate subject in the schools. Enthusiasm may encourage some in that direction, but not if they reason it out. In the first place let them remember that in the hands of any but a profound student of foreign affairs—a Wickham Steed or A. E. Zimmern—it can become a most arid theme, a medley of petty detail about constitutions, assemblies and treaties. In like manner, it can relapse into the other extreme, an abstract study lacking that reality which children demand. On the other hand, there

Continued in next page

EDUCATIONAL EXPERIMENTS IN INDIA

:: Bolpur Experiment ::

By C. SWAMIKANNU PAUL, M.A.

AMONG the educational experiments embodying the best in our national tradition, along with a due adaptation to present day requirement, the place of honour must be given to Dr. Rabindranath Tagore's Shantiniketan at Bolpur. In any attempt to describe this institution, it is well nigh impossible to separate the institution from the founder. They should be dealt with together, for, the poet is the soul and the institution is the body. The marks of the poet's handiwork are unmistakably present every-where.

Continued from preceding page

can be no question that, in efficient geography class-rooms, pupils are to-day receiving an education which gives them an insight into world problems almost as sure as the knowledge which pupils of an earlier generation had of Caesar's exploits. We may know more about the Gallic wars than they ever will, but they, in their turn, will not share our ignorance of Central and Eastern Europe, they will know why China and Japan are unfriendly, they will understand the implications of a White Australia, they will be alive to the significance of the Monroe Doctrine in the New World, and they will realise as we do not, the mighty significance of an awakening Africa. Such knowledge must, at least, help to stimulate an intelligent public opinion in international affairs, and it should tend to give the nation balance in times of international stress. It is premature to speculate as to whether far-reaching consequences may evolve from it, but, if this learning through geography should ever permeate the class-rooms of the world, civilisation will be much better equipped for that "last ascent" which Kant declared mankind could only hope to climb after "a long and intensive education of the spirit for all citizens in every country."

The poet's own early life with its bitter experiences, contributed in no small measure the motive force for this great enterprise. As Helen Veale says, "There we see the small Rabindranath, a shrinking, nervous child, in the rambling family house of the Tagores in Calcutta, motherless and somewhat neglected, at best left to the care of servants and tutors, longing for the rain to prevent his tutor from coming, or justify a plea to stay at home from school." The children of the future are to reap the rich harvest in Shantiniketan of this experience of the sensitive poet soul. One defect in the Indian Home and school life that left an indelible mark on young Rabindranath is the utter neglect of the child nature, its freedom and explorative tendencies and Rabindranath straightaway set himself to remedy them all in his new experiment.

It was in the year 1900 and in the month of December that the poet resolved to start with about ten students a school, which would stand for the ideals that surged in his heart. The place selected was Bolpur already hallowed by his father Maharishi Debendranath Tagore. The resources of the poet were very slender at this time, but the spell of the ideal was so great that against great odds he founded the school amid the stately sal trees in Bolpur. The poet's family was a talented one of artists, poets, philosophers and creative thinkers and not money grubbers. For a great venture let us remember that there are as much assets as money. At the beginning, the poet could not look to the Government for support for he would not come under the governmental control, nor could he count on the support of the 'orthodox' for he was a 'heterodox' Brahmo. "He had chiefly to rely on what he could earn by writing and lecturing and on the support he could win

for his life work from the intellectual circle of Europe and America." Rabindranath's nationalism was really international in outlook. He conceived India's role as a nation in such terms. He therefore freely drank from the fountain sources of western culture, but what is more he has made all he borrowed gloriously Indian. "Is not every Renaissance the result of the impact of alien elements on a culture that has grown stagnant?" Tagore standing at the head a new Renaissance in Bengal and India is no exception to that rule.

The school that was started in 1900 took root and flourished, till to-day it has added to it the world university of Visva-bharati. Santiniketan, the name given to the school means 'Abode of peace.' In the poet's own words the conception of the school is expressed thus... "In India we still cherish in our memory the tradition of the forest colonies of great teachers. These places were neither schools nor monasteries, in the modern sense of the word. They consisted of homes, where with their families lived men whose object was to see the world in God and realise their own lives in Him." "There the students were brought up not in the academic atmosphere of scholarship and learning, or in the married life of monastic seclusion, but in the atmosphere of living aspiration."

In the Ashrama thus conceived, those who wake up first early in the morning patrol the grounds to wake up their fellows not with the noise of the rising bell, but through bands of joyous singers. On waking 'all draw water from the wells for their own bath' and then follows the fifteen minutes of silence for meditation. Beyond the courtesy of observing absolute silence nobody is compelled to join in the meditation. Everything is spontaneous and nothing is forced. Religious devotion can never be got to order. It is, if ever, caught in this, 'abode of peace' and not taught. After this come the open air classes under the shade of trees, 'the boys being allowed freely to choose their day's activities, of mind and

body, so long as these were useful to themselves and others.' There is great freedom in the matter of the time-table and if the lure of nature tempts them, they may even decide on going for an excursion, where they may study nature directly and also enter into the joy of nature's beauty. Since it was primarily an educational colony the daughters of the teachers were there from the beginning and that made the institution co-educational from its inception. The girls are well looked after by lady superintendents in separate hostels. The presence of the girls lend the easthetic touch to the life there. The poet himself is a great singer and naturally the girls are his best pupils in singing. Every morning the girls would go and gather 'the fragrant sephali flowers for garlands.' The hysterionic talents of all the pupils and the teachers find ample scope for expansion in the periodic acting of the poet's plays in the most natural surroundings and that under the personal direction of the poet himself. Often he would himself take part in these plays. The education value of such dramatic productions cannot be overestimated. As Helen Veale says 'for these alone Santiniketan deserves to hold a unique place in India, for ever, as a sort of Indian Bayreuth.' The parallel that springs up before the Indian imagination is that of Brindaban where Krishna and the Gopies sang and danced together.

It will be wrong if one should run away with the idea that life in Santiniketan is all singing and dancing and nothing more. It has its own serious side in study and character building, but sought after in the right spirit. "The teacher prosecutes his own study, living a life of simplicity and helping the students in their lessons as a part of his life and not of his profession." Commenting on this ideal of education the same writer says, "How much superior is such an education to that given in the ordinary schools where the willing student is crammed daily with more-or-less unrelated facts, dead to him, however interesting in themselves, if he cannot assimilate them to any vital

necessities of his being; and the unwilling student sinks into dull apathy, or is goaded by punishment into hypocrisy." This new idea of education demands teachers with a new vision and a new sense of vocation to successfully work it and we need hardly add that Rabindranath is more than equal to the great task. Oh! for more Tagores among the teaching ranks!

The Santiniketan experiment is worked in different sections, not as isolated parts but as an aspect of one indivisible whole. After the inauguration of the world University or Visvabharati the departments were fixed as follows. First comes the Patha-Bhavana or the original school; the next is Siksha-Bhavana or the College, which offers its own diplomas and prepares students for the Calcutta University; then comes the Vidya-Bhavana, which is the research department for study of the antiquities of Indian languages and literature, and the general study of Philology; the Kala-Bhavana is the school of Fine Arts and crafts; and finally comes the Sangit-Bhavana which is the school of Music and Dancing. The Institute of Rural Reconstruction is at Surul, a place near Santiniketan. Till recently, this institute was under the able direction of Mr. L. K. Elmhirst.

Santiniketan and the poet have attracted many able foreigners like Sylvain Levi, C. F. Andrews, W. Pearson and Elmhirst and eminent Indians like Nandalal Bose, Haldar, Abanindranath Tagore, and Satish Chandra Roy, who go there to give of their best and to be inspired by the best in the new venture. An educational institution is primarily a fellowship of teachers and with men like the above going out to do their labour of love, the foundation of the Bolpur experiment can be said to be well and truly laid.

At the beginning, Tagore's idea was to impart knowledge and make the students seek it for its own sake. Hence there were no examinations. But the practical needs of a work-a-day world have forced even an

idealist like the poet to climb down and accept a compromise. Satirising the examination mania, the poet says "Students have fallen victims to the mania for success in examinations. Success consists in obtaining the largest number of marks with the strictest economy of knowledge.... We pass examinations and shrivel up into clerks..... and die young."

In the matter of discipline, Tagore's school is the despair of the conventional man and the disciplinarian. In the poet's opinion these do violence to the child's natural development. He ever seeks to liberate the mind from wrong standards of discipline and develop it in freedom through a life in close communion with nature. We cannot say that idealism of this kind is always an unqualified success. Still it will be agreed on all hands that the experiment is worth making, and if not at Santiniketan where else can it be made?

The Visvabharati provides for the coordinate study of the Vedic, the Puranic, the Buddhist, the Jain, the Islamic, the Sikh, the Zoroastrian, the Chinese, the Japanese and the Tibetan cultures.

From what has been said above, it will be sufficiently clear that Santiniketan is an attempt to recapture the spirit and setting of the Upanishadic period, and through the fusion of Western and Eastern elements make the best in Indian culture revive and make its contribution to the world. The international outlook of the poet is enough to make it, in a real sense, the meeting ground of the East and West.

May the poet live long to see the full fruition of his great experiment!

The young people of to-day may lose civilisation itself if they grow up to think of the modern world as if it were the world of their grandfathers, of international anarchy between Sovereign States or of the history books that end with 1914.

—Memorandum: Bd. of Education.

NOTICE

Articles for publication and Books for Review should be sent to the Editor, Maharanipeta, Vizagapatam.

Remittances and business communications should be addressed to the Manager, Educational India, Masulipatam.

EDUCATIONAL INDIA

MASULIPATAM, AUGUST, 1934

The Problem of Illiteracy

BEFORE the system of Indian education is reconstructed in accordance with the requirements and ideas of the present day, it is necessary to know exactly what the current educational problems are. It is only when they are properly understood and the order of their relative importance is determined that it will be possible to get out of the anarchy that now reigns and prevent the situation from continuing to be as tragic as it is now.

THE primary problem is that of mass illiteracy and the devising of ways and means of removing it. This is not only an acute but also an urgent problem. It is true that we can conceive of men and women *really* educated even though they are illiterate and we have many thousands of them around us. But they are not the typical persons of modern times and in the case of the large majority it is impossible to make them educated unless they first become literate. Literacy is the one indispensable tool to enable people to get themselves educated. In days when each man's world was his own village and when no one had the need

or the desire to understand the life in his neighbourhood and much less in places far away from his place of residence there was not much to be learnt through books and therefore no need to become literate. His whole life was regulated by custom; and whatever he had to learn he learnt through his individual experience obtained in contact with the other people in the village. The only school he passed through was the school of his own life and experience. But the case is different now. The knowledge that an individual should have at present is far larger than what was necessary in the past; and no one could hope to acquire it from personal experience alone. In the same way the outlook on life which he has to cultivate has become widened; the community with which he has to deal is a very much larger one. It is country-wide if not world-wide. The methods he has to adopt for earning this livelihood have become highly complicated. The result is that no one is in a position to adjust himself to this new world around unless he has effective control of some instrument through which he can have access to the store of knowledge and of new ideas and ideals. It is here the same as it is in every other field of human activity. As wants increase in number and intensity man's ingenuity must discover some means for satisfying them.

IN all countries the value of literacy was realised long ago. It however remains a problem with us, because the masses have not yet begun to appreciate its worth. They have not found that there is an intimate connection between their happiness and the capacity and skill with which they can wield this weapon of literacy. Though they

are living in the twentieth century world their mental make up is still primitive and they do not therefore see that the new world requires new tools. It is here that they need enlightenment and guidance from those who are placed in more fortunate circumstances and who could give to them a lead. It has to be noted here that it is not merely an ignorance of the advantages of literacy that prevents them from desiring an access to it, but also the psychological reaction to which they have become subject in consequence of the kind of life that they have learnt to associate with those who have already acquired mastery over this instrument. It is a regrettable reaction. In the past as well as at present those who acquired literacy have used it primarily as a means of earning their livelihood. Its value therefore has come to be measured in terms of money. That it has values of other kinds and that without it no one can really come into possession of the treasures of modern civilization has been lost sight of. Comparisons are instituted as to how much a man can earn through becoming literate and how much by taking to occupations like agriculture, carpentry, weaving etc. And in many cases the comparison is not favourable to literacy. Illiterate people are not to be found much worse than literate people in very many occupations. And so the argument is put forward that for the majority of our countrymen literacy is not an immediate or an urgent need.

THERE is also another unfortunate circumstance associated with literacy. In almost all cases those who become literate feel their dignity wounded when they have to do work with their hands.

They begin to think that they belong to a superior class and that they could maintain their superiority by not mixing themselves up with those that are engaged in the ordinary manual occupations. This attitude is also responsible for the opposition which many parents display when they are asked to send their children to schools. They are afraid that it will make their children unwilling and unfit to carry on their hereditary and traditional occupations. There is nothing surprising in this attitude. After all, work is much more essential to life—and even to good life—than literacy and where there is a conflict between the two, literacy has to be sacrificed until the conflict itself disappears.

THERE is yet another grave danger that the reaction against democracy which is overtaking so many countries in the world might be used in our country as an argument against the spread of literacy. It was the progress of democracy in the nineteenth century that necessitated the spread of education among the masses. It was thought that when the average citizen becomes educated he would take an intelligent interest in all public questions and be alert in putting a stop to all movements aiming at the overthrow of democracy. But these hopes have not been fulfilled. Some of the best educated countries of the world have now fallen under the control of dictators; and the masses seem to have reconciled themselves to their new lot. Pessimism has naturally overtaken many of those who were ardent advocates of mass education in the past; and there will be nothing strange if in countries like ours reactionaries come forward to arrest all further progress in the direction of

making the masses literate and educated.

HERE is work for the propagandist. He will have to go about preaching to the people at large the inherent utility of literacy. There is work enough for the educationist who should devise a system of training under which work is not divorced from the process of learning, but where everything including literacy is achieved only through manual work. Above all, there is a vast field for ministers and cabinets in power who should with a largeness of heart come forward to give the intellectual food, for want of which our men and women are not able to rise very much beyond the scale of animal life.

IF the removal of mass illiteracy is recognised as the most urgent educational need of the country, the devising of ways and means for that purpose may next be considered.

Mr. Rathnaswami's Convocation Address

IT was a most thought-provoking address that Mr. M. Rathnaswami, M. A., Member of the Madras Public Services Commission delivered at the annual convocation of the Madras University on the 2nd instant. It was worthy of the speaker as well as of the great University under whose auspices he spoke. It was dignified and it stood on a level with some of the best addresses that were delivered at previous convocations.

One is, however, tempted to ask what the purpose of these convocation addresses is. We have now eighteen Universities in our country and we will naturally have every year at least eighteen convocation addresses. Men and

women who are asked to deliver them generally occupy a prominent position in public life, and to hear them is itself a source of inspiration especially to the graduates of Universities who pass from one stage in their lives to another and a more responsible one. But is that the only purpose and should it be the main purpose?

Every convocation address attempts to evaluate the services already rendered by the University concerned and also to point out the directions in which its work falls short of the ideal. It also contains suggestions for making up the defects laid bare and tries to formulate a scheme of reforms for the future. Mr. Rathnaswami's address follows these general lines. It will however be a source of real usefulness if those who deliver addresses in succeeding years review as to how far the Universities have carried out in practice the suggestions made by speakers in previous years and what explanations the Universities are able to give in cases where they are unwilling or unable to carry them out. This should be regarded as an essential feature of every convocation address.

Mr. Rathnaswami has put forward a few suggestions for the consideration of the University of Madras. He wants social life to be organised through hostels and unions and clubs and games. He wants more attention to be paid to the University Training Corps. He earnestly pleads for a genuine tutorial system. He puts a plea for the establishment of a school of public administration. This is not the first time that a person speaking with authority has invited the attention of the Madras University to these needs. But they still remain unfulfilled. Is it because they are utopian

and impracticable? Certainly not. Is it because the University does not really believe in them? Perhaps. The University will have one full year to consider these suggestions before the next convocation address is delivered and we hope that we will then get from the authorities a statement of the extent to which they accept the suggestions and consequently the value they attach to them. Universities should not dismiss convocation addresses in a light-hearted manner.

A Public School for India

ARRANGEMENTS have been completed to start the long contemplated Indian Public School at Dehra Dun early in 1935. Its work will be watched with interest as it will be an institution conducted entirely on new lines. Experimental schools are very few in our country. There is a dead level of uniformity every where. Any departure from the usual rut is welcome.

People however are asking themselves what the special features of this public school will be. Outwardly its first feature is that it will be entirely under official auspices with H. E. the Viceroy as the chairman of the Board of Governors and with H. E. the Commander-in-Chief as one of the members of the Board, most of the remaining members being appointed by the Viceroy.

It will be a residential school. It will be conducted on the lines of the English Public Schools. In England itself there is a strong opposition to these institutions as being aristocratic in character. The Indian school will be an aristocratic institution in the

sense that it will mainly cater to the needs of the children of the official aristocracy. The rise of such an aristocracy is one of the results that modern administrative system has produced in our country. Naturally it wants to conserve its privileged position and enable its younger members to qualify themselves for the higher civil and military Services that carry large emoluments.

The need for such a school has arisen in consequence of serious defects that its promoters see in the ordinary schools of the country. These defects consist in the ordinary schools not being residential, in classes being unwieldy thus preventing any individual attention being paid to pupils, in the absence of an atmosphere of Indian culture and social environment, in no attention being paid to physical training, in not imparting a sound knowledge of English, and in their not caring for the fostering of a spirit of corporate life, self-reliance and excellence of character. The public school is to be organised with a view to remove these defects.

It is a sad commentary on the way in which our system of education is at present organised under official auspices.

There is however one feature which appears to be paradoxical. The object of the school is to develop an atmosphere of Indian Culture; but it is to be realised through mostly an English personnel. The Headmaster and the more important assistants are to be Englishmen!

Names have a magic behind them. They rouse peculiar emotions in the human mind. The name 'Public School' seems to possess such a character. Sir Cowsjee Jehangir wants to start a public school for the mem-

bers of his community near Poona. Nawab Mehdiyar Jung Bahadur, the Political member in H. E. H. the Nizam's Government has also referred in one of his recent addresses to the crying need for a Public School in Hyderabad for the sons of the higher officials and gentry.

May all these movements succeed! It will be a good day for the country if whatever is sound in it pervades all schools in the country. Officials who are at the helm of affairs and who have the capacity and the opportunity to shape the country's education must strive to do for the general public what they think it best for their own children.

Baroda Educational Reforms

FROM an educational standpoint one great advantage resulting from the existence of numerous Indian States ruled by Quasi-independent princes is that it affords opportunities for different systems of education being tried in different parts of the country.

There is an actual laboratory of educational experiments. It is known that the state of Baroda is educationally one of the most advanced parts of our country. A close study of the system of education there was recently made by Mr. R. Littlehales, the educational Adviser, and Government is taking on his recommendations. Emphasis is rightly on the development of Higher Vernacular Schools giving an education suited to rural conditions. Equal emphasis is laid on the absolute need for the introduction of Montessori and Kindergarten methods for giving instructions in the lower classes. All this stands in glaring contrast with the state of affairs that obtains in British India and especially in the Madras Presidency. What a difference it will make to our boys and girls if the instruction imported to them is on the Montessori and Kindergarten lines! Going to school will then become a source of delight. The pitiable and care-worn faces which they now wear will beam with light and brightness.

Intellectual Co-operation: Annual Meeting

The annual session of the International Commission on Intellectual Co-operation opened on July 16th under the Chairmanship of Professor Gilbert Murray (United Kingdom). India was represented by Sir S. Radhakrishnan.

The Commission reviewed the work of the organisation for intellectual co-operation since its last session; examined the work done by the International Institute on Educational Cinematography, and discussed various problems relating to the cinema.

M. Heari Bonnet, Director of the International Institute of Intellectual Co-operation reviewed the progress made in all the activities undertaken during the past year and dealt in particular with questions relating to international

contacts. His report discussed general questions of intellectual co-operation and dealt with international problems relating to teaching, to the exact and natural sciences, to libraries and archives, to literature, to fine arts, and to intellectual rights. It furnished information with regard to the work of the national committees of intellectual co-operation, and described the publications issued by the institute.

The plenary meeting of the Commission was preceded by a session of the Advisory Committee for the Teaching of the Ideals and work of the League of Nations. The Executive Committee of the Organisation for Intellectual Co-operation met on July 13th and 14th. India was represented by Amarnath Jha of the Allahabad University.

THROUGH different PROVINCES

MADRAS

CONSOLIDATION SCHEME

Discussions are going on everywhere with regard to the desirability or otherwise of the introduction of the Champion Scheme. Sub-Committees are here and there formed to study the local conditions and report their views thereon. The Sub-committee of the Vellore Municipal Council has recommended eight Central Schools. The Mangalore Municipal Council has decided to adhere to the recommendations of their Sub-committee. But the Madura Education Council held that the scheme was impracticable and unsuitable to their district.

ELE. SCHOOL TEACHERS' SCALES OF PAY

In pursuance of G. O. No. 2504 L & M D/23rd May 1934 ordering the local bodies to fix the scales of pay accepted by the Government on the D.P.I's recommendation, some Municipalities like that of Bezwada have sanctioned the following scales of pay:—

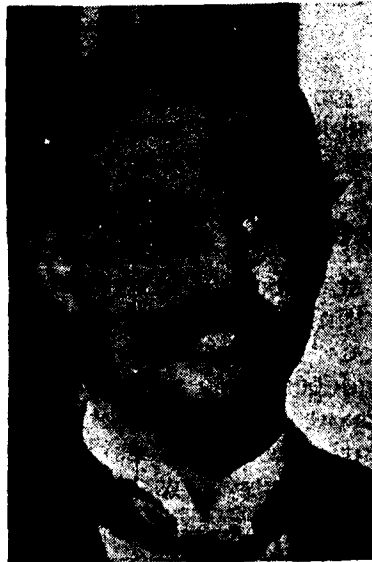
Secondary Grade	Rs. 30-3/2-45-2/2-55.
Higher Grade	23-2/2-45.
Lower Grade	20-2/2-24-1/2-23.

But other Municipalities like that of Rajahmundry who have got deficit budgets are unable to adopt the proposals, without dispensing with the service of some of the teachers, unless the Government comes to their rescue, with grants to balance the budget.

DEPUTATION TO MINISTER

A deputation of the Women's Indian Association consisting of Dr. (Mrs.) Muthulakshmi

Reddi, Mr. Dadhabhoy and Mrs. Kurian waited on the Hon. Mr. S. Kumaraswami Reddiar, Education Minister, and urged the amendment of the grants-in-aid Code to make grants for Indian orphans just and equitable. The Minister promised to give the matter his careful consideration.



BENGAL

CALCUTTA'S NEW VICE-CHANCELLOR

The nomination of Mr. Syamprasad Mukherji, M.A., B.L., Barister-at-Law, (whose photo is given here) to the Vice-Chancellorship of the Calcutta University in succession to Sir Hasan Suhrawardy is a welcome news. He is the son of our late lamented Sir Austoush Mukherji. Mr. Syamprasad has been the leading spirit among the Senators and

Syndics for years past. "He has sufficient intellectual equipment, driving power, leadership and ability and he can devote, as he has been giving sufficient time and energy to the work of the University the details of which he has mastered. He has in him the making of an excellent Vice-chancellor" says the Modern Review.

THREE YEARS' COURSE FOR LICENTIATES IN MEDICINE

The Medical Faculty of the Calcutta University is understood to have decided by a majority to recommend to the Senate that medical licentiates, desirous of qualifying themselves for University Medical Degrees, should not be compelled to put in full six years' course as now, but should be permitted to finish their course in a period of three years.

This decision was the result of a petition by medical licentiates who, recalling the example of Madras, paid a tribute to the Madras University's sense of generosity and called upon Calcutta to follow the Madras example.

UNITED PROVINCES

ARBITRATION BOARDS

The question of Arbitration Boards is being taken up and it is proposed to make a rule that no teacher in a secondary school should be suspended or dismissed or sent away from his appointment without reference to Arbitration Boards which are now being established by the Government.

NEW THEORY OF RELATIVITY

The Hon'ble Sir Shah Mahomed Sulaiman, Chief Justice, Allahabad High Court, at a meeting of the U. P. Academy of Science held on the 4th of this month at the Physics Lecture Theatre, explained his "Mathematical Theory of New Relativity." His mathematical paper has been submitted to the Academy, which is going to print it in its Bulletin. He claims that a substitute can be offered for relativity which would restore the Newtonian mechanics, with necessary modifications when bodies are moving.

BLOCK GRANT TO UNIVERSITIES

The U. P. Government is proposing, to progressively reduce the block grant to the Universities. This would mean, if given effect to, that the Universities should make drastic economies in the salaries of the University Officers and in other directions. The move is regarded with great apprehension in the University circles, and is considered to be a retrograde step in Government Educational Policy. Indian Universities unlike their western models, in the majority of cases, have no great endowments and consequently they are obliged to look up to the government for a substantial share of support.

MYSORE

INDIAN ACADEMY OF SCIENCES

The five days programme of the inaugural meeting of the Indian Academy of Sciences which concluded on the 4th of this month marks an important step in the history of Science in India. Sir Mirza Ismail, the Dewan of Mysore in inaugurating the Academy made an eloquent and thoughtful speech, eulogising the very high place that Indian investigators had gained in the world.

Sir C. Venkata Raman (whom you see on this page) is elected as the President of the Academy.



EDUCATIONAL PROGRESS IN MYSORE

The Educational progress in the State published for the year ending 30th June 1933 reports "hearty cooperation and cordial relationship" between the Department and the local authorities managing Elementary Schools. The percentage of boys in the primary classes to the total male population of school-going age is on the increase. As elsewhere, there is much wastage in these institutions, more than 50%

of the pupils being found in the lowest class. The Director reports "with better economic conditions and enlightenment of the parents and ultimately by compulsion, this falling off has to be remedied." The Director suggests the ten-year programme to achieve solid progress.

As for Middle Schools there is a great demand throughout the State especially in rural areas, but the existing schools are overcrowded, and lacking in proper accommodation and adequate staff. Hence the Director suggested remedies for the existing ills, and the Government too have directed the Director to formulate detailed proposals in regard to this matter.

DIPLOMA COURSE IN INSURANCE

At a meeting of the Academic Council of the U. of Mysore, on the 10th of this month, it was resolved to institute a diploma course in

Insurance and Actuarial Science as an experimental measure. The Council also decided to enhance the tuition fees in the case of non-Mysoreans who were admitted to professional courses in the University.

EDUCATION WEEK

Sir Mirza M. Ismail inaugurated, on the 11th of this month, the Education Week organised by the Bangalore Educational Association. And Sir C. V. Raman Director of the Indian Institute of Science and President of the Indian Academy of Sciences delivered the presidential address.

BOMBAY

MEDICAL INSPECTION IN COLLEGES

The report of the Syndicate Committee appointed to prepare a summary of the results of the medical inspection in affiliated colleges for 1932-33 reveals some interesting facts:

Total No. of students examined is 10,147.
Among these 45.7% had poor chest
46.2% had under-weight
37.4% had vision defects
12.3% dental defects
28.3% had ear, nose and throat troubles.

The committee thinks that the methods of inspection were defective and so recommends that in future such inspections should take place in all Colleges simultaneously soon after the admissions are made, that the class to which the students belong should also be mentioned and that popular lectures on sex hygiene and dietetics should be given by qualified medical men periodically.

BARODA

GOVERNMENT POLICY ENUNCIATED

Mr. R. Littlehailes who was appointed as the Educational adviser in the state, to make a close study of the System of Education has submitted a lengthy report making 129 recommendations. The majority of them have been accepted by the Government. Chief of them are (1) introduction of Montessori and Kindergarten methods for giving instructions in the two lowest classes in the primary schools and placing them in charge of women teachers, as

far as possible, (2) the establishment of Kindergarten practising schools in Baroda City, free of tuition fees as well as a special six months training course both in the Training Colleges for men and women.

Mr. Littlehailes has devoted a substantial part of the report, on the question of the recent orders of the Government, with regard to the amalgamation of the three upper classes of the vernacular schools with the middle school. The Government point out that the right policy is one of bifurcated classes where the expenditure would justify this; if the expenditure would not, the higher vernacular classes should be left alone. Nothing should be done to force on villages what in effect was a distinctly urban type of education or to place people living in villages at a disadvantage.

HYDERABAD

INDUSTRIAL EDUCATION

Industrial Education in the State was transferred since 1932 from the Educational department to the department of Commerce and Industries. The Annual administration Report of this Department proposes a scheme for the reorganisation of the Industrial School at Aurangabad with larger accommodation for the training of artisans of the Northern portion of the Dominions. The scheme is under the consideration of the Government. There is another school at Nizamabad. The Report says: 'It may be respectfully brought to the notice of the Government that industrial education, being the glaring need of the country, should receive due financial support and backing at its hand, without which very little progress can really be made.'

PUBLIC SCHOOL FOR HYDERABAD

Of late, a new thought has cropped up regarding the desirability of establishing a public school in Hyderabad. The political Agent of H. E. H. the Nizam's Government recently addressing at the Nizam College said, "The Jagirdar's College caters for the sons of Jagirdars, but there is a crying need in the State for a public school for the sons of the higher officials and gentry who are not Jagirdars."

It should be staffed by the best stamp of young Englishmen of the type of the Masters at Eton or Harrow, and should carry on the

best traditions of public schools. In fact, it should be for boys what the Mahabubia Girls' School is for girls in this state. I do not see why boys should have a poorer chance than girls in this respect."

PLAN OF CO-OPERATION

The latest development in the shape of a definite plan of co-operation that had been completed between the Nizam College and St. Mary's College of London University and Harrow, was made mention of at the same meeting by the Political Agent.

By this new arrangement there would be an interchange of ideas between these institutions. Individual boys in the English Schools would correspond with selected students of the Nizam College. This arrangement covered sport as well as academic matters.

TRAVANCORE

EDUCATIONAL REFORM

Mr. Statham, the D. P. I., in reply to the debate on the Budget Demands, gives us a fine summary of the work done, during the year, as per the recommendations of the Education Reforms Committee. Much solid work was done during a short period of seven months. He points out that nothing spectacular like demonstrations or exhibitions were possible, but solid and constructive work could be achieved, by putting the house in order to build upon. Out of 134 main recommendations, 89 had been acted upon and on 36 final orders had been passed. The head office and the inspectorate were reorganized and a strong policy was adopted regarding overlapping of Schools. Every School was inspected during the year. Co-education in the primary classes was recognized and mixed staff sanctioned. Steps for five-year planning regarding vocational schools were implemented. Increased provision for the training of teachers had been made. Irregularities in payments to teachers in aided schools were punished. Education of the Depressed classes was properly attended to.

REDUCTION OF SCHOOL FEES

Under the demand for Rs. 46 Lakhs and odd for Education a token cut motion moved by Mr. Damodaran Asan, in the Assembly meeting, to suggest the reduction of fees in schools and

colleges by 50 per cent was carried by a majority of 52 against 11 votes.

COCHIN

WOMEN PROFESSORS FOR MAHARAJA'S COLLEGE

Cochin is already in the forefront among Indian states, in point of women's education. The number of lady students in the Maharaja's College is 128 nearly a fourth of the total strength. When co-education was favoured in High Schools and Colleges it was highly desirable that some women professors should be appointed in the college too, was the plea put forward by Mr. P. S. Numbudiar in the recent budget debate. To this the Director replied that the Government were in favour of such a proposal and that lady graduates with the requisite qualifications would be given preference when future vacancies arose.

DEPRESSED CLASSES EDUCATION

The Government has spent a sum of Rs. 29,180, on the maintenance of Depressed classes Schools during the current Malabar year.

HINDI IN STATE SCHOOLS

Hindi was first introduced into the schools in Cochin in 1105 M. E. The Hindi pandits from the Dakshina Bharat Hindi Prachar Sabha are imparting instruction in Hindi. As many as 61 students appeared for the last S. S. L. C. Examination with Hindi as an optional subject. There were also some students who took up Hindi in the Intermediate of the University of Madras under Part II & Part III.

CENTRAL PROVINCES

LAXMINARAYANA BEQUEST SCHEME

The Technological Training Committee has appointed a small committee to work out details of the scheme of technological training, including the plans and estimates for Technological Laboratory at Nagpur. Pending the receipt of the report of the committee the Executive Council has made an annual grant of Rs. 2,500 from its income for Science apparatus and another Rs. 2,500 for the purchase of books on Science for the U. Library. A foreign scholarship of £225 per annum tenable for three years for training in Oil Technology, to a Hindu Student in C. P., is also sanctioned.

PUBLIC OPINION

CHIEF JUSTICE OF HYDERABAD ON VOCATIONAL EDUCATION

Presiding over Mr. Satyamurti's lecture in the Nizam's College, on the 2nd August, Nawab Mirza Yar Jung Bahadur, the Chief Justice in the course of his speech laid stress on Vocational Education. He said:

"The problem of vocational education, was big and important. B. A's and L. L. B's were forced to work as petty clerks in the grade of Rs. 40—80. It was evident that after a certain stage there must be some division in the educational course. Everybody should not aspire to be a B.A., for the B. A. degree no longer made a man rich. Vocational education was absolutely essential, and this was admitted by the Government. As regards Collegiate education, there must be an aim and object in its pursuit. The University wanted only such students as were capable of finding out truths in every branch of knowledge and activity of life. The tendency now was that all students who passed the S. S. L. C. wished to join Colleges. Objections had been raised to the restrictions imposed by the Osmania University on the admission of students. But the University authorities had been compelled to lay down certain rules for admission, so that only those who could do efficient work for the country, might go up for the Collegiate course.

DR. ARUNDALE ON PURPOSE OF EDUCATION

While inaugurating the Masters' Association of the Hindu Theological High School, Madras, Dr. Arundale spoke on the purpose of Education.

There were three questions, he said, which every teacher ought to ask himself when considering the purpose of education, namely whom they were educating and for what purpose and what the actual material at their disposal was. As regards the first question,

they were educating and helping on its way an immortal soul incarnated before them in a specific form. As regards the second question, every great religion in the world answered it. The answer of Hinduism was '*dharma*,' in other words, the training of the individual in perfect relationship with his surroundings. The answer to the third question, said the lecturer, was given only in Indian and specifically in Hindu Philosophy. They were thinking that good things came from the West. But the West had more to learn from the East than the East had to learn from the West.

The speaker wanted the teachers to remember three obstacles that they should overcome—fear, ignorance and lethargy. "In your own great past" he declared, "great principles have been laid down. But, it is not fashionable to pay very much attention to them. The West glitters and we, poor moths, are fascinated. If only we in the educational field have the opportunity to become fascinated by our own light, we should find it infinitely more brilliant, infinitely more beautiful, and shedding a far more wonderful light than any foreign light however pure and clear it may happen to be."

MR. RAMAMURTY ON THE EVIL OF ILLITERACY

Mr. S. V. Ramamurty, M. A., I. C. S., the Director of Agriculture, in his presidential remarks at the opening of the Obliteration of Illiteracy Week at Madras said:

As regards the evil of illiteracy in India there was no difference of opinion among all sections, but difference of opinion existed only as regards the urgency of the problem and its relative importance compared with the removal of other evils in India. Illiteracy was the primary evil in India. In European countries, every one was literate. Of course, literacy alone would not mean progress. But the channels of literacy though not a sufficient condition for progress, were yet a necessary condition.

The removal of Illiteracy was not an individual problem but a national need and at the present moment if the Government were to make education compulsory to all, then half the provincial revenues would be required. He further said that while travelling in different countries in Europe, he was struck to see every citizen there owing an obligation to the State, namely, military service. But in India, thanks to the British rule, there was no need for military service. But will the people of India offer a part of their life-time to remove Illiteracy? If they were willing, then he was sure that neither the present constitution nor the present authorities would in any way be an obstacle to the utilisation of that power, because every one was agreed that illiteracy was the greatest obstacle to India's progress.

MR. SATYAMURTI ON THE NEW S. S. L. C. SCHEME

The only criticism against the S. S. L. C. scheme says Mr. Satyamurthi, in his current comments in the '*Hindu*':

Hindi should have been included under a second language. In fact the Annamalai University recommended this. The objection that there are no qualified teachers will not hold good for long, as the Madras University has instituted a Vidwan Course in Hindi also.

It would have been well, if the Government had said that, from 1937 onwards, all examinations in non-language subjects will be conducted in the mother tongue of the examinee. This system is now in vogue on an optional basis, in more than 100 schools in the Presidency. If that system were to become universal, the atmosphere of our schools will improve beyond recognition. Subjects will be taught and learnt with interest, and the knowledge of English will improve. This is a matter in which public opinion must assert itself as against the prejudice of vested interests, and the conservatism of parents and guardians.

NAWAB MAHDI YAR JUNG BAHADUR ON 'LIBERAL EDUCATION'

Addressing the members of the Nizam College Literary Union, on 1st of August, Nawab Mahdi Yar Jung Bahadur, M.A., (Oxon) the Political Member of H. E. H. the Nizam's

Government, dealt on the real meaning of a liberal education:

He said, it was the fashion to divide University courses into two opposite groups: the literary and the scientific. He was not in favour of such a rigid division where the study of the one type was supposed to absolutely exclude that of the other.

He advocated a judicious mixing of the two although he was aware that in these days of high specialisation, such a suggestion was likely to be looked upon as a heresy. He explained that while he was entirely in favour of specialisation in one subject, he should always provide that just those elements should be taken over from the opposite group of subjects and mixed up with this fare, which were necessary to general culture.

In short, to his mind, the best and most liberal education that could be given was that which, while teaching thoroughly any one subject, did not at the same time neglect the elements of those subjects which were necessary to their culture, if perfection were their aim.

"Essentials of culture" were to the mind what "vitamines" were to the body, and they, therefore, had to be provided in due proportion.

SIR C. V. RAMAN ON THE 'DUTIES OF A TEACHER'

In the course of a long speech at the Annual Education week, Bangalore, Sir C. V. Raman said:

It was the duty of a teacher, to realise how great a power for good or evil he wielded and to undertake his duties with a due sense of responsibility and restraint. The teacher had it in his hands to make or mar the mental attitude of his students.

The general tendency was to regard the routine work of the teacher as a mere drudgery. The low social status of the teacher, which was below that of a superintendent of police or even a head constable (laughter), was greatly responsible for that position. A teacher ought to occupy a high place in the social ladder. A teacher should feel the dignity and nobility of his profession and thereby conquer the sense of drudgery involved in his work. To enable the teacher to attain that attitude it was essential

that he should be given opportunities of intellectual recreation by means of frequent intellectual vocation, which would enable him to come back to his work with enthusiasm and with a refreshed mind attuned to the latest development in educational science. Real happiness connoted a state of mind and it was the duty of the teacher to create the appropriate attitude to that end.

SIR MIRZA ISMAIL ON 'THE MAIN FUNCTIONS OF EDUCATION'

Sir Mirza Ismail in inaugurating the Education Week at Bangalore on the 11th instant spoke on the main functions of Education:

"Education in the different senses of the term has two main functions. In the narrower sense, the aim of education is to train a boy or girl for some special work in the community. That is vocational education. But in the widest and truest sense of the term, the aim of education is to develop and mould the pupils' character and abilities so that they become complete, well-balanced, and valuable citizens. Now a complete personality cannot ignore the body. A pupil must be given the opportunity to develop full bodily health and all facilities for necessary exercises. It is unfortunately true that this very vital part of education has not been given its proper importance in our educational work. The development of full bodily health depends not merely on physical culture but also on clean surroundings both at home and in the school, and above all on the supply of a balanced diet. I am confident that in the coming years greater attention will be paid to this important branch of education.

"The great handicap to the proper functioning of our educational institutions is that they are far too crowded.

"Aristotle has said that a boat is not a boat if it is either only a span long or if it runs to the length of a furlong. A school or a college ceases to be a school or a college when spread over too many square yards.

"Our classes contain far too many pupils; the teacher is unable to pay sufficient, much less individual, attention to his pupils. They lose that personal touch with the teacher which is the true way of learning, for let us not forget that education does not mean merely the ability to pass examinations.

THE RT. HON'BLE SASTRI ON 'CO-EDUCATION'

In the course of an eloquent address on the 15th instant at the Kamala Bai Girls' School, Bangalore Cantonment, the Rt. Hon'ble V. S. Srinivasa Sastri laid much stress on co-education:

"Co-education is lacking in many places in India. It is looked upon as attended with various risks. To me, however, it is plain that the attempt made to keep women in one sphere and men in another and then expect them to mingle with one another for the tasks of life is an absurdity. I am not blind to the fact that there are risks in co-education, but we must wisely provide against them."

"Now-a-days, not only books but also journals and newspapers contain invariably a woman's page. Although I do not belong to the sex for which it is intended, I sometimes go through it and come across certain sane pieces of advice which make me say to myself—'How nice it would have been if my mother had known all this!' Yes, it requires a knowledge of child psychology, a knowledge of sports, a knowledge of what is taught in schools, in fact a knowledge of the life around, to be a good mother. No knowledge is unnecessary. I think that those who talk of women's education as having to be different from men's education are on the wrong track. I fully believe, that the two streams of education must flow together and make one broad river, and it is wrong to say that they should be radically different. A wife cannot be a helpmate and guide to her husband unless she is trained in the same way as he. Hence, boys and girls should be trained together."

DEWAN BAHADUR R. S. RAMASWAMI SASTRIAR ON EDUCATION AND CREATIVENESS

Dewan Bahadur K. S. Ramaswami Sastriar while delivering an address at the inaugural meeting of Sir M. Ct. Muthiah Chettiar's High School Masters' Association, observed that it was quite necessary that in their colleges and Universities an endeavour should be made continuously by the Teachers and Masters to evoke a spirit of creativeness in their students. If the modern Indian boy after his education was able to live in the midst of society understanding his obligations to it, imbued with the ideals for service and purity, the purpose of his education would have been fulfilled.

WOMEN'S PAGE

GIRL GUIDE MOVEMENT

"It seems to strike people, particularly the opposite sex, as distinctly humorous for women to dress themselves up in uniform and ape men. They little realise that the aim and object of guiding is to help to train girls in the real work of the world which is home-making, a job of which men would make an incredible mess if they were even allowed to try." Thus began Mrs. Metherell in her address to the Madras Rotarians.

She said that all Guide training is divided under four headings: Character and intelligence, Health, Handicraft, Service.

In short Guiding is a game with a purpose behind it.

Guiding started in this country in Jabulpore about 20 years ago. Everyone said it was impossible for Indian girls to become Guides owing to caste and creed, and so it was started in an Anglo-Indian school. However, the Indian girls flocked round and demanded to be made Guides and the first Indian Company came into being in Poona a year or two later. There are now in the Madras Presidency alone between 6 and 7,000 Guides.

In this country there are various very interesting branches of Guides which do tremendously good work. These are known as Extension Guides and bring Guiding in an adapted form to such communities as schools for deaf and dumb and blind girls, criminal tribes, leper settlements and unique in its way, there is one for girls in the Borstal institute.

"In England of the present day, children are taught to play games and encouraged in outdoor pursuits by the Council schools and various other bodies, so that although Guiding is an added interest, it is not the one and only outlet for the natural creative high spirits of childhood. Out here Guiding means infinitely more, as so often the children have no idea of real games and how to play them. It also helps to give them initiative and independence."

'CENSUS OF OCCUPATIONS'

Curious facts are made available for the first time in the Census of Occupation for England and Wales taken in 1931. There appears to be no profession or occupation left untouched by women. Women outnumbered men in professional occupations, the figures being, 389,359 women compared with 356,726 men. All this suggests that women's place in the world is no small one and that a state composed entirely of women have no difficulty in filling jobs, be they ever so technical.

LATE MME. CURIE

In Mme. Curie, the world loses one who, for her pioneer discoveries in the realm of science, was entitled to be called the most distinguished woman of the age. Born, the daughter of a Polish professor, in 1867, at Warsaw, she began her education there, and while still young went to Paris to complete her education in the faculty of science at the Sorbonne; later she received an appointment as professor at the Ecole Normale for Women at Sevres. In Paris she came into contact with Professor Pierre Curie, whom she afterwards married, and they worked together in a small laboratory in Paris during the hours they could spare from teaching. It was there that they began the researches on radio-activity which made them famous.

INDIAN GIRLS ON EUROPEAN TOUR

A party of 20 girl students representing various Universities in India and all communities, at the invitation of Mrs. S. K. Datta, went to Europe on an educative tour. They visited a number of Universities. And in Rome they had the honour of being received in audience by Sgr. Mussolini. They also visited the vatican and had an audience with the pope. At Geneva, they spent their time in studying international questions. They next arrived in England where they will visit all the principal seats of learning.

PERIODICALS

FUNCTIONS OF INDIAN UNIVERSITIES

Prof. Gurmukh Nihal writes in *Hindustan Review* about the true functions of a University. Universities can help in the advancement of industry through promoting the study of applied science and research in industrial problems; but to train technical experts or technicians is not the work of a University but of special technological institutes and workshops. There is a very great need of starting technical institutions of all types and stages in India, and the Government as well as industrialists and businessmen and other educational organisations should co-operate in bringing them into existence. That will help not only industrial progress and the solution of the unemployment problem, but also the reform of the Universities in this country.

In the words of the Haldane Commission on University Education in London in 1913, "the aim of a University is the pursuit of knowledge not only for the sake of information but always with reference to the attainment of truth." On the other hand, "In a technical or professional school the theoretical teaching is limited and directed by the application of ascertained facts to practical purpose." Bearing in mind this essential difference the true functions of a University may be stated as:

- (i) The conservation, dissemination and extension of knowledge;
- (ii) the inculcation of a spirit and love for learning and burning zeal for its dissemination;
- (iii) the production of learned, cultured persons and leaders of thought and action; and
- (iv) the turning out a large number of young persons with trained, well-balanced, disciplined minds, with broad outlook and sound character i.e., of persons without technical knowledge required for specialized work but with a capacity to adapt themselves to the requirements of any situation.

CO-ORDINATION OF SCHOOL AND HOME

Mr. Paresh Chandra Sen, M. A., B. T., writes of the functions which the parent and the teacher should fulfil as follows in *The Teacher's Journal*.

The parent should see that young children receive proper training in truthfulness, obedience, cleanliness and preciseness at home. Young children spend the greater part of day in home circle and parents have got opportunity of inculcating in them, the habits of truthfulness, obedience, etc. They should see that the children imbibe the habit of doing the right thing in right time.

Parents should see that children attend school punctually and regularly.

The parent should see whether children do regularly school work at home.

Guardians should always lend their helping hand to teachers and co-operate with them.

It should be the duty of teachers to see the parent as soon as the child is admitted, in order to know the peculiarities and weaknesses, if any, in the character of the child. Principal rules and regulations of the school should be made known to the parent.

Periodical report should be issued showing the progress of pupils in each subject. The Head teacher should also note in the report lapses in conduct and attendance.

A day should be set apart in a year for meeting of teachers and guardians for mutual exchange of ideas and healthy discussion of matters relating to working of the school.

Teachers should set proper home work in order to keep a link between school and home. The child should learn that school and home are working together for its benefit.

One of the most important aims of teachers should be the fostering of the habits of punctuality and regularity.

CORRESPONDENCE: CONFERENCE

75

Correspondence: Conferences

CORRESPONDENCE should be as brief as possible and should reach the 'Educational India' Office, Masulipatam not later than the 10th of every month.

ANDHRA LEAGUE OF NATIONS UNION

Mr. Lanka Satyam, Director, in the course of a Communication writes:—The Great War has been responsible for the ills from which the world suffers to-day. If another world war breaks out the civilisation built by man through the ages would be wiped out and this fact the statesmen of the Post-war World foresaw. It was the fear of another war that impelled the statesmen who controlled the destinies of nations to forge out a Federation of the World. And that fear solidified into the international machinery of the League of Nations. The League's ideals are to foster international understanding and achieve world peace through the co-operation of the world.

As Prof. Gilbert Murray has said "the success of the League of Nations depends upon the formation of a universal conscience."

India has been an 'Original' member of the League and Indian representatives affixed their signatures to the Covenant, the archstone of international legislation.

Prof. Alfred Zimmern observed that "India is the pivot of world politics" and it is due to the fact that the greatest experiment we (English) have undertaken", as Prof. John Coatman has put it, has focussed world opinion in favour of Indian emancipation. It is the duty of Indian students to study world problems to-day and the need for associations which can supply information on world affairs is enormous.

The Andhra League of Nations Union has been started to enable Andhra students to study world politics with an impartial mind, with special reference to India's place in the League of Nations and world politics. The Office of the Union has been established for the present at Masulipatam and if it gets stabilised, Unions will be started in different towns in the Andhra

Country. The annual subscription for membership is "Two Rupees" and a library on international affairs is being built up.

Andhra students and public intending to become members are requested to communicate to the Director, Masulipatam.

MADRAS PROVINCIAL EDUCATIONAL CONFERENCE, ANANTAPUR

The General Secretary, Reception Committee of the XXVI Provincial Educational Conference, writes:—The Twenty-sixth Provincial Educational Conference will be held at Anantapur in the last week of December, 1934.

Educational Organizations, Teachers' Associations and individuals interested in Education are invited to forward Resolutions for consideration at the Conference and send papers, if any, on subjects to be read at the Conference. Each paper should be accompanied by a short abstract of the matter, which will be printed if approved by the 'Papers' committee.

An Educational Exhibition will be held to include exhibits on various phases of school and college work.

Resolutions and papers should be sent so as to reach the General Secretary not later than 15th September, 1934.

TO GUIDE CANDIDATES FOR THE I. C. S.

The Registrar, Andhra University, Waltair, writes:—

An Advisory Board consisting of the following persons has been constituted to advise and guide intending candidates belonging to the Andhra University for I. C. S., and other competitive examinations:

Principal, University College of Arts, Waltair, (Chairman).

Principal, Jeypore Vicrama Deo College of Science and Technology.

Heads of departments in the Arts and Science Colleges.

Candidates who desire to avail themselves of the services of the Board may do so by corresponding with the Chairman of the Board.

MADRAS DT. TEACHER MANAGERS' ASSOCIATION

At a meeting of the general body of the above Association, held on 25th July in Saba-

pathy Chettiar's Elementary School, Resolutions were passed to the effect (a) that in a congested city like Madras, it is not possible strictly to adhere to the provision in the Educational Rules "that school accommodation should be not less than 9½ square feet per child," and (b) requesting the Government "to make provision in the City Municipal Bill for representation for the aided Ele. schools in the city by reserving two seats for them in the Council of the Madras Corporation."

COCHIN WOMEN TEACHERS' CONFERENCE

The group conference was held on the 27th and 28th of July at Trichur. It was opened by Mrs. K. M. George, Inspectress of Schools, who said that most of the defects found in the present day educational system were due to lack of enthusiasm and co-operation on the part of the teachers and the parents.

TINNEVELLY TEACHERS' GUILD

The Annual Conference was held on 28th July at the Hindu College and was attended by 75 delegates. Principal P. Mahadevan delivered the presidential address in which he referred to several education problems.

A number of resolutions were passed. Regarding elementary education, resolutions were passed to the effect, that untrained teachers with ten years experience should be deemed as lower grade trained teachers, and that elementary lower grade trained teachers of 35 years of age and over with 3 years teaching experience should be given higher grade certificates. The conference supported the Public Libraries Bill now on the anvil of the Madras Legislative Council and requested that full fee concession should be given in all schools to the sons and dependents of teachers. The conference wanted 50 per cent of the inspecting officers to be recruited from the ranks of experienced teachers. The conference supported the Service Conditions Bill drafted by the S. I. T. U. subject to certain amendments made by the Guild.

KISTNA DT. BOARD AND HINDI INSTRUCTORS

At an ordinary meeting of the Board on 5th August, presided over by the Rajah Sahab of Challapalli, a resolution was passed to the effect that Hindi instructors be appointed on an

initial salary of Rs. 25 per mensem in all Secondary Schools under the board.

PARENTS' DAY IN TANJORE

The Parents' Day of the Board Boys' School Pattukottai, was celebrated on 14th July. Mr. D. Samuel, Tanjore, presiding. There was a large gathering of parents and students. After prayer, the Headmaster welcomed the parents in a short speech. This was followed by an interesting lecture by Sri Saraswathi Ammal, B. A. L. T., Sub-Assistant Inspectress of Schools on the subject 'From the Cradle to the Grave.' The President then addressed the gathering on "Public opinion, the great School-master", in the course of which he said that it was the duty of parents to band themselves together in association and periodically meet for the study of ideals proper in life.

SECONDARY EDUCATION BOARD IN BELLARY

At a meeting held on 10th July, the Board adopted a resolution recommending to the government complete and permanent restoration of the fee concessions and substitution of women teachers in the place of men teachers in all Girls Secondary and Training Schools.

HIGHER STUDIES IN TAMIL

The Syndicate of the Madras University has, it is understood, resolved to offer fullest possible assistance in the matter of the higher course of studies in Tamil being instituted in the College affiliated to it.

It may be recalled that a Committee had been appointed by the Syndicate to report on this question and had circularised the Colleges to elicit their opinion in that regard. Only two Colleges in the City responded and the Committee reported that without detriment to the higher study of Tamil in the Annamalai University, honours course in Tamil might be started in the Madras University.

CUDDAPAH DT. EDUCATION BOARD

A meeting was held on 21st July with Mr. C.S. Narasimhacharyulu in the chair. Resolution urging the Government to withdraw completely the recent G. O. on 'fee concessions' and to sanction the establishment of a Middle School at Nandalur after the removal of its High School to Rajampeta were passed.



EDITOR ANSWERS



TEACHERS are invited to send in their difficulties connected with their profession. Whatever the nature of the difficulty may be, the editor will try to help them to the best of his ability. The teachers' co-operation will be invaluable.

Q. 4. In a school not co-educational, but has a few girls in some classes, the teacher finds that the boys are far too sensitive and resent any attempt on the part of the teacher to pull them up. What do you suggest?

Answer:— In the larger interest of the school—its discipline and natural development of the boys—the management should be advised to make it either a complete co-educational school or not admit girls in any class. There is not absolute unanimity of opinion as regards the co-educational system in the upper classes, though there is a large measure of agreement about boys and girls studying together in the lower classes. Owing to the lack of a separate girls school, girls may be obliged to seek admission in boys' schools. In that case they should be allowed as a temporary measure only if girls come in sufficient numbers to justify the extraordinary step. A bare sprinkling of girls in a boys school ought to be avoided.

The male members of the species always suffer from a 'superiority complex' particularly between the ages of 10 and 20 which really is the difficult period. If, however, the teacher finds himself in such an awkward situation, then we can only suggest to him a certain amount of tact in dealing with the boys. Some teachers in such circumstances make the mistake of leaving the girls severely alone at question time and of putting all the questions to the boys. The girls should get as many questions as boys. They should be just treated alike. If the girl fails to answer, the boys will feel consoled that they are not the only backward ones in the class.

If the girl is bright and manages to answer all the questions the boys will be spurred on to better activity. Even the sluggard will wake up. The girls themselves will enjoy answering questions. It is within the knowledge of the writer that the presence of one bright girl in the class helped considerably in pulling up the standard of the class. Anything like chiding the boys or making them look fools should be avoided. The positive methods of friendly advice and warning will go a long way. A judicious treatment is clearly indicated in such cases.

Q. 5. A boy who is a good sportsman had a fall during a sports and sprained his arm. Ever since, at irregular intervals, when he writes notes, suddenly in the midst of it gets a fit and begins to tear the paper with his pen being unable to lift his arm. This lasts only for about five minutes and then he is all right. Sometimes even when he is listening to a lesson he gets the fit and begins to thump the table in front for about a couple of minutes and then comes back to normal consciousness. He does not get any such fit at other times. He is continuing his games and sports as usual? What can we do for him?

Answer:— If he got the fit only while writing, we may suspect it to be due to straining the injured muscle, but the fact that he gets it even when quietly listening to lessons, and the fact that he does not get it at other times indicates that the cause of it is not merely physical. We are led to

Continued in next page

Personal Notes

DR. JAMES H. COUSINS' 62nd birthday was celebrated at the Besant Hall, at Madanapalli by the students and staff of the College, when several old students and citizens including Dewan Bahadur S. Kumaraswami Reddiar, the Education Minister and Prof. Earnest Wood were present.

MR. MACKENZIE OF PUNJAB is appointed as Vice-Chancellor of the Osmania University for three years on a salary of Rs. 2500, says a firman issued by H. E. H. the Nizam.

JANAB ABDUL HAKIM SAHIB of Madras, has announced that he would give a donation of 25% of the total collections the

Continued from preceding page

attribute a mental cause to it. Often mental complications are started after a physical injury or disease. While complimenting the teacher in the amount of observation contained in his question, we should urge on him the necessity for going further. The matter is really for an expert—a psychoanalyst or psychotherapist. But the teacher can help the specialist by carefully documented observations of the case. Note down the number of occasions the boy gets the fit and the frequency of it over a period of a month or more. Note also all the accompanying symptoms carefully. Be careful to note the immediate antecedents of the fit. It might be some word or words that you utter that have the irritating influence on the boy. It might give the clue to the real mental cause of the trouble. Get from the student some account of his life before the accident and also put down your own impressions of the boy, his temperament, peculiar fears, weaknesses etc. It is an accepted method in psycho-analysis to get at causes of mental troubles through dreams. Get from the student a clear account of his dreams after the accident. With well documented material like this if you refer the case to the expert you will get the needed help.

committee of Management would collect for the Endowment Fund to the Madanapalli College.

SIR HASAN SUHRAWARDY retired as the Vice-Chancellor of the Calcutta University. The Senate in token of his services conferred on him the honorary degree of Doctor of Science, at a special convocation.

CAPTAIN T. W. BARNARD has been appointed Assistant provincial commissioner for the Madras presidency Boys' Scout Association, subject to the approval of H. E. the Viceroy.

MRS. SUBBAROYAN returned to India in the middle of last month by Air Mail plane 'Athena' after three months tour in Europe, as the Indian delegate to the League of Nations Advisory Commission for protection and Welfare of children.

MR. P. LAKSHMINARU, formerly professor of the Pachaippa's College, breathed his last on the 14th July. It was mainly as a result of his efforts that the Science section of the Pachiyappas College was opened and the Laboratory equipped. He was an ardent social reformer and took active part in education propaganda.

MADAME MONTESSORI, the founder of Montessori System has been invited to deliver a series of lectures on her educational experiments under the auspices of the Calcutta University. She will probably be visiting India some time in December.

THE REV. A. G. HOGG, principal of the Madras Christian College has been elected as a member of the Syndicate of the Madras University.

PROCEEDING TO ENGLAND FOR HIGHER STUDIES: Miss. K. Atchamamba (daughter of the late Mr. K. V. Lakshmana Rao. M. A.), who completed her M. B. B. S. Course in the Madras Medical College, proceeded to England to pursue higher studies in medicine, by the P & O steamer S. S. "Mooltan" on the 20th July. A number of her friends and relatives saw her off at the station.

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HERE AND THERE

LONDON'S SCHOOL CHILDREN

London's school children are now healthier than they have ever been. The weakening effect in stamina left by the Great War was passed. This fact is revealed by the annual report of Sir Frederick Menzies, the London Country Council's School Medical Officer. It shows that the proportion of poorly-nourished children in 1933 was 4.7 per cent—the lowest figure ever attained in London. Commenting on the record, the report says "the last has been seen, so far as the elementary schools are concerned, of the weakly children of the war."

FILMS AND EDUCATION

A suggestion to the effect that pictures should be classified, according to the considerations of age and mental development of the cinema-going public, was made at a meeting of the Film League, held on 11th July at 14, Mount Road, Madras.

Mr. G. P. Ratnam, who initiated the discussion on "Films and Education," dealt on the usefulness of pictures as means of education. The speaker gave examples of films and news-reels which were of definite educative value to all classes of public and appealed to Indian producers to bring out as many pictures, of such value, as possible.

Mr. V. Rama Rao said that something effective had to be done so that more educative pictures might be shown and the exhibition of "indecent" films might be discouraged.

STANDARDIZATION OF INSTRUCTIVE FILMS

The Governing Body of the International Institute of Educational Cinematography has just terminated its annual session, which was held at Stress under the chairmanship of M. Rocco. It dealt with certain administrative questions with regard to the Institute and expressed its satisfaction at the agreement which was conducted at Baden on May 23th between film producers and manufacturers of cinema equipment concerning the standardisation of a film of reduced size for educational and instructive films.

EDUCATION OF INDIANS

That the late Mrs. Shyamji Krishna Varma, wife of the well-known Indian revolutionary of that name, who died in exile in Europe has, by a will, left a sum equivalent to about thirty lakhs of rupees for the education of Indians abroad is announced in an interview by Mr. K. P. Jayaswal, well-known historian, Indologist and lawyer, who recently returned from a tour in Europe. Mr. Jayaswal added that the authorities of the Paris University and the trustees appointed by the donor will administer the trust, probably by giving scholarships to Indian women.

AN AMERICAN GIFT TO EMPIRE STUDENTS

The Carnegie Corporation of New York has offered the University of London the sum of £ 4,500 annually for three years to assist the Institute of Education in developing its relations with students from the Dominions and the Colonies.

The sum is intended to provide fellowships for short periods to picked students from the Dominions, and to enable the Institute to invite a senior University teacher from one of the Dominions to hold for a limited period the post of adviser to overseas students.

The Senate has accepted the offer.

I. C. S. DELHI EXAMINATION

A competitive examination for admission to the Indian Civil Service will be held at Delhi beginning on the 4th January, 1935. The application for admission to the examination should be submitted though the Collector of the district to the Chief Secretary to the Government of Madras.

Copies of the syllabus and regulations, etc., and of the form of application for admission to the examination can be obtained on application to the Chief Secretaries of the respective provincial governments.

A GIFT FOR LIVERPOOL 'VARITY

Mr. Harold Cohen, whose family has been associated with Liverpool for four generations, given £ 100,000 to the University of Liverpool for the erection of a new library.

SPORT FOLIO

The Test and its Values

By OLIMPUS

CRICKET is king of outdoor games, and occupies a unique place among the British commonwealth of nations. Today comes the news of Australia's overwhelming success at the Oval Test by 562 runs. With this Australia wins the Rubber and the Test for 1934 and the Australian team under the able leadership of Woodfull can now carry back the "Ashes" which were brought over to England last year by Jardine and his men. The fortunes of the game are such that last year Jardine's men went, they saw and they conquered. Woodfull's men returned the compliment this year.

It is a happy coincidence that Woodfull's thirtyseventh birthday came off on the day he registered the decisive victory for Australia. His majesty the King has sent the following message. "The King has followed with the closest interest the five Test Matches and offers Mr. Woodfull and his team, His Majesty's warmest congratulations on the remarkable success, in winning the Rubber after such keen Tests. His Majesty feels sure that such a brilliant display in the final match will appeal to all lovers of Cricket and will ever be remembered in the History of this great game."

Bradman, the batting machine, leads the Australian side with a total of 758 runs while Ponsford runs a near second with 569 runs. But Ponsford's batting average is higher than that of Bradman, the two getting 94.83 and 94.75 respectively. On the English side Leyland leads with 478 runs, Walters as second with 401 runs. In Bowling O'Reilly and Grimmet for Australia and Fanes, Verity and Bowes for England are the outstanding men.

In the History of Test matches England won the 'Ashes' 17 times and Australia 13 times. In all 134 matches were played between England Australia of which Australia won 53 and England 52. Drawn matches were 29.

Among century winners we have Leyland with 153 at Manchester, Ames 120 at Lords, Hendren 132 at Manchester, for England, and Ponsford with 266 at the Oval, Bradman 304 at Leads, McCabe 137 at Manchester and Brown 105 at Lords for Australia. Record scores in the recent Tests are England 627 for 9 and declared and Australia 701 in the final Test at the Oval.

While the two teams were competing every man and woman in both England and Australia were keenly watching the progress of the games. Broad-cast messages were flashed accross to Australia every time. In such mutual rivalry in the field of sports, the fact of greatest importance is the way the two countries were getting to respect each other and learn more of each other. As the means for increasing friendly feelings and mutual respect the value of a game like Cricket cannot be over-estimated. The game itself is one which involves the keenest sportsmanship, and is well calculated to bring out qualities like endurance, quickness of judgement, staying power and readiness to follow the leader. It is indeed a great game in which the king and the commoner are all equally interested.

It might be asked why all this in an Educational Magazine? The answer in the first place is that there is an education all its own in and through the game itself. In the second place the value it has in cementing friendly feeling and creating mutual respect between nations is not negligible. Last but not least is the need

SPORT FOLIO

8

for India coming into line with the other nations of the Empire in the great game. If India is to come to the forefront as it has already done in Hockey and Polo, the students should take to it right early. In England and Australia it is customary for great players to go and coach up the youngsters there. In India we are not in lack of good material. The start must be made right early during the school career of boys. Indian's great players have a duty in this respect and we commend the game through the pages of this Magazine to every school worth the name. Unless the school authorities and the great ones cooperate, there is no hope for the future. If they see the possible material in the school boys they would at once have discovered a game that has a great educative value to the boys and also have laid the foundations of a future Indian cricket team, which will by holding its own against any part of the Empire raise their motherland to a position of honour and respect not only in the field of games but also in the wider field of politics.

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DETAILED CONTENTS FOR SEPTEMBER, 1934

	PAGE		PAGE
INDIAN BROADCASTING AND THE SPREAD OF CULTURE BY PRINCIPAL W. SHUTTLEWORTH, M.A., (OXON) ...	85	A Survey of Higher Education ...	110
UNIVERSITIES AND RESEARCH BY DR. A. L. NARAYANA, M.A., D. Sc., F. I. P. ...	88	Reorganisation of Secondary Education ...	111
SOME RESIDENTIAL IDEALS AT INDIAN UNIVERSITIES BY DR. T. A. PURUSHOTHAM M. A., Ph. D. (LONDON) ...	91	A Scheme for a University ...	111
THE TEACHING OF ENGLISH BY PROF. T. VIRABHADRU, M.A., (HONS.), L.T., ...	94	Vocational Education ...	112
EDUCATIONAL EXPERIMENTS IN INDIA: THE MARTHANDAM CENTRE: BY PROF. C. SWAMIKANNU PAUL, M.A. ...	98	Annual Administration Report ...	112
THE IDEALS OF MUSLIM EDUCATION BY SIR AKBAR HYDARI ...	100	Elementary Education ...	112
EDITORIALS		Educational Films ...	112
Education and Environment ...	103	PUBLIC OPINION	
Radio Experiment in Allahabad ...	106	Dr. Sapru's Broadcast Speech on Vernacular Medium ...	113
Anti-Terrorist Campaign and Teachers ...	107	Mr. N. C. Kelkar's plea for Vernacularisation ...	113
Journalism as a course ...	108	Dr. Cousins on Art in Education ...	113
Secondary Education in U. P. ...	108	The Rt. Hon'ble Sastri on the Duty of Parents ...	114
PERSONAL NOTES ...	108	Mr. Turner on Non-Examination side of Education ...	114
THROUGH DIFFERENT PROVINCES		The Rev. Tomlinson on New Tendencies in Education ...	114
Industrial Research ...	109	Dewan Bahadur Ramaswami Mudaliar on Religious Instruction ...	115
Catholic League's Memorandum ...	109	The Rt. Hon'ble Sastri's Advice to Students ...	115
Government Communique on Depressed Classes Uplift ...	109	Mr. P. N. Ramaswamy on the Ideals of Teaching ...	115
The Madras University ...	110	PERIODICALS	
Some Important Reforms ...	110	Universities and Students ...	116
Illiteracy in Bengal ...	110	Psychological Tests ...	116
		The Tragedy of Education ...	116
		OUR WOMEN'S PAGE ...	117
		HERE AND THERE ...	118
		THE EDITOR ANSWERS ...	119
		CORRESPONDENCE ...	120
		SPORT FOLIO ...	122

Vol. I: No. 3

September, 1934

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Vol. I: No. 3

3657
September, '34

EDUCATIONAL INDIA

EDUCATION AND
ENVIRONMENT p. 103

RADIO EXPERIMENT
IN ALLAHABAD p. 106

Indian Broadcasting and Spread of Culture

By Principal W. Shuttleworthi, M.A. (Oxon)

Universities & Research

By Dr. A. L. Narayana, M.A., Ph. D.

The Teaching of English

By Prof. T. Virabhadru, M.A.

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Indian Broadcasting and the Spread of Culture

By Principal W. SHUTTLEWORTH, M.A. (Oxon.)

PRESS OPINIONS

"With such an eminent educationist and scholar as Prof. M. Venkatarangaiya as the Editor, the Magazine promises to be of real service to the education of India....."

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"..... started by some of the leading educationists of South India.contains a rich crop of contributions by eminent men in the field. The contemporary.....will greatly help the educational world."

—The Scholar,
July 1934.

"BROADCASTING has done more to spread thoughts and feelings among men and women who speak the same tongue than any invention since that of the power driven printing press. It has added, as it were, a new dimension to our daily experience. It is breaking down walls of partition between different groups in the nation." These words were written recently by Sir Michael Sadler, Master of University College, Oxford on the achievements of British Broadcasting. But Sir Michael goes on to state that "for India, where it might do so much, it has hitherto done little. In tropical Africa the message of the wireless has not superseded the message of the drum." The purpose of this article is to try and indicate some lines of development for radio in India, if she is to fall in line with Western nations, with suggestions concerning the nature of the material to be broadcast.

It might be well, in the first place to try and assess the achievements in the cultural sphere in Britain, where broadcasting has been such a conspicuous success and to get clear ones objective.

1. There has been an awakening of Religious Consciousness. Throughout this century materialism has been eating its way into the heart of society and is now acknowledged by many as one of the most determined enemies of true civilisation. In Britain, materialistic forces have received a check. The Sunday programme, suitable to the day, yet without the impress of too stern a Sabbatarianism upon it has reminded man of his essential spiritual nature. Persuasive thoughtful preachers and eminent theologians have been brought to the microphone and many who had abandoned the satisfying and dutiful practice of worship have been recalled to it. The importance of this can hardly be exaggerated. It is well to remember that true culture has a spiritual foundation.

2. There has arisen a deepened sense of our common humanity. The weekly plea for the public to render help to some benevolent institution has not only raised huge sums for the cause of charity but has reminded men of the privilege and duty of helping those less fortunate than themselves. One example will suffice. Through broadcast appeals over 23,000 wireless sets were provided by voluntary contributions for the use of the blind.

3. A new appreciation of nature has been aroused. Men's eyes have been opened to see the subtle beauty of the landscape. The cultural advantage of this will easily be seen, for, when the eye of vision is opened to the beauty around, a refinement of soul may follow.

4. Colour is brought into life. To the lonely farmer, to the housewife, to the light-house keeper in his isolation, to the blind, the unemployed, to the tired and jaded clerk, colour is added by the various entertainments brought to his room. His horizon is widened, his isolation forgotten and depression chased away.

5. The thirst for knowledge is assuaged. One of the great educational problems of the past has been that education, which is a life long process has been severed too often when school is left behind and the task of bread winning begun. Of course men have books. But not every man has the capacity or the inclination after a hard day's work to take up a book which will broaden and deepen his mind. But he can manage to listen to a half hour's talk on an intellectual subject interestingly given.

6. The public taste is raised. A new interest in music, modern plays and novels, the events in foreign lands have given an appetite for intellectual food. Where men come into contact with the best they begin to demand it and to refuse the second best.

These then are briefly some of the benefits conferred on man by broadcasting in Britain and other lands. Can India benefit too in this way? On what lines must Indian Broadcasting develop? Will broadcasting help in the solution of her pressing problems? India is a vast country of many languages and customs. It is a truism to say that the people of one part are strangers to those of another. The task of drawing together the people of one great land is no easy one. Again India is moving rapidly towards complete Self-Government. This means control of Government by the people and for this end education for democracy is essential. The task of education has proved in the west a slow one, but it is just here that broadcasting comes in to accelerate the pace.

It is evident that wireless in India will have to face new difficulties but it seems that a dual system will be necessary. First, central or national stations, broadcasting in English will be established in the chief centres and secondly regional stations providing entertainment and education in the vernacular for the various language areas.

The central stations may be placed at Delhi, Calcutta, Madras, Bombay, Lahore etc., then joined by land wires to link up the whole country to one broadcasting centre. Regional or vernacular stations would be set up in such places as Bezwada for the Andhra area.

Before discussing the material to be broadcast from these stations, we will glance at the general advantages which ought to be reaped.

1. A new religious atmosphere should be created. By bringing leading exponents of divergent religious faiths to the microphone giving each the opportunity for a full exposition of his faith, the public would realise for the first time the unity of purpose behind religion and the reasons for divergence in views. The much needed toleration would eventually arise. A syncretism is not desirable for it sacrifices truth. The toleration which should be aimed at is the right

to choose and hold and practise any faith provided it has no anti-social implications.

2. The same would result from the broadcasting of politics. The public is at present too often swayed by the last speaker. By bringing together in the same hour such politicians as Mr. Gandhi, Pandit Nehru and the Finance Minister the masses, un hypnotised by an emotional environment would understand the issues at stake and realise that politics can be divergent yet sincere and can be presented in a gentlemanly manner.

3. Artistic appreciation would be widened. There is much lament in India today over the decay of indigenous music. Here is the chance for the revival of the Harikathas and for the people to understand the real possibilities of the typical Indian instruments.

4. Revived interest in the village and the education of its inhabitants. It is here that wireless in India will be supremely tested. The regional vernacular stations will need all the thought and vision that can be put into them. The communal village set, as has been tried in North India seems to be the right solution. The set may be placed in the charge of local officer or the resident school teacher, preferably the latter. In the teachers' training a short course on wireless would be compulsory to enable him to understand something of its technical side. He would keep a log book, noting the times the set was used, and the number of listeners and send in a report to the regional station. A Radio official would periodically inspect the sets.

The vernacular stations, dealing primarily with village receivers would broadcast in the afternoon and early evening. The central station would concentrate on the late evening broadcast. What is the material to be broadcast to the villager? First the things that interest him most—the price of paddy, hints about farming and agriculture the news of the area with simple general world news. The History of towns and villages in the area, simple talks on hygiene and rural development and lectures on ani-

mal and bird life etc. But it must be emphasised that the wireless must first entertain, then educate if it is to be accepted by the people. Folklore, tales of imagination, music must not play a secondary part in the daily programme.

The following is an example of the sort of programme which may be broadcast from national and regional stations on any ordinary week-day.

National Station : Broadcasting in English.

6 A.M.	From Santhiniketan—Religious Service.
8 „	Time, news, weather forecast.
1—2 P.M.	Music.
2—3 „	Broadcast to High Schools and European Schools.
4—5 „	Women's Hour. Lecture on "The Future of Indian Women"—Mrs. Sarojini Naidu.
5—6 „	Children's Hour. Talk on India's Famous Buildings. Stories from Hans-Andersen. Music.
6—6.30 P.M.	Lecture on the crisis in Austria.
6.30—7 „	The Viceroy's Band.
7—7.15 „	Vina Solos and songs.
7.15—7.45	Comic entertainment.
7.45—8 P.M.	Mr. Gandhi on Harijan Work.
8—9 „	Othello—abridged, Radio players.
9—9.30 „	Simple lessons in Hindi.

9.30—9.50	Gramophone records.
9.50—10.15 P.M.	Readings from Pickwick papers—Dickens.
10.15	General news bulletin.

Regional Programme: Andhra Area—Mainly for Villages.

BROADCAST TO VILLAGE SCHOOLS.

3—3.15	Dictation in Telugu.
3.15—3.30	Talk on River Kistna.
3.30—4.30	Women's Hour.
3.30—4	Women's Life in the West.
4—4.30	Curries and sweet making. Invalid diet.
4.30—5	Telugu folk songs. Selections by the Bezwada Telugu Radio Band.
5—5.30	The History of Masulipatam.
5.30—6	Talk—How to get the best out of the Land.
6—7	Telugu Drama

The purpose behind these programmes is to give variety, education and amusement. If broadcasting is to have any future in India there must be balance between the culture and amusement contents of the programmes.

In closing, it is well to remind ourselves that success does not depend wholly upon the broadcasters and their engineers. It needs the cooperation of the public, for, 'listening' is no passive thing but calls for effort and imagination on the part of the listener.

Education is not the same thing as information, nor does it deal with human knowledge as divided into so-called subjects. It is not the storing of compartments in the mind, but the development and training of faculties already existing. It proceeds not by the presentation of lifeless facts, but by teaching the student

to follow the different lines on which life may be explored and proficiency in living may be obtained. It is, in a word, guidance in the acquiring of experience.

—The Teaching of English in England: Govt. Report.

UNIVERSITIES AND RESEARCH

By Dr. A. L. NARAYAN, M.A., D.Sc., F.I.P.

(Kodaikanal Observatory)

A UNIVERSITY has two objects: the training of citizens and the advancement of knowledge. Thus every university is born with a double duty. It has to serve both the state and mankind. There is no antagonism between these two objects, as some imagine, for training citizens means equipping them with knowledge and the advancement of knowledge is the condition of its continued vitality. Further, the intellectual training based on research—the term ordinarily employed to indicate the second object of the University—is rooted in truth, and as such, it can never become conventional and uninspiring.

The advancement of knowledge, or briefly research, is recognised as a vital necessity for the life and progress of any nation; increasing attention has therefore to be devoted to this side of the function of a university. All the universities both the old and the new are as a matter of fact making increased provision for it. And it is a matter for gratification that this need has been emphasised in this country also and that almost all universities are training students in the matter of original investigation. To seek an argument for research in the universities is an utter anachronism. It rests upon the broad basis of the value of the intellectual progress of mankind. It is on the question of research and on the lead which the universities can give to it that the reputation of the country as an intellectual centre largely depends.

It may be asked what is research? The word research is a catch-word and like all catch-words seems rather soiled by too familiar use; but for the sake of brevity we have to use it. Research means investigation, the tracking of truth. It is a process of eternal inquisitiveness. No study survives unless it is rooted in research, unless it is

impelled by a desire for finding out truth. Thus research is a life giving herb. To a man who has this spirit of inquiry, learning presents a shoreless sea; to him that has it not, it is bounded on all sides.

Research has two aspects. In the first place, it is an attempt to enlarge the domain of knowledge. It is, secondly, an attempt to discover new bases of knowledge. A university, if it is to justify its own existence, should increase the sum total of knowledge of mankind. Otherwise it becomes a "superior kind of school."

But it is unfortunate that at the present day, research in many cases has come to savour ill. It is not, however, denied that there are great men, pursuers of truth for its own sake. But for the most part, research has come to mean a euphemism for unemployment; further in some cases it is forgotten that genuine research is finding out of truth and much energy is wasted in finding out flaws in one another. I do not mean to say that all kind of criticism is bad. A certain amount of it is essential as the means of arriving at the one real truth. But criticism has been for the most part destructive; and such destructive criticism is a hindrance to genuine research.

Further, research to be worth the money spent upon it, must be useful to humanity. The case was once told by Professor Giles of a student who presented himself at Cambridge, and who, when asked what he was to research upon, said his subject was the book plates of the different College libraries. Now Professor Giles says, "It would form no doubt an extremely interesting subject for a paper in the proceedings of an antiquarian society, but is certainly not suitable to occupy, with its supervision, the time of busy officials in a

great university." This is absolutely true.

Now to the controversy between humanistic and scientific research. First, what do these words mean? Scientific research means, searching out the hitherto undiscovered properties of nature. Research in humanities means the recovery of information concerning the past history of man—his thoughts as well as his experiences.

Now, as far as I can see, there is or ought to be no difference of opinion regarding the need for both. Then the controversy shifts on to their relative importance. Any problem cannot be considered without regard to the surroundings in which it is born. To me at any rate, humanistic research seems to have a right claim to preference over scientific research. In saying this I am no enemy of science, nor do I profess to champion the other cause. My only plea is that modern society has had enough of scientific advance, the greater part of which emanated from the laboratories of Germany while it is still at the threshold of humanistic research. The reason for this is that in science, unlike say, in history, the method of instruction and the spirit of teaching are favourable to research. A student of science for example can spot exactly where a particular substance is to be found in his big laboratory. He is trained to that from his earlier classes. It is not the same case with a student of history. He more often does not know to which corner in his library he should turn to obtain a particular kind of information. The methods of teaching science and humanities have always been different; and this explains the lag in Humanistic research compared to progress in the field of science. I bestow my preference to Humanistic research at the present day, simply for this reason that science is inherently a rapid strider. Humanities require goading. Unless greater attention is paid to Humanistic research which increases our knowledge of human nature, modern society will not be in a fit position to utilise science in the service of man. I do not agree with those who ascribe all the ills of modern society to the advance

of science. It is to human nature that we have to look before we begin to condemn science. My plea for greater emphasis on humanistic research is based on the desire to prevent, if possible, the goddess of learning from assuming the horrible features of an ever swelling-head with an ever-contracting heart. The value of humanistic research is two-fold. Firstly, it increases our knowledge of human nature and secondly, it vitalises the studies which give us that knowledge, like history, literature, etc.

Further, Humanistic research is comparatively inexpensive. This is the one great advantage of it over scientific research, especially when it is recognised that the question of money sometimes hampers research. A big library is, of course, essential for any kind of research even in Humanities. But even the most magnificent library will not cost as much as an ordinary laboratory.

So far as the scientific research is concerned, it seems to me that a great deal remains to be done in the field of Medicine. Especially in Indian Universities Medical research is still in its beginnings. Yet, it is the great need of the day. It is at present best encouraged in the larger universities and medical schools in the United States.

Now the question arises as to what the universities should do to promote research. This is a great task. It must be realised at the very outset that research is for the most part the work of young men and that all young men are not fit to prosecute research. It thus becomes one of the great tasks of the university to select young men who are fit to be trained in investigation and to show all possible encouragement to them.

There are many other ways by which a university can promote research. In the first place, the teachers must be keen on research. Unless the teacher has living interest in his subject he cannot inspire his pupils.

The professors must not only be keen on research but they should be "primary

investigators" i.e., original investigators who do not stand in need of guidance themselves. Such men can inspire their pupils and promote "secondary research." When teachers are content "to chew the cud of their intellectual nutriment" without adding fresh material to it, then stagnation sets in. Prosecution of research, in fact, should be the condition precedent to the appointment of any professors and ample time and opportunity for it should be provided.

A still another method to promote research is to arrange research lectures in the universities — that is, lectures relating to the professor's own experience and to that of his assistants and co-workers, each worker contributing one or more lectures to the university course in research. Further, instruction in research should be included as part of the courses for the Honours Degree. And the instructor should combine experience and special knowledge to be valuable as a director of research students.

Again there are some subjects in which the young man, however greatly gifted with the capacity for research cannot turn out a great deal in any reasonable length of time. Such are, for example, Mathematics and Ancient Philosophy. There should therefore be provision for a longer period of research in these subjects. So far as History is concerned, some thing valuable has been done in this country by way of research; but there is, still a great deal to be done. To all those interested in India and in the welfare of the East, it is a matter of utmost regret that no comprehensive history of India yet exists — a history which would give us an insight into the genius and characteristics of Hindu civilization. There is an ocean of literature in our country valuable as a source of history, which has not been dived deep into. Here in this country we must have an "historical interpretation of our literature."

There is one thing to be noticed in the idea of research. Original investigation cannot be forced. Great results have been achieved in all departments of knowledge, as

what I call by-products. The original investigator more often goes away from the subject which he took upon himself and makes profound discoveries in a strange realm. The universities should therefore learn not to demand a certain kind of return for the endowment which it makes. This is, however, more true in the case of 'primary' investigators.

I would be doing injustice to my topic if I do not point in this connection to an unfortunate tendency in recent years to a divorce between research and teaching. Such a divorce is much to be deprecated. This is especially the case in scientific research. I agree with the suggestion often made to divert some of the money which is now available for the endowment of research into channels which will allow part of a man's time to be spent in research and leave the other part of his time for teaching. We should commend this suggestion to the attention of the departments of scientific research in the universities.

There is one final point to which I wish to make a reference in this connection. That is the evil of absorbing brilliant young men, keen in the pursuit of knowledge, into the monotonous routine of administrative life. If Prof. Raman were allowed to remain in the Finance Department, his brilliant achievements in the realm of science would, perhaps, have been lost to us. Administration tends to swallow us all up. We have got to prevent it somehow.

I wish to sound a note of warning in conclusion about research in science. Research, by superseding old processes, often causes heavy loss, since fixed capital sunk in the old process is rendered obsolete. As Mr. Western (in a paper read at the London branch of the Association of Scientific workers) suggested — "What is most wanted are new ways of meeting unsatisfied needs by adapting available capital, rather than innovations which save labour or supersede capital assets....." Research should be directed towards such processes as would

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Some Residential Ideals at Indian Universities

By Dr. T. A. PURUSHOTHAM, M. A., Ph. D. (London),

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IT is difficult to convince oneself that we in India have evolved, in the name of *Residence* at our Universities, any clear ideas as regards the significance we intend to attach to such residence, nor as regards the methods by which we intend to bring the significance home to our residents. Among ideas indigenous to us, we have those allowing dream-pictures of the Gurukuls, Rishikuls, Viharas, and Ashramas at which residence implied more the adopting of a *way of life* than the imparting of instruction in the practical arts or sciences. Such instruction as did obtain in these places will habitually subordinate to those unuttered moulding influences of the whole man, the appeal of which was sub-conscious, phenomenal, unwitting; — influences such as the forest glade, the river bank, the mountain promontory, the desert oasis, or the lovely shore. The discipline of the place was not the enjoined discipline of the monastery, nor the enforced discipline of the barracks; it was the discipline that regulated conduct

Continued from preceding page

render possible the application of idle plant to the commercial utilisation of the waste products of existing processes by employing labour now surplus."

The salvation of our country lies in the advancement of knowledge and the cultivation of high ideals. India has ever been the land of the spirit. Once it bore the torch and led the world. By an unknown stroke of Providence it has lost the leadership and has come to follow. But her idealism is not extinct. That part of her domain has remained intact. Let her universities realise the great responsibility that they are heirs to and promote that disinterested pursuit of truth, which we call research, with due regard to human needs, human well-being and human upliftment.

through quickening a sense of the fitness of things, a sort of *noblesse oblige* engendered by contact with "elder brothers in the spirit," whose life and example revealed realities that were "things different and apart" from those rough and tumble realities of the world's market places. They were places where life pulsed with the earnestness and zeal of treading a path with a master; — an earnestness and zeal bubbling from within outward, — from the joy of a blessed life lived each day as if it were an end-in-itself, rather than with the earnestness and zeal of a mendicant who shuffles along to receive his dole with the burden of poverty upon his back, and the lure of accumulations in front. They were places where the children of the spirit came to abide with a spirit that was abiding; places that breathed with the breath of a redeeming Fellowship; places where men came to themselves and became whole.

Among ideas indigenous to us we have dreams of restoring such places for us, beyond all the claims of modern life and the discipline of modern ideas. The great poet-dreamer of our land builds a *Shanti-Niketan* (an abode of blessedness). Dayanand, a patriot-saint of recent days, inspires the Gurukul and Rishikul institutions of Hardwar. Above the din of National pride and political unrest, Gandhijee builds Sabarmati calling "young India" to a *way of life*, rather than to squadron drill and sabre rattling. The most recent phenomenon of all is the Ashram movement that is assimilating christian endeavours in this land to let ancient practice of abstinence from greed and joyous retreat into the abode of Spirit. The *Sat Tal* ashram of Stanley Jones is a notable example. It is said of the visitors to Sat Tal that they gather there every evening, not for gossip and play

as do visitors generally to Hill Stations, but "for viewing life as a whole, and for communion with the Father of Man-kind".

It would appear then that in the midst of our most modern preoccupations, we in India hark back to a method of self-expansion and world assimilation that is indigenous to the country, viz., the residence method, the method of the Vihara, the method of the Ashram.

But it is just as obvious that all this residence or ashram-endeavour has flowed mostly into channels of religious living and striving: and where it has not done so it has flowed into channels of worship of a leader or *Ideal* who sooner or later acquires a quasi-religious character. The "holding communion with the Father of Mankind" is undoubtedly a vital element in the practice and advancement of our education; but "the viewing of life as a whole" and the exultation and chasening of the human spirit thereby is an activity that admits of being stated in secular terms, analysed for secular purposes, and exploited for securing secular ends.

We in India need not be afraid of any of our institutions being secularised. Nobody in the world need be afraid for that matter. For, what is there so secular that the spirit of Man cannot blaze with a hallowed light! What is there so sordid that it is not transfigured into glory when a wholeness of vision is achieved. Whether in the objective sciences, or in Psychology, in History or in Morals, in Literature or in Art—turn where you will—all things swing into their position where universal harmonies are struck, when the human heart embraces truth with a maternal tenderness, when a deepening vision views life as a whole and achieves *Atmaramam, Prapanchopasamam, Santam*. One would conceive it the function of a university—especially a University in India—to furnish material and provide the means for its alumni to achieve, in however limited a measure, a wholeness of view of the sort indicated.

But modern universities, it may be

objected, cannot afford to devote themselves to "moonshine." They are white elephants that consume a great deal of capital and feed non-productive enterprises. They must be made to bake bread, if they would justify their existence. Their resources must be directed to the special advancement of technology, craftsmanship and commerce. No modern University can hope to get so wrapped up with itself as to flourish like an oasis in the desert. It is called upon to-day to fashion the soldier for the trench, the stock-broker on the 'Change the smooth-tongued diplomat, and the skilled engineer. Are we not witnessing with what increasing rapidity the Universities of the world are being drawn and assimilated to the demands of the world's factories and the world's "Big Business"? (Even in so infant a University as the Andhra, situated in a country stubbornly incapable of Industrial Development and organisation, the Commerce and Technology courses would appear to attract the larger number of students).

The Universities cannot live and toil apart by themselves; they are the instruments of a society organised—through unwitting causes, by unwitting men—for conflict, *war*. It is a phenomenon of our times that the Universities are unhesitatingly looked upon as the instruments of our corporate intelligence which is being mobilized in the service of our social advantage or of our national greed. They are *not* looked upon as the nurseries of the human spirit. The bulk of the energies of our Universities is not devoted to that over-mastering impulse in man viz., to see life as a whole and thus make life wholesome. As though it did not matter what manner of man the executive engineer was, so long he was skilful; or what manner of man the Diplomat so long he pushed the fortunes of his own king and country; or the stock-broker, so long as he "made money"; or the soldier so long as he did not know, nor care, what he fought for, but *fought*.

India cannot accept consistently with her dreams, any such narrow ideas of the

functions of a University. In the national subconsciousness of this country there is the enduring vision of the spirit that abides in every man—the Immanent Purusha. An Indian University is one that bends all its energies to quickening in the hearts of its alumni the sense of infinite worth in every man. It is one that seeks to quicken in its alumni their responsiveness of loyalty owing to every man. It is one that seeks to give us the vision of the worthy effort man made through all the toil of history,—an effort that is to this day pressing forward and clamouring for espousal in every enlightened breast and at every opportunity. The Indian University can be secular, but it cannot help but be a nursery of the spirit. It need not impart instruction in religion, but it will invite men to uphold universal *Maitri*. It will invite men to friendliness to *ideas* that are strange, foreign, as it does to friendliness to foreign peoples. Friendliness to unfamiliar *ideas* is a thing far more difficult of achievement than friendliness towards men. For we have the energies of human emotion to fortify our feeling for a fellowman, but in the realm of Ideas understanding gets warped with emotion. One needs inner place and endless patience dealing with unfamiliar truth. To be friendly to men needs but a generous resolve on our part; but in order to achieve *understanding* of unfamiliar ideas one needs all the calmness and all the expansiveness of one's spirit. An uncomfortable idea is not disposed of by shaving the head that holds it—not by chopping of it altogether. It needs to be embraced lovingly, tenderly and thus transmuted through the commingling beat of other ideas,—through wider vistas, more inclusive presentations.

Here is a secular discipline that the Universities are the most apt to provide. It is not provided in the teaching imparted but in the spirit of the teaching. It is not

given with the accumulations of fact or theory, but in the habitual attitudes to Ideas cultivated subconsciously through suggestion, imitation and sympathy within the student community itself. It involves an organisation, in a simple and unself-conscious fashion, of the *will* to entertain and feel at home with ideas, rather than any ready made system of presentation of the ideas themselves.

We cannot over-emphasise the importance of Residence in University life as the one sovereign instrument for inducing that plasticity of the understanding,....for inducing that breadth and comprehensiveness of the judgement that is never produced without a large-heartedness in respect of ideas, without a passionate embrace by the will of truth that is for the time being uncouth, unpardonable, or mischievous.

Characters resilient to ideas cannot be nurtured in kitchen-gardens, behind city-walls, not in Nationalist concentration camps. Characters so nurtured can be intellectual gymnasts. They can make the worse appear the better reason. They can be fanatics, loud mouthed and deep.

For the practice of universal friendliness in the realm of ideas what one needs is the plasticity of will more than that of the understanding. For, after all, the understanding is but the instrument. It yields to will. To understand an idea one must *will* to make the best use of it, to make a wholesome use of it. The will to make wholesome is a moral effort that needs for its exercise a community of moral beings of whom it can be said that "out of the fullness of their heart their mouth speaketh". Nothing short of residence can enable University to plant a moral colony of the kind in which the heart is at peace with ideas and habitually superior to the enthusiasms of the market place.

THE TEACHING OF ENGLISH

By Mr. T. VIRABHADRU, M. A. (Hons.) L. T.,
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“WHAT is the aim of teaching English to Indian boys” or “what ought to be the aim” is a question which is often raised by our educationists and statesmen. Of course, to the average school-going student and his parent, there is but one definite aim: the solution of the economic problem of the family. Though conditions are getting worse day by day owing to a variety of causes, till about 20 years ago anybody in our country with a modicum of English knowledge was pretty sure of a footing in some office or other. Even now it must be admitted that a sound knowledge of English goes a long way in shaping the career of a student, since English is the language of administration in most parts of the country. Thus the English language has come to stay but it is possible to derive the greatest possible benefit out of it if the question is properly thought out. English is an inter-national language and Europe dominates the culture of the world to-day. To be abreast of the times in politics or the physical sciences, it is essential that one should be well acquainted with a language like English, French or German.

Moreover, English literature, which is many-sided, is one of the greatest modern literatures of the world and our Indian vernaculars will be enriched considerably—for the last fifty years they have received a great impetus—if we can bring within the reach of our countrymen and countrywomen who find European languages inaccessible to them, the best that is in the culture of the West.

Besides these two motives, the utilitarian and the cultural, there is a third point of view. The aesthetic value of the study of literature is very precious. Literature gives us pleasure and elevates us from the mundane

to the sublime. According to M. Arnold, poetry has “to console us, to sustain us.” We must be exhorted to discover happiness in life and to muster up our courage in the hour of distress. In this age when science and industrialism are advancing at a tremendous speed, a study of the humanities ought not to be neglected, for education has to make men of our boys and not machines of them.

A good teacher should therefore be not only a well-read man but also one who can enter into the spirit of poetry. He must be a sort of fanatic about his subject and his teaching will be considered effective only when his pupils retain their interest in the subject long after they have left the portals of the school; i.e., the contagion must spread from the teacher to the student. Thus much lies in the teacher who is entrusted with the work of interpreting literature to boys. All this of course applies with equal force to the teaching of Telugu or Sanskrit or poetry written in any other language.

There are many difficulties the teacher of English is labouring under in our country. (1) In 99 per cent. of cases it is the mother-tongue neither of the pupil nor of the teacher. There are generally three ways of learning a language: speaking, reading and writing. The first factor has, however, to be eliminated in as much as our boys have not many chances of speaking English outside the school. The language of the home and the society they move in is something else. Therefore extra attention has to be paid to the other two methods. Students must be encouraged to cultivate the habit of reading standard literature as much as possible and writing as often as necessary. As Lord Bacon said, “Writing maketh an exact man.”

(2) A second obstacle in our way is the un-

phonetic spelling. English orthography is unscientific and the spelling and pronunciation do not often correspond. Grimm, the great German philologist, called it “whimsical and antiquated.” The pronunciation has been changing from century to century but the sixteenth century spelling has been standardised. A symbol often stands for more than one sound and a sound is very often denoted by more than one symbol. Examples like those given below which are found in heaps in the English language have led eminent scholars to attempt a simplification of English spelling with a view to put it on a rational basis: cut put; salt talk; buy (pr: bai) bury (pr: beri) busy (br: bizi). In ‘rights’ ‘rites’ and ‘writes’ the spellings are different while the words are pronounced alike. No surprise therefore that students get confused and mistake one word for another and sometimes their essays contain so many varieties of spelling for one word that the teacher is in a puzzle about the correct form and the dictionary has to come to his rescue at last. To the students of English linguistic history each of these wrong spellings is interesting and has a tale to tell, but to the examination-going school-boy it means only one thing—failure. Now and then these bad spellings are brought about by inability to note the subtle shades of difference between one word and another with regard to their pronunciation. Cf. ‘tale’ and ‘tail,’ and even pupils of University classes where the standard is very high are not exempt from errors like “The tail of a Tub;” “Mail children.” As we are foreigners to the English language we find it difficult to pronounce certain sounds accurately in case those sounds are not to be found in our own vernaculars. To quote one example, W and V are two separate sounds in English and this distinction is clearly marked in Wine and Vine; Waste and Vast; our Indian languages have only one symbol which explains spellings like the following: Voman: visited. In the light of all this it is worth while considering whether the old method of giving occasional dictation exercises was not after all an effective way of

combating the evil. It may be condemned as antiquated, but do not deep-rooted diseases require drastic remedies? Thus from the very beginning of student's career steps should be taken for his spelling and pronouncing words accurately. One other difficulty that presents itself to the foreigner in this connection is the variety in the ways of pronouncing words: the English, Scotch and American forms of it. ‘Vase’ and ‘Base’ are pronounced differently in England while in America they are alike. So far as we in this country are concerned, we may adopt the standard English pronunciation. Accent and intonation go along with the pronunciation, and the music of a language can be felt only when its sounds are properly uttered and its words correctly accented.

(3) A third obstacle in the way of the student of English is the idiom. In the English language usage plays a very important part. ‘Idioms’ says a scholar, ‘are rebels against grammar.’ We say he sat ‘in’ the room; He sat ‘on’ the committee; I am interested ‘in’ it; I am keen ‘on’ it. ‘To bring up,’ ‘to bring forth,’ ‘to bring about’ are three forms of one word and the student is not always sure of their correct usage. Sometimes the vernacular idiom he is accustomed to at home interferes with his English expression. ‘I beat to him,’ ‘I asked to him,’ etc. are but literal translations of ‘uskumardiya,’ ‘u-kupucha’. Her love on me is based on the Telugu expression. ‘Athanimida prema.’ We often come across Tamils asking their Telugu friends ‘Chuchi Ayinda’ which is an imitation of the Tamil expression ‘Pathiacka.’ A sort of ‘inhibition of the mother tongue’ while speaking English is to be emphasised. The same trouble arises when speakers who are not quite at home in their vernaculars are compelled to translate literally the English idiom then and there while speaking their mother-tongue. ‘He put it into my head’ may be all right in English, but when a speaker resorts to a literal translation of it while addressing an audience, his friends may be amused at his expense.

Neglect of grammar teaching has produced disastrous consequences in recent years. In the old days, i.e., till 25 years ago, there used to be regular drilling of grammatical rules, etc., in the Secondary Schools. Then arose a "No Grammar" cry with the result that in some places even pupils of College classes write: 'He is borned hero': 'she afraids of him': 'when Cleopatra hears Antony.' They are not sure of the parts of speech or tenses of a verb and the grammar-grinding which ought to have been given in the lower classes is reserved to the University stage. Absolute rules', a writer says, 'are repugnant to the genius of a language but there are a number of details where the grammarian may legitimately demand our obedience.' Teaching of pure grammar is no doubt dull but it should not be considered impossible to make the grammar class lively and profitable. In this connection we may be interested to know what happened at the University of Edinburgh about 4 years ago. At the end of 37 years of distinguished service as Head of the French School, Dr. Charles Sarolea had to submit his letter of his resignation as a protest against the methods of teaching adopted in the University and also in the Secondary Schools. According to him there is neither 'intellectual discipline' nor 'general culture', and there is a deterioration in the standard which means, 'an imminent peril to higher learning.' Several educationists commented on it at the time and from all the correspondence that followed three issues arose: (a) There was no proper grammatical foundation, due to a 'Revolt against Grammar' led by totally misguided people; (b) the want of linguistic ability in the study of French or German was partly due to the student's inadequate knowledge of his mother-tongue; (c) the standard of teaching had to go down in proportion as the numbers increased. There were 1,000 pupils in that department about 80 per cent of whom—mostly women—were not fit for University instruction.

Nobody can deny that what applies to French in Scotland very well suits our teach-

ing of English in our country. We should not attempt to teach English to our boys or girls unless and until they can read and write with accuracy and precision in their mother-tongue. To compel a boy to divide his attention between one alphabet and another in the earliest stages of his education is very cruel. Boys who are eager to learn English must begin it after the primary or about the Middle School stage. Secondly, when we have large classes to deal with (especially in the colleges) and no scope for individual attention and the authorities are looking for quick returns in the shape of increased income for the school, no justice can be done for English teaching. We should not compel everybody to study English and if we limit our numbers to those who have a taste for the subject solid work can be turned out. But what is happening everywhere is that 'the sheep and the goats' get mixed up and for the sake of the crowd, the standard has to be cheapened, the result being a general decline in cultural attainment.

One great defect in the English teaching of our schools is the desire on the part of the teacher to dictate "Notes and Model Answers" and the eagerness on the pupil's part to swallow such tabloids. It is a most mechanical process and the student memorises passages without assimilating their spirit. In the case of books prescribed for non-detailed study, 'Summaries' are dictated and got by heart. Sometimes cheap editions of 'Summaries,' 'Questions and Answers' by 'Master of Arts,' 'An Experienced Educationist,' etc., are sold at a small cost and the students devour them with enthusiasm. We sometimes come across students (reading in the Inter or B.A.) who proudly boast of their having got through their examination without reading the original novel even once. The 'Summary' was quite enough for them! Such cheap publications and mushroom Annotations must be forbidden and students must be advised to use only standard editions of their texts. If non-detailed study is introduced into the English curriculum, it is with a

view to see that a minimum amount of reading of standard prose is put in by every pupil. If that purpose is not achieved the sooner these texts are abolished the better for the boys and the teachers.

There is a prevailing notion that anybody can teach English and it is considered necessary that every teacher in the school should have some English classes in his timetable. English like every other subject requires aptitude, academic training and study. The teacher must be one who can speak freely and correctly the language he proposes to teach and his success lies in his personality which can impart a liveliness to his class. While we want specialists for Physics, Botany or Economics, we think that any graduate must be capable of handling English successfully. In the Andhra University the study of English language and literature has been made an Optional Subject for the B. A. course and the candidate who chooses this group has to answer six papers in English in addition to the four papers he takes along with the other candidates. Such a graduate who has made an intensive study of the English language and literature can be expected to prove an abler teacher than one whose interest is divided between two subjects. A student's interest in a subject or branch of knowledge to some extent depends upon his teacher's enthusiasm for it and it is therefore incumbent on those who preside over the destinies of schools to make the right kind of selection with regard to the teachers of English in our educational institutions.

In conclusion, it may be said that a carefully planned teaching of English will not be a waste. There is now a general rejuvenation of Indian culture and there are two sources from which we can draw inspiration. One is the old Sanskrit learning, and to a scholar in the humanities, a knowledge of Sanskrit (or Persian) is an asset, not to speak of the intellectual discipline which he learns from the study of classical

languages. The other is good acquaintance with a modern European language. It is of course taken for granted that he is well up in his own mother-tongue. Political considerations apart, the meeting together of two races is always productive of valuable cultural results. Does not English literature owe a good deal to foreign influences? In the centuries after the Norman Conquest of 1066 A. D., there was a conflict of interests between England and France. But there was a gradual amalgamation of races and languages, and Chaucer was the result and he was the first great poet of England. In the 16th century it was the influence of the Italian Renaissance that produced the poetry of Spenser, Shakespeare and Milton. The ideals of the French Revolutionists of the 18th century gave birth to, in England, Wordsworth, Byron and Shelley. It was next the turn of Germany and England's debt to German philosophers and transcendentalists culminated in the work of Thomas Carlyle. So also does our country stand to gain, not lose, by its cultural contact with the West.

When all is said and done, we do not hesitate to say that the study of English literature in our country has not been a failure and the vast majority of English teachers are Indians. Our modern poets and novelists are eagerly trying to assimilate the spirit of European literature. Leaving for a moment those who had their training in the schools and universities of England, there are many of our countrymen, who, having received all their education in India, are able to write and speak the English language very well and it is a matter of pride for us that a few of them are recognised by the world as writers and speakers of the first rank. Much has been done in the past but more has to be achieved hereafter and, if we proceed on correct lines, the labour and money spent on the study and teaching of the English language in India will not go in vain.

EDUCATIONAL EXPERIMENTS IN INDIA

:: The Marthandam Centre ::

By Prof. C. SWAMIKANNU PAUL, M. A.

IN the last issue, we gave a brief account of Tagore's *Santhiniketan*. In this we will give an account of an educational experiment of a wholly different character. Education is not merely a case of teaching the three R's. It includes also all the attempts that are made to bring light and happiness to the masses. Whatever tends to dispel ignorance and poverty and is imparted according to the best known methods of teaching should be treated as part of the connotation of the term 'education'. In this larger sense the *Marthandam* and *Ramana-thapuram* experiments come within our review of educational experiments in India.

It has been rightly said that an act and not a thought that is the end of human existence. There is a sense in which all theory should be related to practice and be made to serve the vital needs of man. Such a point of view becomes only too pertinent in a country like India where the masses in the rural parts are buried in ignorance and poverty. Great as may be the work that is being carried on in the great Agricultural, Technological and Commercial Colleges of India, if the masses do not get the benefit of their value, to that extent it is circumscribed. It is true that the average Indian villager is content with his miserable lot, is lethargic and unwilling to adopt new methods of improving his own lot. Many and varied may be the reasons for this attitude of the Indian villager. But what we would like to point out is that the villager is not wholly to blame for this sad state of affairs. They are sheep without a shepherd and leaderless they muddle through life. Those who have had the benefits of light and learning should go to these leaderless people, settle down in their midst and teach them the way to better their lot through self-help. It is not good to do things for the Indian villager, nor to fling upon him costly

experiments which he cannot adopt. You must get the villagers to do things for themselves and that with the material available, incorporating at the same time the benefits of higher scientific knowledge into their scheme of things. In this way alone hope could be revived in them, leadership can be developed among them and cooperation secured between them.

Let us see how all these are sought to be achieved by the Marthandam Y. M. C. A., centre of rural uplift. It might incidentally be mentioned that the Indian Y. M. C. A. is the pioneer in this field of work, under the leadership of the late lamented Mr. K. T. Paul, whose foresight and wisdom marked him out as one of India's great sons.

The founder and the present director of the Marthandam Centre is Dr. D. Spenser Hatch. The hands that spread the benefit of this centre far and wide may be that of innumerable others, but the brain that conceives the ideal and lays out the plans in a practical way is that of Dr. D. Spenser Hatch. The experiment might be said to have begun in 1916 when he and his able Indian colleagues and fellow rural workers started their investigations. "The central principle involved is *Self-help with intimate expert council*. In his book "Up from Poverty" he narrates the story of an attempt "to rise from poverty—spiritual, mental, physical, social and economic." A study of that book will reveal how well and truly the foundations of this centre are laid. Nothing is left to an haphazard development but everything is well planned out and need we then wonder at the great success that has fallen to its lot in such a short time!

The first problem was the one of selecting a suitable centre. With the exam-

ple of Denmark, (which had worked out the Folk-Schools to a perfection) in mind, they sought out a place which might be typical of the major part of India. Such a place was Marthandam. In Dr. Hatch's own words: "We wanted a truly rural village but on the main thoroughfare, so that it would be easily accessible to the great number of persons; one which contained people of the different castes and creeds; which had the great typical Indian needs; which had some educated people; and which was a natural centre to a number of outlying smaller villages." Marthandam met these requirements and so was chosen as the centre. "It is twenty-five miles south from the nearest railway station at Trivandrum.

After selecting the centre, the survey of the surrounding area within a radius of 5 miles was undertaken and the founder with a definite knowledge of the place, its needs and possibilities set down to work. As he himself says, a centre ought to be like "a section pump rather than a force pump." The centre should solve the real problems of the villagers and then only will they come to it to help them solve it for themselves. In research and extension imaginary problems will not do. Such will leave the villagers cold and uninterested. Marthandam has studiously avoided this artificiality in their work.

The Marthandam centre is really a community centre where they meet the problems and seek to solve them through co-operative effort. The Marthandam centre is very largely a demonstration centre and the village associations scattered all around the main centre are the arteries through which it spreads its usefulness. It has sought out and developed a great number of educated young men in the villages, who in a spirit of service and equipped with the training the main centre could give them are acting as the torch bearers in those villages. These Village units do a lot of work with inspiration and guidance from Marthandam. They conduct adult schools and night schools; they

act as the panchayat to settle disputes through arbitration, and help to spread the lessons in better living and better earning from Marthandam. No body is encouraged to form communal groups; all are advised to join hands in all uplift work without difference of caste or creed.

The Marthandam Area Rural Development Association has for its aim:—

1. To bring people of all castes and creeds to join hands in this work of improving the economic, social, moral and spiritual welfare of the people.
2. To demonstrate and popularise in the villages better methods of Agriculture and Cottage industries.
3. To help rural families to increase their incomes by the application of co-operative principles and methods in the production and marketing of Agricultural and industrial products.
4. To help towards better live stock, poultry and varieties of plants.
5. To improve the health of the people by introducing methods of sanitation, by sinking wells, teaching health and character forming games and carrying on health education.
6. To help in the holding of exhibitions in the villages and at the rural demonstration centre at Marthandam which show results of one constructive work and to stimulate others to have better products.
7. To check the evils resulting from the use of alcoholic drinks and drugs by educating the masses through lectures, exhibition of charts and pictures, lantern lectures, distribution of literature etc.
8. To improve road communication to villages.
9. To settle disputes by means of arbitration by Panchayats.
10. To do any other things possible to promote the well-being of village people irrespective of caste or creed.

The aims are not mere ideals. In every one of them Marthandam can show concrete achievements. In every one of

its endeavours Marthandam has shown abundant practical wisdom in bringing scientific knowledge to bear upon local requirements and possibilities. For example they have not asked the villagers to build costly poultry house for Rs. 75, but have devised an equally serviceable one for Rs. 10/- and that with mud, coconut leaves and other material available on the spot. Similarly in Bee-keeping the primitive method of housing them in a pot is advocated with suitable modifications and is supplemented with a thorough lesson on the art of Bee-keeping. The success of the centre and its enormous popularity are mainly due to this practical wisdom on the part of the Director.

The Centre teaches Hand-weaving, Gardening, Poultry-keeping, Bee-keeping, Cattle breeding, Jaggery refining, mat and basket making etc. They have introduced so far the Sindhi Cow which yields better and more milk, a cross breed of Leghorns and Orpingtons which lay bigger and more eggs, and Surat goats which are 'the poor man's cow.' The concrete results in every one of these has caught the imagination of the villagers and the knowledge is spreading from village to village like wild fire resulting in clamour for all these at the Centre from all

the neighbouring villages.

The Centre is essentially an educational one and not a business one. Hence particular care is taken in imparting the right knowledge in connection with all these things. The Centre always proceeds from the familiar to the unfamiliar, from the concrete to the abstract. Instruction is imparted through the discussion method and demonstrations. The courses of study are well planned out. The traditional vehicles of public instruction such as the kalakshampam, drama etc., are fully exploited.

The villagers are helped to try the new methods by Co-operative Loan Societies and collective marketing. The produce of Marthandam Centre to-day find a market throughout India, because they insist on quality and supply every thing to their customers on the guarantee basis.

India is in need of not one but many such Rural Centres. The Marthandam Centre is worked on the most economic basis. Its annual budget is less than Rs. 1000, but its usefulness is enormous. Its plan is most comprehensive. To solve the crying needs of India no better agency can be devised. We would look forward to the day when India will be dotted all over with such centres of light and usefulness.

IDEALS OF MOSLEM EDUCATION†

By Sir AKBAR HYDARI

ONE of the basic aims of education is the formation of sound character. Every race and community has its own notions as to the exact kind of character which it is desirable for it to foster.

The creation of segregate and special schools and colleges for giving Islamic tone and atmosphere to education may be desirable in many cases and in certain circumstances and times but is ultimately detrimental to intercommunal harmony and national growth,

nor can it overcome the difficulties with regard to Muslims who reside in rural areas. The real solution, it seems to me, is for religious education to be provided for by private individuals and associations in institutions common to all. There is need of an enlightened agency for this work, possessing a thorough knowledge of modern scientific thought and of comparative religion. But mere theology without intense spiritual feeling and experience is only a dry husk,

† Extracts from the Presidential Address delivered at the 17th Session of the Bombay Muslim Educational Conference held on 7th instant.

a lifeless thing, an encumbrance. It is only where true spirituality is found that religious tolerance can really exist. The saints of all religions are at one. It is only the sinners who would like to tear each other's eyes out. There is need for a school of modern and liberal theology in Islam. In a word, there is need of a religious revival. We must think of the present and the future, not merely brood over the past.

There is need for a much greater advance in education. Indian Muslims, as a whole, are backward educationally. There is enormous wastage in the primary stage in spite of there being a higher percentage of pupils than in the case of other communities in that stage. I am strongly of opinion that we should begin to discourage and must eventually make up our minds either to abolish or completely modernise, our special schools, our maktabas and madarsahs which tend to fall below the modern standard of effective mental training.

The relatively low percentages of Muslims in the secondary and higher stages of education are mainly due to poverty and the lack of just appreciation of the value and importance of higher education in the circumstances of the time. In order to remove this suicidal apathy, we must educate public opinion on this vital point. As means to that end may be suggested: (1) a liberal increase of scholarships, (2) a larger employment of Muslim teachers, (3) the provision of seats for Muslim students in professional and technical colleges, and (4) an appeal to Muslim merchant communities, especially in Bombay, to regard education as having a cultural and not merely a utilitarian value.

In December 1925, when I had the privilege of delivering the Convocation Address before the Punjab University, I set forth in some detail my ideas as to the lines which our new system of education must follow, if it is to meet the requirements of the country and of the times effectively. I will not trouble you with all the details of the scheme which I then outlined nor with

all the arguments which I adduced in support of it. I will only explain that, instead of the present three stages — Primary, Secondary (which includes the Middle School), and University, each of which is designed only as a preparation for the next, I said that there ought to be three distinct categories of education, each self-contained, each having a well-defined goal and especially adapted to the attainment of that goal, each an end in itself.

ESSENTIAL EDUCATION

Instead of the present so-called Primary course, which has no goal whatever except to qualify small children for admission to the Middle School, we should have a course of Essential Education which should include all subjects of primary importance, subjects some knowledge of which is useful to every citizen of the State, whatever trade, calling or profession he may choose afterwards to follow, as tending to increased efficiency or better citizenship. In this state the medium of instruction should be the student's mother-tongue. This Essential course would include most of the present Middle School course and a good deal of the present High School course. These Essential or Real Primary schools should not be merely text-book-reading institutions. They should have also their practical side, teaching agriculture, gardening and cottage industries in the districts, arts and crafts in the city. The student who had completed the Essential course (which, if well-planned, should not be of longer duration than five years) would either leave school altogether to take up some trade, industry, or occupation, for which the Essential course would be regarded as qualifying him: or, he would transfer his studies to my second category of education, the Vocational High Schools, which will be established with a special view to actual requirements.

There is need for industrial and technical, business and Secretariat education—Modern commerce, industry and administration have become so highly specialised and

organised as to rank almost among the exact sciences. For success in them, special training is now absolutely necessary, if India is to make headway in administrative efficiency and against foreign competition. And then, there is that almost virgin field of profitable activity for men of education—the development of India's vast agricultural riches. These needs would be met by the Vocational Schools.

My third category, the University course, would have much greater significance and a much higher value than has the University course of to-day. But the University course in my scheme would be but a small part of the work of the University, which would include, and give its seal and sanction to the whole educational system. In France, the name University is given to the whole system of public education. So here the University would include all my three categories and would be in control of all three. Its brains would be less concentrated upon actual teaching. It would be much more of a thinking and an organising institution than it is to-day. It would tackle the unemployment problem and serve effectively the functions of an Employment Bureau in a scientific manner by having an organised statistical side, which would keep its authorities informed in what professions and callings there was an excess and in what defect, somewhat on the lines on which the Government of India lay down figures of future recruitment to the services. It would see to it that the supply of candidates for a particular vocation or profession, whether in its lower posts through the Vocational or its higher posts through the University stage, or for Government service, did not in any year inordinately exceed the openings in that profession or vocation; which, in itself would be a great and beneficial reform. It would also regulate the number of Vocational Schools and the number of the students in each of them to correspond with actual public requirements. And the limitation

of its teaching functions would allow of much more research work in all facilities that can possibly be done under present conditions.

The problem of educated unemployment can only be solved by a large diversion at the end, first of the essential stage of the boys and then at the end of the secondary vocational stage of young men, into profitable and productive fields like trade and agriculture which, when explored, are vast enough to employ millions.

ADULT EDUCATION

Then there is *adult education*, the need for which, to my mind, is even more pressing than the primary or the essential education of our children. I can only here give expression to the strong faith in me that with right methods and the use of the latest inventions at our disposal like the cinema and the wireless, the adult population of this vast country, with a carefully planned, persistently followed programme, will soon be able to claim as being educated in the real sense of the term.

No great purpose has ever yet been achieved, no great revival of a people has ever been brought about, without collective and organised effort; and, for this reason, the spirit of co-operation, which is truly Islamic, must be developed on a very much bigger scale than hitherto.

Along with educational advance we must have social and economic reconstruction, for the state of the Muslim community to-day in India is like that of a beautiful and stately ancient building which has been damaged by an earthquake much, but not irreparably. It requires certain readjustments before it can be fully serviceable at the present day. We require a powerful, insistent, ceaseless propaganda for the purification of Muslim society by the removal of social evils and abuses, of senseless customs and ceremonies which unhappily prevail amongst us and most of which are altogether un-Islamic.

NOTICE

Articles for publication and Books for Review should be sent to the Editor, Maharanipeta, Vizagapatam.

Remittances and business communications should be addressed to the Manager, Educational India, Masulipatam.

EDUCATIONAL INDIA

MASULIPATAM, SEPT., 1934

Education and Environment

NEXT only in importance to the removal of mass illiteracy is the need for adjusting Indian education to Indian environment. It is the failure to do this that is really at the bottom of the dissatisfaction that the large majority of the people of the country feel towards the present educational system; and no improvement will be possible until it is recognised that we in India have to be really engaged in educating the *Indian* youth in and for an *Indian* environment. It was an old fallacy with the European social thinkers of the eighteenth century that men were the same everywhere and that by means of a particular kind of training they could be moulded to a particular shape or form, that all differences between the people of one country and those of another were merely artificial and they should be completely ignored if any progress is to be achieved.

THESE speculations regarding the *state of nature* and the *natural man* have been exploded in Europe and America, but it looks as if they still

have a dominating influence on the educational outlook of responsible men and women in our country. In no other way is it possible to explain why and how it is that educationists as well as statesmen do not care to find out the nature of Indian boys and girls and the nature of the environment in and for which they live in devising the educational plan of the country. Even one hundred years after the inauguration of a system of public education we have no data accumulated on this subject, and we are proceeding as if it does not matter very much what qualities are inherent in our youth and what features characterise our surroundings. We are in these respects two to three generations behind the theory as well as the practice influencing the progressive countries of the world.

IF the instruction that is imparted in the class room is to produce right and fruitful results, it must take into consideration the physical, mental, moral and the spiritual qualities of the boys and girls for whom the education is intended. There is in the first place the physical make-up of these boys and girls—their bodily strength, their capacity for work and for standing the strain involved and their general health. These in their turn depend, on their diet, the houses in which they live, their usual hours of activity and rest and the influence of their homes and surroundings. To assume that the youth of all countries are alike in these respects or that differences in these respects need not be considered as of vital importance in determining the nature or method of instruction is one of the worst of fallacies, but the whole of our educational system is run on this basis.

WE have had no researches made for measuring the bodily strength and vitality of our youth. The hours of work at school, the length of the school-day and of the school-year, the seasons during which holidays are given, the distribution of hours of work between the different kinds of subjects taught and between instruction in the classroom, play outside it and study at home, the nature of our courses of studies and of our examination tests—these are not at all based on any scientific study of the physical strength of our boys and girls. The length of the school-day for instance is almost the same for those of the age of fourteen and fifteen as for those of the age of seven and eight, and there is not much difference in the number of subjects taught or in the nature of the examination tests at these different ages. The care-worn faces that our children put on, the bodily fatigue to which they are subject, the pre-mature debility to which they succumb are the outcome of this failure to adapt our education to the nature of those that have to be educated. This is causing more harm in the case of girls than of boys.

IT is not merely the physical strength that is being ignored but also the intellectual, moral and the spiritual elements inherent in the youth of our lands. The measurement of intelligence and an accurate study of the tastes and aptitudes of boys and girls are regarded now-a-days as an essential ingredient of a well thought out plan of education. Here again there are no data available with respect to the conditions in India. The work in the class room is like that of a doctor who prescribes the same medicine and

the same dose of it to all his patients without making an accurate diagnosis of their ailments. While it is not possible to make any dogmatic statements about the intellectual or moral strength of our boys and girls, there is no doubt whatever that there are certain directions in which their intellects are specially active, certain moral and spiritual ideas which make an effective appeal to them and that a knowledge of these directions and ideas is absolutely necessary for a teacher if he is to be of real use to his pupils. If the aim of education is to release the personality of the individual, the nature of that personality, the constituent parts of it and the proportionate strength of these constituents have all to be clearly understood by those who are in charge of education. For, it is on this that the subjects that have to be taught and the manner of teaching them will depend entirely.

A teacher—especially of children—has to know more about the nature of his pupils than about the subject or subjects he has to teach. It is regrettable that so far no serious attempts have been made to make a scientific study of what is inside the Indian boys and to make the best use of these latent qualities. Of course, there is the false and the unscientific picture of Indians drawn by interested people for the use of Englishmen, Americans and other foreigners who come over to this country to educate and civilize the people and who are in charge of many of our schools and colleges. What is necessary is to have an accurate picture of the mind, the emotions and the spiritual bent of Indian boys and girls as moulded by their history, past traditions and associations.

AFTER getting an insight into the nature of those that have to be educated it is equally necessary to understand the nature of Indian environment, both physical and human. The physical environment determines to a great extent the occupations of the people and the means of earning their livelihood. Our country is mostly agricultural; our industries are mostly of the domestic type. There are very few businesses run on large scale. These conditions naturally settle for what kinds of work and skill there is a demand; and there is likely to be a demand. One of the essential aims of education is to enable the individual to take to some honest means of earning his bread. This may not be its sole aim but no one denies it to be one of its principal aims. Moreover, education should not make a man unfit for carrying on any of the existing or available occupations. Unfortunately this aspect of the matter has been entirely ignored in our country.

THE large majority of those that come out of our schools and universities are fit only for clerical work. There were days when there was a large demand for this kind of work, but those days are gone. What is now normally required is skill in carrying on agriculture, small-scale industries and businesses. The youth should be prepared to turn their hands and their intelligence to work in these fields. Their importance has to be impressed on their minds; and they must be made to work constantly with their hands so that they might not feel—as all of them do now—any aversion to such occupations. Nothing is more sickening than to find the educated youngmen of an agricultural country

thinking it beneath their dignity to take to the plough and handle the farm-implements or live in villages. Such a feeling has arisen because of the complete divorce between education and the environment in which we have to live.

ALL this does not mean that the geographical and economic environment is constant and unchanging. We recognise that it is undergoing changes in certain respects from time to time and it is this very fact that makes it obligatory upon those who are at the helm of affairs to organise the educational system in accordance with what the surroundings require. Observers of the course of events in England will be impressed by the influence which the economic conditions are exercising on men's ideas regarding the school-leaving age. While it is true that keeping an young man for one more year in school is good from the general cultural stand point, it is the difficulty of getting employment for many juveniles immediately after they leave school that is really at the back of the movement for raising the school leaving age. In contrast to this, we in India are adhering to a system of education started a hundred years ago even though the conditions around us have become entirely transformed. We do not seem to care any thing for the real world in which we are placed. We are treating education as if it were an isolated phenomenon unconnected with other aspects of our life.

THERE is also another feature of our environment that should be taken into consideration. We have our social surroundings, the grouping of men and women into classes and castes, our religions and religious institutions, our

art and culture and our ideals of life inherited from the past. Every boy and girl has to live in these surroundings. Our children cannot escape from these influences. It is these that really settle for them what is right and wrong in their conduct, what is beautiful and what is ugly, and what is conducive to real happiness. It may be that there are numerous defects in all these, but it is with these that they have to deal. To ignore them is to cut away our children from things in which they can take pride and for which they should be prepared to live and die if necessary. But, education as it is imparted in our country at the present day either ignores all this world of reality or condemns it outright, whereas what is necessary is a correct understanding of it. While we are at school and college, it is our primary duty to get an insight into our surroundings. But how few of our boys and girls know anything of the history of their country, the beauty of its art and literature and the nobility of its ideals? We are supposed to study Economics in our Universities, but the economic theories that we learn are not based on a real understanding of the life in India. We are supposed to study the Science of Politics, but we know only of Plato and Aristotle, Dante and Machiavelli, Luther and Calvin, Hobbes and Locke. How is it possible to have a correct understanding of the Indian *Body-Politic* with the help of theories evolved by these thinkers however eminent they might be; and if these theories do not help us in understanding the nature and significance of Indian social organisation, of what use are they? Should we not begin our studies in Politics with the law books of Apastamba, Manu and

Yagnavalkya and should we not evolve our theories on the basis of the conditions now existing around us? Almost all sciences taught in Indian Colleges dealing with man and society are in this condition.

THE immediate need in our country is, therefore, to adjust our system of education in such a manner that it will fit in with the nature of our boys and girls, enable them to understand and appreciate the Indian environment and persuade them to bring about an improvement in this environment.

Radio Experiment in Allahabad

NEWs is to hand from the Allahabad Agricultural Institute of a welcome departure from the usual method of making results in Agricultural research available to the actual cultivators in the villages. The institute in question has planned out an ambitious scheme of Broadcasting, with receiving sets installed in a number of villages around Allahabad within 50 to 100 miles radius. The scheme, we understand, is well under way to completion. It will be acclaimed on all hands as an experiment which has not come one day too soon.

India is essentially a country of villages. The centres of learning in the cities can do no better than by linking themselves with their rural parts through such modern devices as the Radio. In the past the rural uplift units have been using the motor car, the magic lantern, and even the cinema in their tours through the villages. But that is a slow process, compared with what can be achieved through the wireless. If there is one country in which the wireless should have been pressed

into service for the uplift of the masses, it is India.

It is in the fitness of things that a centre of learning like the Allahabad University should be a pioneer in this direction. The Government should do all in its power to co-operate and finance adequately a scheme such as this. In fact this is the least that a Government could do. The Osmania University is lucky in having the Broadcasting Station organised by Mr. Mahaboob Ali. All that it needs to do is to use it for its extension work. We now understand that Mysore is also furiously thinking along these lines. It has the additional facility of an enormous electric supply. Allahabad has stolen a march over Mysore. Will Mysore wake up! And with Mysore will the whole of India wake up too! If India should do it, the problem of illiteracy could be wiped out, ignorance which is the cause of Indian poverty can be banished and the millennium of light and happiness can be inaugurated.

We cannot sufficiently thank the Allahabad Institute for this bold venture, in giving the lead in the right direction to the rest of the country. We should not end with heaping encomiums on the Allahabad University for its foresight and wisdom. Our duty will be to invite valuable and constructive suggestions through the pages of this Magazine, from all interested in the welfare of the country, to help forward the Institute in working out a successful programme. Incidentally, we may refer our readers to an article in this Issue on "Indian Broadcasting and the Spread of Culture," in which Principal Shuttleworth clearly points out the general advantages to India if the scheme is earnestly taken up.

Anti-Terrorist Campaign and Teachers

IT is with a sense of responsibility that we set out to give due publicity, through these pages, to the proceedings of the Anti-Terrorist Conference, held in Calcutta, under the Presidency of Mr. J. N. Basu.

Extreme measures by the Government alone would have succeeded at the most in driving the anarchist tendencies underground. The intelligent co-operation of the public, was the one thing lacking so far. Now that it has come, we can very soon expect to see the end of the movement. What is of vital importance to us here is the right diagnosis made by all the speakers at the conference. They have traced the disease to its root. All of them agreed in starting the reform with the schools. As Mr. Tagore observed, the first thing that struck him was the system under which their youth was educated, which had not made them a better type of citizens in whom assassinations and terrorism must arouse a feeling of abhorrence. He regretted that their teachers had hitherto contributed little or nothing in the actual building up of character.

We commend the conference for its practical wisdom in passing a number of helpful resolutions. We understand a number of responsible teachers are actually to tour the various High Schools throughout Bengal and carry on an aggressive campaign against terrorism. Alongside of it European and Indian agencies are to do their best in absorbing as many of the educated unemployed as possible.

If the teachers would recognise their supreme duty in instilling into

their students the right attitude to life and society; and if the students would learn to love the home and recognise their duty to hold aloft the fair name of the country, the problem will be a thing of the past.

Journalism as a Course

At the instance of Mr. M. K. Bose, President of the Indian Journalists' Association, Mr. S. P. Mukherjee, Vice-Chancellor of the Calcutta University is contemplating, we understand, the early introduction of a course of Journalism in the University. The part played by newspapers in moulding public opinion cannot be overestimated. In Western countries the press is an important factor and in England it is considered a fourth estate. If the press is to come into its own in India, the empirical methods in Journalism hitherto followed should be abandoned in favour of a scientific course. We congratulate the Calcutta University on this wise step.

Secondary Education in U. P.

The problem of all and sundry entering the portals of the Universities and aggravating the problem of 'educated unemployed' has forced the question upon the attention of the U. P. Government to reorganise the Secondary Education. They have boldly faced the question and have formulated certain concrete proposals, the gist of which is given under our provincial news. What is still more gratifying is that it has roused the India Government itself to recognise the importance of this question. We understand that they are seriously contemplating a comprehensive scheme of Secondary Education which would affect the country

as a whole. The problem is not a local or provincial one and therefore we shall eagerly await the proposals of the India Government before we comment on it.

Personal Notes

LORD IRWIN spoke at Leeds on the 24th instant, at the Philosophical Hall on 'Higher Education and the Future of India.' The meeting was arranged on behalf of Indian Colleges Appeal Committee, of which he is the Chairman. The object is to interest English people in those Indian Colleges which are carried on under Christian auspices.

MR. HENRY RANGANATHAN, son of Rao Bahadur S. E. Ranganathan, is the first South Indian to become an officer in the Royal Air Force, who is now posted to the School of Army Co-operation at Old Sarum, Salisbury Plain for practical training.

DR. LUDWIG WOLF, the renowned German Scientist has been appointed as Prof. of Technology in the Andhra University, and Principal of the Sri Raja Vikrama Dev College of Science and Technology. He was till recently Prof. of Chemistry and Technology in the University of Berlin. He has specialised in Agricultural Chemistry and secured patents for a number of chemical fertilisers.

G. H. LUCE, M.A., I.E.S., Lecturer in Far Eastern History, University College, Rangoon is appointed by the Government of India as a corresponding member of the Indian Historical Records Commission for a period of three years.

SIR MALCOLM HAILEY, Governor of U. P. will receive, it is reported, the honorary doctorate degree. He will also deliver an address at the Convocation, which he will attend as chancellor for the last time.

HIS EXCELLENCY SIR GEORGE STANLEY, Chancellor of the University and RAJA VIKRAMADEVA VARMA, Maharaja of Jaipur will be conferred Honorary Degrees of Doctor of Letters by the Andhra University.

PROF. VAIDYANATH PARISHAT of the Osmania University has been granted Rs. 5000 for the printing expenses of the book "A History of the Deccan."

THROUGH different PROVINCES

DELHI

INDUSTRIAL RESEARCH.

The Scheme for the establishment of the Central Industrial Intelligence and Research Bureau is approved by the Standing Finance Committee. The scheme is sure to prove a great boon to the development of Industries.

The functions of the Bureau have been defined as, 1. the collection of industrial intelligence and the distribution of such information to those in need of it, 2. co-operation in industrial research between the various departments of industries in the provinces, 3. publication whenever necessary of bulletins and papers relating both to research and development of industries and 4. the offering of advice and suggestions to industrialists in regard to research work and establishment of industries.

Besides these functions it has to solve problems like industrial standardisation and conduct industrial exhibitions in different parts of the country. It has also to scrutinise specifications relating to manufactured articles.

But it is hoped that the Bureau would work in close co-operation with several research institutions and with the Universities, some of which are starting technological and research departments.

MADRAS

CATHOLIC LEAGUE'S MEMORANDUM

A memorial was presented on the 10th instant to the Minister for Education by the Secretary of the All India Catholic League on the subject of consolidation of Primary Schools. It contains the unanimous verdict of the Catholics which emphatically says that the contemplated scheme offends against their duty of educating their children under Catholic auspices, a duty clearly expressed in Canon Law. Fur-

ther on grounds of equity and utter impossibility of consolidating 'aided' with 'public' schools the memorial adds that 'guillotining of Catholic Schools would have exactly the opposite results.'

The Minister is reported to have assured that nothing would be done to the detriment of aided schools, Catholic as well as Non-Catholic and that due consideration would be given to all the several memorials received by him on the subject.

GOVERNMENT COMMUNIQUE ON DEPRESSED CLASSES UPLIFT

The Government have issued for general information a summary of work done by them for the economic, social and educational uplift of the depressed classes. One of the main features of the work is the opening of schools, grant of scholarships, stipends, boarding grants etc., and giving grants to private educational institutions for the benefit of the depressed classes. The number of separate schools run by the department, is 888 on 31st March 1933, in which there were 32,147 pupils of whom 6,405 were girls. Besides, there are 8709 private schools with a strength of 293,660.

The Labour Department, the communique concludes, have incurred during the last 12 years an expenditure of over 70 lakhs on education and provision of amenities calculated to ensure the Elementary necessities of civilised life.

It is impossible to assess in terms of money the enormous importance of the work done by Government for the advancement of the Depressed classes, in the sphere of education, by the insistence on their right for admission into all publicly managed schools, by the refusal of grants-in-aid to privately managed schools which shut their doors to the Depressed Classes, by the appointment of a number of officers entrusted with the work of encouraging their education.

THE MADRAS UNIVERSITY

At a meeting of the Academic Council held in the last week of August, several important questions were decided — The Council decided against the introduction of English in part II in the B. A. Degree Examination. Hereafter only students passing S. S. L. C. examination with not less than 40% in English will be admitted into the University and consequently there is to be no moderation.

In view of the standard of English reached in High Schools, the Academic Council resolved that it is desirable to improve the teaching of English by holding refresher courses in English and by improving the training classes in that subject.

With regard to the revision of Degrees in Arts, Sciences and other faculties the council accepted the institution of M. Litt and D. Litt on the Arts side and M. Sc. and D. Sc. on the Sciences side and M. Ed. in Education.

Among other achievements are the recognition of Mysore Degrees for the Law Course up to 1938, the settlement of difference with the Bombay University by recognising their Degrees as equivalent to theirs and the extensions of M. A. Degree for the benefit of plucked students and students who passed under old regulations till 1936-37.

BOMBAY

SOME IMPORTANT REFORMS

It is gratifying to note that the University has now appointed a committee to formulate conventions for the guidance of the Academic Council in selecting University Examiners, which reform will possibly put an end to the criticism regarding the leakage of question papers.

Another important development is the reconstitution of the Department of Psychology and Education in order to enable teachers of Secondary Schools to secure better training.

The Syndicate has been requested to prepare a definite five-year programme in order to secure adequate expansion and extension of the University activities and the coordination of the resources of the University and the constituent affiliated Colleges. In the recent Convocation address, the Vice-Chancellor

emphatically said that the Matriculation is now dominating Secondary education and urged the necessity for the provision of facilities for vocational training in business or industry in case of the majority of students who are now unfit for higher education.

BENGAL

ILLITERACY IN BENGAL

"Bengal is definitely taking an increasing interest in the education of her people. The number under instruction which was nearly 19 lakhs in 1921-22 rose to well over 28½ lakhs in 1932-33. The changes in the social outlook of the people, such as found expression in the Sarada Act, simultaneously with the weakening of the forces of conservatism, have done much to encourage the diffusion of education among girls," says a press note issued by the Government of Bengal, Education Department.

Continuing, the note says: "A striking feature of education in this country is that there is appalling illiteracy among the masses, side by side with people who, in the sphere of higher education, can hold their own against any other people in the world. Apart from the fact that the necessity and importance of mass education was not realised till very modern times in this country as in other countries of the world, not a little of this illiteracy is due to poverty of the people themselves and the conditions of village life in Bengal. Any effort that will be directed towards the economic recovery of the province will therefore go a long way towards the solution of this problem."

A SURVEY OF HIGHER EDUCATION

'So far as higher education is concerned, Bengal has no reason to be anything but proud of her record. In fact the complaint now is that Government have done more for higher education than for primary education. This is certainly no indictment of higher education in the country; only it is an evidence of the growing consciousness among the people that there is necessity for increasing the facilities for primary education and so giving education a greater democratic character than it now possesses. This consciousness itself is to a large extent the result of the spread of higher education and as such the greatest

tribute to its success.' This is the concluding part of the press note issued recently on higher education in Bengal.

The whole responsibility for this higher education chiefly results upon the universities of Dacca and Calcutta, and the Colleges affiliated to them. The post graduate classes of Calcutta continue to draw a number of students. The Colleges in the province are under three separate categories — the Government, the aided and the unaided. More than half the cost of educating the students is derived from provincial revenues. Some of the colleges are making simultaneous provision for the teaching of girls, which is working satisfactorily and there is nothing but praise for it.

UNITED PROVINCES

REORGANISATION OF SECONDARY EDUCATION

As in all other provinces, the economic upheaval and the consequent unemployment among educated persons have been responsible for forcing the U. P. Government to bring about the reorganisation of Secondary Education. The resolution issued by the Government suggests two alternative courses.

The first course suggests with a view to make the Secondary education complete in itself, a reduction of the High School period by a year, Vernacular as the medium of instruction, and granting of certificates of two kinds—one certifying completion of a course of Secondary Education and qualifying for admission to industrial, commercial and agricultural schools, the other qualifying for admission to Arts and Science Intermediate Colleges. A year will be added to the present two years period of the Intermediate course; and this reorganised intermediate would be divided into four divisions—Industrial, commercial, Agricultural and Arts and Science. Students who pass this intermediate could be given the Higher Certificate Examination qualifying them for admission to University courses of Higher study or for admission to clerical posts in public service.

The second alternative course suggests the holding of a High School Examination at the

end of the present eighth class, the Intermediate course being extended to four years.

In inviting public criticism on these proposals, the Government feel that the question is one of the most far reaching importance to the future of the province; they commend it to the most serious consideration not only of educationists, but of those who are taking part in the public life of the province.

CEYLON

A SCHEME FOR A UNIVERSITY

In the Ceylon State Council, on the 29th August, the Minister of Education announced that as soon as the budget was disposed of, he would take steps to initiate a scheme for the establishment of a University. A detailed plan for the University, designed to be a national seat of learning, is already in the hands of the Government. In the days of the Legislative Council, a Commission was appointed under the late Sir Walter Buchanan Riddell to investigate the question, but the Commission's report has hitherto been left in abeyance.

MYSORE

VOCATIONAL EDUCATION

The question of vocational education is now engaging the serious attention of the Government and a scheme has already been recommended by the Director of Public Instruction. The scheme, among other things, advocates the establishment of more industrial and agricultural school centres, increase of accommodation in Engineering schools, establishment of schools of music and cookery, the reorganisation of the Institute of Commerce and Accountancy etc.

These are but a few of the items and in order to examine the scheme in more detail and take steps gradually to give effect to the proposal as and when funds permit, Government have decided to set up a Board of Vocational Education.

HYDERABAD

ANNUAL ADMINISTRATION REPORT

The Annual Administration Report of the Osmania University ending October 1932 and the Government Review there-on is published:—

Among other things the report dealt with Research Scholarships and the Translation Bureau. Scholarships were awarded for research in different oriental languages in English, in Philosophy, and in Theology. Two European Scholarships were awarded for Medicine. Mr. Mahomed Inayatullah was the Curator of the Translation Bureau. Major Farhat Ali, Principal of the Medical College, continued to be in charge of the Medical Section and revised the translation of 1,362 pages of English books. There were 13 engineering books under translation out of which 3 were completed. There were 55 books under translation by the Bureau, out of these 17 were completed. 170 meetings were held by the Terms Committee at which 5,700 words were coined. The Translation Bureau has been entrusted with the supervision of the work done by persons in receipt of literary pensions.

The Government while expressing their gratitude at the award of scholarships for research, state that "to create a real atmosphere for original work, it is essential that senior professors should set an example in this matter to junior members of the staff and post-graduate students."

The Government also remark that they would expect a much greater output from the Translation Bureau in view of the generous expenditure, (Rs. 2,03,512-1-4).

COCHIN

ELEMENTARY EDUCATION

The Report of the committee appointed to enquire into the conditions of Elementary Education, with His Highness Kerala Varma as president, is now published.

In the course of this report it is said that proficiency in three R's should be the aim of the Elementary Education. The present system is not encouraging and hence a thorough change of the curriculum, syllabus and mode of teaching is absolutely necessary. The change should be made so as to create an in-

telligent interest in the child for reading and writing.

The chief cause of the present deterioration of the standard of primary education is the adoption of the Visual system. The old system of committing to memory all the important things even from childhood is the best and should be adopted. The child should be infused with thoughts widening its imaginative horizon.

The present system of primary education provides education only up to four classes. The committee now suggests the addition of two more classes and recommends the reinstitution of infant standard. The Report further adds that it is not advisable to send children below the age of five to schools. The strength of lower classes should not exceed thirty. Religious education should not be included in the school programme. Literary Associations should be always encouraged.

Educational Films

That the cinematograph as an agent in education has great potentialities was clearly shown by the examples of recently produced educational films which were exhibited in London recently under the auspices of the British Film Institute. But, to get the most out of it, the film in education must be kept in its proper perspective. While it remains a supplement to the teacher himself it will be an important asset; if ever it forms a substitute to the teacher, then it will become an undesirable intruder. Mr. H. Ramsbotham, M.P., Parliamentary Secretary of the Board of Education, in his introductory address, stated that it is the aim of the Institute to maintain the film as a supplementary factor in education. The exhibition itself was a very successful experiment, and demonstrated examples of both types of film—the helpful and the redundant. The life-history of the thistle and the development, growth, and irritability of roots were illustrated and described by the film in a way that no amount of verbal teaching, reading, or practical experimentation can hope to emulate.

—The Journal of Education.

DR. SAPRU'S BROADCAST SPEECH
ON VERNACULAR MEDIUM

Dr. Sir Tej Bahadur Sapru paid a visit on the 20th August to Mr. Mahboob Ali's Experimental Broadcasting Station and delivered a speech in Urdu, which was broadcast. In the course of that he said:—

I am indeed very pleased to see a University whose medium of instruction is the mother-tongue of the people, i. e., Urdu. I am the President of the Hindustani Chair of the Allahabad University and hence I may say that we have not advanced as much as your people. I am very pleased to note that the State of Hyderabad has tremendously improved with remarkable rapidity within 25 or 30 years, and no other country has made so much progress as yours had done. I am sure that the whole of India will copy your example.

The doubt that arises whether everything can be learnt through the vernacular medium viz., Urdu, is cleared by the results of your bold enterprise. Any subject can more easily be grasped and learnt in Urdu than in a foreign language. I have recently read, when in Germany, that Count Kaiserling visited Japan where he found that everything was taught in the Japanese tongue and he could see and hear that everybody in Japan could speak the Japanese tongue. He further found that everything was translated into the Japanese language. In a lecture, the Count said: "Do what you will, but do not give up your mother tongue."

I have recently visited Girls' schools in Turkey in which I found that everything was taught in the mother-tongue, including Chemistry, Technology and Astronomy, and no foreign language was ever spoken. I hope that you will follow in the lines you have already laid and give a lead to the whole of India. I congratulate you on your enterprise and bless you for your success.

MR. N. C. KELKAR'S PLEA FOR
VERNACULARISATION

A strong plea for the introduction of the vernacular as medium of instruction in higher education was made by Mr. N. C. Kelkar of Poona, while addressing the students of the Hislop College, Nagpur.

Mr. Kelkar pointed out that it was easy for the Nagpur University to adopt such a course as there were only two vernaculars in the Province—Marathi and Hindi, and if advocates of both languages would make an effort, it would be easy to replace English, which was the present medium of instruction.

Mr. Kelkar was glad to find that the Nagpur University had done a great deal in this direction, while in Bombay they could not do much. He admitted that the English language was rich in literature and it was essential to be in touch with that language to enable them to acquire knowledge of recent inventions; but, however he wondered why the same knowledge could not, with the help of suitable text-books, be imparted in vernacular. He regretted that India was the only country where instruction was imparted in a foreign tongue.

DR. COUSINS ON ART IN EDUCATION

The need for including Art as part of the curriculum in Schools and Colleges was strongly emphasised by Dr. James H. Cousins in the course of a lecture recently delivered at the Y. M. C. A., Madras.

When Art could be put to creative use it could also be put to "Prophylactic" use. In some schools in California, Art was given the same place as reading and writing, because they realised that Art gave scope for the natural discharge of the emotional and creative elements in the individual. The lack of this opportunity was responsible for a great deal of the sex obsession found to-day. The cure for that was the release of creative activity through Art.

Finally, he hoped that the educational authorities and those behind the "G. O. 's" would realise that Art was one of the most essential medicines for the ills of mankind. He also hoped that their Colleges would be Colleges of Art where the Muses of painting, music and sculpture would be worshipped. The speaker was perfectly convinced that Art was the true religion. The great need of the world to-day was Religion made artistic and Art made once again religious.

THE RT. HON'BLE SASTRI ON THE DUTY OF PARENTS

Distributing the prizes to the successful boys and girls in the elocution and recitation contests, held under the auspices of the "Education Week," Bangalore, the Rt. Hon. V. S. Srinivasa Sastri observed :

In India the help of the parent in the work of education was not very noticeable and where it was noticeable it was not work of a kind on which they could congratulate themselves. The parent fed the child and generally speaking, he was very much interested in the Progress of the child. But the speaker would ask "does the father or the mother go very much farther in seeing that the child really takes away the best while at school?" On this question, there is no need to dwell long. The answer is, we all know, in the negative. In other countries, if the father is very busy, the mother takes very good care to see that the child gets the utmost benefit from the school. Do our mothers take that amount of care? No.

MR. TURNER ON NON-EXAMINATION SIDE OF EDUCATION

In the course of a lecture, delivered at the Second Annual Conference of the Secunderabad Teachers' Association, on the 25th August, Mr. Turner, Principal of the Nizam College laid stress on the Non-examination side of Education.

Mr. Turner urged that the present Matriculation course, designed to suit those going in for University education, should be remodelled. Similarly, knowledge of mathematics, history or science was not the best equipment for the girls who were to marry and maintain homes.

The question of primary education was not only an educational problem, it was also a social problem. Steps in education should be taken side by side with steps for avoiding unemployment; and commerce, industries and agriculture should be developed.

The teaching of English was of no use at all, and the dignity of labour for securing some honourable employment should be emphasised. Referring to the insanitary conditions of children and their malnutrition, Mr. Turner said that the remarkable improvement in the physique of English students during the last 20 years was due to the fact that power had been given to local authorities to feed the underfed school-children. The influence of primary schools should last throughout life and counteract that of the student's home.

Similarly, one of the greatest needs of India to-day was unity. Unity could be bred in the class-room. Responsibility should be entrusted to the students by the Monitorial system. Students should be persuaded to appreciate aesthetics and nature. Residential schools were very useful in this matter, and Dr. Tagore's Santhinikethan was the nearest approach to this ideal in India to-day.

THE REV. TOMLINSON ON NEW TENDENCIES IN EDUCATION

Under the auspices of New Education Fellowship, Mysore, the Rev. W. E. Tomlinson speaking on the Lindsay Commission Report on Education, gave a brief account of the origin of British Education in India and of the part played in it by the early Christian Missionaries.

Dealing with the latter landmarks in Indian University education, he spoke about the character and influence exerted by the various Christian Colleges in all parts of India. Among the more recent tendencies in University education, the lecturer deplored the prevailing materialistic ideals and tendencies among students. He also thought that the large place occupied by examinations and the economic advantages gained by passing them were leading the young men of the country away from the spiritual values of life.

He believed that no education worth the name could be complete unless it took into

consideration the deepest spiritual needs of man's nature.

DEWAN BAHADUR RAMASWAMI MUDALIAR ON RELIGIOUS INSTRUCTION

In the course of an inaugural address delivered at the Madras University Students' Union, Dewan Bahadur A. Ramaswami Mudaliar laid emphasis upon the introduction of Religious Instruction in non-missionary Colleges.

He said that the present system of education was secular and the Government prided themselves on the fact that it was secular. He did not know when they were going to change that system. In missionary colleges they had religious education. Religious instruction was imparted to Muslims from the very beginning. But in the Hindu Colleges he looked in vain for any signs of activity in this direction. He hoped that the Senators and the Academicians would seriously take up this question, and find a way by which this deficiency could be made up. He was perfectly certain that the students also would welcome the change. It might be said that it would be very difficult to tackle this question in respect of a religion, which embraced several creeds and several forms of worship. But he was sure that every Hindu realised that behind all this diversity there was an essential unity.

THE RT. HON'BLE SASTRI'S ADVICE TO STUDENTS

Addressing the Intermediate College Union, Bangalore, the Rt. Hon. Sastri conveyed to students the following valuable advice: "All good work in this world of which the necessity is imperative can be made better and more efficient by a little spirit of merriment. Set yourself to hard tasks, but believe me, a cheerful temper, a serene and happy outlook on life's work will make you far more agreeable and a far more welcome companion to the society in which you live."

Continuing Mr. Sastri said, that what struck him as being distinct from his days, was the richer and fuller life that the present generation were enabled to lead. The comingling of the teacher and the taught at

the present day was a happy sight, though sometimes the speaker felt that enormous advertisements were given to sports, some of which tended to make professional athletes and spoiled the discipline of the school or college. With all this, he believed that the present day students were brought up to be not merely saner and wiser people but generally happier people than they were.

'While yet you are young, I beseech you to deal with others gently, charitably and smilingly. The cheerfulness that I recommend, the sympathy which I try to enforce this evening, the charity that I admonish you to cultivate, is not superficial grace. I wish it to be really the blossom and the flower of life. I do not forget that you must be disinterested, that you must be willing to sacrifice yourself in cases of need. Be good by all means. Be also kind and sociable. Make yourself agreeable. Have a cheerful atmosphere about you, so that you may be welcome even when there is unhappiness.'

MR. P. N. RAMASWAMY ON THE IDEALS OF TEACHING

Addressing at the Masters' Association of Coimbatore Municipal High School, Mr. P. N. Ramaswamy, I. C. S., put forward some ideals which the teachers should place before themselves.

He said that they should place before themselves not merely the ideal of a high percentage of passes but also the ideal of sending out of Citizens who would be an honour to them in after life. Their teaching must be so adapted that when their pupils left the institution, they must be able to lead a full and cultured life which would not lead them to the necessity of looking upon courts as a theatre or cinema to spend their spare time.

Therein, he said, the masters had got to play a very great part. Emphasis was rightly placed no doubt upon a mechanical acquisition of certain amount of knowledge. But still he thought due emphasis was not laid on the cultural aspects of knowledge. The after life of the student must be a continuation of his school life and not an abrupt divorce from it.

PERIODICALS

UNIVERSITIES AND STUDENTS

"If the present methods are un-wholesome and are not producing the right type of educated men, it is for teachers to point out in no faltering or uncertain voice, where lies the remedy," says Prof. S. C. Sen Gupta, writing in the *"Indian Review"* for September.

There is enough room, he says, for reform in the syllabuses of study, the manner of holding examinations and conferring degrees. It is for the experts of the Indian Universities to devise the remedies in the light of recent happenings and the requirements of our societies and culture. In all programmes and schemes of improvement, the moral and spiritual elements of our educational needs cannot be overlooked with impunity.

"I want therefore our minds to be diverted from the mere glamour of modern ideas in Politics and Sociology to the simple grandeur of the hoary and the spiritual past of the great land of ours. Let our boys be initiated into the sublime mysteries of that past, which surely not refusing to look on the real advancement which the west has made upon it. Let our syllabuses include as a compulsory subject a study of those teachings (of Valmiki and Kalidas) which made man know and understand himself with reference to God and nature. I want this to be first brought into prominence."

PSYCHOLOGICAL TESTS

Mr. E. Patricia Hunt and Mr. Percival Smith, writing on 'Psychological Tests and Vocational Guidance' in the *Journal of Education* for August suggest:

Just as a school now has its mathematics specialist or its geography specialist, so in the future there may be a member of each staff specially qualified in the technique of psychological testing. It would be his duty under the direction of the head teacher and the general supervision of a psychological expert to apply properly recognised and standardised tests, the results of which would doubtless be of value in school organization. He would

have an estimate of a child's various aptitudes and would be able to present this, together with assessment of the child's temperamental characteristics to the juvenile employment officer, at the choice of employment conference. This specially qualified officer would bring to the conference a knowledge of industrial requirements, and together they would give vocational guidance to the child."

THE TRAGEDY OF EDUCATION

"What is to become of the products of the Indian Universities," asks Prof. J. L. Setty of the Ruskin College, Oxford in the *India and the World* for August.

He observes: The demand for higher education in India has gone on steadily increasing during the last 50 years. University Education in India is cheap by English standards, incredibly cheap; the standard for a B.A. Degree is not in some universities very high. The standard of intelligence in India interpreted in terms of book learning and acquiring the necessary knowledge for passing examinations is probably higher than in most countries of the Western world. The average Indian student is extremely industrious and apart from politics has less to distract him from his work than his fellow student at Oxford. There would be a certain indecency in admitting that one only sought education in order to improve one's economic position. And yet it is hard to put up with unemployment, underpayment or a soul-destroying job when one's faculties have been developed than when they have not. Behind all the political and social discontent is the tragedy of the young graduate, the man who is potentially of the greatest possible value to his country, the man who ought to be building up the New India and who is angry and unbittered because he finds that he is not wanted. What is India going to do about it? What social and economic reforms do the leaders of Indian thought propose in order that Higher Education in India may not for thousands of students be a tragic waste of time and that India may make the best use of those who can serve her best?

OUR WOMEN'S PAGE

Current Comments

By Mrs. K. Sathianadhan, M. A.

THE education of public opinion is a great factor in social reform; yet how slowly does it progress! For instance, in spite of resolutions passed wholesale by all sorts of conferences against child-marriage, how many are the marriages of that nature now being celebrated, even against law. The resorting to a foreign territory to get child-marriages through seems, to say the least, rather unwarranted but to palliate that, it must be remembered that the sanction of religion complicates here the necessity for the safe-guarding of health and the defence of women's interests. Yet, it must not be forgotten that religious tenets must change as the world progresses. Undoubtedly, there exists an unchangeable and fixed moral standard for humanity; but the approaches of mankind to that ideal must change and alter, as standards of life change. And religion, at best, is one of such approaches to the great ideal, and through that to God. Did not Christ himself alter the Mosaic Law, so that it may be suitable to advanced circumstances? To act up to one's highest standards is man's greatest duty on earth.

Can it then be a high ideal of life to get mere children married to people, of whose nature and temperament they can have no idea at all? No doubt, otherwise, many dangers will arise in Hindu society; but must not humanity fight against such odds? What else is advancing education for, except to combat advancing evils?

In India now, we have ladies' conferences galore. Of what use are they except to educate public opinion? Yet, I would that they

tried to be more practical than they are at present. The All Ceylon Women's Conference, for instance, passed many sound resolutions lately, against the dowry system, against child-marriage, against sex-disqualification, against the "vulgar jocularity" in law courts regarding divorce cases, against too much freedom in society for girls. All such ideas are good; but how much better will they be if they are practised in earnest? We hope at least that the moving spirits of theoretical conferences will see that their own houses are kept in order in all the reforms they so earnestly recommend.

IT is a sad admission that the Principal of Queen Mary's College has been forced to make, viz., that the hostel strength of college life is decreasing, in comparison to the day-attendance. Not so long ago, young students preferred college life to home life, on the score that the latter was too dull. One does not of course, wish that the attraction of college life should be excitement; nor should girls and boys on any account, despise home after college. But there should come a time in every young life, when it feels the need of the factor of union and co-operation to stimulate its growth. What is life good for except to work for others? Well then, college life is the best education for such an ideal. College is the place where the buffets of corporate existence, the obstacles of society and the impinging of different natures on one another, shapes character and tunes up capability. Yet, we are told that hostel life is likely to diminish, rather than increase. Very sad indeed!

THOUGH foreign religious bodies are not so appreciated in India as they ought to be,

yet there is no doubt that the work of the Salvation Army, especially in slums and illiterate quarters, is much appreciated. Hence, the new move in it of choosing a woman for the first time to rule its destinies, is apt to be a most important and signal step in the growth of women's liberties. We congratulate Miss Evangeline Cory Booth, D.S.M., M.A., on her election by a good majority, to the Generalship of the Salvation Army. She must indeed be a woman in a thousand. She is the fourth daughter of General William Booth. From girlhood she took an intense interest in Salvation Army activities, and showed a great capability to organise difficult parts of its work. Starting from the rank of Captain in early life, she became Commander in the United States. There she worked arduously for thirty years, and kept up the high record of the Army, in spite of illness, and the opposition of her brothers, and partly of her parents. The "world-wide solidarity of the organization", has always been her aim. As she said in her statement: "I am a chip of the old block. Tell the rank and file my heart is still the same. I am fully devoted to forwarding the interests of our work and bringing salvation to the people." She is thought to be one of the best women speakers in America, and has written many Army songs. She received the Distinguished Service Medal from President Wilson for the fine work done by her Army during the War.

We expect indeed great things from General Evangeline Booth, if only for the sake of upholding the honour of womanhood in general.

* * *

WE are happy to hear that the Nambudiri community is at last allowing widow-re-marriage to undermine its stiff conventionality. The approaching marriage of Srimathi Uma Antharjanam, widow of Mr. E. V. Narayan Nambudiri, is a happy augury of the coming era of full freedom and advance for Indian women in all stations of life.

HERE AND THERE

INDIAN DELEGATION TO WORLD RED CROSS CONFERENCE

The 15th International Red Cross Conference will be held in Tokio from October 20th to 30th. This is the first to be held in Asia — a fact which is significant of the growth of the Red Cross work in eastern countries.

China, India, Persia, Siam and the Philippine Islands are all to be represented. The Indian delegation consisting of seven members, led by Miss Norah Hill, organising Secretary of the Society, have embarked on S. S. Rajaputana this 20th September.

ARCHAEOLOGICAL FINDS IN MADRAS

Among the finds now discovered by the authorities of the Madras Government Museum in their excavations at Kilpauk, are small pre-historic implements, figure of a tiny little bird in black pottery and fine bead all in pottery. All these are found in a big burial urn 6 ft. in length and 1½ ft. width.

These remains roughly stating, may be said to date 5,000 years back.

CANADIAN TEACHERS' TOUR

A party of two hundred members of the "National Council of Education of Canada" are making an extensive tour through Germany. Most of the members are Canadian teachers of both sexes. Their itinerary includes Bremen, Berlin and Potsdam, Nueremberg, Rothenburg, Garmisch-Partenkirchen, Oberammergau, Berchtesgaden and Munich. From Germany they go to Paris.

EDUCATION FOR UNEMPLOYED JUVENILES

In the new British Unemployment Act, the age of entry into unemployment insurance is brought down to the school-leaving age. Juveniles, who obtain work, will be liable for contribution but they will not be entitled to draw Unemployment Benefit until they are 16. Those who on leaving school are not absorbed into the industry, are compelled to return to school during their unemployment or until they reach the age of 18. Local authorities are required to provide educational centres for these unemployed juveniles.



THE EDITOR ANSWERS



TEACHERS are invited to send in their difficulties connected with their profession. Whatever the nature of the difficulty may be, the editor will try to help them to the best of his ability. The teachers' co-operation will be invaluable.

Q. 6. In a class of 30 students, the differences, in the understanding capacity of the pupils, are so great that I feel some times that I am taking too much time in teaching a lesson and at other times that I am going too fast. What should I do?

Answer:— Your difficulty is typical of the difficulty that every teacher of every class ought to be experiencing, under the modern system of classification of students. It is becoming increasingly clear that the whole system is wrong. The right thing to do is to classify students according to their intelligence. The variations in a class ought not to be too big. Both the teacher and the taught will be seriously handicapped and much progress cannot be made. Thanks to modern Psychology that has given us a method of objectively testing the standard of intelligence in pupils. Our first suggestion, therefore, is to use intelligence tests to find out the I. Q. of students. Then put the 'Average' and the 'Bright' into one batch; the 'Very Bright' into another batch; the 'Dull' and the 'Very Dull' into a third batch. These three batches ought to be dealt with separately. Secondly the first batch may take the normal period of one year to finish a prescribed portion; the second batch may do it in a shorter length of time; and the third a little more than a year to finish the work. Not only time but also the method ought to be adapted to the requirements of the three different batches. Again it may be worth while finding out special aptitudes besides general intelligence. In this case, a boy

good in Mathematics and poor in English or Geography, need not attend the same class in all the subjects. He might be sent, say to the IV class in Mathematics, III class in English, and II class in Geography. This will mean a great complication in the time-table arrangement. But we know some schools are already attempting it and with a reasonable amount of success. With all the practical difficulty involved in the adaption of these suggestions, this seems to us to be the only rational system of education. We commend it to your careful consideration.

Q. 7. Two boys cheated in an examination, one a high caste boy and the other a boy from the robber community. When caught and warned the boy of high caste showed genuine repentance, and has not shown any tendency since to repeat the offence. But the other boy does not seem to think that it is a serious offence and whenever an opportunity presents itself tries to repeat the offence. What should I do?

Answer:—The first step in moral education and character building is the creation of the sense of responsibility. We cannot assume that all children have the same sense of moral responsibility. Your instances show that a boy with a bad environment has had no opportunity to develop the right ideas in regard to theft or cheating. Environment is an important factor in character building, but not the sole determining factor. If it was so, children of a bad environment and heredity have simply no chance of moral

Continued on next page

Correspondence: Conferences

CORRESPONDENCE should be as brief as possible and should reach the 'Educational India' Office, Masulipatam, not later than the 10th of every month.

OVERSEAS COURSE FOR INDIAN STUDENTS

Students at present undergoing or intending to undergo in the near future, technical education in Electrical, Mechanical Engineering will be interested to hear that the Czech Technical University of Prague (Czechoslovakia) have decided to organise an 'Oversea Section' for the technical education of students from Far East.

Intending candidates should immediately correspond with Messrs Kaycee & Co., Ltd., P. B. No. 143, The Mall, Lahore.

Continued from preceeding page
progress. While one should always seek to improve the environment of a child, through careful training better moral habits can be developed in the child. The case you are complaining of is a sign of a deeper disease. Seek to eradicate it by enlisting the boy's interest in things pure and noble. Then he will learn the wrongness in cheating and with it the sense of responsibility in connection with it will also grow. Then you have something to build upon, where you had nothing before. If even after this the boy yields occasionally to a temptation he can be weaned away from it by a timely warning or good advice. Without first creating the sense of responsibility, if a teacher tries to punish or warn the boy it may prove fruitless.

An American educational institution has recently worked out an objective test for assessing the amount of sense of responsibility in students. It might profitably be copied by your school.

SOUTH INDIA TEACHERS' UNION

A meeting of the Executive Board of the South India Teachers' Union was held on Saturday, the 8th instant, with Mr. S. K. Yegnanarayana Iyer in the chair.

The recent G. O. in respect of fee concessions was discussed and the hardship caused to the Schools in the different areas in the Presidency was considered. The Executive Board was thankful to the Government for keeping this G. O. in abeyance, but in view of the serious hardship the G. O. would cause if given effect to, the following resolution was adopted:

"The Executive Board of the S. I. T. U. is of opinion that the G. O. on fee concessions is a retrograde step and that it is necessary to withdraw the G. O. in the interests of the education of the children of the backward classes in many institutions and it resolves that a memorandum on this subject be submitted to the D. P. I. and the Minister."

WORKING COMMITTEE MEETING

The Working Committee of the S. I. T. U. met soon after the meeting of the Executive Board came to a close.

The stage at which the Service Conditions Bill stood, was explained by the President and some changes suggested by experts were also mentioned. It was resolved to proceed with the improvement of the Draft Bill, and to take steps to introduced as early as possible, but at the same time, it was considered necessary that the Working Committee should approach the authorities with a memorandum, regarding the introduction of certain rules in the Madras Educational Rules and the Grant-in-Aid Code, so as to improve the conditions of service and to ensure security of tenure in aided schools. The idea was suggested that a section similar to the one in the Local Boards Act, giving power to the Government to regulate the conditions of service of teachers under local bodies, be introduced as a rule in the Madras Educational Rules to get rid of some of the serious difficulties met with in aided schools at the present moment.

TANJORE TEACHERS' GUILD

A meeting was held on the 1st instant at Tirukattupalli, under the presidency of

V. Mahadeva Iyer, Headmaster, Native High School, Kumbakonam. Mr. S. T. Ramanuja Iyengar of Trichy addressed on 'The Teachers' Service Bill and the Duties of the authorities'.

He observed that though the Department insisted on some kind of contract under the Madras Educational Rules, many of the managements were either evading the rule in not having the contract at all or sending out teachers not liked by them, finding some loophole or other, where such a contract existed. Unless the legislature came to the help in making Service Condition Bill into law, the teachers could never dream of security of tenure.

Mr. T. S. Velayudam Pillai of Ayvampeta spoke on the 'New S. S. L. C.' condemning the abolition of Non-detailed texts and frequent changes of Syllabus.

RAMNAD TEACHERS' GUILD

The annual conference was held at Karaikudi under the presidency of Mr. N. S. Venkatarama Aiyar, M.A., L.T. The president in the course of his speech, referred to the practice of sending away teachers unceremoniously in this district.

Resolutions were passed urging the desirability of exploring possibilities of conducting high, middle and elementary schools on a fellowship basis; opining that persons in touch with Secondary education were under-represented on the S. S. L. C. Board and requesting the Government, to nominate three more of their number to the present S. S. L. C. Board; and urging that restrictions proposed to be placed on fee-concessions to backward communities be removed altogether.

NORTH ARCOT TEACHERS' GUILD

The tenth annual meeting was held at Ambur on the 11th August with Mr. V. P. Adiseshiah, M.A., L.T., in the chair, when the following resolutions were passed:

1. The Executive Committee of the N. A. Teachers' Guild, in co-operation with Mr. George S. Isaac of Voorhees College do prepare a memorandum on the revision of the Grant-in-Aid Code, with a view to making representations to the South India Teachers' Union and Government

the managements of schools that pandits serving in high schools and qualified under the Madras Educational Rules be placed on the grade of Rs. 50-3-80, and that this be communicated to the Government."

INDIAN ECONOMIC CONFERENCE

The eighteenth session of the Indian Economic Conference will be held under the auspices of the Patna University, at Patna, from December 26 to 29. It will be presided by Mr. Chandulal P. Bakol, University Professor of Economics, Bombay University, and opened by Syed Abdul Aziz, Education Minister, Bihar and Orissa. The following subjects have been selected for discussion: (a) economic planning for India; (b) Indian census, 1931; (c) theory of international trade; (d) economic history of India in the first half of the last century; and (e) a current topic to be decided by the Executive Committee.

ANDHRA ECONOMIC CONFERENCE

The first session was held on the 25th August at Bezwada under the presidency of Mr. Nalini Ranjan Sirkar, Mayor of Calcutta.

Resolutions were passed establishing the Andhra Economic Association for the purpose of investigating into the economic problems affecting India and the World in general and Andhra in particular and starting a Journal on behalf of the Association.

THE INDIAN SCHOOL OF ACCOUNTANCY

The Honorary Secretary, The Indian School of Accountancy, Calcutta, writes to us:

We are glad to announce that this Institution is going to celebrate the 15th anniversary in 1935 in the new building of the Founder Principal at P. 254, Rash Behari Avenue, Calcutta.

The old students are therefore requested to let the authorities know their present address and occupation, so that the School Record may be prepared in time for the anniversary. The students who have not yet got the earliest numbers of the School organ may apply for same.

SPORT FOLIO

INDIA IN SPORTS

By OLYMPUS

CRICKET:

It is gratifying to note that Nawab of Patandi is the second Indian to make history for himself in English First Class Cricket. This season, Patandi tops the English batting average with 78.75, while Hammond is a close second with 76.32. Patandi played 15 innings, was 'not out' three times with 214 runs on one occasion and made on the whole 945 runs. The first Indian to gain this distinction was 'Range' who claimed it for three seasons. He topped the batting average in 1896, 1900 & 1904. His averages were 57.91, 87.56, and 74.17.

There is to be an Inter-University Championship in Cricket under the auspices of the Board of Control for cricket in India. It is understood that Mr. Ardeshir D. Baria of Bombay, the Vice-Patron of the Club, has offered a trophy for the championship. The offer will be formally accepted by the Board of Control on the return from England of the President, Sir Sikandar Hayat Khan.

TENNIS:

In the Calcutta tournament Sohan Lal gets the Singles and Doubles titles this year. His victory over veteran players like Brooke Edwards is really creditable to the young Punjabi and we may one day see him distinguishing himself in International Tennis like his compeers Sleem and Jacobs. He was the champion tennis star of the Punjab University.

The Madras S. I. A. A. has for the first time inaugurated a championship tournament for Juniors. Many school boys competed and the matches revealed potential champions of tennis, who are bound to distinguish themselves in the larger world in the future.

FOOT-BALL:

LAKSHMINARAYANA and Ramana of Mysore were the recipients of many congratulations from all the lovers of the game in Mysore. They were easily the best in the Indian team that visited South Africa. In the Dominion, though they did not have the pleasure of testing their metal against any European team, received the unstinted praise of both Europeans and Indians alike for their clean game and superb exhibition of foot-ball tactics. Mr. Mukerjee, the manager deserves congratulations of the country on organising such a successful tour. The only regret is that Samnad and Paul, two of India's best were unable to take part in the tour.

HOCKEY:

SOME time ago an Afghan team toured North India and played some exhibition matches. This time an Indian team composed of Punjabi players is crossing over to Afghanistan to stage some exhibition matches in connection with the Afghan Independence Day. It is a welcome sign of the cordial relations that ought to exist between the two neighbouring countries.

ATHLETICS:

THE Inter-University Meet which this year has been arranged in Patna has attracted only five or six, mostly Northern Universities. It is regrettable that all the Indian Universities are not there to compete with each other in friendly rivalry. We hope that the Inter-University Board will devise some means to include all the Universities to enter the contest next year at least.

BOAT RACE:

THOSE who know anything about the historic Boat race between Oxford and Cambridge will welcome the introduction of a similar contest among Indian Colleges and Universities. The value of rowing as an exercise cannot be overestimated. It is gratifying to note in this connection that the D. A. V. College in Lahore and Government College in Kumbakonam have Boat Races. Will the other Colleges that have the facilities take note

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19

Vol. I: No. 4

October, 1934

EDUCATIONAL INDIA

COMPULSORY ELE.
EDUCATION p. 143

TECHNOLOGICAL
COURSES p. 146

TEACHERS' PROVIDENT
FUND RULES p. 147

Education and Indian Life

By Mr. H. N. Mukerjee

Library Work in Schools

By Mr. A. Somasekhara Rao

English in Universities

By Mr. G. V. Subbaramayya

Acting for Women

By Mrs. Kamala Sathianadhan

University: Technology

By Mr. R. Littlehailes

Keats and Shelley

By Dr. V. Ramakrishna Rao

FOR DETAILED CONTENTS AND SPECIAL FEATURES SEE INSIDE

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DETAILED CONTENTS FOR OCTOBER, 1934

	PAGE		PAGE
EDUCATION AND INDIAN LIFE		Foreign Languages in Hindu University	150
BY MR. H. N. MUKERJEE B.A.,		Teachers as Members of Legislature ...	150
B. LITT. (OXON) BAR-AT-LAW ...	125	Unemployment Relief ...	150
LIBRARY WORK IN SECONDARY SCHOOLS		Endowment for Chemical Research ...	151
BY MR. A. SOMASEKHARA RAO, M.A.,		Industries in Hyderabad ...	151
(HONS.) L.T., ...	129	Instructional Films ...	151
ENGLISH IN INDIAN UNIVERSITIES		Dairy Industry ...	151
BY MR. G. V. SUBBARAMAYYA, M.A.,		Rural Development Scheme of the	
(HONS.) ...	130	Y. M. C. A. ...	152
ACTING FOR WOMEN		Training of Children ...	152
BY MRS. K. SATTHINADHAN, M.A., ...	134	War against Indecent Films ...	152
UNIVERSITY COURSE IN TECHNOLOGY		A New Grant In-Aid-Rule ...	152
BY MR. R. LITTLEHAILES., M.A., I.E.S.,	135	A Board of Education ...	152
KEATS AND SHELLEY AS WRITERS OF ODES		Solving Unemployment ...	152
BY RAO SAHIB DR. V. RAMAKRISHNA		PUBLIC OPINION	
RAO M.A., L.T., Ph.D., ...	139	Dr. Rabindranath Tagore on Beauty of	
EDITORIALS		Behaviour ...	153
Compulsory Elementary Education ...	143	Lord Brabourne on Female Education	155
Technological Courses ...	146	Chief Minister on Industrial Education	153
Harijan Hostels ...	146	Sir M. Habibullah on the Unifying	
Teachers' Provident Fund Rules ...	147	force of Art ...	153
THROUGH DIFFERENT PROVINCES		Mr. Justice Bajpai on the need for Voice	
Educational Reform and Sir George		culture ...	153
Anderson ...	148	Mr. Tannan's plea for Commercial	
Headmastership of the public school ...	148	Education ...	154
Agricultural Institute ...	148	Mr. Ramaswami Mudaliar on Teachers	
Kerala University ...	148	and Citizenship ...	154
South Indian Educational Week ...	148	Mr. S. R. Ranganathan on Develop-	
Primary Examination of the Royal		ment of Libraries ...	155
College of Surgeons ...	148	Mr. K. S. Ramaswami Sastri on	
Journalism in Madras and Annamalai		Education at the Cross Roads ...	155
Universities ...	149	Mr. P. Chenchiah on Indian Culture ...	155
Proposed course of Journalism ...	149	Dr. Tagore's Message to students ...	155
A recovery plan for Bengal ...	149	OUR WOMEN'S PAGE ...	156
Compilation of Scientific Terms ...	149	BOOK REVIEWS ...	157
Mutual Recognition of Examinations	149	PERSONAL NOTES ...	158
Girls' Compulsory Education ...	150	CORRESPONDENCE ...	159
Government's grant to Women's Hostel	150	HERE AND THERE ...	161
		THE EDITOR ANSWERS ...	162
		SPORT FOLIO ...	163

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October, 1934

EDUCATIONAL INDIA

A HIGH CLASS MONTHLY DEVOTED TO TOPICS OF
EDUCATIONAL AND LITERARY INTEREST

EDITED BY M. VENKATARANGAIYA



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EDUCATION AND INDIAN LIFE

By H. N. MUKERJEE, B. A., B. Litt. (Oxon.), Bar-at-law,

Lecturer, Dept. of History, Economics and Politics, Andhra University.

NO student of our educational system can fail to observe its irrelevance to Indian life and the woeful absence of a conscious social purpose in its formulation. It is no wonder that the work of our educational institutions is, as a general rule, so sadly mechanical, that educational idealism is, to all intents and purposes, non-existent. At our universities, one is not encouraged actively to acquire knowledge; one is the passive recipient of bottled information. There is little appreciation on the part of the teachers that the student must learn to doubt, or he cannot hope to learn—that a training in the habit of scepticism is a fundamental element of University teaching. This criticism is a generalisation, no doubt, but it is not, it is hoped, unfair. When one turns to secondary education, one encounters an even sadder spectacle. The minority of fortunates who are in a position to go to secondary schools have to make the best of a hopelessly muddled curriculum. The vices of the University system are here, in many ways, exaggerated. There is a greater emphasis on memorizing; instruction, in many subjects, is still given in a foreign language, and is necessarily weak in emotional stimulus. Those who would like, very laudably, to reform the system are, usually, men and women with considerable zeal, but the zeal, while often genuine, is more often uninformed. It is no surprise that large sums of money could be collected for starting a school in India on the lines of the so-called "public schools" of England. The estimable gentlemen who conceived the idea and worked for its fruition were, no doubt, well-intentioned; but they had no knowledge of the trend of educational thought in the country where they looked for inspiration. Students are sure to enrol themselves in this school, or be enrolled by their solicitous parents,

because, in the first place, to have attended a notoriously expensive school lends a certain social distinction; because the school of the sort contemplated is a delightful club for young people who would be taught, indirectly perhaps: to feel superior to the lower orders in a subtler and more offensive way; and finally, because the school is, like its great English exemplars, a splendid athletic organisation. If there is to be educational experiments — as there ought to be, for there is no lack of willing subscribers to the public school fund — let there be some genuine thought expended on the study of, say the Dalton Plan, or of the educational methods of Mr. A. S. Neill or Bertrand Russell or of the Bedales School.* We are going, it seems, to get instead a shoddy imitation of Eton and Winchester, with the tradition necessarily left out.

Our just problem, however, is to tackle elementary education. It would be idle to recount its miserable story. Far too many times has the glib consolation been repeated that literacy and intelligence are not synonymous. They certainly are not; but literacy is without doubt an essential, and intelligence has to be informed by knowledge. This is recognised by all our educationists, and they have made, each in his own way, efforts to secure free and compulsory elementary education. But there has hardly been sufficient appreciation of the fact that that what are known as the "working classes" shall never have free, even though extremely partial, access to the region of the mind till they can make themselves felt in national life. We are all agreed, theoretically, that elementary education at

* A lot of valuable information on this point is to be found in "The Modern School Handbook" (Gollancz; 5 shillings).

least should be freely accessible to all; we shall know, if only we think a little harder than is our wont, that financial and administrative difficulties do not entirely explain why such education is being denied. There are many among us—and they, unfortunately, are in power and shall not easily part with it—who would say, as David Giddy, the President of the Royal Society, said in 1807, when opposing in the House of Commons a bill for the wide establishment of elementary schools, that education “to the labouring classes of the poor, would be to teach them to despise their lot in life, instead of making them good servants of agriculture and other laborious employments to which their rank in society had destined them”. It has been the extension of the franchise in England that has been the greatest single factor in the remarkable enlargement of educational opportunities, and behind the extension of the franchise is the story of stupendous effort and organisation on the part of the working classes. In 1850, the money spent on education in England was £153,000; in 1900, it had increased to £27,000,000. For the masses, there was still very little, indeed, beyond a provision for elementary education. But in the period 1900–1930, the expenditure on education in England has increased by between 300 and 400 per cent—a concession to the working man’s possession of the vote, a sop to prevent fundamental attacks on the social and economic structure. The lesson for us to draw is that it is only the acquisition of strength by the working classes that will lead to anything like a less unfair distribution of educational opportunities. A theoretical appreciation that education must be for all, is not nearly enough; the ground must consciously be so prepared that the material conditions of Indian life will enforce the translation of such appreciation into fact. Is not everybody aware that Mill’s attempt in the eighteen-sixties to secure women’s franchise was theoretically irrefutable, but that it was only the essential participation of women in war-time industry that got them the vote?

The movement for all-round educational progress must, therefore, ally itself with a movement for fundamental changes in our social and economic systems and attitudes. There must be a clear-cut social purpose behind our educational movement, for without it nothing worth while can be achieved. Our educationists often specialise in certain aspects of educational work; their field of action is inevitably circumscribed—which, in most cases, is a good thing. But their vision is limited—which is a danger to be avoided. They would forget the relevance of their work to the wider problem; they would miss their affiliation to the general movement. On the other hand there are many among our educationists who would pride themselves as practical men; they would check the zealots, the hot-heads, who are prepared to pay the cost of their work even though it may frighten away more timorous souls. But such practical men—and the specialists, as well—would slowly wrench from those in authority only a few niggardly, irritating reforms. They shall not emphasise the claims of the immense majority of our people, which have been cruelly and persistently denied, in order that the social hierarchy shall not be disturbed. They shall never enlist under their banner men and women who will work with little thought for the puny interests of themselves and their class, but with the over-mastering desire of helping, in however humble a fashion, the building of a new society where the claims of all are not only abstractly recognised, but actually served. No present-day educationist worth the name would deny, if he was pressed to give a direct answer, that there is generally among teachers in India a miserable lack, even though it is understandable, of educational idealism. We cannot harness the idealism of our people to educational reconstruction if it does not go hand in hand with a radical transformation of our social, economic and political life. There must be, I repeat, a conscious social purpose in any educational movement that hopes to

be really successful.

There must be many in our country who are painfully conscious of the inanity of the so-called ‘middle’ and ‘upper class’ life in India. Our interests are narrow, our attitude is one of self-satisfaction. Even where economic exigencies are driving many of our middle-class people into the ranks of the proletariat, they retain all that was most decadent of their former attitudes. This is an inevitable process, if one has regard to the previous history of class-divisions in India, a division which has been rendered peculiarly complicated by the presence of caste. But are we aware of the latent possibilities of our working classes? Their tastes may be vulgar, their manners often brutalised—but at any rate, there is among them life and not the pretence of it. How do we know that by imposing on them a degradation which by all ethical standards is damnable, we are not leaving a tremendous reservoir of national energy untapped? Are our working classes so very inferior to those of many Western countries? Do we not know their remarkable generosity to one another, the heroism which accompanies the daily operation of industry and the dull routine of a stunted life? There is little reason why, once our attitude towards them changes, they shall not, in very quick time, do in the sphere of education such good work as is being done, say, by the Workers’ Educational Association of England which was recently praised by Dr. Lindsay, the Master of Balliol, not only for the quality of its work, but “the quantity of the quality of the work.” They are certainly capable of the discipline by which society is held together, once they get genuine access to education, “the great civilizer”. All over India, there are witnesses of the price we pay for the absence of education; the brute in man is so often provoked because we have not taught our people how to formulate their anger or their hopelessness which are always there, in the sub-conscious depths of their minds.

Education is expensive, as our practical

men would tell us. But for our purposes the relevance of such a statement is only that in a capitalist society, democratic or otherwise, no more is going to be spent on education than is necessary to maintain peace and prevent discontent. The ignorance of the multitude serves to strengthen the regime; the method of education, where it has to be given, must be such as is least likely to injure its foundations. Even in the most advanced Western countries where illiteracy has been conquered, education for the overwhelming majority ends at fourteen years of age; it is, as Laski puts it, “an insurance for capitalism against inconvenient attack.” Educate the masses and they would know that whatever inequalities may have social justification, the present inequalities are incapable of being given anything like a rational explanation. With the extension of education shall be revealed to the masses the utter inadequacy of the moral principles upon which our civilization claims to be based. Give to the masses the keys of knowledge and they will not be very long in rushing to take possession of the keys of power.

These are some of the things which the educationist must bear in mind. And, whatever his practical programme for day-to-day work, he must be clear about his principles. He must make up his mind whether he is prepared to see drastic changes in society, whether he is willing to help the process whereby some of his deep-seated prejudices which may masquerade as ‘values’ will be sternly challenged. If he is keen on a wide extension, and ultimate equalisation, of educational opportunities, he must, willy-nilly, accept the social implication of his aim. He would make a pathetic figure, indeed, if he derives his impulse for educational work from some abstract formulae which have no reference to the actual conditions of life, for he will see many of his pet illusions destroyed as a result, partly, of his own work.

We, in India, have stupendous problems to solve. As we go on our way, we may have to make many working compromises;

we may have, in Molière's words, to embrace a rival in order to be the better able to strangle him. But there must not be any compromise on theory. And, our educationists must be clear about the implications of their work, they must know at whose altar they are going to worship.

Why do not our educationists at least say something about the sort of society they are envisaging, when they talk of universal education? Education is only part, though a very important part of all that caters to the good life. Have they thought how the good life, guided by knowledge as it must be, is to be accessible to the more unfortunate masses of India? Our masses cry for bread, and they get stones instead. Are we prepared for the time when, educated as we unanimously desire they should be, the masses cry for more things than bread? To think of our simple, but fearful problems is to be convinced of the utter fallacy of a single-track educational idealism. We must have a decent educational system, with the provision of elementary education at least for all. But we must also have, for the immense majority of our people, decent sanitation, housing and other social services; we must, in short, let them have the appurtenances of a civilized existence. The educationist throws up his hands in horror; he has nothing to do with extraneous problems. But he forgets the truth of Goethe's saying that knowledge is like light, creating a world out of chaos.

Conquest of Knowledge

It is the conquest of knowledge that is the real source of our hopes: its conquest and its extension to the common man. For, the real root of conflict is ignorance. It is the ill-informed mind and the narrow mind which are the servants of national hate. It is they which are exploited by the evil forces of an age. What is wanted, if we are to break down the barriers between knowledge and ignorance, is

Do we not want our people to come out of the miserable chaos of their hovel-life to the world of light? Are we such fools as to believe that they will be satisfied with a faint glimpse of the light and go back happy to their dark habitations? We must decide whether or not we welcome the discontent that, as educationists, we should be trying consciously to propagate. If we do not, we should modify our programme and should never talk about the theoretical desirability of universal education.

It is a melancholy conclusion, but it seems inevitable. The Indian educationist has not often his moments of elation; the problems are so vast, the hindrances so intricate. He fights almost a lone battle, for he has not yet discovered his fundamental affiliation to the general movement for the regeneration of Indian life. When that discovery is made, he will have a rich fount of continuous inspiration. There is nothing more glorious than the task of trying to make the good life accessible to millions who have been condemned for ages, through no fault of their own, to a brutish existence. There is no task more urgent in India to-day than to embark on a crusade against complacency, to launch an appeal to those of our people who are capable of it, for that effort of thought which we have not made for many centuries now. In such a crusade no doubt, the educationist will have an honoured place.

Education. We can only surmount our problems by enlisting the service of every citizen in that task; and we can only make men citizens by training their minds to grasp the world about them. When the masses can understand, they will have the courage to act upon their understanding. For, intellect, as Carlyle said, is like light: from chaos it makes a world.

—Harold Laski.

LIBRARY WORK IN SECONDARY SCHOOLS

By A. SOMASEKHARA RAO, M. A. (Hons.), L. T.,

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THE problem which is, at present, engaging the attention of the teachers of English in the upper forms of the secondary schools is how best they can utilise the period allotted in the time-table for Library-work. This problem has arisen in the wake of the deletion of the study of the non-detailed text-books from the Secondary-School-leaving Certificate scheme. It is, therefore, ordinarily presumed that the library period is fixed up, to turn out the work which hitherto had been done in the hours set apart for the study of the non-detailed text-books with this difference, that, hereafter, the pupil has to exert himself to a greater degree in studying books in the library period, the teacher being there only to guide him but not to teach him regularly as it was formerly done. The teacher, the pupils and the books being, thus, the factors involved in the work, the problem resolves itself into a few questions. What kind of books are to be selected for study? Who is to make this selection — the teacher or the pupil? What is the teacher's part in the work? What is the nature of the work to be turned out by the pupil, if the maximum benefit is to be derived there from?

In the matter of the choice of the books to be studied by the pupils in the library hour, the language and standard of the pupils and their capacity to keep attention undiverted are the determining factors. Since the pupils are expected to learn from the books placed in their hands as much as they can, taking from the teacher the minimum help, the books must be such as present to them subjects within their understanding, in the language forms mostly familiar to them. Beside the quality of the subject matter and the nature of the language forms being suitable, the length

of each topic under study must be proportionate to the pupils' capacity for attention. A pupil of fourth form, for instance, gets tired before covering half the length, if a continuous story, running over a hundred pages, is placed in his hands for study and a number of books thus attempted fruitlessly will settle in him an aversion for books. To avoid this contingency, it is better that the pupils at the IVth form stage, read short lessons on varied topics as are commonly found in text-books prescribed for detailed study, of course, taking care to see that the language and the subject matter are not above the pupils' heads. After the taste for the study of books is thus created, after the pupils find for themselves that books are savoury dishes but not bitter pills somehow to be swallowed, continuous story books may be chosen for the pupils of forms V and VI.

In view of what has been stated in respect of the factors that determine the choice of books, the question as to who should make the choice, answers itself in favour of the teacher. There is a view current that the boys should be left in the library hall free to select and read from books they find suitable to their individual tastes. This view cannot be supported for more reasons than one. In the first place, the tastes of the boys at the secondary school stage are still forming and the boys themselves are not conscious of them. As such, liberty given to the pupils in the matter of choice is likely to result in license to waste their time. Secondly, most of the secondary schools are ill-equipped in respect of library and some schools cannot boast of a suitable library-hall whither the pupils can be taken for work in the library period. They have to make the best of a bad bargain, seated in their much cramped

class-rooms and reading the books available in their ill-equipped libraries.

Before determining the pupils' and the teacher's part of the work, the question, as to whether the same book has to be placed in the hands of all the pupils of a class at once or different books in the hands of different pupils, has to be answered. The selection of different books for the pupils of a class creates a practical difficulty for the teacher, as he has to study, say, forty books at a time and set problems on those books to the pupils of his class. To get over this difficulty it is fit that the same book or the same lesson should be set, at once, for the whole class for the individual work of the pupils during the library hour.

To make the pupils' work in the library purposeful, the teacher has to get ready a plan of work and place a copy of it in the hand of each pupil together with the lesson he has to study. The plan should contain a series of questions which the pupil is expected to keep in view while studying a lesson or a book prescribed and answer, after finishing the study. It should require the pupils to list out the new words

and note their meanings and usage. The plan should also contain a list of the reference books ready at hand to be consulted by the pupils to understand the historical, classical or mythological allusions occurring in the lessons under study. Work done in the library by the pupils in accordance with such a plan would direct their activity into useful channels and make the pupils cultivate the habit of purposeful work.

The teacher, without considering the library period to be one of leisure for him, has to go about the library hall watching and guiding the pupils at work. After each pupil works according to the plan, the teacher has to scrutinise the pupil's work, preferably in his presence and give him a new assignment, if the work is satisfactory.

Thus the end and aim of the Library work in secondary schools is to get as much out of the pupil as possible, creating for him a suitable atmosphere for self-effort. The plan chosen must be suited to achieve the best result, so that, by the end of the secondary school course the pupil will be in a position to understand any work of his standard with the least possible guidance.

ENGLISH IN INDIAN UNIVERSITIES

By G. V. SUBBARAMAYYA, M. A. (Hons.),

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INDIAN educationists and even lay observers of University education in India are agreed that the present standard of English is miserably low and rapidly deteriorating. It is proposed, in the course of this article, to elucidate the main causes thereof and to suggest ways and means of arresting this decline and raising the standard.

At the outset, the inherent difficulty of mastering a foreign tongue must be admitted. The handicap is all the greater in the case of a highly developed and complex language like English. It is therefore inevitable that

even under the most favourable conditions our Universities should, in respect of proficiency in English, compare unfavourably with the English Universities and that even our best speakers and writers in English should suffer from a certain 'inferiority complex.' The absolute confidence, and the ease and grace that it breeds are utterly wanting in our use of English. Even the most practised of our literary pedestrians feel the English speech as no *terra firma* but a slippery swamp which may betray them anywhere.

To add to this natural disadvantage, there has supervened the adverse political factor. The ambition and zeal that fired the older generation of Indians to strive to their utmost to run this 'obstacle race' and win laurels from the English masters have completely disappeared and given place, under the spell of misguided nationalism, to an attitude of indifference if not positive antipathy, to the study of English. The younger generation have caught the pseudo-nationalistic cry of "down with English and back to our vernaculars!" The result is a confusion worse confounded. We have not found our way to completely give up English, nor have we succeeded in installing in its place our mother-tongues. We have thus suffered doubly. Our English standard has gone down while the 'vernacularisation of studies' is as far a cry as ever.

This decline has been further accelerated by a flight that has descended upon the whole field of University education. Our schools and Universities were originally designed only as factories to manufacture clerks for the Government service. Institutions of such sordid origin could never rise to the eminence of a *sanctum sanctorum* of the sacred Muses. The outlook of their alumni has always been cramped by a craze for passing the examinations with a view to hunt after the Government jobs -- a hunt which was doomed to disappointment owing to the physical impossibility of the Government accommodating all the graduates multiplying year after year in geometrical progression. The disillusionment coming in its wake has caused a huge drop in the market-value of our Universities. The Government have further reduced the importance of University education by declaring their policy of distributing the loaves and fishes of office on extra-academic considerations. These factors together with the growing poverty of the masses, account for the comparatively fewer numbers resorting to University education now-a-days and for the non-prevalence among them, of any earnest desire for academic distinction. The air of unreality thus surrounding our University studies has had a particularly baneful

effect upon English by accentuating the nationalist prejudice and the natural unwillingness to shoulder a difficult task.

Another factor contributing to the further neglect of English is the cramping of our University courses with too many languages and the growing predominance of sciences over the humanities. What with the vernacular of the province naturally claiming greater attention, Sanskrit making an irresistible appeal to the Hindus and Urdu to the Muslims on religious and cultural grounds, and Hindi becoming indispensable as the *lingua franca* of nationalist India, besides Pali, Persian, French, German, Latin etc., getting into our curricula from various considerations, the Indian student's mind has verily become a dumping-ground of different languages and our Universities threaten to become the latter-day towers of Babylon! This menace of rival languages has been considerably reinforced by the serious encroachment of scientific and technological courses over the study of humanities in general. Science and technology are now holding the stage while Arts and English in particular are relegated to the back-ground in the counsels of our Universities.

No wonder therefore if English is receiving step-motherly treatment from University authorities and suffering neglect in every way. A silly notion has gained currency that English does not require, for its handling, the same degree of specialisation as other subjects and that it can be managed anyhow. This is responsible for the slackening of care in the selection of the teaching-staff, in the choice of text-books and in the apportionment of work, in the English department; and this further accounts for the non-provision of adequate facilities in the form of up-to-date libraries, high-class magazines and tutorial work. The individual attention to pupils in the matter of selecting suitable books for reading and getting exercises in composition written and corrected, which is so necessary for any appreciable progress

in a difficult foreign tongue like English, is conspicuous by its absence. The result is the tragedy of Indian graduates most of whom owe their degree to blind cramming of class-notes or text-examiners and to the inviolable convention of a certain minimum percentage of passes, but cannot pen a page of correct English not to talk of originality or the graces of style.

Before discussing the remedies, the question arises whether in the light of what has been said, it is at all worth while to try to stem the tide and swim against the current. The reply is an emphatic affirmative. As Ruskin tells us, there is all the difference between a firm beginning and feeble smaltering. We may also recollect in this connection the 'wise saw' of Pope's couplet:

"A little knowledge is a dangerous thing;
Drink deep or taste not the Pyrrhonian spring."

Far better would it be to adjure the study of English altogether than to tolerate the slovenly monstrosity of ill-learned, mispronounced, blundering speech nicknamed 'Baboo English.' In the interests of their own prestige and self-respect if not out of a disinterested love of learning, our Universities must insist upon a clear and sound knowledge however rudimentary. Since they do not contemplate to do away with English, they should at all costs resist this down-hill sweep and raise the standard higher and higher.

By far the best way of improving our command of English is by a sojourn to England and by constant social intercourse with the Britishers. It is in their company, preferably in their motherland, that we become acquainted with the latest idiom, syntax, mode of intonation and pronunciation, and learn to use English as a live speech and to mouth it with ease and fluency. Otherwise, our English is bound to be bookish, antiquated and no better than a dead language. This will be readily testified to by those who have tried the

above method. However, for obvious reasons, this is open only to a few and must therefore be ruled out as a means of general advancement.

Before any progress in the study of English is made possible, the younger generation of Indians must shed the most unjust prejudice, on political grounds, against English. It should be remembered that Indian nationalism has imbibed inspiration mainly from English literature. Nay, wherever in the world, nationalism has reared its head, Shakespeare and Milton, Burns and Shelley, Swinburne and Carpenter are names to conjure with. It will therefore be nothing short of base ingratitude for Indians to turn against the English language that has suckled the new-born Indian notionalism. It should be further noted that culturally English is among the finest languages. Our cultural equipment should be very poor indeed without a knowledge of Shakespeare, Wordsworth, Shelley, Browning, Tennyson, Carlyle and Ruskin not to speak of the American authors Emerson and Whitman. Moreover, English is the widest-spoken language in the world to-day and has become the recognised medium of inter-national diplomacy, science and commerce. We can best keep contact with the latest developments in the world abroad through our knowledge of English. So on all these grounds, English deserves our highest love and esteem, and in our own interests requires assiduous cultivation.

If English is to make headway, the competition of too many languages must also be minimised. Unreasoning sentiment in this regard must give place to a wise discretion confining our choice to not more than two languages. The tendency to exalt sciences over humanities on utilitarian grounds must also cease, and liberal studies, English being the prince among them, must be restored to their rightful place.

Indeed one should despair of real progress in English or any other subject unless

our Universities clear the cobwebs of confusion and unequivocally declare their aim and policy generally and with particular reference to the study of English, and unless they are given complete autonomy untrammelled by political and other extra-academic considerations, to reach their goal. They should disabuse the minds of people that they are not primarily concerned with solving the problem of unemployment. University education should not be regarded as a passport for service under Government or any other body. None-the-less its function is most comprehensive. On the moral side, it is intended to make its alumni good men and good citizens. On the aesthetic side, it has to foster an appreciation of Nature and a taste for the fine arts including literature. On the intellectual side, it should cultivate a disinterested study of sciences and humanities so as to cover the whole realm of knowledge and extend the bounds thereof. Even the physical culture is not to be neglected. By the institution of sports and games, it has to develop not only a fine physique but the spirit of sportsmanship and the capacity for team-work. Its motto should be 'plain living and high thinking.' Above all, it should stimulate a thirst for knowledge and especially for literature for

its own sake and for the pure delight it brings.

With regard to the courses in English, the specific objects should be threefold — to train the alumni to write and speak, with ease and fluency, chaste, idiomatic, modern English, to instil an artistic sense of form in the several kinds of composition, and to cultivate a taste and appetite for the study of good literature. With these ends in view, our Universities must provide an efficient teaching staff, a well-equipped up-to-date library and reading room with ample facilities for their use, adequate arrangement for tutorial work, and suitable text-books in modern English selected mainly for their originality and literary beauty. The examiners in English should be instructed to attach more value to quality and originality than to subject-matter and memory-work; and the course should be gone through with this idea in view.

It is devoutly hoped that by orientation on the above lines the Indian Universities will not only stop the retrogression and raise the standard of English, but rescue from the slough of despondency and tone up the entire course of their activities and pursuits.

Some Great Thoughts on Education

The value of university for educational purposes lies not principally in its examination, not even wholly in its teaching, however admirable that teaching may be: it lies and must lie in the collision of minds between student and student.

—A. J. Balfour.

We have in this country to-day as good minds and brains as anywhere in the world and as skilful workers; but what is desperately needed, if we are to emerge from our difficulties,

is strong team-action, all working together in all organised effort directed by scientific knowledge and the whole animated with the enthusiasm of the investigating spirit and a love of truth, without which good work will not be done nor freedom of spirit exist.

* * *

The present epoch is a race between education and catastrophe, a team-race in which the child, the adolescent and the adult are pitted against the self-seeker, the parasite and the spiritually blind.

In pondering over the courses in any branch of education, there are three main factors which are to be considered:— In the first place, what are the general and special educational qualifications of those who are about to enter the course in order that they may benefit by it.

In the second place, what is the length of the course and what are the details of the curriculum, and thirdly, what has been the object of the course and in what way have those who have undertaken it benefited, not only in culture but also in their ability to fill a place in the social and economic world in which they find themselves placed.

It will be clear that the same educational course, technical or non-technical, will not be suitable for persons with different mental development; we cannot expect a man with only a primary school education to be able to benefit by the training that is suitable for a man who has taken a University degree. The standard of technical education and the sort of institution we require depend upon the stage of general education of those whom we propose to admit.

A complete system of technical and technological education would make provision for admitting to its courses of studies persons of all these five different degrees of general education, namely, one who has received only a primary education, one who has received only a middle school education, one who has received secondary education, one who has received education up to a University Intermediate stage, and one who has graduated at a University. With the first two of these, a University has no concern. Trade, Technical and Industrial Schools and classes are established which admit persons of this comparatively low standard of general education for technical training. At the end of their training, they make better workmen than they did at the beginning of their training for their intelligence has been developed and their methods of work improved; they have acquired some knowledge of the processes and principles

underlying their work. But their general education even with their subsequent technical training does not, in general, fit them to occupy the important posts as Overseers or Foremen in the industry in which they are occupied. A few may aspire to be Foremen of the smaller work-shops in which they are employed.

PROVISION FOR TECHNOLOGICAL COURSES

Turning now to those who have received a secondary education, we deal with persons, some of whom are considered to be fit to enter upon a University course of study. The question which has exercised the minds of University authorities is this: Shall we admit for technical and technological studies those who are only entering upon a University course, that is to say, Matriculates, or shall we restrict our technical and technological courses to those who have passed an Intermediate stage of University education, or shall we restrict these courses to those who have already graduated, or shall we make no University provision whatsoever for technical and technological studies leaving all such studies to be undertaken by institutes not connected with a University.

We have examples of Universities and Intermediate Boards of studies accepting one or other of each of these alternatives. This University, for example, makes no provision for technical or technological studies. A few Universities and the Intermediate Board of the United Provinces make provision for students taking a limited technical course after Matriculation. The University of Benares makes provision for students taking up mining and metallurgy after they have completed the Intermediate course, — a B.Sc. Degree in Mining and Metallurgy, the course for which extends over four years after the Intermediate stage, being granted to successful students at the end of the course. The Bombay University has a technological course to which are admitted only those who have already obtained a University degree in science. The Andhra University is only

just setting out on its technological courses. Originally, it aimed, I understand, at admitting only graduates to this course, but is now contemplating the admission of those who have passed only the University Intermediate stage.

REQUIRED EQUIPMENT

Since technological education is the scientific study of the practical or industrial arts, it requires not only a fairly high standard of basic scientific education but some knowledge of the industrial art which is to be studied. Technical education, on the other hand being merely an education appropriate to a particular art or occupation, does not imply a high standard of basic education or knowledge; and the training may be imparted to one who has a comparatively narrow basis of general education. Technical education however, presupposes some basis of general education, for it is not possible to erect a superstructure of technical education upon a surface of general ignorance. A foundation of general education up to some standard is essential, the deeper the foundation, the more stable the structure of technical education.

As I have already remarked on the stage of general education which has been reached by the student depends the degree and kind of technical or technological education that can be given and the sort of institution required for imparting technical training. If the student has acquired a sound scientific training and general education such as a University degree in Chemistry involves, he is able to take up the scientific study of some of the practical or industrial arts, to receive in fact technological training. If he has not acquired a sound scientific training it will not be possible for him to enter into the realm of technology.

THE TECHNOLOGICAL INSTITUTES IN INDIA

Considering now three of the chief Technological Institutes in India, namely, the Indian Institute of Science at Bangalore,

the Harcourt Butler Technological Institute at Cawnpore and the Indian School of Mines at Dhanbad, none of which are associated with a University in India, we find some difference of policy as regards the general educational qualifications necessary for admission. In the two former Institutes, only graduates are admitted, while in the last named Institute the standard of examination, for admission is that of the Intermediate in Science of an Indian University. It is observed, however, that where the standard of attainments required for admission to a technological course is high, e.g. an Honours Degree in Chemistry, then the duration of the course is comparatively short (two or three years); but that when the standard of attainments represented by the satisfactory completion of only a University Intermediate course is demanded for admission, then the length of the technological course has to be extended to four or five years.

That technological courses are specially vocational will be seen by glancing over the objects set forth by Universities which make provision for technological courses. In one University which makes provision for a department of mining, the course is said to be primarily intended for the systematic training of students in the study of the scientific principles underlying the practice of the various industries for which the students are preparing themselves and they have been arranged to meet the requirements of those who intend to become Colliery Agents or Managers, Metal Mine Managers, Mine Surveyors and Mining Metallurgists. As regards provision for the technology of textile industries, the courses of instruction are designed to meet the requirements of Controllers of Industry, Merchants, Managers of departments of a Mill, Textile Designers, and Research Workers. The Department of Colour Chemistry and Dyeing is primarily directed towards the provision of a sound and broad education and preparation for a career in any of the branches of industry in which the Chemistry of the Colouring matters and of Textile

ACTING FOR WOMEN

By Mrs. K. SATTHIANADHAN, M. A.,

Editor, Indian Ladies' Magazine.

ONE of the most important educational problems now before the women of India is preparation for the stage. Time was when it was thought absolutely undesirable for women to be actresses. We have long been familiar with the appearance of men as women on the stage. Some of them have been good enough; but that is the utmost that can be said of them. It is good, however, to see that public opinion is very slowly, but surely, changing from the original rigidity of thought. Compromises are being arrived at. We see college girls and girls of good families sometimes actually deigning to appear in public. Very seldom, however, do they act with men; the solution is usually sought by making women take the part of men-actors. Sometimes, in mixed companies, wives and husbands or close relatives act together; sometimes the actresses belong to what is known as the nautch-girl class.

If we are agreed that the stage is a necessary adjunct of social life, and a valuable medium for the transmission of great thought and great action, we should be equally agreed that it should be well and truly represented. And it is obvious that, unless women also take thought for the stage, acting will never be a proper success. It is very necessary that women should act themselves. They should learn to brave public opinion and overcome their own disapproval of acting, which after all must have been caused at first by the promiscuous mixing up of actors. In England, actresses now are of good repute, and the time will come when they will be so in India. No doubt, women are too protected here now to dare to venture for themselves; but freedom is coming so fast that they have on the other hand to be rather careful of it.

If our women cannot see themselves acting, they can at least take an interest in

it. They can introduce their feminine charm, elegance and ideas of beauty and harmony into the stage, with regard to scenery, properties, expression, and language. It is obvious that such help is very necessary on the Indian stage. Women can help in the supervision of morals and conduct, though there is no doubt that some of it will be a very thankless task. There was an article lately in the *Hindu Illustrated Weekly*, which pointed out that vulgarity could be introduced into acting, not so much by language and action, as by the expression of motive. The purest words could be spoilt by the method of expression of them, by intonation, by atmosphere. Acting, to speak of the best kind, could be truly achieved by pure motives of dramatic thought. I think censorship for such can be properly exercised only with the help of women. And women can aid more than anything by the writing of good plays. This is a vocation, which is open to everyone, even to those who are incapable of physical work.

It is obvious that, to be a good actress, a woman should have proper training in methods of acting and elocution. There is also necessary the tact and the art of so throwing herself into the character as to make it seem absolutely natural—a very great power indeed. Again, training in courage, dash and nerve are needed. I have seen fine acting utterly spoilt by the shyness of amateur women actors, and I have wished that they could have been replaced by men disguised as women. On the other hand, I have seen ordinary plays beautified by the charm of capable women, whose training has made them overcome their natural stage-fright.

Another sort of training is needed for women actors; and that, if I am permitted to say so, is the ability to be able to live aloof from men actors, even while mixing

affably with them. This is very necessary in India, where freedom for women, co-education, and sociability between the sexes have been of such recent origin. No doubt, difficulties can partly be overcome by the presence of relatives and chaperons. Even then, it often happens that words and actions are unnecessarily misunderstood; and it be-

hoves our budding actresses to be careful, even when bold; to be discreet, even when adventurous; and to be pure-hearted, when even in the midst of a mixture of ideas. Then alone, i.e., by the maintaining of the honour of Indian womanhood, will the stage become a fit stepping-place for Indian women.

UNIVERSITY COURSE IN TECHNOLOGY*

By R. LITTLEHAILES, Esq., M. A., I. E. S.,

Vice-chancellor, University of Madras.

IN the times of the middle ages, Universities concerned themselves only with humanitarian studies, literature, philosophy and religion. Science scarcely existed—as it is known to-day it did not exist—and those who studied it were looked on as heretics. The background of culture was religion, philosophy and literature, and the foundation of conduct was unquestioning acceptance of authority. Science was non-cultural; it cast doubts on the accuracy of accepted belief and on the infallibility of accepted authority; and the Universities of the day represented and reflected the current views of the educated world at that time. It took centuries before professional or scientific studies were introduced into Universities and it is within living memory when technical and technological studies were introduced into their courses.

There is one school of thought which doubts the wisdom of introducing professional subjects like law, commerce and teaching on the Arts side, and like medicine and surgery, engineering and mining and metallurgy as well as agriculture on the Science side, and refuses to accept technological studies as forming part of a University course of studies. Such a view had wide acceptance in India until within comparatively recent years. Neither the

Indian Institute of Science in Bangalore which was started in 1911 nor the Harcourt Butler Technological Institute at Cawnpore in the United Provinces which was started in 1921—and these are the two leading Technological Institutes in India—is directly associated with any University.

CHANGING IDEAS OF UNIVERSITY EDUCATION

Recently, however, ideas have been changing and we see a widespread desire to make a University education more "practical", to emphasise the vocational or occupational side of it rather than the 'cultural' side. We find that the Benares Hindu University makes provision for a Science Degree in Mining and Metallurgy, that the University of Bombay has started a technological course to assist the textile industries of Western India, that the Andhra University is beginning a technological course with special reference to the sugar industry and pharmaceutical products, and that other Universities in India are considering the introduction of technological studies in their courses and the association of technical and technological institutes with themselves. It is not my purpose to discuss whether this tendency is one which should cause rejoicing or regret; I merely record it with the additional remark that it is not confined to India; it is world-wide.

* Extracts from the Presidential Address delivered at the Founder's Day Celebrations of the Annamalai University on 12th October, '34.

fibres, and Processes to which they are submitted, plays an important part; the courses have been arranged to qualify students for taking positions as Dyers Chemists, Masters of Dye Works, Print-works Chemists, experts in dye stuff analysis, etc., while the department of leather industries is primarily concerned with students who intend to take up careers either as Technical Managers or as Technological Chemists.

It is this vocational, industrial or commercial aspect which is one of the reasons for making Universities hesitate to introduce technical and technological courses as a part of their normal courses of study. The conservative educationist would in fact separate from the University all higher technological education retaining only the "cultural" subjects. It is only the modern minded educationist who would permit an association of higher technological study with a University course.

The second technological institute of importance in India, the Harcourt Butler Technological Institute in the United Provinces situated in Cawnpore has as its aims and objects, to be a centre of technological research with a view to promote industrial development and to be a recruiting centre for technologists qualified to occupy position on the supervisory staffs of selected industries. There are three separate departments in this Institute: A General Department, a Sugar Department and an Oil Department, the courses extending over two or three years.

SOME FUNCTIONS AND AXIOMS

Every Technological Institute or Department has in fact to carry out one or more of the three functions, namely:

(1) Teaching, (2) Research and (3) Technical advice to the trade or industry

with which the technological courses are associated.

Finally, in dealing with technological or technical training, a few axioms have to be borne in mind. The first is that an industry must exist, even though it may be only in an embryo stage before we can set out to train men for that industry. It is useless to train men for an industry that does not exist. Secondly, the leaders of the industry must be associated with the Institute which is set up for training students and conducting researches in that industry and they should be prepared to employ students so trained. In the third place, the leaders in the industry must be prepared to give those who are trained in an industry and are employed by them a rate of pay commensurate with their training and qualifications and with the time and money spent on their training. A query at once arises. Can the industry afford to pay this rate and if so, is it prepared to do so. These problems may appear to have very little bearing upon general education, but they are of supreme importance when we deal with technological education. For technological education is expensive, it is vocational, and it is only partially cultural. The purely cultural side of man can be developed better and more cheaply on the side of the Humanities and Art than by the study of Technology.

These remarks may appear to be inconclusive as a direct answer to the question as to what is the relationship of Technological Education to this University. But the experience of other places and the principles of sound Technological Education will allow the administrators of this and other Universities, bearing in mind local conditions and the needs of local industries, to draw their own conclusions.

KEATS AND SHELLEY AS WRITERS OF ODES

By Rao Sahib Dr. V. RAMAKRISHNA RAO, M. A., L. T., Ph. D.

TWO brother-bards with much in common alike in life's outfit, achievement and untimely end were Keats and Shelley. Children both of the Noe-Romantic Movement of the early nineteenth century, they shared in a greater or less measure the Hellenic heritage of antique art and literature. Upon both, though not to an equal degree, the contemporary formative influence of Leigh Hunt and others left its impress. And the all too impatient hand of Death gathered them, one close upon the other, to their premature graves side by side in the Protestant Cemetery at Rome. Sweet beyond words as are the heard melodies of both, they force us to feel how sweeter far should have been those unheard from their heavenly harps broken before time. The critical world, with singular unanimity, has agreed that of the rare productions actually left to it by Keats and Shelley, the shorter lyrical pieces must suffice by themselves to make the charm of the muse of each endure as long as the English language should be spoken. In particular, so characteristic of the genius of each in conception and so perfect in execution despite the immaturity of each are the exquisite little representative odes of either. These furnish in every way a most fitting illustration of Prof. Saintsbury's comment upon the two authors—'so alike and yet so different.'

The first impression created by the Odes is the sense of their wonderful rapidity of movement in the flight of imagination and of melody in the flow of verse—features so very essential to this species of poetic composition. Keats's spirit now flies to his 'light-winged' Nightingale 'on the viewless wings of poesy' and then descends to report the 'fled' music of his vision or waking dream experienced in her company. His Autumn Ode has its 'music too,' the music of the 'season of mists and mellow fruitfulness.' His *Ode to the Poets* easily carries

the vehicle of a simple metre up to the pitch of consummate skill in celebrating the 'Bards of Passion and of Mirth' 'double-lived in regions new.' And those are by no means 'tuneless numbers' in which, unto immortal Psyche,

'latest born and loveliest vision far
Of all Olympus' faded hierarchy,'

he becomes at once her choir, her voice, her lute, her pipe, her incense sweet, her shrine, her grove, her oracle, her prophet and her priest. Shelley's measure, in its turn, rushes forward here with the elemental sweep of his 'wild West Wind'. It soars aloft there with the spontaneous spring of his 'blithe' Skylark up 'to Heaven or near it.' It, again, dances with majestic rhythm to the chorus of the three Spirits in the *Ode to Heaven*. And, once more, in the Liberty Odes, it flows with torrential force through the recurring refrains of the charge to enthralled Spain, through the classic transitions of epode and strophe and antistrophe in the *Ode to Naples* and through 'the solemn harmony' upon the varying fortunes of the 'lost Paradise of this divine and glorious world' in the story of the nations since creation.

A close scrutiny of the two minstrels' moods connects them, too, by a common colouring of inward personal despondency. Keats is overborne by 'the weariness, the fever and the fret' of life. His is 'the wakeful anguish of the soul' subject to habitual alternations of joy and pain out of the abiding consciousness—

'Ay, in the very temple of Delight
Veil'd Melancholy has her sovran shrine.'

Shelley, for his part, has his 'sore need,' fallen and bleeding 'upon the thorns of life.' He is face to face with 'hate and pride and fear'; and he pants for what is not. In this matter, however, their outlook differs rather

markedly: that of Shelley is at least more uniformly healthy and hopeful. This is brought out by the aim each brings to bear upon his chosen aspect of past lore or present nature and the lesson he carries from it. Working out the allegory about Psyche aided by Cupid, Keats does rise to a noble view in his hint of the soul's gradual purification, not out of, but by and through, its passions and its misfortunes so as ultimately to be fitted for immortal bliss. But on his wonted level, he seeks merely to be happy in the happiness of the Nightingale by sinking 'Lethe-wards.' Shelley, on the other hand, longs to 'deem' with the Skylark 'things more true and deep than we mortals dream.' 'Teach us.....what sweet thoughts are thine' is his appeal to that Sprite of a Bird, that so harmonious madness may flow from his lips with a 'clear, keen joyance' free from langour, annoyance and satiety. He would pierce to the soul of good in things evil; while Keats would be content to drown them in forgetfulness, if he could. No doubt, the *Ode on a Grecian Urn* sounds a deeper note than the *Ode to a Nightingale* as to the permanency of the elements of good. In the latter,

'beauty cannot keep her lustrous eyes
Or new Love pine at them beyond tomorrow.'
But in the former, unto the bold Lover is vouchsafed the positive assurance:

'She cannot fade, though thou hast not thy bliss,
For ever wilt thou love, and she be fair!'

Nevertheless, the refuge against the depression is only the magic of romance in the one piece and the ideal eternity of art in the other. Keats, then, lacks Shelley's ever-unclouded perception of the higher spiritual ministrations of sadness in that he fails to appreciate fully with him how our very susceptibility to sorrow enables us to approach and apprehend better the joy that lies rooted in the heart of Nature.

'If we were things born
Not to shed a tear,
I know not how thy joy we ever should
come near.'

Consider, again, in proof of the above, how diversely the season of Autumn and its attendant phenomena affect the two poets. Keats's mind finds satisfaction in the personified image of Autumn conspiring with her 'close bosom-friend', 'the maturing sun,' to load and bless the trees with fruit and the granary-floors with grain. And all he gathers is that Autumn is not without her music too as against the songs of Spring. Not so with Shelley. Amidst the autumnal wind and rain, thunder and lightning, peculiar to the Cisalpine region, he is possessed with a graver sense of his own mission in the regeneration of the world. So that his charge to them runs thus:

'Drive my dead thoughts over the universe
Like withered leaves to quicken a new birth.'

For, so he would sound through his lips 'the trumpet of a new prophecy' to 'unawakened earth'.

Hence it is that for Keats,

'to think is to be full of sorrow
And leaden-eyed despairs';

whereas the sadder the thought, the sweeter the song it inspires in Shelley. Hence, too, the absence in the descriptions of Keats of that fire of prophetic passion which flames through the rhapsodies of Shelley. Like the tumult of the fierce storm with which he yearns to be unified—and his, throughout, was a life tossed about in the vortex of such a storm, Shelley knows himself to be not only the destroyer of the 'pestilence-stricken multitudes' of 'Anarch Custom' but also the far-reaching preserver of the seeds of the future, the herald of Spring which, when Winter comes, cannot be far behind. Thus, before Spain has recovered her freedom, his own spirit is afire with impassioned strains to quicken her patriot heart into the burning conviction that

'The slave and the tyrant are twin-born foes'.

And when liberty, a year later, gleams over that loved land, his soul spurns the chains of its own dismay and clothes itself afresh 'in the rapid plumes of song'. Furthermore,

on the declaration of a constitutional government for the 'Elysian City' of Naples, he raises in what Swinburne prizes as the greatest English ode the resonant chant of Hope, Truth and Justice—

'Be man's high hope and unextinct desire
The instrument to work thy will divine!'

Accordingly, if Keats is an enchanter, Shelley is a seer as well as an enchanter.

The Odes, moreover, show how, as Shelley's ambitions are loftier and more universal, his faculties also are more subtle and complex than those of his fellow-warbler. Whether in the contemplation of the dainty sweetness of bird-notes or of the luxuriant fulness of the seasons' produce or even of the delicate spell of human art and hoary myth, the visualising power of Keats retains the same quality—distinctly objective, concrete and sensuous. On the other hand, whatever the theme touched upon, Shelley's imagination stands unique in its subjective, abstract and ethereal character. The Nightingale is only Keats's happier companion—a bird all the same, though an 'immortal bird.' Cupid is 'the winged boy'; and Psyche a 'happy, happy dove.' And even the mood of Melancholy—how palpably it is objectified with a setting of 'cloudy trophies' round about! Over against all this, the Skylark is to Shelley a 'blithe spirit'. 'Bird thou never wert'. Nay, 'what thou art we know not'. Likewise, the West Wind is a 'wild Spirit' moving everywhere impetuous and uncontrolled. The Moon, so called by mortals, is an 'orbed maiden with white fire laden'. The Cloud is 'the daughter of Earth and Water and the nursling of the Sky.' 'The daedal earth' is 'that island in the ocean of the world.' And Heaven is

'the mind's first chamber
Round which its young fancies clambour.'

Nothing to Shelley is material—of the earth, earthy. So exquisitely does he, to borrow a very happy characterisation, 'volatilise' all sense-perceptions. And so strikingly

does he, at every turn, draw his parabolic analogues from the sphere of the abstract in order to elucidate the experience of the concrete. What Symonds rightly calls Shelley's new contribution to English Poetry—his ideality, freedom and spiritual audacity—will be readily recognised in the numerous touches of his 'star-flight' amid 'soul-light' in the Odes with which we are concerned; for instance, Spring driving sweet buds like flowers to feed in air; loose clouds shaken like decaying leaves from the tangled bows of Heaven and Ocean; the storm spreading out her locks upon the surface of the aery surge of the breath of Autumn's being; the blue Mediterranean asleep in his summer dreams until awakened by the West Wind; buds rocked to rest on their mother's breast as she dances about the sun; the cloud laughing as it passes in thunder and anon sleeping in the arms of the blast with snow for its pillow; the stars a swarm of golden bees; the mountains columns of the roof of cloud; the rainbow the triumphal arch through which the cloud marches on; the autumnal leaves heard like light foot-falls of spirits; and every living lineament of many a bright sepulchre clear as in the sculptor's thought. Shelley is thus too absolutely insubstantial and transcendent to fix his eye upon the localised contents of the sense-world. His Skylark is 'an unbodied joy,' 'a rain of melody', as Wordsworth's Cuckoo is 'but a wandering voice,' 'an invisible thing..... a mystery.' But, for rapt absorption of gaze on individual nature and the resultant profuseness of local detail, one has to turn to Keats, as witness his unfoldment of the delicious beauty of the English landscape in the *Ode to Autumn* or the warm splendour of Greek mythical imagery in the *Ode to Psyche* or, again, the supernal glory of the upper regions of communion for translated spirits in the *Ode to the Poets*. In this last-named apostrophe, he, of course, evinces his aliveness to the

'Tales and golden histories
Of heaven and its mysteries.'

Also, in the lines, *On a Grecian Urn*, he

appraises 'ditties of no tone' piped 'to the spirit' as 'more endear'd' than those piped 'to the sensual ear.' Yet, as he revels voluptuously in the colours and the odours as well as the sounds of the earth, so his own preeminent delight lies in the vivid, pictorial delineation of the visible lusciousness of objects like

'The grass, the thicket, and the fruit-tree wild;
White hawthorn and the pastoral eglantine;
Fast fading violets cover'd in leaves;
And mid-May's eldest child,
The coming musk-rose full of dewy wine,
The murmurous haunt of flies on summer eves.'

In fact, every epithet, every line of his, calls up a solid and far from shadowy image before the eye. Thus, in the words of Prof. Herford, Keats fills in and enriches: Shelley dissolves and transcends. To this contrast is traceable Shelley's weaker hold upon the historic sense; and it must be interesting to speculate how different would have been his treatment of the Grecian Urn from that of Keats, who, drawn near to Greek life by Greek art, finds in that 'foster-child of silence and slow time' a 'sylvan historian' with 'a flowery tale' to convey the significant lesson of the identity of Truth and Beauty. These words

suggest another expressive mode of contrast, while they emphasise the underlying kinship, between our two great masters of song. Keats's Truth is the truth of romantic realism; Shelley's Truth is the truth of romantic idealism. Keats's Beauty is the beauty of classic repose; Shelley's Beauty is the beauty of romantic energy.

In his own sphere, the style is the man in either case. To the picturesque 'Dryad of the trees' belongs the almost cloying opulence of a mastery of 'full-throated ease,' as he blends the sounds of the real with the notes of the unreal, thus charming magic casements in faery lands. To the empyrean 'scorner of the ground' belongs the bewitching magnificence of floral perfumes, of rainbow colours and of daedalian cadences, as he unlocks the golden melodies of a fresh variety of verse-forms. All in all, for the relative possession of true poetic stuff in refinement of fancy and delicacy of sentiment, brilliance of diction and resourcefulness of metrical effects, the verdict of the doctors must continue to vary as between Keats and Shelley. It is significantly remarkable that while Matthew Arnold acclaims the one as decidedly the greater poet, Swinburne enthrones the other as 'alone the perfect singing-god.'

Some Thoughts on Education

A teacher can never truly teach, unless he is still learning himself. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lessons to his students can load their minds: he cannot quicken them: Truth must not only inform but also inspire.

—Sircar.

An intrepid science, a deep literature, a lovely art — these are the crowning glories

of a nation. And what else but these endures when a nation has declined? And for the matter of that who cares a fig for our by-gone generals or statesmen?

—Clifford Bax.

How shall he (teacher) give kindling in whose own inward man there is no live coal but all is burnt out to a dead grammatical cinder.

—Carlyle.

NOTICE

Articles for publication and Books for Review should be sent to the Editor, Maharanieta, Vizagapatam.

Remittances and business communications should be addressed to the Manager, Educational India, Masulipatam.

EDUCATIONAL INDIA MASULIPATAM, OCTOBER, 1934

Compulsory Elementary Education

THE bill for amending the Madras Elementary Education Act of 1920 will come up for discussion at the October session of the Madras Legislative Council. Every amendment proposed should be examined from only one stand-point viz., whether it is a real and effective step in the spread of elementary education among the children of the school-going age in the Province and whether it brings us any nearer the goal of compulsory education which is the object of the Act of 1920.

THERE is no difference of opinion so far as the need for compulsion is concerned. It has been the experience of every country in the world, aiming at educational progress among the masses, that in the absence of compulsion not much can be achieved. Advanced countries like England, the United States and Japan as well as the more backward countries like Soviet Russia and the countries of Central and Eastern Europe had to resort to compulsion. The enlightened self-interest of the average parent cannot be relied on to make him educate his children. In

most cases, he is ignorant of the real value of education; and in still more cases, he cannot afford to spend money on it. Free and compulsory education has been found to be the only desirable and necessary course under such circumstances.

MORE than twenty years ago, the late Mr. Gokhale drew the attention of the Government of India to the urgency of the question; and the answer given to him by the then government still continues to be the one answer which all opponents of compulsory education are fond of giving at present. No one is bold enough to look at it with the vision of a statesman. Every one in power wants only to tinker with it.

MUCH was hoped that under dyarchy with a responsible minister in charge of Education, compulsory education would not be a mere dream but an actual realisation. Our ministers have however proved to be much worse in this respect than the sun-dried bureaucrat. The retention of office has been the one ambition of most of our ministers; and as it is more easy to retain it with the help of the bureaucracy than with that of the elected members of the legislature, the policy of the ministers in this respect has not been different from that of their predecessors. That the introduction of compulsory education has not so far been put forward as a practicable measure in any of the election manifestoes by the party in power is in evidence of this.

THE act was amended twice—once in 1932 and again very recently in 1934. On both occasions the object was to improve the financial resources of

Local Bodies and enable them to introduce compulsion. Under the second amendment, the Provincial Government can direct any local body to levy an education tax and fix its minimum contribution from its general funds towards the Elementary Education Fund. So far much use has not been made of this power.

THE proposed amendments are of two kinds. Under one set of amendments, the provincial government gets the power to compel a local body to introduce compulsion within the area in its jurisdiction, either in whole or in part. This is considered necessary in view of the general apathy and indifference displayed by Local Bodies during all these years. There is no use in hiding the fact that our boards are swayed entirely by partisan considerations; that they have become the arena for the exhibition of personal rivalries; that honest public spirit is entirely at a discount in them and that no board is willing to shake its fortunes on the formulation and execution of a comprehensive plan of Elementary Education. They have not so far shown that they are capable of using the discretionary powers vested in them and it is no wonder that the government is now put to the necessity of itself assuming these powers. This is a move in the right direction. But its success will depend on the extent to which the Government is prepared to exercise these new powers. For, after all, there is not much difference between the persons that become leaders in Local Bodies and those that acquire that position in the Provincial Legislature and the Cabinet. They come from the same wealthy and aristocratic classes and their mental make-up is not very

much different. Everything will depend on the Director of Public Instruction, the Civilian Secretary in the education department and the Civilians that control the finances of the Province. It is hoped that the Department will look at the subject from a more enlightened stand-point than the Local Bodies.

THE same thing cannot be said of the second set of amendments. These deal with the method of compulsion. One of them empowers the government to introduce what is called a "modified form of compulsion" under which every parent who has once sent his child to school will be compelled to keep him in school during the whole period of his school age. Nothing will happen to parents who do not at all send their children to school. They will not be compelled to do it. But, if out of their own free will parents decide on putting their children to school, they should regard the decision as an irrevocable one. Any parent who withdraws his child from school, after having once admitted him there, will have to pay a penalty—a fine—which will be imposed on him by the Chairmen of Municipal Councils or the Presidents of Local Boards as the case might be. These officers now take the place of Attendance Committees; they are empowered to impose the penalty without the intervention of a Magistrate which is the case at present.

HERE again, there are two points to be considered. The fear that a penalty would be imposed in case they withdraw their children may deter many parents from sending their children to school at all. It will reduce the numbers of school-going population and may necessitate in many cases the

closing down of the existing schools on the ground that they do not have the minimum strength required to justify their continuance. This may deprive the more enlightened parents of the facilities that they now have of sending their children to schools in their neighbourhood, and this will be really penalising them for their enlightenment. The only other alternative they will have is to send their children to non-recognised schools or place them in the hands of private tutors who—thanks to the increasing number of the educated unemployed—can be had cheap in many places. Such schools and tutors will not be receiving government grants; they will not be subject to inspection. From these stand-points it appears that the modified form of compulsion though recommended by so weighty an authority as the Royal Commission on Agriculture, may ultimately prove disastrous. The government may welcome it on the grounds of economy and it looks as if this is the sole object of the contemplated amendments. But it will be a too-dearly bought economy.

WHAT the Government should recognise is that the problem of compulsory education is an urgent one and it has to be looked at as a "whole" and there should be no attempt at any piece-meal solution of it. It is agreed that compulsion is necessary; it is also agreed that it is the prohibitive cost that stands in its way. But there are so many means available for cheapening the cost. If compulsion is introduced at the age of seven and if it is restricted to four years and if the attainment of "literacy" is regarded as the immediate objective to be gained and if teachers trained in up-to-date methods of teaching "literacy" are employed, the cost can be appreciably

reduced. Perhaps even three years might be quite adequate for this purpose. We have now an ambitious syllabus for elementary education consisting as it does of courses not only in reading and writing the mother tongue but also in History, Geography, Civics, Science, General Knowledge etc., so that even at the end of five years the child is no where near the attainment of literacy. It may be possible to work such schools in shifts or to work them for only three hours a day so that the teacher would be free to attend to some other kind of work and supplement his income in case it happens to be low. If steps are taken to coordinate the work that is now being attempted in the field of "Rural Reconstruction," "Cooperation," "Public Health" and "Education" and make the village teacher the centre of all these activities, there is room for the introduction of a good deal of economy. Introduction of compulsion for all children in select areas is much better than the proposed modified form of compulsion. And if, in spite of measures like these, the cost seems to be large and the provincial finances not in a position to bear the strain, recourse must be taken to general retrenchment or to additional taxation. Every other country has somehow or other been able to spare money for compulsory elementary education and there is no reason to think that ours is a peculiarly situated country to which there is no parallel anywhere else and that what was possible elsewhere is impossible here.

THE proposed amendments are too inadequate to serve the purpose in view. A more comprehensive measure is necessary. Petty changes here and there are not of much use. The Legis-

lature and the public have a right to demand from the Ministry a really useful piece of legislation on this subject.

Technological Courses

IT is now found that the number of students in the Arts and Humanities section of our Universities especially in South India is gradually dwindling and more students are being attracted to Science and Technological courses. This is a welcome change and requires encouragement. Universities would therefore do well to provide increasing facilities for Technological Training. The speech delivered by Mr. R. Littlehailes, the Vice-Chancellor of the University of Madras, while presiding over the Founder's Day Celebration at the Annamalai University, contains a number of practical suggestions on this subject and deserves serious consideration at the hands of all those connected with the administration of our Universities especially in view of the fact that Mr. Littlehailes is himself an educationist with vast experience behind him.

There is however one point on which more light has to be thrown. Most of the students taking to Technological courses do so with the ultimate object of getting themselves employed as salaried officials in some factory or business. Their motives in this respect are the same as those of graduates in Arts and Humanities. The question that arises is whether there is a possibility of our industries absorbing all of them. If not, the problem of their unemployment will assume serious proportion in another half a dozen years. Before a University Starts a particular

technological course it should consider whether industries in which that kind of Technological knowledge will be useful are already in existence or are likely to come into existence in the near future. In this respect the Andhra University has acted wisely in introducing Sugar Technology. Another important point is whether for starting such industries large or small amounts of capital are required. In our country capital is still very shy and credit is low. Joint-stock companies are not as yet able to attract large amounts of capital as they have not inspired sufficient confidence in the investing public. The training given in Universities must therefore be of such a character as will enable an young man to start an independent industry of his own in case he is unable to get employment in some factory. Industries therefore which can be run on a small scale — say with a capital of five to ten thousand rupees — have greater scope in our country. An investigation must be made by each University as to what they are, what local facilities exist for starting them and what their future possibilities are; and it is in the light of such investigations that corresponding technological training should be given. No course should be started without such a preliminary enquiry.

Harijan Hostels

VERY frequently we come across pieces of news that separate hostels are being opened here and there for the benefit of Harijans. While it is gratifying to note that the Hindu conscience is now keenly alive to its responsibilities towards the uplift of the backward communities and that the Hindus are

becoming more and more united it is a matter of regret that the process of segregation is only taking a new form and that it has not yet entirely disappeared. It is the age-long segregation of the so-called untouchables in separate hamlets far away from the localities inhabited by the caste-Hindu that has contributed so much to their degradation. Their unclean habits, and the insanitary dwellings in which they live, are the inevitable outcome of such a segregation. The only way in which they can be really elevated and become merged completely in Hindu society is by their living alongside of the caste-Hindus. Instead of starting separate hostels for them they should be admitted into the ordinary hostels and given opportunities of mixing freely with every one. What is true of separate hostels for Harijans is equally true of similar hostels for other communities.

Teachers' Provident Fund Rules

THE fort St. George Gazette of September 25th publishes some amendments to the rules relating to the Provident Fund for teachers in non-pensionable services, an extract of which is published on page 161.

Technically the amendment seems to be harmless and there seems to be nothing *prima facie* that teachers can legitimately complain against. That a dismissed teacher or one convicted of an offence involving moral turpitude is not entitled to any contribution except his own, will be agreed to by all, provided, as is generally assumed, the relation between the managements in aided schools and the teachers is what it ought to be. Cases have often come to

the notice of the public where the reasons for removal of teachers from service have been contended to be not efficiency or character but something else, in which, more often than not, the teacher is a victim and not an offender. No doubt the managements have a case which this amendment is intended to meet. But the Government as such owes a duty to the teachers as to the managements and in this matter more to the former than to the latter. In the matter of salaries, terms of service, security of tenure, leave allowances and discipline the Government should step in and exercise a *stricter control over the managements*. In these days of unemployment among the educated many an unwary and helpless young-man is forced to enter into contracts most unfair and humiliating. Under the circumstances, we would urge on the Government the necessity to issue such instructions to the inspecting officers as will vest them with the power to make a full and independent enquiry into the case before making his own recommendations. The *discretionary powers*, we hope, will be conscientiously and really exercised by these officers. We would go one step further and suggest to the Government the need for such revisions and amendments in the educational code as will enable teachers to have a fair deal with the managements. The educational department ought to keep a vigilant eye on the managements and compel them to fulfil their obligations to the teachers. Only then can the teachers feel that they are not abandoned to the tender mercy of the managements and with this confidence do their work conscientiously and well. The teacher is an asset to the nation. Nothing done on his behalf will be too much.

THROUGH different PROVINCES

DELHI

EDUCATIONAL REFORM AND SIR GEORGE ANDERSON

Sir George Anderson, Education Commissioner with the Government of India has, we understand, discussed with the Bengal educational authorities the recent tentative Scheme prepared by the United Provinces Government with a view to completely overhaul the present system of Secondary Education in that Province, for preventing waste and diverting into new channels such students as can profit better by vocational training than by purely literary courses.

We further understand that he is concentrating attention on the Government proposal to convert the present Delhi University into a federal one. It is learnt that the St. Stephens and the Hindu Colleges have expressed their willingness to join the Federation, but the Ramja's College has not yet definitely committed itself to either the acceptance or the rejection of the scheme. The Government will make certain difficult conditions, prior to giving financial help to any college joining the scheme and using the old Viceregal House and other property.

HEADMASTERSHIP OF THE PUBLIC SCHOOL

The Committee appointed to select a suitable candidate for the post of headmaster of the proposed Indian Public School at Dehra Dun consisted of Lord Halifax, Sir B. N. Mitra, Mr. Leeson, at present headmaster of the wellknown Merchant Taylor School in England and Mr. A. I. Mayhew, at present Joint Secretary to the Advisory Committee on Education at the Colonial Office and formerly Director of Public Instruction in India.

AGRICULTURAL INSTITUTE

We understand that the Government of India have finally selected a site for the

building of the Agricultural Research Institute, which will be shifted from Pusa. The site chosen is one and a half miles west of the ridge in New Delhi. The staff from Pusa will commence shifting from December when work on the new site will be started.

MADRAS

KERALA UNIVERSITY

There seems to be a strong move in all directions for the establishment of a Kerala University. As many as 16 out of the 42 colleges affiliated to the Madras University are now in Kerala, which comprises Travancore, Cochin and British Malabar.

The Kerala University Committee, consisting of Messrs. A. V. K. Krishna Menon, Principal, Zamorin's College, C. Mathai, retired D. P. I. of Cochin, T. K. Krishna Menon of Cochin, A. M. Varki, Principal of Alwaye College and S. K. Subramanya Iyer of Ernakulam, have, it is understood, drafted a bill indicating the lines on which the University should be organised and it will be placed shortly before a larger Committee and the public.

SOUTH INDIAN EDUCATION WEEK

The central Education Week Committee has inaugurated the Education Week on the 22nd inst., under the auspices of the South India Teachers' Union. The topic chosen for this year is the schools as social centres. It is expected that similar weeks will be held all over the Presidency in schools and colleges.

PRIMARY EXAMINATION OF THE ROYAL COLLEGE OF SURGEONS

Indian doctors and medical students will shortly have for the first time facilities for sitting in their own country for the primary examination of the Royal College of Surgeons. This examination is the first step towards

Fellowship of the College, which is recognised as the highest surgical qualification in the world.

The examiners — Professors William Wright and John Mellanby,—accompanied by Mr. Horace Rew, Director of Examinations of the Royal College of Surgeons, will fly to India, arriving on December 18. They will conduct the examination in Madras, leaving for home on January 9.

JOURNALISM IN MADRAS AND ANNAMALAI UNIVERSITIES

The proposed course of Journalism in the Calcutta University has probably given rise to similar ideas in the Madras and Annamalai Universities.

Notice of resolutions are given by Mr. V. Ramanadham and Mr. E. S. Sunda to their respective Senates of the Madras and Annamalai Universities, recommending to their Syndicates that a degree or diploma course in journalism be started.

BENGAL

PROPOSED COURSE OF JOURNALISM

The Associated Press understands that the Calcutta University has not arrived at any decision regarding the suggested introduction of a course in journalism. The President and several other representatives of the Indian Journalists' Association recently waited in deputation upon the Vice Chancellor (Mr. Syama prasad Mookerjee) and placed their points of view before him. After a discussion it was decided that the proposal should be formally submitted in detail to the University for consideration.

A RECOVERY PLAN FOR BENGAL

Mr. S. C. Mitter, Deputy Director of Industries speaking in Calcutta recently emphasised the need for a planned attack on poverty. The immediate problem that must be tackled is the raising of the standard of life, particularly in the villages. In order to enable the agriculturist to increase his income it is necessary, says Mr. Mitter, that agriculture should be improved by the introduction of intensive and up-to-date methods, and at the same time indus-

tries must be developed, particularly the cottage, small scale and large.

"The recovery plan suggested by him," says Dr. Tagore, "is sure to be an inspiration to our youngmen and a valuable guidance, for them. I offer my best thanks to the author of the scheme on behalf of my countrymen and personally of myself for the suggestions that will be of fruitful help for the village work I am carrying on in connection with Santiniketan".

COMPILATION OF SCIENTIFIC TERMS

The enrichment of the Bengalee language with immense possibilities for the future will be the outcome of the move that the University under the guidance of its new Vice-chancellor is taking with regard to the compilation of synonyms of scientific terms in which the literature has been so poor.

With a view to discussing the steps to be taken to determine suitable nomenclature which might be used in text-books a conference, called the Paribhasha Conference, was recently held and the following proposal was evolved.

That an expert should be elected for each subject who, after consultations with other experts and after reference to the above materials will draw up a list of English words and expressions and their equivalent Bengalee expressions in the subject up to the Matriculation and Intermediate standards.

After the materials have been examined by an expert Committee in each subject, the collections printed by the University will be open for examination by persons or bodies who might be interested in the subject, for criticism or suggestion.

Steps will then be taken for writing books in the different subjects in accordance with such plans as the University may decide.

The University will immediately take steps to organise a small library consisting of all available literature which may be used in connection with the work.

BOMBAY

MUTUAL RECOGNITION OF EXAMINATIONS

Following the correspondence between the Registrars of the Madras and Bombay

Universities, the Bombay University has lifted its ban on students from the Madras University. The Registrar of the Bombay University has stated that the Matriculation, Intermediate and B. A. Degree Examinations of the Madras University are considered as equivalent to the corresponding examinations of the University of Bombay with only one condition, namely, that candidates to be eligible for admission to the University of Bombay should have passed their examinations as regular students after having put in the prescribed terms at a college recognized by or affiliated to the University of Madras.

U. P.

GIRLS' COMPULSORY EDUCATION

After considering the report of the Girls' Compulsory Education Committee, the U. P. Government have accepted within the limitations imposed by financial considerations, to the recommendations of the Committee, the main one being an experiment for starting compulsory primary education for girls in rural areas as soon as possible, with the conditions, that girls should not be compelled to attend a co-educational school and that they should not be required to walk long distances to school.

This will mean 1. the retention or even multiplication of small schools, as the committee recommended that provision should be made at the rate of one teacher for every thirty-five girl pupils 'provided there shall be at least one teacher for every two classes.' 2. It will necessitate the starting of new schools exclusively for girls, where there is unwillingness to send girls to boys' schools. The committee also suggested that additions to the teaching staff should be mainly of women teachers.

GOVERNMENT'S GRANT TO WOMEN'S HOSTEL

The U. P. Government have recently sanctioned a non-recurring grant of Rs. 35,000 for the construction of a wing of the proposed women's Hostel to be built on the Bank Road. But it is understood that the University has decided not to take up the construction work immediately, in view of the litigation proceeding in the courts and the inadequacy of the grant given.

FOREIGN LANGUAGES IN HINDU UNIVERSITY

The Senate of the Benares Hindu University has decided that no candidates shall be admitted to the Master of Sciences examinations unless they produce a certificate from the Principal of their College that they have duly passed a preliminary test in French or German. The object is that a modern University should provide for the study not merely of the great classical languages of the past like the Sanskrit, Greek, Latin, etc., but also of the important foreign languages like French, German, Japanese, Italian, Russian etc., The University is also thinking of establishing a chair in Japanese.

TEACHERS AS MEMBERS OF LEGISLATURE

The Allahabad University Teachers are now allowed to seek election to the Legislative Assembly and other Councils. On an application of Dr. Shafaat Ahmad Khan, the Executive Council of the University decided to let teachers enter legislatures and appointed a special committee to suggest the conditions on which they may be allowed to stand for legislatures.

As a result of the report of the committee, it was decided that a teacher who desired to seek election to any of the legislatures should take the permission of the Executive Council, whom he will have to satisfy that his absence in connection with his electioneering work or work connected with the legislatures would not interfere with his primary duty to work in the University. He will further be required to submit the lecture list etc., for the session showing how he proposed to carry out the allotted work of teaching. If the executive Council is satisfied that the University work will not suffer, the teacher would be given the necessary permission, provided that no casual leave or 'duty' leave shall be admissible for attendance at the meetings of the legislatures, and no teacher shall be absent from duty for legislative work for more than 35 days in the academic year and for more than a week at a time or more than ten days in a month.

UNEMPLOYMENT RELIEF

The Government have had under consideration for some time the question of checking

the growth of un-employment among educated young men. The tendency among young men, even of agricultural classes, to flock to cities in search of low paid employment and so swell the ranks of the unemployed is viewed with grave concern. In order to check this tendency the Government thought it best to turn the attention of young men of the agricultural classes to land, and encourage them to carry on cultivation on improved lines and make a suitable living thereby.

Accordingly, a scheme has been published providing irrigation facilities at the Fyzabad Government farm for establishing a practical training centre. A Special Officer is also appointed to work the scheme.

PUNJAB

ENDOWMENT FOR CHEMICAL RESEARCH

The Punjab University has just accepted a scheme under which it will receive Rs.30,000 a year for five years in the first instance for research work on petroleum.

Dr. S. S. Bhatnagar, Director of the Punjab University Chemical Laboratories, had conducted some valuable research work on petroleum for Steel Brothers, Ltd., Managing Agents of the Indo-Burma and Attock Oil Company, in recognition of which Steel Brothers made him a personal offer. Dr. Bhatnagar, however, persuaded Steel Brothers to transfer the offer to the Punjab University, which the latter thankfully accepted. The benefits of the scheme will take the shape of the foundation of a Chemical Research Department with six research studentships. Any results of a patentable nature will be exploited by Steel Brothers and Dr. Bhatnagar and the University will also be further benefited.

HYDERABAD

INDUSTRIES IN HYDERABAD

The administration report of the commerce and industries department for 1342 Fasli (ending October 32) with the Government review thereon is published.

The report gives an interesting review of the condition of trade and industry in the

Dominions during the year. In spite of the general depression, industrial development was fairly steady.

The Cottage Industries Institute continued its useful work. Improvement has been effected by the introduction of new designs prepared by Miss Mcleish, the Lady Designer, whose services were temporarily acquired for a period of six months. She introduced 77 new patterns and designs, in the hand-loom, weaving, dyeing and carpet sections; 67 in dyeing and printing, 7 in knitting, 31 in embroidery besides giving advice to other sections not connected with weaving.

No special industrial surveys were made.

The year under review closes with the retirement of Mr. B. A. Collins under whose able guidance the Commerce and Industry Department, revived by him in the year 1336 Fasli, has carried on the work most satisfactorily for the past five years. Government record their appreciation of the services of Mr. B. A. Collins.

INSTRUCTIONAL FILMS

Hyderabad has always been a pioneer in several directions. Recently H. E. H. the Nizam's Government have entered into a contract with the Bombay Talkies Limited for instructional films. This will be the first state in India to enter into such an agreement for purposes of education.

MYSORE

DAIRY INDUSTRY

Consequent on the impetus given by the Imperial Council of Agricultural Research who have sanctioned a sum of Rs. 4 lakhs towards capital expenditure and another sum of Rs. 50,000 annual recurring actual expenditure for the improvement of the Indian Dairy Industry and Animal Husbandry, the Dairy Institute at Bangalore will be improved and expanded. Mr. Kothawala, the Imperial Dairy Expert, is now busy drawing up a scheme for the future development of the Institute. Better laboratories and research facilities will form part of the new scheme.

RURAL DEVELOPMENT SCHEME OF THE Y. M. C. A.

The Government of Mysore have sanctioned the proposal of the Y. M. C. A. for the opening of a Rural Reconstruction Centre at Doddballapur granting a sum of Rs. 10,425 towards initial expenditure and Rs. 4,000 per annum per a period of 5 years towards recurring maintenance grant.

TRAINING OF CHILDREN

The work of the Bangalore Home School is praise-worthy and deserves attention. Sir C. V. Raman presiding over the recent Anniversary and Prize-giving function paid a glowing tribute to the work done by Miss M. E. Robinson, Superintendent of the School.

Miss Robinson says, in the course of her report, "For the younger children as much freedom and freshness of method as was consistent with the imparting of sound knowledge was allowed. The children's natural love for dramatization was fostered in various ways. An act of service was rendered by the children every month when each child brought a cake of soap to send to the Deena Seva Sangha, where poor children were given this soap. Love for animals was not a small part of the school life. The authorities of the school wished the children to feel that religion ran through all things and was as natural as life. Its influence was to be absorbed rather than taught."

WAR AGAINST INDECENT FILMS

Mr. Mahomed Sheriff, Advocate and Municipal Commissioner, Civil and Military Station has given notice of a resolution to be moved at a meeting of the Municipal Council for securing strict censorship of unwholesome films. This is a welcome measure in view of the beneficial effect on the cinema-going student population.

TRAVANCORE

A NEW GRANT IN-AID RULE

The following Rule has been added by the Government of Travancore to the Rules relating to grants for Libraries and Reading Rooms. Authorities of Aided Reading Rooms

and Libraries are expected to exercise the greatest care in granting the use of their buildings or premises for meetings of any kind which are not connected with the ordinary purposes of the institutions."

REWA

A BOARD OF EDUCATION

An Educational Board is constituted to advise the Minister in charge of Education on questions effecting primary and secondary education. This step naturally evokes popular co-operation in the cause of education.

CEYLON

SOLVING UNEMPLOYMENT

With the object of relieving unemployment among educated Ceylonese youths, the Principal of the Royal College had asked the Ceylon Chamber of Commerce to lend its assistance in the problem of finding suitable openings in mercantile firms. It is proposed that names of selected boys be submitted by the school principals, after consultation with the boys' parents, to the Chamber of Commerce, who will communicate to the various firms with the object of ascertaining what opportunities exist for employment.

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PUBLIC OPINION



DR. RABINDRANATH TAGORE ON BEAUTY OF BEHAVIOUR

Dr. Rabindranath Tagore, spoke of more homely and practicable objectives in a recent address to girl students, the text of which was published in the 'Viswa Bharati News.'

"Moderation in behaviour, in social communication, in expressions of emotion, is an essential part of good manners. We should remember that boisterousness must never be mistaken for exuberance of spirit. Good manners should be an outcome of good nature which reveals itself by willingly respecting others' legitimate claims, even going out of one's way to look to their convenience. It is positively objectionable to be noisy in the neighbourhood when someone is studying, to disturb one who wants to go to bed when it is due time and to enter somebody else's room without permission, ransacking her things, making her bed untidy, looking into papers or letters, taking away books or articles of use. To get addicted to the pernicious habit of enjoying and circulating scandals and mischievous gossips, breeds in one's character a vulgarity of a malignant type which must be completely eradicated from our nature."

LORD BRABOURNE ON FEMALE EDUCATION

"I have always felt that India's progress must have been seriously impeded by the different standards of education prevailing amongst the males and females," declared H. E. Lord Brabourne, Governor of Bombay, in the course of a speech at the Widows' Home Branch of the Indian Women's University.

His Excellency added: "It must be expected that while this state of affairs prevails, the progress of the country must be inevitably seriously hampered. Institutions such as these deserve the heartiest support of all who are

anxious to see that the country's progress is assisted by removal of inequalities and by the provision of adequate facilities for women for secondary and higher education."

CHIEF MINISTER ON INDUSTRIAL EDUCATION

Replying to an address at the Pellamedu Industrial Institute, Coimbatore, the Hon'ble the Raja of Bobbili, Chief Minister to Madras Government, said:

'As they were no doubt aware, population was pressing very heavily on land and they had almost reached the saturation point and it would not be possible for agriculture alone which was no doubt their main industry, to maintain the increasing population in this province. Unfortunately, as in the case of other countries they had no facilities for colonisation. Their people who went to foreign lands were denied the primary rights of citizenship and they had to find their way back to their native land. He believed that the only solution for the present problems which were now assuming great importance and which should be tackled by their statesmen in the near future was industrial and technical education. There were very few in this country who would afford to have education for the sake of education. And if their object was to train their rising generation and equip them to fight the battle of life, he was sure the need of the hour was, certainly, not increasing the number of their schools and colleges but to provide technical and industrial education of this kind.'

SIR M. HABIBULLAH ON THE UNIFYING FORCE OF ART

Presiding over the Travancore Arts Festival on the 4th inst. Sir M. Habibullah, Dewan

of Travancore made a powerful speech on the unifying force of Art.

He said, "in a world divided up with international and communal misunderstandings. Art may as well be the harbinger of good-will and understanding between man and man. In the wonderful universalising tendencies of Art, there is that international language which truly will knit all mankind. Its appeal is universal and all who enjoy good art realise its power in purifying human consciousness. At this stage in the history of the world when we are confronted with the danger of civilization crashing against the rocks of human distrust, squabbles, bickerings and misunderstandings, the unifying influence of Art cannot be over-emphasised. The study of comparative art like the study of comparative religion will bring nations nearer, for, to my mind, there are no surer foundations of mutual regard and esteem than in an appreciation of each other's culture."

MR. JUSTICE BAJPAI ON THE NEED FOR VOICE CULTURE

Mr. Justice Uma Shankar Bajpai in the course of his Convocation address at the first Convocation of the Music Academy at Allahabad laid special stress on the need for voice culture. He said "A great deal of attention is bestowed to the technique of the art, but the culture of the voice is sadly neglected. The notation was good, the timing was perfect, the cadence was rhythmic, the symphony was there, but I regret to say that on more occasions, with some honourable exceptions, melody was completely absent, for, the voice was harsh and cracked. It was absent to such an extent that sometimes I even doubted if I was listening to the 'human voice divine.' I would therefore respectfully suggest to those who are interested in the revival of music that side by side with the technicalities of the art special attention should be paid to the culture of the voice."

MR. TANNAN'S PLEA FOR COMMERCIAL EDUCATION

Mr. M. L. Tannan, I. E. S., Under-Secretary to the Government of India, in the

course of his inaugural address to the members of the Madras College of Commerce Students' Society said:

"Business magnates held that an ounce of practice was worth a ton of theory and that young men need not study in a college to get commercial training. Fortunately, that attitude was changing and to-day businessmen had come to realise the advantages of a sound commercial education. Opposition also came from the educated classes. It was believed that commercial education was not a cultural one. To quote Lord Goschen, a former Governor of Madras, commercial education was as much cultural as any other branch of study. It was held by some that commercial education was too much utilitarian. The speaker remarked that they could not ignore this aspect in life. After all, every study must have its utilitarian aspect. The speaker was glad that business men were coming to realise the advantages of having well trained commercial men with a sound college education and he hoped that the future of commercial colleges would be brighter."

MR. A. RAMASWAMI MUDALIAR ON TEACHERS AND CITIZENSHIP

Dewan Bahadur A. Ramaswami Mudaliar delivering an address on Teachers and Citizenship, in the Teachers' College Saidapet, said:

The connection between teachers and citizenship was direct, intimate and straight. The Teacher was the preponderating influence in the preparation of the individual for the exercise of his rights as a citizen. No other profession required such a high standard of moral and religious conduct, as the teacher's profession. Every teacher had first to build up the religious foundation of the pupil.

Secondly, he said, the teacher must instil into the pupils a spirit of moral courage.

Lastly, the teacher should instil a feeling of patriotism into the pupils' minds. The pupil must be made to realise that his duty was to stand by his country, at all costs. As it was, the present day text-books were so arranged, that they gave no scope for the teaching of patriotism. The speaker felt that

most of the books on Indian History should be re-written and that there should be a re-orientation of historical thought in India.

MR. S. R. RANGANATHAN ON DEVELOPMENT OF LIBRARIES.

"The Great War was not altogether an unmixed evil. One great service it rendered to humanity was the opportunity it afforded to the several States to appraise their educational organisation and discover their leakages therein", declared Mr. S. R. Ranganathan, Librarian of the Madras University, in the course of a lecture at the Calcutta University.

Stressing the need for legal structures and the emergence of spirit of service, Mr. Ranganathan said that if a library should be a real instrument of perpetual education for the adults, the library system had to be built on a legal structure. He pointed out also the four most important factors that should be covered by any sound Library Act, namely compulsion, finance, elimination of waste, and maintenance of standards.

It was too late in the day, he added, to hold that money raised by local rates can be spent only on drains and conservancy. Even in countries where the library law was only of an optional nature, no self-respecting local body failed to maintain a library system of its own. The futility of holding that elementary education alone was the primary concern of the State, almost to the exclusion of public libraries had been already demonstrated. Any nation which cared for its future could no longer shirk its library responsibility on any pretext whatever.

K. S. RAMASWAMI SASTRI ON EDUCATION AT THE CROSS-ROADS.

Diwan Bahadur K. S. Ramaswami Sastriar, B.A., B.L., recently speaking at Kumbakonam said that Indian Education should no longer be viewed as an affair of specialists but should instead, be assessed from the point of view of public service and of the real values of life.

What education really implied, he said

was not mere knowledge of words, things or ideas. It implied the arriving at true ideas about things by means of words. Indian education was at the cross-roads to-day because it had arrived at the point wherefrom the road diverged in many directions and hence it had to look around and find out from the sign posts and through enquiries as to what was the right goal and the right way to attain to that goal.

Finally, he opined, that it must take the road where the sign-post showed that the road would lead to vocational and cultural betterment.

MR. P. CHENCHIAH ON INDIAN CULTURE

Mr. P. Chenchiah B. A., M. L., Chief Judge, delivered a lecture at Maharaja's College, Pudukottah in the course of which he said that any attempt to teach the students, religion, either by scriptures or sermons or by doctrines, was not likely to be useful, taking into consideration the present tendencies and outlook of life.

He laid emphasis on the fact that the teachers should bear in mind, when teaching religion, that they should give them a wide outlook rather than merely stress the features particular to any one religion. In fact, the religion that they should teach the students must be such as to include in it the best of the other religions also. He also stressed that mere basking in the glory of the past was not sufficient: but they should evolve a culture to suit the present conditions of life.

DR. TAGORE'S MESSAGE TO STUDENTS

Dr. Tagore sends the following message to the students of Madras through Mr. R. Arunachalam, Secretary, Madras University Students' Union:

"Giving is difficult for us when the reality is obscured through our lack of love. Light reveals the world of nature and Love, the human world."

OUR WOMEN'S PAGE

Current Comments

By Mrs. K. Saththianadhan, M.A.

THE suggestion that there should be women police in India seems both good and bad, as the *Madras Mail* concludes. There is no doubt that there are many problems in India, which a woman can tackle better than a man, for instance, with regard to prostitution, child criminals, the Sarda Act, etc. Yet, the special *superiority complex* of Indian men with regard to their women will be a deterring factor. Undoubtedly, such a feeling infers a feeling of protection for the weaker section, as well as a sense of reverence for the frailty of womanhood, which in itself augurs a special superiority for women unattainable by men of the stronger sex. Yet there it is; and, till the demanded equality between the sexes is more established in India, experiments like introducing women into the police force will not, we fear, be much of a success. Still, women are progressing so fast in India, that soon even greater advances may be possible.

* * * *

The reply in the *Hindu Illustrated Weekly* by *Padma* to the article on "Love-marriages in India, by an England-returned lady", is provocative of thought. One agrees with her that there are many dangers in love-marriages; but the remedy she suggests of more facilities for separation and re-marriage seems rather drastic. Such remedies can in turn, as she herself infers, lead to looseness in morals. For instance, take the "rather shameless views" of a mistaken and bitter-minded Hindu girl lately quoted in the *Madras Mail*: "Men ruin women by binding them down with the

chains of marriage. If the marriage system is abolished and every man and woman is given freedom, no brothel can exist in the world. The marriage system is altogether foolish and injurious". But one is tempted to ask whether the whole world will not then be a brothel?

What seems really needed is a test along the basis of Gandhiji's advice: "Do not meet or even correspond with your loved one for one full year. Then see whether at the mention of the name of the loved one your heart pulsates as of old and thrills with pleasure. If lack of frequent meetings has not dimmed your love, then here is wishing you all the joy and the luck there is — for then in the strength of your love, you can weather all the storms there may be".

Very good advice indeed; but then, as *Padma* remarks, long waiting for marriages in India is not only against public opinion, but is inadvisable because of economic considerations, as well as dangerous. Therefore, great caution is necessary. But there can be too much of it. No doubt, the Indian girl is by no means as sophisticated as her Western sister, nor is her training as independent. Hence, strong parental control is sometimes advisable. But does that mean that young people should have no freedom for love-marriages? By no means. Dangers must be braved and risks taken, if progress is to be made. The advice I would give is that care should be taken in the earlier training of the young people. Instruct your children in strong, unshaken moral principles, correct estimation of character in others, wise decisions, firmness of rectitude, reliance and self-confidence, faith and trust in God. Trust them and let them have some freedom. Teach them to confide in you. You will find that not many of them will let you down.

BOOK REVIEWS

157

BOOK REVIEWS

WORLD PICTORIAL GAZETTEER AND ATLAS: Edited by Sir J. A. Hammerton, Standard Literature Company, Calcutta. London at the Fleet Way House.

Price Rs. 10.

To review a volume on "World Pictorial Gazetteer and Atlas" were almost a mad, if not a superhuman task, and yet a brief notice is justified by the volume itself, when we in this world are getting to be very very busy and brief explanation of which is becoming more and more necessary.

To enlarge on the general features of the book will fill a small volume but they must be indicated. There are no countries, big or small which are not illustrated by maps, and there are no important cities and places in the world which are described without the aid of sketches. Interesting, useful and authoritative information about the chief living races of mankind has been very carefully collected and presented in a brief and attractive form.

A World Gazetteer is bound to go rapidly out of date and at no time can a volume be more valuable than at present when the world is changing, progressing by rapid strides. Latest statistics about 20,000 different places bearing on population and economic geography have been called and compressed into a small space by no means inconsistent with lucidity. Is it a question of information bearing on ports and trade centres of the world or air-routes and wireless stations, (for we cannot but think at present in terms of air-routes and wireless!), we are bound to refer to the volume before us. The up-to-date character of the Gazetteer cannot be better judged than by the satisfaction which it yields in respect of changes in place-names and in territorial readjustments since the War.

Its up-to-dateness is not the only virtue it can claim for itself. The aim before it is not information regarding a very large number of places, larger than 20,000, but ampler

information about a lesser number. Its accuracy being based on official sources carries with it the stamp of authority. The maps in particular deserve our attention. The recent cartographic data from official sources have been pressed into service.

One highly interesting feature relates to the maps and sketches. In particular, those that deserve our highest tribute are:—Sketches of Arctic and Antarctic explorations, the wonderful sketch of Buenos Aires, the largest city in the S. Hemisphere, the plans of Bloemfontien, Boston, Johannesburg, Montreal, New York, Paris and London. It is gratifying to note that when maps of smaller divisions or cities are given, the insets of bigger units, say of countries are also inserted. This is bound to heighten the sense of proportion.

On the value of the volume to the tourist, economist, politician, administrator as well as students and professors in schools and colleges, it is superfluous to dilate, and our congratulations are due to the Standard Literature Company for placing it well within the reach and resources even of moderate pockets, the price being Rs. Ten and the get-up being none the less attractive.

—A. S. VENKATARAMAN—

CASELL'S FAMILY DOCTOR: Edited by a London Physician. The Standard Literature Company, Calcutta and Rangoon. Price Rs. 10.

The scope and aims of the book are set out in detail in the Editor's preface. Its aims, *inter alia*, at imparting an intelligent conception of the common diseases to which we are liable; the causes, the symptoms, and the treatment. Emergencies and minor ailments, instruction in nursing in serious illnesses, which will enable a person to be less of a fool and more of a physician at forty, are all well within its range. It is meant to be both a book of Health and of Medicine.

The aims are evident in the 398 pages of the well-printed profusely illustrated matter before us. To single out certain articles would mean an injustice to others. Yet the illustrations on 'Bandages,' the diagrams to illustrate the 'course of the circulation of the blood,' the skeleton, the organs of digestion, the eye

and the ear, the toy bicycle impacted in the gullet, the pressure points of the main arteries, muscles and tendons, the respiratory tract, among other diagrams, not to speak of the very large number of sketches, are so well laid out that they bring before our minds vivid images of the concepts for which they stand and compel our attention because of the strong visual appeal.

As regards the treatment, it is well to note that the articles are well-informed and at the same time they are free from technical terms which sometimes act as a bug bear to most laymen; while they are free from technicalities, they are not superficial or shallow. Since the preventive and the curative measures are adequately described, the value of the volume as a Book both of Health and Medicine, is considerably enhanced. It is so good that it deserves a place not only in the library of every educated Indian home, but also on the shelf of every student and teacher in Schools and Colleges.

The get-up and the print leave nothing to be desired and the price is so moderate that we cannot but congratulate the Standard Literature Co., on the service to humanity that it renders in conceiving and bringing out such extremely useful volumes.

—A. S. VENKATARAMAN

Personal Notes

SIR S. RADHAKRISHNAN, Kt. M. A., D. Litt., Vice-Chancellor of the Andhra University has accepted the invitation of the Allahabad University to deliver the Convocation Address on November 13. His Excellency the Governor of the United Provinces will preside.

DR. RABINDRANATH TAGORE will deliver the Convocation Address of the Benares Hindu University on November, 30.

MR. K. R. MENON, Officiating Deputy Secretary, Education, Health and Land Department left for Madras from Simla on the 6th instant on the expiry of his term of office.

SIX STUDENTS OF THE ANDHRA UNIVERSITY have been awarded Madras Government scholarships of the value of Rs. 40 per month tenable in the Andhra University for

a course in Sugar Technology. They are Messrs. Veerabhadra Row, Narasinga Rao, Sambasiva Sastri, S. Krishnaswami, Koteswara Rao and Venkata Subbayya.

Mr. C. JAGANNATHA RAO, B.A., of the Agricultural Research Institute, Coimbatore, has been awarded a research grant by the Indian Central Cotton Committee for work in plant physiology under the guidance of Dr. Ekambaram, M.A., Ph.D., Professor of Botany, Presidency College, Madras. Mr. Rao was a student of the Presidency College, Madras, having taken the first rank in Natural Science, and belongs to Bellary.

MR. R. LITTLEHAILES, C.I.E., Vice Chancellor of the Madras University presided and delivered the Commemoration address at the Founder's Day of the Annamalai University, held on 12th inst.

MR. LAKSHMAN RAO M. SATTOOR, the Secretary of the camp Educational Society of Poona paid a visit to Hyderabad (Deccan) in order to study the working of the local educational institutions. He pointed out the urgent need for the uplift of the agricultural colleges.

DR. RABINDRANATH TAGORE, is staying the whole of the last week of this month at Madras at the invitation of the public. The students of Madras presented him a "purse."

AGRA UNIVERSITY VICE-CHANCELLORSHIP. It is reported that there will be a meeting of the Senate on November 16, at which the election of the Vice-Chancellor will take place.

OBITUARY

PRINCIPAL S. K. SEN.

We are pained to record the sudden death of Principal S. K. Sen of the Hindu College, Delhi on the afternoon of the 1st of this month.

The College had just reassembled after Summer Vacation. Principal Sen, after addressing the students went into his office room, when he suddenly collapsed. It seems he was suffering from high blood pressure for some time.

Correspondence: Conferences

CORRESPONDENCE should be as brief as possible and should reach the 'Educational India' Office, Masulipatam not later than the 10th of every month.

THE XXVI EDUCATIONAL CONFERENCE AT ANANTAPUR

A circular issued by the General Secretary of the XXVI Provincial Educational Conference, Anantapur, states that the Provincial Educational Exhibition organised by the Conference will be held in December next between the 24-27th at Anantapur in the C. D. College. Exhibits pertaining to all branches of Education will be received from all educational institutions in the Presidency of Madras (including the States in South India).

The exhibits will be classified as follows:—

1. Kindergarten: Montessori and other systems.
2. New Education (Dalton Plan, Project method, etc., Experimental Psychology).
3. Manual and Vocational Education.
4. Teaching appliances and aids; charts, statistics and models.
5. Domestic science, economy and needle work.
6. Scoutcraft (both for boys and girls).
7. Physical Education.
8. Hygiene and Health Education.
9. Fine Arts and Drawing: in oil colours, English and Indian water colours, crayon works, pen and ink work.
10. Collections: pictures, news, coins, photos and other hobbies.
11. Maps, diagrams and models relating to Geography, History, Science and Mathematics.
12. Educational magazines.
13. Any other subject dealt with in schools and colleges, not covered by any of the above.
14. Agriculture, Industries and Veterinary.

These exhibits will be further divided into three sections: College, Secondary Schools and Elementary Schools.

Exhibits relating exclusively to Girls' schools such as needlework, Domestic science and economy etc., will be shown in a separate

section. Both students' and teachers' work will be gladly received for exhibition and appraised separately. Medals, honours certificates and Certificates of merit will be awarded to each section and to each department, on the recommendation of the judges appointed by the Exhibition Committee.

Intending exhibitors are requested to intimate to the General Secretary, in advance before the 31st October, the number and nature of the exhibits they are likely to send. On receipt of the information, necessary labels and instructions for the despatch of exhibits will be posted. Exhibits not bearing these labels will not be accepted. Exhibits are to be sent so as to reach the Exhibition Secretary not earlier than 5th December and not later than 22nd December, 1934. No exhibit will be accepted for the exhibition unless approved by the Exhibition Committee whose decision will be final.

Exhibits may be sent by railway goods or in the case of pictures by railway parcel to Anantapur (M. S. M. Ry.) and arrangements will be made to take charge of them by the Exhibition Committee who will afford all possible facilities for ensuring the safety of the exhibits received in good condition. Exhibits should be safely packed and sent at the exhibitor's own cost. Exhibitors may make their own arrangements for the removal of exhibits after the exhibition or the Committee will despatch them to the respective destination at the cost of the exhibitors if requested to do so.

The usual concession for carriage of exhibits by goods trains and for pictures only by passenger trains will be allowed over railways for exhibits intended for show at the Provincial Educational Exhibition to be held at Anantapur in December, 1934. The railway concession will remain in force from 5th December 1934 to 10th January 1935.

On all matters connected with the exhibition, the decision of the Exhibition Committee, shall be final.

Educational firms and others requiring accommodation for their showrooms and stalls are requested to apply before the 1st of November 1934 stating the nature and extent of space required, together with the remittance of rent at the following rate in advance:

Space 72 square feet or part thereof Rs. 5/-

All communications to be addressed to

THE GENERAL SECRETARY,
XXVI PROVINCIAL EDUCATIONAL
CONFERENCE,
LONDON MISSION HIGH SCHOOL, GOOTY.
C. RANGANATHA AIYENGAR,
General Secretary.

ANDHRA STUDENTS' CONFERENCE

A meeting of the Executive Committee of the Andhra Students' Conference was held on 7th October at Vizianagaram College on the 3rd and 4th instant, under the presidency of Mr. K. V. Subbarow, Lecturer in English in the institution.

The reception Committee elected Mr. C. R. Reddi as President of the ensuing session of the Conference. It was also resolved to organise a course of lectures to be delivered in Telugu or English by eminent educationists on subjects of vital importance during the session of the Conference.

The Reception Committee next resolved to conduct sports and literary competitions for the delegates or others from the various colleges and schools in the Andhra Desa:—Elocution in Telugu and English for Colleges; Elocution in Telugu and English for High Schools; Essay-writing in Telugu and English for Colleges; and Essay-writing in Telugu and English for High Schools. The lady delegates in the above competitions will be awarded special medals.

The General Secretary expressed his grateful thanks to the Raja Saheb of Vizianagaram for the donation of Rs. 100 and for free boarding and lodging for the delegates and the visitors to the Conference. He then made a fervent appeal to the public for help without which the Conference could not prove a success. He also requested the Principals of Colleges and High Schools in Andhra area to send in their full delegation to the Conference, which was resolved to be held on the 21st December next.

CHAMPION SCHEME CRITICISED

The meeting of the District Educational Council, West Godavari, held on 29th Sept. at Ellore with Mr. D. Venkata Rao, President, in the chair, unanimously approved the recommen-

dation of the special sub-committee appointed to scrutinise and report on the Champion Scheme.

The Council opined that the Champion Scheme could not be worked under present circumstances in rural areas, and that if the scheme was carried into effect, it would retard the progress of elementary education in rural areas, especially among the Adi-Andhra and other backward communities. Further, the Council was not in favour of united schools for boys and girls.

The sub-committee's recommendations that in villages where there were separate schools for caste-Hindus and Adi-Andhras, the standards above the IV standard might be amalgamated; and that the scheme be tried in the Municipal areas as recommended by the Municipal Councils, in consultation with the managers of the aided schools concerned, were approved by the Council.

MADRAS GEOGRAPHICAL ASSOCIATION'S TOUR

Under the auspices of the Madras Geographical Association a ten days' tour by bus was organised and conducted during the Michaelmas Holidays by Messrs. N. Subramanyam (of the Teachers' College) and George Kuriyan (of the University Geography Department)—the places visited being Oorgaum (K. G. F.), Bangalore, Sivasamudram Falls, Mysore, Kannambadi Dam, Seringapatam, Pykara, Ootacamund, Coimbatore and Mettur. The party, which included three ladies, consisted of students of Geography from the Teachers' College, University Geography Department and the Lady Willingdon Training College.

This is the second long tour arranged by the Association, the first one having been conducted last year during Dasara by train and bus, the places then visited being K. G. F. Bangalore, Sivasamudram, and Mysore as also the Jog Falls and Bhadravathi. In place of the two latter, Pykara and Mettur were substituted this year. As in the last year, the total cost including food and transport has not exceeded Rs. 40 per member. The value of such organised educational excursions, especially to students, cannot be overstated; and it is to be hoped that they will become more common and frequent in the interests of sound education.

Here and There

TEACHERS' PROVIDENT FUND RULES

The Fort St. George Gazette of September 25th, publishes the following amendment to the rules relating to the provident fund for teachers in non-pensionable service.

"In rule 10 delete the words 'with due notice' occurring in sub-paragraph (a) and for sub-paragraph (c) substitute the following. If a subscriber 1. is dismissed or removed from service or 2. tenders his resignation to avoid such dismissal or removal or 3. quits his employment after having been convicted of an offence involving moral turpitude, then the portion of the deposit which is made up of the contribution, of the employer and the interest thereon and the Government contribution may be withheld at the discretion of the District Educational Officer of the District after consultation with the management, but such a subscriber shall receive his own deposit with interest thereon."

EDUCATION THROUGH FILMS

The desirability of forming an organisation for imparting general education to students through films and visits to industrial centres, was fully discussed at a meeting of some prominent educationists held at the Elphinstone Picture Palace, Lucknow, this week. It was decided to form an organisation that will look after the interests of the student community and give them facilities to see proper types of films.

ARCHAEOLOGICAL EXPEDITION FROM U. S. A.

It is understood that an archaeological expedition from the United States of America is arriving in India next cold weather. The expedition is expected to work at certain prehistoric sites recently discovered by Mr. N. G. Majumdar of the Indian Archaeological Survey on the Indus and in the hilly region of Larkana and Karachi districts. Some of the sites, in view of the evidence already collec-

ted by Mr. Majumdar, would appear to be earlier than Mohenjodaro (3rd Millennium B. C.) and related to those discovered in Baluchistan, Persia and Mesopotamia. It is probable that Dr. E. Mackay, who has already had experience of digging at Mohenjodaro, will be in charge of the expedition. This is the first time that a foreign society will be engaged in India for archaeological excavations. Of the finds from these excavations a portion will remain in India as the share of the India Government and the rest will be permitted to be taken away by the excavators as a suitable recompense for their venture, as provided in the newly amended Ancient Monuments Preservation Act.

THE SYLLOGISTIC MACHINE

In connection with the device of a syllogistic machine claimed to have been invented by Mr. P. S. Naidu of the Annamalai University, it is seen that it consists of three concentric discs rotating round the pivot. The outermost is fixed and has two "windows"—180 degrees apart—cut in it. The second called the minor disc, has the eight possible minor premises of a syllogism written all round its circumference in a particular order. There are also eleven slots cut out of it at specified places. The third disc known as the major disc, which is slightly larger than the minor, has the major premises and the conclusions written on it. When the major and the minor discs are rotated the valid moods and their conclusions appear automatically. When there is an invalid combination of premises, the slots reveal only blank spaces. The technique of the device consists in the arrangement of the premises in a particular order.

TREATMENT OF MENTAL PATIENTS

Dancing, musical exercise, scouting and guiding are valuable in the treatment of mental patients. This is revealed in the report for 1933 of the British Board of Control. The Board it is stated, has watched with interest and done its best to encourage the new development of training through dancing and musical exercises now adopted in many hospitals, and the results have been uniformly good.

THE EDITOR ANSWERS

TEACHERS are invited to send in their difficulties connected with their profession. Whatever the nature of the difficulty may be, the Editor will try to help them to the best of his ability. The teachers' co-operation will be invaluable.

Q. 8. Should vocational education be a part of elementary or primary education?

Answer:— The question involves a reference to an issue that is engaging the attention of educationalists. In a practical world like ours the utility aspect of education is getting to be more and more emphasised than hitherto. The days when artisans pursued their profession as members of a caste group or a trade guild are over. The artisans of the future will have to be provided by the educational institutions. But that raises the question of the relation between the cultural and utility aspects of education. Under the urge of an industrial civilization practical man may feel the temptation to subordinate culture to utility. If that proposition is accepted, the nation will soon reap a harvest of soulless machines unfit for the status of man, created in the image of God. Subordination of the cultural element will be an irreparable loss.

The right solution is along the lines already indicated in a speech by Sir Akbar Hydari, published in our September issue, where he speaks about three stages of education. The first is education for literary and cultural purposes upto the primary stage or a little beyond, which will be compulsory and free for all. At the second stage some with a real aptitude may branch off into the vocational courses of study and others may continue the literary education. At the third stage, again, there may be a further specialisation in the higher literary and cultural courses, and in the higher technical or technological courses of study. This will

make for a well organised society in which the practical needs of a modern society as well as the higher destiny of the individuals will be duly provided for.

We don't think that vocational training in keeping with the requirements of a complex modern society is desirable or possible at the elementary or primary stage.

Q. 9. Should there be religious instruction in schools? If so, should it be on compulsory or optional basis?

Answer:— That religion is and ought to be the basis of all education is generally accepted. Some may contend that in a land of many religions like India religious instruction had better be confined to the home and the community and not be made part of an educational scheme. But that, we think, is a safe course but not the best course. Without minimising the value of the home and the community as agencies for religious education, we must still emphasise the duty of an educational institution in that matter. Proselytisation is not the main aim of such education. With that fear removed, there should be no difficulty in subscribing to the proposition that religious education is necessary in schools and colleges.

In regard to the second point, we may straightaway say that compulsion is contrary to the spirit of religion. It ought to be optional. Immature minds may not be able to choose. In that case the parents or guardians may help the student to make his choice.

SPORT FOLIO

THE ORIGIN OF "SOCCER"

BY MR. LANKA SATHYAM, M. A.

It is popularly believed by the players of the game in India that Football is a modern game, but this supposition proves erroneous if facts about the game are known. It is a pity that most of the footballers in this country are apathetic to know about the origin of the game, but if they take the trouble to know about it, as it is incumbent on the part of footballers, this wrong notion will vanish. This state of ignorance of the footballers about the history of the game is due, I suppose, to the lack of books on sports in schools and colleges.

Now it can be proved that football is a game of great antiquity with the information which is available to us. Football was played as early as 2000 years ago by many nations of antiquity. As Miss Mary H. Gray has pointed out in the Physical Educational supplement of the Hindu of 15th February, 1933, football was known and played among many savage tribes in the Philippines, Polynesian and Esquimos. This game was not unknown to the ancient Greeks and Romans, for a kind of football was taken recourse to as a pastime by those two nations. Football came to be introduced into northern Europe and England by the Roman legions. Thus the game came to be introduced to the Western nations by the Eastern peoples.

As early as 510 A. D. the game was implanted in English soil, but the name "football" was not used until the time of Edward the Third, when it was very much loved by the people. But the game had a setback at the close of Charles II's reign and was not heard of till 1858. The coming into being of the Sheffield Club in that year was an important event in the history of the game as that club revived the game in the country. Another epoch-making event in its history was the formation of the Football Association in 1867

from which date the game became humane and civilised. The "kicking" the opponent's leg was abolished in 1877, as early as a decade after the formation of the Association. The rules had been modified into their present form.

The game thus became civilised and artistic from the year 1877 onwards, and the world Olympic Championship revived in 1896 includes Football in the list of items for nations to participate in. About 30 nations are competing for the Championship to-day. It is a good portent that Indians are taking very keen interest in the game and it is becoming a much played game in India to-day.

THE XXVI PROVINCIAL EDUCATIONAL CONFERENCE, ANANTAPUR. TENNIS TOURNAMENT, 1934.

EVENTS:

Men's Singles.
Men's Doubles.
Mixed Doubles.

The above events are open to Lecturers, Teachers and Inspectors in Educational Institutions of the Madras Presidency.

Silver cups will be awarded to the winners and the runners-up.

The tournament will commence about the 15th December, 1934 and matches will be played in the Tennis Courts of Anantapur.

Entrance fee for singles is Rs. 4/- and for doubles Rs. 6/-

Entries close on 15th November, 1934 and applications should be sent along with the entrance fee to the Tennis Secretary, Mr. M. Rama Rao, B.A., B.Ed., Assistant, Municipal High School, Anantapur.

Slazenger balls will be used for the tournament.

London Mission High School, Gooty. } C. RANGANATHA
3-9-34 } AIYENGAR,
General Secretary.

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OPINIONS

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434

Vol. I: No. 5

November, 1934

EDUCATIONAL INDIA

BOMBAY TEACHERS'
CONFERENCE P. 189

TEACHERS' SALARIES
P. 187

SIR RADHAKRISHNAN'S
ALLAHABAD ADDRESS P. 190

The Place of Beauty in Education
By Prof. A. Bagshaw

Negro Education
By Dr. G. S. Krishnayya

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By Mr. S. Krishna Rao

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EDUCATIONAL ADMINISTRATORS
THINK ALOUD P. 192

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DETAILED CONTENTS FOR NOVEMBER, 1934.

	PAGE		PAGE
THE PLACE OF BEAUTY IN EDUCATION		Dr. Tagore's visit	194
BY PROF. A. BAGSHAW, M.A., (OXON)...	165	Short Courses in Practical Agriculture	195
SOME LESSONS FROM NEGRO EDUCATION		Back-ward Classes and Exam. fees	195
BY DR. G. S. KRISHNAYYA, M.A., PH.D.	168	Annamalai University Convocation	195
SECONDARY EDUCATION AND ITS PROBLEMS		Secondary Education Conference	195
BY MR. S. KRISHNA RAO, B.A., L.T....	172	Broadcasting Scheme for Villagers	195
EVIL EFFECTS OF SPOON-FEEDING		Horticultural Exhibition Committee	195
BY MR. M. S. SRINIVASA SARMA, M.A.,	174	Allahabad University	195
ALLAHABAD UNIVERSITY CONVOCATION ADDRESS		Women's Conference	196
BY DR. SIR S. RADHAKRISHNAN, M.A.,	177	Secondary Teachers' Conference	196
RESIDENTIAL SCHOOLS FOR INDIA		Students' Welfare Committee	196
BY PROF. K. R. KANITKAR, M.A., B.SC.,	180	Harijan Education	196
REMODELLING OF EDUCATION		Board of Vocational Education	196
BY MR. A. H. MACKENZIE, M.A., C.S.I., C.I.E.,	182	Annual Convocation	196
REFORM OF HIGH SCHOOL COURSE		Vocational Training for Women	196
BY MR. N. S. SUBBA RAO, M.A., BAR-AT-LAW.,	185	Annual Conference of Teachers' Association	197
EDITORIALS		Agricultural Demonstration	197
Teachers' Salaries	187	Annual Conference of University Association	197
Bombay Presidency Secondary Teachers' Conference	189	Recruitment of Teachers	197
Sir S. Radhakrishnan's Convocation Address	190	Aided Schools in Cochin	197
Educational Administrators Think Aloud	192	Progress of Education	197
The A. U. Extension Lectures	192	Pure Films Campaign in Ceylon	197
PERSONAL NOTES.	193	PUBLIC OPINION	
THROUGH DIFFERENT PROVINCES		The Rt. Hon'ble Sastri on Lowering standards of Education	198
Indian Military Academy	194	Dr. Cousins on Creative Expression in Education	198
Indian Public School	194	Dr. Tagore on the Task before Youth	199
Service stamps for the Universities	194	Mr. S.M. Azam on Sec. Education	199
World Scout Jamboree	194	Col. H. R. Harding on Rural Broadcasting	199
New Scales of Pay for Teachers	194	The Metropolitan on the meaning of Education	200
The Education Week	194	Mrs. H. M. Dadhaboy on Objectionable Films	200
		OUR WOMEN'S PAGE	201
		HERE AND THERE	202
		BOOK REVIEWS	203
		CORRESPONDENCE	204
		THE EDITOR ANSWERS	206
		SPORT FOLIO	207

Vol. I: No. 5

November, 1934

EDUCATIONAL INDIA

A HIGH CLASS MONTHLY DEVOTED TO TOPICS OF EDUCATIONAL AND LITERARY INTEREST

EDITED BY M. VENKATARANGAIYA



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An Appeal to Contributors

THE object of the Magazine is the discussion of educational topics which are of importance from the point of view of Modern India. Contributions are therefore invited from Publicists, persons connected with the management of educational institutions like Presidents of Local Boards and Municipal Councils and Members of the Managing Committees of private and aided schools, Parents who are interested in problems of education, Vice-chancellors, Professors and Teachers of all grades.

Contributions may deal with all stages of education—Elementary, Secondary and University—as well as with all their aspects e.g. the subjects to be taught, the methods of teaching them, the equipment to be used, the measurement of results, physical training, health of school children, size of schools and classes, Text-books, the medium of instruction, Syllabuses and courses of studies etc.,

Experiments made in education in other countries of the world may be described. Contributions on the objects and methods of inspection of schools, the system of grants-in-aid, the general financing of education in our country, the possibilities of economy, are welcome. Articles bearing on the education of women may be sent.

How to make schools attractive to children is a subject of great importance. Articles bearing on Educational Psychology, measurement of intelligence, the grading and classification of pupils, individual and collective work, the giving of guidance, and the place of examinations are specially required.

The editor wishes to have contributions based on personal experience, study and observation. They should also be of a practical character. It is not so much about educational theories as theories but about theories in their relation to actual practice that he desires discussion.

Parents, managements and teachers will be greatly helped if contributors bear in mind that discussions must be centred round *what is practical and practicable*. It is then only that the value of theories can be tested.

'EDUCATIONAL INDIA' OFFICE, }
MASULIPATAM. }

—Editor.

We must therefore see to it that beauty receives its true place in both the subconscious and the conscious education of our children. We must insist upon beauty both in environment and in teaching at our schools. How may this ideal be approached?

In the future it is to be urged that sites for new schools should be chosen for their natural beauty as well as for their healthiness. But for the present we have to make the best of our schools as they are handed down to us from the past when such precautions were rarely taken. Nevertheless in many cases trees could be planted and gardens set out around the old schools. Few elementary schools in England are without their school gardens now-a-days. Indoors, the introduction of the shaping influence of beauty in environment is not difficult, once the teacher is alive to the need. Good prints of famous pictures by oriental and Western artists are neither expensive nor rare; there are publishing houses in India from whom the finest prints may be obtained. In most districts flowers too are plentiful and their bright colour can transform a dull classroom as if by magic. I have seen schools fragrant and lovely with flowers which the children have themselves gathered. A little planning can certainly bring beauty into the child's surroundings wherever the school may be.

Beauty in environment is not enough, there must also be an enthusiasm for beauty in our class work. It was Kant, I think, who said that interest in the beauty of nature indicates the presence of beauty in the soul. There is no doubt whatever that enjoyment of beauty is natural to men. But unfortunately ugliness in material and social surrounding, and the debasing influence of the scramble for wealth or pleasure which his elders are engaged in, close like a prison house around the growing child and his innate appreciation of all lovely things is often extinguished. Our aim must be to prevent this, to keep his mind alert and responsive to

beauty. We must ~~swiftly~~ refuse to let the pressure of examination work leave no time for 'appreciation lessons.' Like the Poet we must be alive to the beauty in ordinary things so that we can lead our pupils to it. To the awakened mind science itself constantly reveals beauty of design and form and colour. Analysis in the laboratory does not destroy this, for, if the teacher guides aright an examination of the parts leads to a greater joy in the whole. It is the science teacher's high calling to minister to that sense of wonder in creation which is akin to worship. The drawing master has an equally great opportunity. It is the very essence of his work to point out beauty and to direct the boy or girls creative response to it. To confine the work to sketching artificial models or copying from the blackboard is inexcusable; no school is out of reach of abundant natural material. As a supplement to the lessons the pictures on the class room walls should be discussed under the guidance of the form master and there should be at least one well illustrated History of Art in the School Library.

In England the reception given to the Broadcasts to schools on musical appreciation has proved that children have a keen interest in the beauty of music. Illustrative lessons given by Sir Walford Davies and others have stimulated interest and disclosed talent in the most unlikely educational centres. We may hope that India will soon have as powerful an aid to culture as the B. B. C. but in the meantime most schools can find a gramophone with which to introduce the realm of music to their scholars. By music the inborn sense of beauty is touched to awareness even before the intellectual faculty of the child begins to show itself.

'When music sounds, gone is the earth I know

And all her lovely things even lovelier grow;
Her flowers in vision flame, her forest trees
Lift burdened branches, stilled with ecstasies.'

Knowing the magic power of harmony dare

we so neglect the spiritual rights of the child as to allow him to grow up responsive to no better music than the discord of the streets?

I have purposely left to the last that branch of our work which gives the best opportunity of education in beauty. The Headmaster of Rugby School has said that to understand poetry is to know beauty. In all fine literature beauty is there awaiting discovery. Once you have looked face to face upon the spirit of beauty as it can be manifested in a great poem, you will never disregard it again. It holds you by an invisible charm which is stronger than all the chains by which men bind themselves to the material world. Poetry brings not wealth or ease but something far more important, treasure of the mind and soul, wise understanding, sympathy, eyes to behold beauty, a nature at peace and in harmony with life. It is the teacher's privilege to open the door of this spiritual world to each oncoming generation. Yet so often he is himself blind to it and in his teaching never rises above a deadly mechanical analysis of words and phrases.

'Tis ye, 'tis your estranged faces
That miss the many-splendoured thing.'

If the teacher's own spiritual and imaginative life be stagnant how can he expect to inspire his class? When we are dulled with routine and forget that our work is not just a means of livelihood but a high calling to mould the character of those under our care, then it is time we gave up our post for we are betraying the sacred trust given to us. Read Ernest Raymond's book 'Through Literature to Life' to realise the importance of the literature class. Let us restudy the great masters of literature until the fire of our imagination is lit again and then, if I may quote Raymond, 'You can once more light up in your pupils their essential humanity, their inalienable hunger for beauty and their inborn desire to create beauty for themselves; which things it is the first business of education to educate.'

The suggestion that children 'desire to create beauty for themselves' reminds

us of the need for creative work in our lesson periods. Self-expression is constantly being urged these days. But how often in essay writing it degenerates into a copying of set types; rarely are the pupils encouraged to express their real joys through the pen, their personalities are smoothed into dull uniformity with the conventional type. The result is that 'composition' becomes a hateful burden instead of a satisfying creative effort. Poetry writing is seldom attempted, yet every child has in him the urge so well expressed in, 'The Crock of Gold'—"I will write a poem some day" said the boy "and everyman will shout when he hears it." Truly we need to examine our methods to discover where we are suppressing this creative spirit which might transform the world.

Yes, if beauty flower in them the men and women of tomorrow will transform the world. This is not an exaggeration. Schelling has said that art is a higher attainment than philosophy, because the direct object of aesthetic intuition is in fact God. In poetry and art subject and object are identical. Hegel and Schopenhauer elaborate the same idea. In art we see the triumph of the idea over matter anticipated. Art presents ideas which are essential and permanent amid all the phenomena of the world. Best of all, the modern poet who in his youth cried out "I love all beauteous things" in his old age called his greatest poem 'The Testament of Beauty.' He bears witness of man that

'Beauty is the prime motive of all his excellence,

His aim and peaceful purpose.' And again
'Verily by Beauty it is that we come at Wisdom'

'Beauty, the eternal Spouse of the Wisdom of God

And Angel of his Presence through all creation'

If this be so, and it is confirmed by the rich experience of the ages, assuredly we cannot rest until Beauty is given equal place with truth and goodness in the education of mankind.

SOME LESSONS FROM NEGRO EDUCATION *

By Dr. G. S. KRISHNAYYA, M. A., Ph. D.,

Teachers College, Kolhapur

THE world over, there is a growing feeling of interest in the Negro. The progress of the Negro during the last 75 years can be considered nothing less than phenomenal. Nor is that progress limited to any one field. You notice it in the thousands and thousands of wide-awake bright school boys and college students. You are struck with their hospitals, churches and schools. You are impressed with the banks now owned and managed by a people who started life as slaves. Your attention is arrested by the countless, comfortable, and happy-looking homes now occupied by a race which had nothing they could call their own. And then, what about the millions of acres owned and cultivated by the Negroes—often producing more than their white neighbours—they who once were good enough only as 'field hands'? What about the part they now play in industry and commerce, their stake in the country and their contribution to its progress? And yet it must not be forgotten that in estimating the Negro's progress one must look for its significance not so much in the aggregate as in comparison with the resources with which they started and the progress of other people or groups under somewhat similar circumstances. The progress of the Negro is not to be measured by the heights to which he has gone, but by the depths from which he has come.

Not less wide spread is the reputation of Negro educational methods. The fame of Hampton and Tuskegee has reached India and we have come to associate the all-round improvement of the Negro with their system of education. The changed

complexion of Negro life—they have changed from a crying race to a trying race—a people with a problem have been changed into a people with a programme—is due not a little to the emphasis placed in the schools and colleges on factors and faculties which make for economic, social, physical and mental progress.

Especially fascinating are these slave-people to other people who have yet to shake off the shackles of inertia and lethargy and with steadfast faith and hope strive to change the ordinances of fate and circumstance. The message of hope and encouragement which the other rural folk may receive is one which cannot be ignored, for it is likely to contribute considerably towards the solution of India's rural problems.

With this background, we may pass on to see if, from the point of view of the situation and circumstances in India, Negro education has any lessons to suggest. Is there any guidance, or inspiration which we may derive for the solution of our many school problems?

The most important lesson which we may learn is the adapting of the curriculum to the needs of the child and his environment. Creative intelligence and unencumbered imagination have not sufficiently gone to work in India on this most vital problem—hence the need for calling attention to what would otherwise be merely platitudinous. Until and unless school work has more than a nodding acquaintance with child-life, the responsibility for the numerous maladies, both of rural education and of rural communities, must be laid on the shoulders of the school

authorities. It is unreasonable to expect parents to be willing to spare their children several hours each day for what must seem to them worse than waste of time, energy and money. The most superficial observer of some of the Negro schools would be struck by the fact that they felt that there was no aspect of child life which was considered either too low or too lofty to engage the attention of the school. The teacher was expected to know not merely the school boy and his physical and mental needs, but his parents, their income and occupation and the conditions prevailing in his home. With all this information concerning each pupil, which teacher could talk irrelevantly and uninterestingly? Our courses of studies ought to seek to prepare our pupils, for life in their community. If first things were first, the pupil's needs would be given prime importance and round him the whole educational system would turn, not round the Matriculation examination as now.

Not only is the pupil's life made the centre of Negro educational effort, but the whole school seems to concentrate in *meeting* the physical, intellectual, religious and economic *needs of the community*. Did the Negroes live in ugly, unhealthy, uncomfortable homes?—Then "Better Homes" became the watchword and home-makers were given training in diet, its cooking, canning, nursing, sewing, sanitation, budgets, gardens, colour combination, etc. Did the farms need improvement?—Then privately owned acres were converted into a laboratory for the teaching of school agriculture. The chief place was given to this most important Negro occupation. Knowledge about diversified cultivation, soils and manners, budgets and costs, Co-operative buying and marketing, became the possession of the progressive young farmers as well as of their conservative farming fathers. More than that: this knowledge was put to actual use, and better results were demonstrated on the farms. Subsidiary industries, such as carpentry, blacksmithing, poultry-raising, fruit growing

basket-making, were taught, with a view to enabling these men and women to add to their resources. In India such a relation between our rural communities and our rural schools would usher in a new day for both. The vast majority of Indian girls are bound to find in home-making, their chief occupation in life; and yet the present artificial and stereotyped curriculum hardly attempts to meet their need. The majority of boys in the villages are inescapably marching towards agriculture for their livelihood and yet even lip-homage is often denied to it by the rural curriculum. Much can be done along the lines described above, to make our schools responsive to the needs of the rural community.

The needs of the community are not likely to be known unless special pains are taken to study them. Much valuable effort in our country is wasted, because enthusiasm rather than intelligence has dominated the situation. In the village Schools, and especially in the Normal Schools which prepare village teachers, *the study of civics, rural Science and rural problems* should be made compulsory and significant. The future leaders of the rural community cannot be allowed to remain ignorant of these important matters. Familiarity with the different rural agencies and their work may then lead to better co-ordination and more fruitful co-operation. Civic sense and citizenship—responsibility, conspicuous now by their absence, could also be thus promoted. Further, this would help in the development of community service, and would make the school a community institution. It would be worth while to make a first hand survey of the conditions in the villages of the province, or district, to determine what the rural School can do in preparing pupils to bring about better conditions, to discover what has been done elsewhere to make life in rural surroundings safer, happier and more satisfying, and to decide how the teacher and the school can best work with the community in bringing about these better conditions, and develop an appreciation of rural life and a vision of

* A detailed description of some of the leading Negro Schools and of their message for India is to be found in the author's book, *The Rural Community and the School*, published by the Association Press, Calcutta.

what the village might become.

Such a study would lay bare numerous defects that would need urgent attention. Among them would be unwholesome attitudes and injurious practices. These the school will seek to correct as far as possible, through the content and method of instruction, through the encouragement of co-operative activities, and through unceasing and vigorous propaganda. In the American communities where a proper respect for manual work was found wanting, the different institutions assiduously set about to make labour dignified and manual work sacred. The teacher's attitude and example must inspire right conduct. The pursuit of some desirable goal, and the participation in some all-absorbing activities, will lead to the disappearance of this prejudice. Once the new idea has been accepted, it will not be difficult to build the concept of the dignity of labour on it. From early childhood, manual training should be encouraged. No work should be treated as degrading or menial. School gardens and other practical projects, such as those introduced in Moga will go a long way to counteract the present attitude. Likewise, special emphasis needs to be laid on the particular problems of each locality. What is required is a rational and comprehensive scheme, which will take note of the general principles which have come to be more or less universally accepted, lay special stress on the community's peculiar needs and give due attention both to the stage of social evolution in which the people are, and also to their resources.

The American *emphasis on the practical* seems to offer the much-needed antidote to the British-Indian literary type of education. Even the most superficial observer could notice that the American schools had to face the problem of manual labour and the creation of a wholesome attitude towards it. Most of them struggled consistently and successfully against the popular preference of a theoretical "white-collar" education.

The problem in India is not easy of solution. The complaint is heard, in season and out of season, that the universities of India are *producing too many graduates*, who are vainly knocking at the doors of the Indian Secretariat for appointment, so that un-employment is likely to become the most common occupation of the educated middle class in the near future. If this is so, (and the enrolment in the Law Colleges bears its eloquent testimony:) what is responsible for such an over-supply?—Surely our one-way academic traffic system. What are students to do, when all types of school-courses in India are designed as a preparation for College and University? There is scarcely any real choice before them. It was this evil that some of the Negro schools averted by the introduction of parallel-courses. Attention has therefore to be drawn in India to the need for increasing the lines of interest among students and *diversifying their education*.* Instead of making it necessary for all to march, in single file, through the literary course to the university, it should be made possible for some pupils to do intensive work in agriculture or mechanics, or home science, or teacher-training, and yet have the necessary training in certain fundamental skills and subjects. It may be that the American example is of more value at the high school stage; but attempts are being made in some quarters to diversify the curriculum even at the primary and middle school stages, so as to prevent migration to the town high school, and to encourage the stay in the villages of some of the promising products of the village school. Doubtless, at first, it will be difficult to divert many from their degree-hunt; and how else can it be, when for a whole century, a high pass in the degree examination has been the *sine que non* for government service,—one of the most lucrative and attractive forms of employ-

* Dr. A. H. Mackenzie, formerly Director of Public Instruction U. P. and now Pro-Vice-Chancellor of the Osmania University, is advocating this for Hyderabad State.

ment open to Indians? This degree-hunt will take time to be set right, but it will not disappear until a concerted and many-sided attack is unsparingly carried on by all concerned.

"Train up a child in the way he should go, and when he is old he will not depart therefrom." If it is desired to encourage industries and promote technical training, the start needs to be made in the Kindergarten. It is absurd to expect a decade and a half of literary education to produce a man skilled in agriculture, keen on business, or interested in machinery. While children are young, their interest in creating things should be aroused, and they should be trained in the handling of tools. It may be well worth while also to introduce some cottage industries,—not for vocational purposes, but chiefly to cultivate skills and aptitudes. It is noteworthy that some leading Negro institutions find it both advisable and profitable to encourage handicrafts and native industries, as part of the curriculum. Practical methods of nature study, and school gardening, and the formation of clubs around different rural projects, are also to be recommended. Club work gives practical training in the fundamental economic process of food production, conservation and marketing. It makes for a vital interest and skill in agriculture and home economies, for, pupils learn by doing undoubtedly the best way to learn.

Such a method provides an *invaluable corrective* to many Indian failings. It develops initiative; it encourages self-reliance; it makes for group action, it calls for resourcefulness; it demands perseverance. The scientific attitude of testing results and forming conclusions is fatal to a blind belief in outworn tradition. The purposing and achieving of ends spells disaster to age-old contentment and uncontrollable fate.

If any system of education had been devised to meet the needs of India adequately, it would not have been conceivable

for *school and community* to be divorced from each other. Fortunately, there is evidence now of advances on both sides, and it is being realised that perhaps even more important for the popularisation of mass education than anything else, is the *rapprochement* between the two alienated institutions.

Too much cannot be said in commending this movement. The tendency to make of the school "a house of the people" deserves every encouragement. With lakhs and lakhs of rupees invested altogether in school equipment, it is wasteful to restrict its use to a few hours each day, five days a week, for only a few months in the year. The school in most cases, by its very nature, being "public-built, equipped, maintained and run from public funds and open to all, regardless of creed or political affiliation—is the one place where all can meet, or should be able to meet, on an equal footing. This therefore is the natural community centre, and should be considered the "Capital" of the village community. Failure to use the school building as a social centre is poor economics as well as bad educational philosophy.

The chief aim of the *community centre*, as exemplified by Negro institutions, should be to deepen the content and broaden the scope of the term 'education', and to extend the activities of the village schools, so that they may evolve into "People's Universities".

It should provide for the play-life of the community. It should be a community forum, a place where the citizens meet for the courteous and orderly discussion of all things that pertain to the community's welfare. Local conditions will determine other activities that should be engaged in, such as co-operative buying and selling.

This meeting of the people at regular intervals not only furthers the social, political and educational life, but definitely promotes a *community spirit* amongst them. If this "we-feeling" is to be cultivated, opportunities must be provided

for its expression. Too much cannot be said in favour of stimulating in our villages a public spirit and a community interest. This is the only way of ensuring the success of all campaigns for civic and sanitary improvement—and it is a way that has rarely been tried in India. A school which makes the service of the community its goal will find countless opportunities to justify its existence.

With a school thus serving the people, the problem of "the educational indifference of the agriculturist" is automatically solved. His attitude towards the school and that

of his children cannot but be one enthusiastic co-operation. "Here and there has the school helped me; how can I help the school, say?" the rustic family will inquire. The task of preventing a lapse to illiteracy, and of instructing the unlettered in matters of health, home-making and better farming is rendered a hundred-fold easier. Such a school would concern itself with all from the unborn babe to the aged parent. Such a school is the 'educational dispensary' of its community.

(To be Continued)

SECONDARY EDUCATION AND ITS PROBLEMS

By Mr. S. KRISHNA RAO, B. A., L. T.,
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IT is clear from a study of the situation obtaining and from the recent utterances of statesmen-educationalists like Sir Mirza Ismail, Sir P. S. Sivaswami Iyer and Sir Akbar Hydari that all is not well with our system of education. The impression is mainly based on the growing knowledge of the inadequacy of the present system to enable youngmen to chalk out independent and honourable careers for themselves. The enormous wastage of time and money involved and the despondency into which they are thrown at the end of their educational courses have made every heart sick; and as a reaction a strong feeling in favour of suitable changes in the existing state of affairs is making itself felt, and is welcome too. It is proposed in this article to review the field of Secondary Education in the light of this feeling.

It is unfortunate that, in this land of teeming millions weighed down by the curse of want, the Scheme of Education should have been conceived as a flight of steps leading to University honours. This conception has helped to fix the public eye in one

direction only and every parent, be he rich or poor, helplessly moves on in this groove only, though with occasional dread, of the frightful consequences. It is also becoming increasingly clear that all are not competent in every way to tread this narrow path. It looks therefore more appropriate to devise education as composed of concentric rather than supplementary stages, each with a definite end in view and complete in itself and answering to the needs of the community.

What can be a proper ideal of education under the existing conditions? A modest aim may be somewhat this: to create in the minds of the young a desire to learn and understand, not only books but also the environment; a judicious adaptability to the latter with a proper appreciation of what is right and wrong; a confidence that stirs up their inner resources to meet a world of competition and earn an honourable living; and above all a passion for service to others. This can fairly be a common ideal for all stages of education, with the difference only of an ever widening circle of contact and experience.

One can easily see for himself how far the present day Secondary Education satisfies this ideal. There is certainly a very natural desire in every child to learn and understand but this desire is made to serve the drudge of the examination coach. For, if there is any one supreme handicap in the scheme of Secondary Education to-day, it is the totally wrong emphasis laid upon the examination. Secondly, there is an intelligent appreciation of right and wrong among the boys but a judicious application of the same is far from satisfactory; they are either too idealistic or cower, to a sense of fear, in the realm of wrong. It is sufficiently notorious amongst us that a higher educational qualification carries along with it a deeper stamp of impracticality.

Thirdly, that the system failed to wake up the necessary initiative in youngmen to enable them to pursue profitable courses of living is needless to mention. In fact it is the rock upon which any scheme of education not wisely planned is bound to break. Thanks to an administration that had in its power to give a large number of appointments, high and low, the policy so far pursued appeared to succeed. Now that the out-turn from schools and colleges has far exceeded the number of posts falling vacant, the crash was inevitable; the young men and with them the parents find themselves at sea.

It must, however, be said to the credit of the present system that it has partially, if not markedly, succeeded in generating in the minds of the young, keener sense of social justice and with it an inclination for service. But the absence of the other amenities of a free and active life has so far stifled this tender growth that it never became a passion with them, much less a joy.

II

The remedy for this state of affairs should lie, of course, in a re-orientation of policy. The Secondary School should be devised to make men of children and not merely to prepare them for an examination.

The obsession of a single determining examination with all its attendant evils on one side and the domination of university requirements on the other, have given the school a factory appearance. The syllabuses are stereotyped, irrespective of the needs of the locality. Very often the equipment by way of buildings, play ground, Laboratory, Library etc., is so meagre that the usefulness of the school, besides training candidates for the Public Examination, is almost at the lowest. The freedom of movement, the skill of the hand and eye, the smartness of grasp and decision and above all the spirit of accommodation and tugging in team that ought to mark the growth of the young are singular by their absence. The change of policy needed should at once be bold and salutary if matters should improve.

It is unfortunate that the dream of the early protagonists of the original S. S. L. C. Scheme of making the school an independent unit of Secondary Education should have slowly and imperceptibly given place, over a quarter of a century, to a mentality that preferred ultimately the old Matriculation Examination ideal,—like Romans preferring Brutus, Caesar's murderer, to be king in his place. The policy is obviously guided more by administrative convenience than by sound educational principles. Perhaps, the original scheme was ushered much before its time. People did not find it so hard then to find administrative and other posts for their boys as they do now. Perhaps, too, the present time is more opportune to reconsider the claims of the scheme as conceived in the beginning and release the school from the grip of the single examination scare. The new innovations that had lately appeared viz., the use of vernacular as medium of instruction and the inclusion of compulsory manual training might be simultaneously considered and given a more prominent and effective place in the curriculum. S. S. L. C. Boards on a linguistic basis might be more suited. Select high schools noted for efficiency and usefulness might be given the freedom of issuing their own certificates, as

an experimental measure. The subject is of such vast and urgent importance that it requires the concentrated efforts of educationists and statesmen, Legislatures and Teachers' Conferences alike to forge out a solution.

I would refer here to another matter that requires early attention if secondary education should succeed, namely, the problem of the increasing number of misfits among secondary school children. Their presence in the school results in a huge wastage of effort and a lowering of the standard, thus effecting also the efficiency of the University and the services. Apart from the question of intellectual backwardness on the part of some, in the case of many, particularly in rural areas, it is penury that deprives them of the full benefit of a course at school. They spend much of their time in earning their food and fee or worrying

about them. It would look as though a sound scheme of Elementary Education that would meet the needs of rural tracts, might arrest the flow into Secondary Schools of pupils who cannot afford to take a course therein or are otherwise incompetent. Bright and promising children, are, of course, always welcome in a Secondary School though they are poor, and would be supported by public charity and scholarships.

Lastly, the low grades of salaries offered to teachers of Secondary schools have failed to attract the best type of men to the profession. It is proverbial that he who is unfit for all other things in the world is good enough to be a teacher. Education should be looked upon by the State as an investment and not as unproductive expenditure. Until then, the future of all young men, and on that account of that country as a whole, is bound to be gloomy.

EVIL EFFECTS OF SPOON-FEEDING

By Mr. M. S. SRINIVASA SARMA, M. A.,

National College, Trichinopoly.

NO one is wise enough to put his finger on the defects of Modern education, and say, "Here is the source of them all." We can only hope to call attention to a few outstanding features which have grown out of a system which is essentially opposed to the inherent laws of life. The prevailing scheme of education with its culminating point in a stringent, rigorous and uniform type of examination has rightly come in for a good deal of honest and constructive criticism. The dullness, the dryness and the mechanical deadness of our educational institutions are directly traceable to the exaggerated importance attached to the passing of the examinations. This melancholy tragedy becomes more poignant and most intolerable if it is pointed out that this standard of passing the examination is

taken to be the measure not only of the student's achievement, but also of the teacher's capacity and competency. Learning ceases to be creative thinking; it is no longer the making of discoveries and the joyful expansion of personal powers. It has now come to stand for the mechanism of "mugging up" the dictated notes and "vomiting" them out at the examinations with a view to secure at least 35 per cent of marks. No wonder therefore that the modern system of education stands condemned as stultifying curiosity, drying up the fountain-heads of originality, and killing the initiative and the creative energy of our pupils.

Now who is responsible for all this irreparable loss and criminal waste? It is no good blaming the teacher for every

educational ill. Let it be noted that no educational institution can do exactly what it considers best and wisest; because, its very existence depends on public favour and public support. What is, therefore, urgently needed is a transvaluation of values on the part of the parents and leaders. The rule-of-thumb method of assessing the teacher's ability solely by the number of "passes" he produces at the examinations must go. If you prescribe a number of text-books, and if they have to be "covered" in a stipulated time, and if questions are to be "set" from those drab pages, and if you are going to retain the services of the teacher during the next year on the strength of the examination results, then the only efficient method is to dictate notes on all important topics, make the pupils memorise them, and hold weekly examinations to test and train their "cramming" powers. In fact, an experienced and really capable teacher in a private school recently told the present writer that in spite of his great faith in, and undoubted capacity for, scientific and psychological methods of teaching, he had, by the compelling force of grim and relentless facts, been constrained to ask boys to "take down" notes hour after hour, and make them repeat them the next day with folded hands! And it is an acknowledged fact that the examinations put a premium on the capacity to reproduce materials drilled into them by note-dictation. And added to this is the painful phenomenon of the teacher being obliged to work from 10 A.M. to 4-30 P.M. for at least 5 to 6 hours at a stretch, sometimes without any leisure period. No honest teacher can do five or six hours of really valuable lecture work a day in the right spirit and in the correct manner. The vexatious and soporific routine compels him to "finish" the portions by the short cut process of note-dictation and mechanical memorisation.

EDUCATION, INSPIRATIONAL
NOT INSTRUCTIONAL

A fact of basic importance which

every teacher and parent should bear in mind is that note-dictation and 'cramming' are hopelessly inconsistent with the fundamental laws of learning; and the students, if left to themselves, would certainly never memorise at all; they always prefer to *learn*. Curiosity and desire to learn are so powerful and natural with them that discoveries, new ideas and personal achievements are intrinsically valuable and delightful to them, and are their own rewards. But we, in order to propitiate the false gods, prove traitorous to the basic lessons of logic and psychology. Note-dictation is twice cursed; it curseth him that gives and him that takes. In the first place it is not fair to the students; and secondly it makes the teacher indolent, passive and intellectually torpid. It takes the line of least action, deadens the power of reasoning and kills the spirit of wonder which is the root of all knowledge and culture. Facts by themselves are meaningless and valueless unless the pupils know their inter-relatedness, their underlying principles, their causes and effects. Education must be regarded not as a routine designed to facilitate the assimilation of dead matter, but as a group of activities by which the reasoning powers are exercised, and curiosity aroused and satisfied. It must promote criticism, argumentation and creative thinking. It is never a mechanical process of taking down facts and giving them back again.

If education is to work miracles, it must be more a process of drawing out than putting in. If it is to be, not an irksome and laborious task, but a life-long happiness and an ennobling intimacy with all that is true, good, and beautiful, there must be a radical and thorough reform effected in the aim and management of our schools and colleges. The lecture-work in the classroom should be inspirational rather than instructional. As Dean Ashbaug has rightly pointed out, "the evidence of a great teacher is not that his students know the material he has taught, but that they come from his courses with an insatiable desire to

know more and more of his field." It is not the quantity of information one has acquired that ought to determine the value of education, but the initiative, independence of thought and the desire to learn which are aroused in the pupils.

Thus the most pressing need of the present system of education is to put an end immediately and altogether to the organisation of dead subject matter into neatly packed parcels, and to do away summarily with the type of examinations which insist on the verbal fidelity in the reproduction of these dead materials. In our hurry to produce "results," and in our frenzy to insure the security of our occupation for another year, we are making circus animals of our pupils by forcing them mechanically to conform to the morbid discipline of taking down notes and making them reproduce automatically at stated hours all that has been injected into them. Neither the teachers nor their employers pause to ask—Is this education solving the problems of individual and social life? Does it develop that human insight which will understand and enjoy the best and permanent in our achievements—the literary, the philosophical and moral ideals and creations of all ages?

MAGIC OF THE SPOKEN WORD

The expedient of note dictation could be tolerated if books were rare and inordinately costly. But in these days of cheap editions and wide spread library movement, there is no need to have recourse to this most depressing and uninspiring form of teaching. The sordid sight of dozens of good-sized note-books containing summaries of prescribed text-books cooked and dished up to suit the needs of arid and lifeless examinations by ill-paid and over-worked teachers is indeed a most heart-rending phenomenon and a standing condemnation of the utter soul-killing nature of the present system of education. Is it any wonder that under such circumstances malpractices at examinations, publications of "cram-notes", questions and answers and "made-easy" series,

and tutorial colleges to coach students in two weeks or 30 days on a guarantee basis of "success or money back" are increasing in number and variety and thrive and flourish in our country—the country which was once famous for its Gurukulas, Taxilas and Nalandas?

Genuine culture is always the result of the impact of one personality upon another. In the last report it is the power of personality of the teacher which determines the success of the educational enterprise, and insures the willingness of the pupil to learn. If the teacher is not fettered by commercial and rule of thumb standards, and if he is properly equipped for his mission, he would certainly brighten the schoolroom with his personality and enthusiasm, and inspire the pupils with the romantic and exciting nature of the information which he imparts. No teacher would say the same thing year after year; by shades of emphasis, repetitions, illustrations and discussions—all of which constitute his power of personality—the teacher makes life in the class-room a glory and the task of learning a delight. There is always a freshness, dignity, cheerfulness, ease and grace in the spoken word which transforms instruction into inspiration. Education is directed growth; it can certainly work wonders if it does not degenerate into memorising of dead words and passing of deadening examinations. A system which ignores, if not actually chokes, the student's right to growth, freedom, initiative, self-expression and a questioning attitude towards life, but insists on verbatim reports of dictated notes can never produce "live" men who would boldly face facts, reason out things for themselves, and view life as a voyage of discovery and a career of invention.

Of course, some measure of systematisation is indispensable for organised social life. But we must bear in mind Glover's wise words that "life seems to call for organisation, and then dies of it." Matters relating to education, morality and religion

defy all attempts at regimentation, and evaluation by external and stereotyped standards. It is wrong to think that as the raw recruits in the army are drilled in platoons, so children could be educated in a similar manner. The sole function of military drill is to annihilate individuality and obliterate personality and promote the native genius and inherent powers of the individual. It is therefore dangerous to apply the military method to the humanising process of education. That the cardinal

requisites of educational improvement are a definite goal and a correct perspective, and a more dynamic teaching personnel, in the absence of which educational methods and curricula become impotent and futile. Library, furniture, buildings, laboratories and the whole gamut of educational paraphernalia pale into insignificance before these two most important factors which indeed constitute the central citadels of the educational fortress.

Allahabad University Convocation Address

By Dr. Sir S. RADHAKRISHNAN, M. A.,

Vice-Chancellor, Andhra University.

AFTER thanking the University authorities for asking him to give the Address and congratulating those who had received degrees at the convocation, Sir S. Radhakrishnan said:

If I tell you, young men and women, that you will have soft jobs and great careers awaiting you, now that you have acquired University degrees, I will be rousing hopes that are destined to disappointment. Unemployment is the lot of many University men the world over. There is something wrong about a system which turns out men who are not wanted by the society which has paid for their training. It is a healthy sign that there is a remarkable agreement among educationists to-day that the system of education requires drastic revision from the foundation to the flagpole. It is out of date and unsuited to modern conditions and involves a colossal waste of intellect and energy.

REFORM OF EDUCATION

In all its stages, Primary, Secondary and University, a reorientation is necessary. While any member of the general community is entitled to the minimum of education, at any rate to the Primary standard if he is to function as a unit in a Democratic State, the large numbers who constitute the mainstay of any society,

the peasants working on the soil and the skilled workers engaged in industries, require to be looked after in the Secondary Schools. Secondary education is the weakest link in our system. It is dominated exclusively by the University requirements. It must provide a type of education which is complete in itself, enabling those who have benefited by it to take up a position in life. It must, therefore, be so organised as to give a general cultural standard to the bulk of the population and enable them, at the same time, to face the varied requirements of practical life. It must not be its exclusive aim to prepare candidates for university studies. Agriculture is the foundation of Indian life, and will continue to be so for a long time to come. Agricultural training suited to our rural conditions is essential. A large number of agricultural schools, small in size and limited in scope, require to be established. Besides, our farmers are generally engaged in some subsidiary industry during the intervals of leisure which field work involves. Technical schools where training can be given in industries which can be carried on in small workshops are most urgently needed.

The Universities should be called upon to produce a higher intellectual class, not only willing subordinates but responsible leaders, who will fill important and influential positions in the liberal professions, in the great industries

and in public life. They must pay special attention in Technological institutes to research in subjects relating to agriculture and industries.

Besides teaching and research the training of leaders is an essential function of the University.

DEMOCRACY AND DICTATORSHIP

Mazzini defined democracy "as the progress of all through all under the leadership of the wisest and the best." A democracy fails if the people are not sufficiently enlightened to be able to select wise and intelligent leaders. The leaders to-day are neither wise nor intelligent. Scepticism and selfishness are their chief characteristics. They are supported by the rapacity of profiteers, the apathy of the masses, the faint-hearted servility of the intellectuals who make themselves the advocates of devastating prejudices which it should be their mission to uproot. Without any clear vision of humanity's goal, our leaders set forth programmes which they value more than the lives of their fellowmen.

We are witnesses to-day of the terrible and sinister portent that some of the progressive nations of the West, whose names are synonymous with advanced civilisation are embarking with cynical deliberation on a course which is in conflict not so much with the high injunctions of the religions they profess, but with the most elementary dictates of natural justice and humanity. In a large part of Europe, democracy which was for long considered the great contribution of Europe to the world's political thought is now abandoned.

The obvious incompetence of governments to deal in a just and effective way with the problem of economic inequality is the cause of the discontent with democracy and this discontent has carried dictators to power. Unimpeded freedom of trade resulted in the exploitation of man by his fellows. The demand for greater economic equality was resented by the vested interests and class conflicts developed. Regulation of private industry on a large scale was undertaken by the governments but not as rapidly as one would desire. Economic effort was, therefore, put under political direction. Peaceful evolution which is the method of democracy yielded to forcible revolution.

Compulsion thus became the controlling principle of social, economic and political life.

Those who believe in force for their internal affairs have no hesitation in adopting it in their foreign relations. Militarism is now in the ascendant. Might is to-day more right than ever.

Mr. GANDHI'S MESSAGE

Compared with the war cries and emotional outbursts of the political dictators to-day, the parting message of Gandhi to the last session of the Indian National Congress is like a ray of heavenly light let into a world of deep darkness. "I shall never accept self-government brought about by violence." Eagerly desirous of India's freedom, foremost among us in his power to further it, he tells us that dear to him as political freedom is, truth and non-violence are yet more dear. He warns his fellow-workers in the Congress to develop a delicate sense of moral responsibility and respect for one's fellowmen which it would be hard to find equalled elsewhere in political struggles. He commands them to transcend the finitude and relativity which belong to politics as a natural phenomenon and develop the capacity to apprehend absolute truth and recognise an absolute obligation, all that we include under the names of reason and conscience, truth and love. As we contemplate the stupendous movement across the pages of history, we witness the power of ideas. Here is a great idea which Gandhi is impressing on the mind and conscience of the people. He appeals to us to rise to new heights, to seek new means of endeavour, to tread new paths towards national reconstruction, greatness and accomplishment, to build a new India on moral and spiritual foundations. In placing the interests of universal truth first and national politics second, he has lit a candle that will not easily be put out. The light of it will have a far penetration in time and in space. It will be seen and welcomed by all honest and sincere people the world over. His appeal will be written not only by the side of the utterances of the great national leaders like Pericles and Cicero, or Washington and Lincoln, but also of great religious reformers, as that of one of the immortal voices of the human race in all that relates to the highest effort of men and nations.

BRITAIN AND INDIA

Civilisation is the power to renounce. It is control over selfishness, individual and

corporate. It is peaceful co-operation. The Britishers to-day are in a very curious mood. They wish to have the best of both worlds, a reputation for idealism and democracy and a strong grip on realism and self-interest. Nations like individuals wield lasting influence in human affairs by their devotion to an idea greater than their own self-interest, a purpose larger than their own immediate advantage. Let it not be said that if Providence threw India on Great Britain, Britain returned the compliment by throwing India back on Providence. For the sake of world peace and British prestige it is to be hoped that the peace-loving, liberal minded, section of Great Britain will realise that the days of paternalism are over and an Empire is justified only because it is a partnership held together by the free consent of self-governing peoples.

SOCIAL HARMONY

When it is said that we get the Government we deserve it means that the State cannot be better than the men who compose it. There is an organic connection between the social conscience and the political arrangement. A more stable and representative government demands a juster social order. A society which tolerates the scourge of untouchability has no right to be called civilised. There must not be any barriers to the rise of any honest, industrious and capable person to any position for which his character, his intelligence and his talents fit him. Integrity in public life should not be tampered with by caste or communal feeling. The pernicious influences at home and school which inculcate wrong notions about caste superiority and communal contempt require to be removed with a drastic hand. Our education, if it is successful, should protect us against passion and prejudice and develop in us a resistance to the power of the Press and propaganda to play on our weaknesses.

SOCIAL JUSTICE

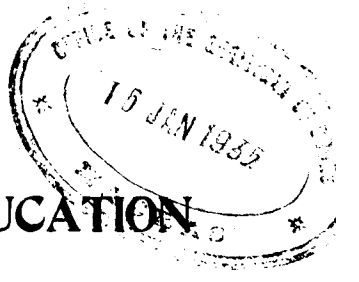
Democratic States, if they are truly representative of the general will, are required to control the productive effort of individuals. The control of natural and economic resources cannot be left to the free play of individual competition. Even private enterprise clamours for State aid to prevent it from collapse. There is not, therefore, in our century much real oppo-

sition to the extension of the public ownership of monopolies except from vested interests. No society can exist without a large measure of social co-operation and control.

But, in no case is it right to surrender our central faith in the power of truth and love to break down resistance to our social endeavours. The social objective is to be gained by persuasion, not force and it should not involve any suppression of freedom of thought, speech and action, without which human life is deprived of its dignity and value. Social change must be an ordered development and not a violent and disruptive change. For this purpose, enlightened people should support policies which make for public good by educating opinion and propagating right ideas.

CONCLUSION

We live at a time when history is being re-made. There is unrest in every sphere of life. There are contradictions in aim, confusion of thought in every line. In religion we preach the highest philosophy and are victims of the worst superstition. We quote Plato and Sankara and believe in charms and amulets and offer sacrifices for passing examinations and winning prizes. The growth of national consciousness is retarded by communal separatism. We proclaim the equality of the Indian and the Britisher but the clash of the caste and the out-caste is growing more and more intense and bitter. Take the economic situation. If any one visits, say the city of Calcutta in the Christmas season, and finds out the amount spent on drink and dissipation, gambling and betting, he will not consider the people of the place to be by any means poor and yet the existence of the slums and those who live in them under conditions hardly to be borne are a sad commentary on the utter economic chaos and injustice. The mass of poverty, the extent of illiteracy, the social obstacles in the way of improvement, the tangled undergrowth of vested interests, religious, political and economic, reveal not one problem but an infinity of problems. Many of us have an emotional apprehension of the vastness and complexity of the situation but what is required is a scientific view. There are no short cuts to their solution. Here is work for a number of university men and women, to disentangle the confused issues, to reconcile the conflicting aims, to melt the various influences for good



THE PLACE OF BEAUTY IN EDUCATION

By Prof. A. BAGSHAW, M. A. (Oxon.),

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SINCE Greek philosophy first debated the ideal life, the influence of beauty upon character has been recognised. 'A man,' wrote Plato, 'should begin by loving earthly things for the sake of the absolute loveliness, ascending to it as it were by degrees or steps.....from fair forms to fair conduct, and from fair conduct to fair principles, until from fair principles he finally arrive at the ultimate principle of all and learn what absolute beauty is.' Such an ascent to the ideal is not impracticable, because nature gives to every child an imitative faculty, and, if things of beauty be given their place in the child's environment, he can achieve that progression towards perfection which Plato envisages. Educational practice, however, has been extraordinarily slow to make use of this possibility. We have before us Plato's ideal, that our youth should dwell in a land of health amid fair sights and sounds, and receive the good in everything; that beauty should flow into the eye and ear, like a health giving breeze and insensibly draw the soul from the earliest years into likeness and friendship and harmony with itself. We have this ideal in our minds but how far are we from attaining it in practice! Even in the West, although Plato's requirements may be met in the beautiful surroundings of schools like Eton, Winchester and others, until recently they have been completely ignored in the city schools where, in the interests of trade, the children of the poor are allowed to be infected from childhood with the moral and artistic ugliness of cinema and advertisement. In the East, here and there a start is only now being made to make use of the element in education which Plato divined two thousand three hundred years ago. While new and better ways of imparting truth and encouraging goodness are be-

ing constantly introduced, beauty is still half ignored in education.

To enquire into the reason for this may help us to see how the fault may be corrected. Aesthetics has always been the neglected department of philosophic studies. So long as the philosopher has a purely intellectual curiosity, he pursues truth and goodness to win satisfaction of mind, but he distrusts beauty because it awakens disturbing emotions. It arouses feelings which he prefers to suppress because they upset the mental peace which is his desire. He suspects beauty because it is often the companion of pleasure. Human frailty has so often misused the sensuous appeal of beauty that beauty itself has been illogically discredited. Thus morals and religion have continually been hostile to the arts. In spite of the temper of its founder, even Christian morality has been marred by this distrust of aesthetics. From time to time men have tried to heal the breach but have never completely succeeded. The finest spirits of the Renaissance sought to achieve a balanced manhood by harmonising reason and sense. But so few attained this harmony and so many shocked the orthodox that the result has been once more to set art without conscience over against morality without taste. The time has come for this discord to be resolved. The liberating force of the scientific spirit is enabling beauty to vindicate its place in the trinity of absolute values. We have realised again that instead of being an incentive to license external beauty can inspire that inner beauty of life which is the true aim of education.

'Beauty is the highest of all these occult influences, the quality of appearances that through the sense wakeneth spiritual emotion in the mind of man.'

into one supreme social effort which is essential to make men less selfish, less aggressive, less given to frivolity. It is for the Universities to produce men who are able to stand out of the welter of commonplace egoism and seek the public good, who have intellectual conscience to see the truth and the moral courage

to pursue it. Man is not on earth to be happy. He is here to be honest, to be decent, to be good. Whether you get a prize post or not, it is open to you to be useful to your fellows and to work for truth, not because you hope to win but because your cause is just.

RESIDENTIAL SCHOOLS FOR INDIA *

By Prof. K. R. KANITKAR, M. A., B. Sc.,

Nowrojee Wadia College, Bombay.

ALL education is a process which, if properly gone through, enables or ought to enable the recipient to face every problem of life squarely; and this process depends for its success upon the pupils' and teachers' attitude towards it. Every one of you knows that the end and aim of secondary education is to so train a pupil as to enable him to be self-reliant, or rather less and less reliant on the teacher as he moves from standard to standard or form to form, and to propel him out of the secondary education stage as a self-reliant individual, able to carve out his way in whatever further education he wishes to go through or in the walk of life he wishes to take to.

It is from this point of view that I have been looking at secondary education for a number of years, and I must confess that it is not given to the present younger generation to have the good fortune to receive an education of the type which makes for self-reliance.

Another point of view which troubles me most is the question as to whether an average young boy of 17 or 18, when he comes out of

the secondary stage, is able to stand comparison with his compeers in other lands, such as England, Germany, France etc. Everybody knows that an Indian young boy of 17 or 18 does not rise to the height of his equals in other lands.

LONGER STAY AT SCHOOL

The main feature of the Public School System is to leave the teacher for a period much longer than that required for mere instruction in different subjects. If they can be left together for the whole of the day so much the better; but where this is not possible, it is worth while trying to see if the pupils can be brought to the school at about 8-30 or 9 in the morning, and dismissed for home at about 6 or 6-30 in the evening. If this is secured, the actual lessons can be given at sufficient intervals, and the sort of enforced spoon-feeding which is inevitable under ordinary circumstances can be avoided. Other advantages of this system are, that the preparation of the lessons can be done under the eye of the teacher and in surroundings more congenial for intellectual activities. Games, which ought to form an integral part of education, can be pursued with proper spirit under the direct supervision of the teacher. The libraries for boys can be much

* Extracts from the Presidential Address delivered at the Ninth Session of the Bombay Presidency Teachers' Association held in Jalgaon on 1st November, 1934.

better used; the pupils are sure to derive much benefit from this, and their angle of vision will be widened. All these and other benefits of education are possible only if the pupils can spend a longer period in the school.

To many of us it is not clear how games and playgrounds help in the formation of character. Suffice it to say that when on the play-ground the boy shows himself in his true colours.

GUIDANCE IN STUDIES

In the matter of giving guidance in studies you will permit me to quote my recent experience. I am teaching Physics to a class of about 60 students (Inter Science). My demonstrators and myself tried our best to know them while giving them instruction and examining them from time to time. But at about the end of the last term when we sat down to analyse their intellectual capacity, and assess the possibility of their going through successfully at the next University examination, we found that the task was not an easy one. We tried to assess their value under seven or eight headings such as 1 Intelligence, 2 Power of expression, 3 Industry, 4 Carefulness, 5 Handwriting, 6 Spelling, 7 Progress and 8 Being ahead of or behind the class.

Having analysed each and every student from the point of examination, I informed them that the total capacity of each of them was assessed, but that I was not prepared to announce the results in the class publicly: my reason being that my main intention in taking the trouble was to be helpful to them in their future studies, and not to belittle or to flatter any one of them. It was announced, further, that each of them should see me privately, and have a look at his analysis with a view to correct the estimate where in his opinion the assessment under any particular heading was wrong. Only two students demurred at the remarks, each under one head. The first contended that he had not had the first class intelligence which I had attributed to him, and that he did not claim any thing higher than the second. The other resented his being placed in the third class in intelligence. In the first case I was not prepared to make any change, but in the second I put down 2 with a query after it. After having made my ground sure I suggested certain remedies, which, I am led to believe, at least some if not all, are practising. All this I have narrated to indicate that

I am conscious of the difficult nature of the problem of giving guidance even in regard to studies. How much more difficult it will be in the case of training for character I need not attempt to describe. Further, I am aware that in my class I was dealing with pupils who were old enough to understand their interest and who were in a way "formed." In the case of younger pupils, who are yet in a plastic condition, the task would require even greater caution.

CHARACTER FORMING

Anyhow, I hope, it is clear that before you can think of helping young minds in forming character, you must have greater opportunities to watch them, which means that you and they must be thrown together every day for a period much longer than that required for instruction. Further, there are a number of difficulties ahead. As soon as the idea of having longer hours in the school is mentioned, parents who are new to it are not likely to sympathise with you. Of course, I am taking for granted that you are prepared to try any expedient which will secure for you the chance of moulding the character of your pupils. Provision for the supply of the mid-day meals is likely to frighten many. In some cases, at least, you can induce the managers to provide a dining hall; in some cases you yourselves are the managers and to that extent this part of the difficulty can be bridged over. The existence of caste system is a tremendous difficulty, but with a skilful handling you can get over it. In short, a large amount of propaganda on your part is necessary if you are convinced that our Motherland is in want of men of character. Residential Schools of a moderate size can do a lot in this direction.

The difficulties mentioned above need not deter us. Times are changing fast and the innumerable small features that militate against the development of *esprit de corps* are fast disappearing.

RESIDENTIAL SCHOOLS

Another circumstance which bespeaks of encouragement is that many parents have discovered that mass-education of the present type is not of much use. Big schools, with the invisible and unapproachable head shut up somewhere in a small room pouring over piles of correspondence and meticulously checking bills, is not a place for education, which requires

personal contact. They are prepared to pay higher fees if they are convinced that their wards receive personal attention. To such parents the new type of school will be an agreeable welcome. Further there are guardians and parents who on account of the nature of their work cannot stick to one place for a long period. These gentlemen are naturally on the look-out for residential schools where they can fix up their wards at a cost not beyond their means. There are a few Residential Schools of this type in existence already, but they are found to be rather costly. I have visited till now a large number of schools, and I can confidently say that many of them can be turned

into residential schools under the guidance of a wise head. The times are ripe for a change—for opening new residential schools and for changing the existing ones into what may be called *semi-residential schools*.

The country wants young men of character.

The parents and guardians want better education which will infuse initiative in the pupils.

The Educational Department, it may be said confidently, will hail with delight a new type of school. It is now left for you to take advantage of the circumstances, and make an attempt and conduct schools on modern lines.

REMODELLING OF EDUCATION

By Mr. A. H. MACKENZIE, M. A., C. S. I., C. I. E.,

Pro-Vice-Chancellor, Osmania University

TEACHERS in the universities have begun to see that the most difficult problems which they have to face are problems which they themselves cannot solve. They have their roots in the school system. If these problems are ever to be solved they must be attacked by university and school teachers acting in co-operation. But even that is not enough. Important questions of policy, which only Government and the Education Department can decide, are involved. Nor can parents be ignored. No single agency can find a solution. All—Government, the University, the Education Department, teachers and Indian society—must combine in a co-operative effort to find a solution.

EVILS OF THE PRESENT SYSTEM

The most pressing of these problems at the present time is the increasing unemployment amongst the educated middle classes. The distressing facts of the situation show beyond doubt that our educational system is not adapted

* Extracts from the Presidential Address delivered on 9-11-34 at the Eighth Annual Conference of the Hyderabad Teachers' Association.

to the needs of the society which it is meant to serve. Economic conditions have painfully revealed that a system of education which aims only at cultural development cannot fulfil what must be the larger aim of every educational system, to help the citizens of the future to make the most of their lives. Our schools are predominantly literary. They can therefore lead only to more literary education. So we have the drift of all boys, irrespective of aptitudes, intellectual attainments or social circumstances, in one direction—to the University. Consequently our university classes are clogged with students who are not fit for them, who have no special desire to be in them, but are there because there is no other form of higher education beyond the secondary stage open to them. Amongst them are students who have aptitudes and capacities which could be developed to equip them for a place of leadership in the service and public life of the State. But University teachers are unable to adopt methods which could produce leaders. They are compelled to use the only methods which will enable them to drive the bulk of the class along the dusty road which leads to success in examinations—to do the thinking for them and present the subject matter of their text-books in a peptonised form as dictated notes.

REMODELLING OF EDUCATION

Another evil which affects the efficiency of work not only in the University but also in the higher classes of secondary schools is the evil of biennial examinations. We have a matriculation examination at the end of the high school course, another examination two years later at the end of the Intermediate stage and a degree examination at the end of a further period of two years. These two years are not 24 months. Numerous holidays reduce them to much less than that period. What is worse, the working days are not continuous.

SUGGESTED INNOVATIONS

These evils cannot all be eradicated by lengthening the stage between examination and examination. This much, however, can be said that one essential condition of educational reform is to extend the duration of the Intermediate and degree courses from two to three years.

But few students could afford to add to the total length of the course leading to a degree. For most of them this period is already, if reckoned from birth, about one-third of their probable expectation of life. Any readjustment of the length of courses must be made within the present total period of 14 years which a good student spends over his education from the lowest primary class up to the stage of the B. A. degree and thus enable him to graduate at the age of 20 or 21.

My suggestion therefore is that the total education course should be in four well-defined stages as follows:

Primary	...	Class	I to	V
Secondary	...	"	VI to	VIII
Collegiate	...	"	IX to	XI
University	...	"	XII to	XIV.

Each of these stages will have a well-defined objective.

PRIMARY STAGE

What I call the primary stage will aim at giving that minimum amount of knowledge which every child should possess. It should make him master of the essential tools of education—reading, writing, and arithmetic. He should at this stage gain a knowledge also of the essential laws of health. He should, by the time he reaches the end of the course, have

acquired certain habits of orderliness, thoroughness, care and perseverance. His curiosity and interest in the world around him should have been aroused by simple lessons in nature study. He should have developed through manual work of an elementary kind some skill of hand and eye. He should have been trained through simple physical exercises to take some pride in bodily fitness. A five years' course of this nature would relieve pupils of the necessity of leaving their homes in order to complete, in uncongenial and unsuitable English schools, the course of essential education which will ultimately be universal. The programme which I have sketched may seem somewhat ambitious for five years. But teachers working under the supervision of an enthusiastic and devoted inspecting staff have accomplished it.

SECONDARY STAGE: A. RURAL

On this firm foundation it will be possible to build a sound system of secondary education. In rural areas the secondary school course comprising classes VI, VII and VIII should be in harmony with rural conditions. The bias of the curriculum should be towards agriculture and connected occupation. It should bring the work and thought of the school into direct relation with the conditions of daily activity in the country-side. Its aim should be to provide a sound general education, complete, in itself, which will build up the spirit of leadership and initiative in rural areas. It will also be the recruiting ground for teachers of rural primary schools—young men who have grown up in the village, are used to its ways of living and have been given an education that opens their eyes to village and agricultural problems and provides the means of dealing with them. "These secondary schools," it has been well said "hold the major opportunity of service to India. They are the narrow neck of the bottle, the avenue through which alone necessary aid can come to one-sixth of the population of the world. They are free from the necessity of following educational conventions which hamper other parts of the school system of India." The work of these schools should be entirely in the vernacular. English should not be taught in them.

B. URBAN

Corresponding to these rural secondary schools, we should have urban secondary

schools, also comprising classes VI, VII and VIII. The aim of the urban secondary school should be to equip boys for occupying subordinate positions in industry and commerce. It is, of course, too early at this stage to specialise. Trained intelligence, good habits and knowledge which opens windows in the mind are the best preparation for all careers. But an essential feature of the curriculum should be a compulsory course in educational handicraft. The object of this course will be to develop in all boys skill of hand and eye, cultivate in them habits of care, thoroughness and accuracy and predispose towards industrial life boys who possess practical aptitudes. In the urban secondary school, the vernacular should be the medium of instruction, but English should be a compulsory subject.

Both in the rural and in the urban secondary school the social instincts of boys should be developed and put to use. With this end in view corporate activities in the form of organised games and scouting should be encouraged, and the teaching of hygiene should be given a social range by applications to the health of the community.

At the end of the secondary school course there should be one examination for both rural and urban schools, with alternative papers for subjects which are not common. The medium of examination in all subjects other than English should be the vernacular.

COLLEGIATE STAGE

But many boys will wish to proceed further. At this point therefore arises the problem of stopping the aimless drift to more advanced courses of boys who are not fit for higher literary or scientific study. One method would be simply to raise the standard of admission to higher education. But this easy solution would not be equitable. It would not be fair to deny facilities for higher education to all who have not the particular gifts which fit them to take full advantage of higher literary or scientific courses. They may have other aptitudes of an even more valuable kind, because more practical. There are also boys who are fortunate enough to inherit an assured economic position and desire further education through a community life as much as through books, in order that they may be able to discharge the duties of social and political leadership to which they have been born. The means of stopping

the same time higher study for those whose talents point in other directions. The admission may be lowered in the case of those who seek an education for life rather than for a living provided that they pay the entire cost. My suggestion therefore is that for boys who have passed the School Certificate Examination at the end of class VIII there should be institutions providing courses of collegiate education along at least four lines:—

1. Arts and Science,
2. Agriculture,
3. Commerce, and
4. Industries.

In each case the course should be one of three years leading to a Diploma. The existing Intermediate Colleges may be converted into Colleges providing for one or more of these courses.

In order to supervise and control secondary and collegiate education there should be a Board established by Royal Charter. The Board should consist of about 15 members with the Director of Public Instruction as *ex-officio* chairman and a permanent secretary and office. On the Board should be representatives of the University, of colleges, of schools and of the inspecting staff.

UNIVERSITY STAGE

The Diploma of the Board would be the admission certificate to the University, which would under a scheme of this kind abolish its Intermediate Examination and have a three years' course for the B. A. degree. Thus the total period which would be spent on education up to the B. A. degree stage would be the same as at present.

These in broad outline are my proposals for the reconstruction of secondary education. They can be criticised, as all schemes of an ideal kind can be, on the ground that they seem to overlook practical difficulties. But I have not forgotten these. In the first place I seem to have ignored one-half of the population—girls. But I regard the question of girls' education as far too important to deal with it merely as a side issue in a discussion on the education of boys. The question requires and deserves separate treatment by itself.

REFORM OF HIGH SCHOOL COURSE

:: Its Position and Prospects ::

By Mr. N. S. SUBBA RAO, M. A., Bar-at-Law,

Director of Public Instruction, Mysore.

[Presiding over the School Day Celebrations of the Sarada Vilas High School, Mysore, Mr. N. S. Subba Rao, Director of Public Instruction dealt with important problems of Secondary Education. The following are extracts from the report of his speech which can be read with profit by all those interested in Secondary Education.—Ed., E. I.]

A CRITICAL stage had been reached in regard to secondary education all the world over, and that for the same reasons. Secondary education was no longer the monopoly of the classes, nor once open to the masses, could it remain only the ante-chamber to the University. The presence in the secondary schools of a larger number of pupils, with greater variety in temperament and aptitude than before, the greater proportion of whom would never cross the threshold of the University, made a radical reorganisation of curricula a matter of great urgency. On the other hand, the hampering factor was the belief of Universities all over the world that the *raison d'être* of secondary schools was to supply them with pupils, an attitude which was unfortunately supported by misguided parental ambitions.

STATE AND SECONDARY EDUCATION

Three problems, dominated the field of secondary education in the State; viz., pressure of numbers, need for varied courses and the use of the mother-tongue as the medium of instruction. It was obvious that the number of those who were resorting to secondary education was increasing, and although already, as Dr. Norwood had pointed out a little while ago in the case of Great Britain, and as it was realised only too poignantly by people in this country—the black-coated professions and occupations were saturated, the numbers were bound to increase. Primary education for all was the accepted practice in the West, and in India, at any rate that was the distant goal on which our strained eyes were fixed as we staggered through financial desert. The demand of the advanced political parties in the West was now for secondary education for all, and this cry had its counter part with us in the pressing demand for more middle schools and

more high schools. It certainly would not be extravagant to visualise at least one high school for each taluq of the State, and that could only be on an aided basis. Two considerations were decisive in this respect. The first was that the financial position of the state could not bear this increased demand, and the other was that at a time when the extension of Primary Education itself could only be on a basis of financial partnership between local bodies and the Government, it was not equitable that Secondary Education should be financed from State funds alone.

NEED FOR VARIED COURSES

Not more than a small proportion of those who passed through high schools went to the University, while of those who passed through the University, increasing numbers were finding it difficult to find a niche for themselves in social economy and were finding life a burden for themselves and themselves a burden on others. It was becoming increasingly evident that the single-track course which led to the University must be replaced by a variety of alternative courses, suited on the one side to the aptitude and temperament of different students, and on the other, calculated to give a bias towards one vocational course or other. One heard so much to the point of nausea, of the 'adaptive' value of general culture, but apart from the fact that a bookish training on conventional lines had no pretensions to take the name of general culture, the 'transfer' value of general training could easily be exaggerated, and was so exaggerated by people innocent of modern developments in educational theory and practice. Quite apart from the need for diversity of courses, there was too much deadwood in the present courses which had to be lopped off.

The new courses in the high schools would receive valuable support if the University would agree to the recasting of the entrance examination on a broader basis, and would provide or recognise suitable continuation courses of the Diploma type. The time was ripe for a radical change in our system of high school education, and the present middle class unemployment would have achieved a large measure of good if it made the reforms, which would have been necessary in any case, go through easily.

VERNACULAR MEDIUM OF INSTRUCTION

It was a tragic testimony to the perversion of our minds and of educational values, when a stiff battle had to be fought to bring about what should have existed as a matter of course long ago, or should be welcomed as an obvious rectification of an unhappy error. Learning through mother-tongue was the natural and the obvious method of learning, and any other method, such as learning through a classical language as in mediaeval times or through foreign tongue as in the Dependencies like India and the Philippines was something out of the way. It had been rightly decided by the Government that the optional subjects should be taught through the vernacular in our High Schools, but in order not to create too abrupt a breach with the existing practice, it was decided to teach History and Geography in Kannada and that as an optional measure in some of the High Schools. It could not be said that the experiment had been given any special advantages either in respect of selection of students or special equipment or staff, except that where it was taken up, the staff certainly evinced immense enthusiasm. The first batch of students appeared for the examination last March, and the results were gratifying beyond expectation. The performance of candidates who had been taught History and Geography in Kannada was not only better in that subject, but what was even more striking was that in English, where one was foretold a fall in the standard, those boys had been distinctly better than the others. This was after all as it ought to be. Capacity to think and express oneself freely could only be developed through the mother tongue, and once it was developed better expression was possible also in a foreign language. The Department was now deter-

mined to carry the reform through without further delay.

CO-OPERATION OF THE UNIVERSITY

Here again the co-operation of the University, was vital. So far as the courses of a book character in the University were concerned, the University might well demand the present or even a higher standard of English, as he believed strongly that as instruction through the vernacular in the optional subjects extended, the level of performance in the English papers would rise. On the other hand, it had to be realised that linguistic ability was not widespread, nor was it a concomitant of ability in other directions. It was the mission of secondary education to bring to light these other kinds of ability and proved them with appropriate course of study. So long as people looked to the University as their educational Mecca, it was inevitable that even those whose bent was not towards the present courses in the University would look upon the University as their objective. Their ambitions would be gratified if the University on one side accepted as part of the Entrance test, proficiency in subjects other than the conventional ones, and provide appropriate follow-up courses, and on the other accept a somewhat lower standard or quantum of English in the case of those who proposed to proceed to Diploma courses in technological subjects, as indeed was already contemplated by the scheme of reform in the University, which had been accepted by the Senate.

The social order in our country was the result of custom, but changes were now in the air in every department of that social order—economic, political and social. The struggle was between the resistance of custom and the pressure of change. The need of the hour was conscious control of the inevitable changes, and matters could not be left either to remain as before or be changed by the method of trial and error. Our educational ideals and organisations must play an important part in the social changes that were going on, and the pivot of the educational organisations was the High school. Great service could be rendered by a properly organised High School, and that depended on the co-operation of the students themselves, the staff and the well-meaning but bewildered parents.

NOTICE

Articles for publication and Books for Review should be sent to the Editor, Maharanipet, Vizagapatam.

Remittances and business communications should be addressed to the Manager, Educational India, Masulipatam.

EDUCATIONAL INDIA

MASULIPATAM, NOV., 1934

Teachers' Salaries

THE recent order of the Government of Madras revising the salaries of teachers employed in secondary schools, under the control of District Boards and Municipal Councils, has justifiably evoked a loud protest from almost every quarter. Teachers' Associations throughout the province have condemned it in no uncertain terms. The order is an ill-considered one. At a time when attempts to raise the standards of teaching and instruction—which are becoming lower from day to day—have become quite necessary and urgent, it is unfortunate that an order like the one under consideration should have been passed. It is sure to produce a most harmful effect on the quality of teaching, and aid the process of educational deterioration which we are finding everywhere round us. It is therefore a matter for regret for all those interested in the cause of our children's progress that such a reactionary measure should have been passed by the Government. No stronger evidence is required to show how low a position 'education' occupies in the estimation of the party in power at the present day, and how little is the change effected by the transfer of the subject of education

from the hands of the bureaucracy into those of popular representatives.

IT is true that in recent times there has been an agitation for the standardisation of teachers' salaries. It was a perfectly reasonable and sound position that the teachers took up in this matter. The diversity that is found in the scales of salaries in different schools is so large. It is not based on the size of classes in different schools, the qualifications and attainments of the teachers handling them, or the cost of living in different places. Some boards were liberal while others were miserly. Electioneering and other political influences were in a large number of cases responsible for these variations. Naturally the teachers wanted a uniform standard on the basis of which their salaries might be fixed.

THE Government Order has introduced such a standard. There will not be any variations in future in the salaries received by teachers in whatever board or municipal school they happen to serve. This also facilitates the administrative work of the department as it can easily transfer teachers from one school to another if it is so disposed. But, the standardisation carried out is at such a low figure that most of the teachers are adversely affected by it. It was for a better position that the teacher fought, but he lost his battle now and it is with a sense of unmerited defeat that he is compelled to retire and do his duty by the children entrusted to his care.

WE should not forget that the teacher is the centre of the educational system. It is not buildings, or playgrounds, or equipment or libraries and laboratories that ultimately determine

the quality of instruction. These have their importance no doubt; but they are relatively far less important than the teacher. They are the tools to be handled by him and it is upon his skill and conscientiousness that their utility depends. This is the reason why in every country most efforts at the improvement of education are directed towards the improvement of the teacher. If this is done, almost all the results expected from schools will automatically be achieved.

No improvement in the teacher can be effected unless he is secured a decent standard of living. This is necessary not only because it will relieve him of those anxieties and worries to which an ill-paid teacher is always subject, but also because it gives him a status and prestige as well as a dignified social position which are required if he is to do his work with courage and self-respect. Let us not forget that we are living in an age in which money has become the primary standard for measuring the worth not only of lifeless things but of living human beings. The position which a man occupies in society, the esteem and regard which he is able to command are determined by the income he gets. To-day the teacher is not able to command a high position not because his work is less important to the nation than that of a lawyer or a doctor or an engineer or a revenue officer or a police official, but because the salary that is paid to him is comparatively low. This produces a demoralising effect on him. The feeling that his importance is not recognised makes him depressed and one has to ask oneself the question whether such teachers can succeed in making the children in their custody develop those

active virtues and essential qualities by which they can become progressive and energetic men and women. The new scales of pay do not compare favourably with those of the Deputy-Inspectors of Schools and other officers of the Government Educational Department who possess the same qualifications and do more or less the same kind of work as the trained teachers in secondary schools.

It must also be noted that these teachers are not entitled to receive any pension after retirement as is the case with educational officers in Government Service. They are entitled to the benefits of a Provident Fund and the lowering of their salaries will lower the amount which they will have to their credit by the time of their retirement. A trained L. T. entering service at the age of 22 will reach the maximum of his pay which is Rs. 100 when he is 36 years old. From that age till he retires at 55 he has to be content with this maximum. The contribution which he will get from the management will be about Rs. 2000 and it is on this magnificent amount that he has to live in his old age. With Rs. 100 a month it would be impossible for him to give any decent education to his children which might help him in his old age. In a country where government spends large amounts of money on Social Services, there is a possibility of a real addition made to a man's monthly income. We are, however, far from such a possibility in our country and a teacher like any other person has to depend entirely on his pay.

A worse feature of the G. O. is that "no personal allowance will be granted to the existing incumbents who may now be in receipt of pay in excess of the scales sanctioned". There are

several L. T.s drawing a pay of Rs. 125 and more at present and they will have to be satisfied with a salary of Rs. 100 in future. For a man to have his income suddenly reduced like this by more than 25% is to land him in difficulties from which it is not possible for him to extricate himself. Such a principle has not been adopted by government in the case of its servants in those departments in which retrenchment schemes have been introduced. One is not able to discover why the government adopted a quite different principle in respect of teachers in Board and Municipal Schools.

ANOTHER serious defect of the G. O. is its perpetuation of the distinction between Pandits and other teachers and placing the Pandit on a lower scale of salary than the rest. The subject which the Pandit has to handle is one of the most important in the secondary school curriculum. With the progress of "Vernacularisation" the teaching of the mother-tongue is certain to attain a position of greater significance than is the case at present. The department requires that only those who passed the Oriental Titles' Examination should be employed as Pandits; and this examination is at least equivalent to the Intermediate. It is perhaps a little more difficult than the Intermediate. The Pandit should have therefore been placed on the same grade as the Secondary Grade Trained Teachers. Commercial Instructors are given a higher status than that of the Pandits. There is no justification for it. It is a slur on the indigenous learning of the country. All these invidious distinctions should have been abolished.

THE G. O. is also unfortunate from another stand-point. It is sure to be

taken as a model by the private managements of schools and they will try to reduce the salaries of their teachers to the same standard. It is therefore not merely the teachers in Board Schools that will be affected by it, but also all the teachers in the province. The Teachers' Associations must make a common cause in the matter and create a sufficiently strong public opinion and bring the required pressure to bear on the ministry and the members of the Legislature so that the G. O. is withdrawn at as early a date as possible.

Bombay Presidency Secondary Teachers' Conference

THE addresses delivered by Messrs M. K. Desai, Headmaster, New English School, Jalgaon and Prof. K. R. Kanitkar of the Nowrosjee Wadia College, Poona as the Chairman of the Reception Committee and as President of the Conference give us an insight into some of the problems with which educationists in that part of our country are confronted. Both addresses are brief and business like. They do not roam over the whole field of education as most addresses do, but emphasize certain aspects of it. From Mr. Desai's address, we find, that the Khandesh Secondary Teachers' Association is unlike the Teachers' Associations which we find in the Madras Province. It is doing very useful work in the matter of setting of Common Question Papers at the Preliminary Examination, which are accepted by most of the High Schools in Khandesh. It also organises Inter-School Sports' Tournaments. It holds Training classes for the help of teachers. All these are activities which might be profitably taken up by the other

Teachers' organisations also in other parts of our country. So far as secondary education is concerned he draws attention to what he considers to be the two most serious evils in it, viz., the domination of the Matriculation examination and the undue importance given to English. It is now everywhere recognised, that the subordination of Secondary education to the requirements of the Universities defeats the very purpose for which secondary schools exist. Very few of the students pass into Universities. Many enter life immediately or take to technical and professional studies. Secondary Education therefore must provide for a variety of courses to satisfy the needs of the different classes of pupils that resort to it. There is no reason why only the requirements of those proceeding to the University should be regarded as fundamental. The same is the case regarding the position given to English. Mr. Desai is of opinion that the value of English is being over-emphasized. There is no exaggeration in this view. More time is devoted to the teaching of that single subject than to the teaching of any other subject. All this is at the expense of a thorough study of not only the mother-tongue but knowledge-giving subjects like Science, History, and Geography. It is high time that educationists determine the true place of English in relation to the whole scheme of Secondary Education. One respect in which there is a contrast between Bombay and Madras is that in the former there is a paucity of trained teachers. This should be regarded as a serious defect.

Prof. Kanitkar's Presidential address does not deal so much with the details of secondary education as with

the fundamental object of it. He correctly lays emphasis on the need for character-building, and finds that in this respect, we in India are far behind England where the Public School System does so much to train youngmen in self-reliance and high ideals of duty. He advocates the introduction of residential schools modelled on the English Public Schools. Although we are not admirers of these public schools, it should be recognised that there is much of value in the statements of the learned Professor relating to the need for establishing closer contact between the teachers and the taught. He pleads ably for a longer time being spent by the pupils in school and their receiving a larger amount of guidance from the teachers. His views on refresher courses for teachers and on educational museums are highly commendable.

Sir S. Radhakrishnan's Convocation Address

IN the eloquent and stirring address that he delivered at the Convocation of the Allahabad University on the 13th inst., Sir S. Radhakrishnan drew pointed attention to the outstanding educational problems of the present day and to the task that lies ahead of the Universities in solving them. Such statements coming from other persons would appear to be mere platitudes; but in the present case they deserve serious consideration at the hands of all those that are interested not merely in education in the narrow sense of the term, but in the general progress of our country. As the Vice-chancellor of a young University, not bound down as yet by a rigid tradition and completely free to build its work on any plan which

appears to be sound, he is in a position to give practical effect to his views and shape the university so that it will be possible for young men and women, fortunate enough to pass through its portals, to get a training which will help them to become the creators of a new India. What our country now requires in the field of education is not the enunciation of mere theories, but the courage to put reasonable theories into practice. Sir S. Radhakrishnan, more than any body else, has unique opportunities for putting his views into practice. If only he gives the lead, the several University authorities — the Syndicate, the Senate and the Academic Council—are only too anxious to follow him. So great is the confidence that he has inspired by his work in the Andhra University during the last four years.

Among the pressing educational problems of the present day, he has selected three as the most prominent (1) There is in the first place the very serious problem of the unemployment of University Graduates due, as he correctly puts it to "the lack of adjustment between the needs of life and studies in the University". The consequence of this is the production of "an academic proletariat which is fed on idleness." The system of education is out of date and unsuited to modern conditions and involves a colossal waste of intellect and energy. How true and yet how pathetic is all this! When will that great leader appear who will change all this? (2) There is in the next place the problem of Secondary education. According to him it is the weakest link in our system, and this weakness is due to the Universities dominating the secondary system too, very much. He puts a powerful plea for technical and agricultural schools and welcomes the

idea of Mahatma Gandhi to revive village industries. There is no exaggeration in all this. Secondary Education everywhere and especially in Madras has undergone revision a number of times in recent years. But on every occasion the revisionists had to bow to the dictates of the Universities and no fundamental changes could be introduced. Is it not better that Universities institute their own Matriculation, so that the few that wish to proceed to them might be tested separately as to their fitness to be benefited by University education, while other youths in Secondary Schools might be free to take to technical and agricultural education? (3) Then, there is the world problem. The world according to him is dominated by rank selfishness, militarism, international rivalry in armaments and threats of dangerous war. Liberty and justice are disappearing from one country after another. Democracy is rapidly yielding place to dictatorships. Force is taking the place of consent as the basis of state-life. Might stands supreme in place of right. The situation is everywhere complicated and few are able to see the truth. Sir S. Radhakrishnan pleads that the Universities should come forward and do their duty in setting right the defects of this world, by producing men and women who would be able to disentangle the confused issues and reconcile conflicting aims and realise the invaluable truth of *non-violence*.

The analysis of the educational situation made by the learned Vice-chancellor is acute and perfectly correct. The remedies suggested by him are thoroughly sound. What is urgently required is men with vision as well as statesmanship and if such men are at the helm of educational affairs they can

surely give a new direction to the work of our Universities and revolutionise the character of the youth of our country. Is it too much to hope that Sir S. Radhakrishnan who combines in himself both this vision and this statesmanship will occupy the place of honor in giving this new orientation to University development?

Educational Administrators Think Aloud

[T] is a happy sign of the times that the subject of the remodelling of education is attracting the attention of educational administrators. It is also quite in fitness of things that new ideas are coming from the administrators in Indian states like Mysore, Hyderabad, Cochin etc. This shows the nature of innate difference between the bureaucratic machine in the British Provinces and the flexible administration in the Indian States.

Mr. N. S. Subba Rao, the Director of Public Instruction in Mysore as well as Mr. A. H. Mackenzie, the Pro-vice-chancellor of the Osmania University are agreed on the need for providing alternate courses of study in secondary schools instead of having the present single-track course leading to the University. Some thing has to be done immediately to solve the problem of the unemployment of the educated middle classes. Both of them are equally emphatic on Vernacular being made the medium of instruction in schools. There is a good deal of academic controversy in Madras and elsewhere on this subject of vernacularisation and the debate is growing endless. No one seems to realise how unnatural it is to compel young boys and girls to acquire knowledge through the medium

of a foreign language and it passes beyond our comprehension why people should ever think it necessary to weigh merits and defects of the mother-tongue being made the medium of instruction.

What is prominent in the views of the administrators in Mysore and Hyderabad is their determination to practise what they preach. In Mysore, for instance, the Department is determined "to carry the reform through without further delay, and it was his hope that within the next five years, he would be able to see all the optional subjects taught through Kannada practically to all pupils in all the schools". In Hyderabad also both Mr. Mackenzie and Sir Akbar Hydari are keen on these reforms. The only point that has to be borne in mind is that Vernacularisation should be of the right and the genuine sort and not the making of Urdu the medium of instruction.

THE ANDHRA UNIVERSITY EXTENSION LECTURES

One of the important activities of the Andhra University is the organisation of extension lectures in the important centres of the University area by persons eminently qualified by their scholarship or practical experience to interpret higher thought and results of research to the lay-public. The lectures delivered in this connection by Dr. Cousins of the Theosophical College, Madanapalle in the University Headquarters were highly inspiring and instructive. He put a powerful plea for developing the creative instinct in the students of the University. In these days of dull routine, memorising, and getting through soulless and mechanical examinations, the real aim of education—which is the releasing of personality

Personal Notes

BABU SHYAMPRASAD MUKHERJI, Vice-Chancellor of the Calcutta University will preside over the 10th Session of the All-India Educational Conference to be held in Delhi on November 27, 28 and 29.

MR. A. E. FOOT, Master at Eton is appointed as Headmaster of the Indian Public School.

DR. RABINDRANATH TAGORE will receive the Hon. Degree of Doctor of Letters at the Convocation of the Benares Hindu University on the 30th of this month.

COL. H. R. HARDING of the Indian Welfare Association and East India Association, London has arrived early this month and will stop in India for a couple of years. He has come to encourage as much as he could the spread of Rural Broadcasting in India in every possible way.

H. E. THE VICEROY will lay the foundation stone of the Agricultural Research Institute, which is being shifted from Pusa to a site close to the Ridge in New Delhi, on February 19, 1935. This ceremony will synchronise with the meetings of the Imperial Council of Agricultural Research and the Board of Agriculture, so that a number of prominent persons interested in the Institute will be present on the occasion.

CANON A. W. DAVIES, Secretary of the Church Assembly Missionary Council, former Vice-Chancellor of Agra University, has been appointed the Dean of Worcester.

SIR SORABJI POKKHANWALA has been appointed as the Chairman of the Banking and Commercial Experts Committee set up by the U. P. Government to suggest ways and means for the industrial and commercial reorganisation of the province.

A PARTY OF 17 STUDENTS of the Islamia College, Peshawar, accompanied by Prof. Shafi, have started on a visit to important cities of historical importance. They are all members of the Afghan Historical Association.

—is totally forgotten. New Universities are started but they do not have the imagination or the courage to develop on new lines. It is hoped that the Andhra University will make some effort to give a new orientation to the education it imparts by giving effect to some of the suggestions contained in the lecture of Dr. Cousins.

The two extension lectures delivered by Mr. G. Jogiraju Pantulu, Assistant Director of Agriculture dealt about the condition of the Ryot in the Vizagapatam District. They were based on data and observations personally collected and analysed by the lecturer and contained a number of practical hints on what a University can do to bring about the uplift of the villager. One of the important movements in our country at the present day is "The Rural Reconstruction Movement". If it has not attained the success that it should have attained it is due to the lack of real insight into the conditions of the Villagers among the uplift-workers. Many of the workers are graduates of Universities. But the theories of political economy they study at the University have no relation whatever to the world around them and it is with a knowledge of such theories that they wish to improve the lot of the peasantry. Mr. Jogiraju suggested how the University might train some of its students to proceed to the villages around, study facts for themselves and obtain a first hand acquaintance with the problems of village life.

We hear of "University Settlements" in England and other Western countries. Is it too much to hope that work on such lines might usefully be undertaken by this, the youngest of the Indian Universities.

THROUGH different PROVINCES

DELHI

INDIAN MILITARY ACADEMY

A competitive examination will be held in Delhi on the 25th March, 1935, and subsequent days, for entry to the Indian Military Academy, Dehra Dun, in the term beginning on August 24, 1935. At this examination 15 vacancies will be offered for entry to the Indian Military Academy.

Candidates must be over 18 and under 20 years of age on May 1, 1936, unmarried and domiciled in India. Applications in the prescribed form must reach on or before December 20, 1934, in accordance with the instructions given on that form. Copies of the application form together with the rules relating to the examination, may be obtained from the Secretary to the Public Services Commission, Metcalfe House, Delhi.

INDIAN PUBLIC SCHOOL

The Board of Management of the Indian Public Schools Society, started by the late Mr. S. R. Das, when he was Law Member for the Government of India, have, on the recommendation of the Selection Committee in England, appointed Mr. A. E. Foot, Master at Eton, as Headmaster of the Indian Public School.

SERVICE STAMPS FOR THE UNIVERSITIES

It is understood that the Government of India have accepted the resolution passed at the last meeting of the Inter-University Board and have decided to accord sanction for the use of Service Postage Stamps by the Vice-Chancellors of all the Universities with the exception of Benares, Aligarh, Nagpur, Osmania and Mysore.

WORLD SCOUT JAMBOREE

A contingent of 28 Indian Scouts led by Mr. H. W. Hogg, Provincial Secretary of the Punjab Association is now on their way to

Australia to take part in the Jamboree to be held there in December.

His Excellency the Viceroy has sent the following message on the 8th inst., the day of their departure from Delhi: "As Chief Scout for India, I send you my best wishes for your success in the Jamboree to be held at Melbourne next month. I hope that this gathering will promote international friendship between the scouts of different countries and will also help every scout to realise that he is part of the immense movement which has spread all over the world."

I feel sure that you will go with the determination to uphold the best traditions of Scouting and of India. I wish you all best of luck."

MADRAS

NEW SCALES OF PAY FOR TEACHERS

The G. O. fixing new scales of pay for Teachers, in the Municipal and District Board Schools, has caused widespread dissatisfaction. In view of the representations they have already received, the Government, it is understood, are engaged in finding out individual cases where real hardship has arisen.

THE EDUCATION WEEK

The third week of Madras is an eventful one. Throughout the Presidency for the fourth time, the South Indian Education Week was celebrated, reports of which are pouring in from every quarter. The aim as is well known is to acquaint the public of the work that is being done in the school and to enlist the cooperation of the public in general and the parents in particular.

DR. TAGORE'S VISIT

At the request of the public, Dr. Rabindranath Tagore visited Madras in the last week of October. An influential reception committee was formed with the Hon'ble Raja of Bobbili as Chairman. The object of the visit was to

collect funds for Viswa Bharati University.

Several addresses of welcome were presented by several associations of men, women and students. The students presented the Poet with a purse. It is indeed a memorable week for Madras.

SHORT COURSES IN PRACTICAL AGRICULTURE

The Government sanctioned the opening of short courses of ten subjects in practical agriculture at the Agricultural College. It is reported that for want of sufficient accommodation, only one course of "Farm Management" was started. It is hoped that when the necessary buildings are constructed and accommodation is made available, full courses will be started.

BACK-WARD CLASSES AND EXAMINATION FEES

The Senate of Madras University accepted the recommendation of the Syndicate to exempt candidates belonging to the untouchables, hill and aboriginal tribes from payment of University examination fees and sanctioned a grant of Rs. 1,000 per year for the purpose for a period of three years from the year 1935-36, the amount being met from the Fee Fund Accounts.

ANNAMALAI UNIVERSITY CONVOCATION

The 4th Convocation of the Annamalai University was held on 30th October last, the Chancellor, H. E. Sir George Stanley presiding. Mr. R. V. Krishnan, Secretary, the Madras Legislative Council delivered the Convocation Address on the 'Aim and purpose of Education,' extracts of which will appear in our next number.

UNITED PROVINCES

SECONDARY EDUCATION CONFERENCE

The 13th session of the conference was held on the 21st of October in the Ewing Christian College, at Allahabad, under the distinguished presidency of Dr. Beni Prasad.

Dr. Narayana Prasad Asthana, the Chairman of the Reception Committee put in an impassioned plea for better provision for the comforts of the teacher class and for fixing of their tenure.

Dr. Beni Prasad, in his presidential address laid great emphasis on the universalisation of education up to the age of 15 or 16 and maintained that this factor should have the first claim on the State-Exchequer, on public attention and on private charity.

Among other suggestions, were vernacularisation—a long over-due reform, the fixity of tenure for teachers, and the constitution of a tribunal for enquiry into appeals from teachers,—consisting of the nominees of the Management, the concerned teacher and the D. P. I.—whose decision should be accepted as final.

BROADCASTING SCHEME FOR VILLAGERS

The scheme in connection with the village broadcasting which owes its origin to Mr. Hallows, Superintendent, Dehra Dun, will shortly be inaugurated and it will, it is understood, be the first in U. P. and cheaper than any other in India. It is estimated to cost about Rs. 30,000 which will be raised by public subscriptions and variety shows to be staged by the local schools, etc.,

At present, 60 receiving sets in different villages are contemplated, but as the transmission will efficiently command an area with a radius of 100 miles, it is expected that the neighbouring districts and some native states will be included in due course.

In order completely to eliminate all atmospheric disturbances, it is proposed to work on short waves which will be a departure from the existing schemes which work on medium or long waves.

HORTICULTURAL EXHIBITION COMMITTEE

A strong committee, including Sir Edward Blunt, Finance Member U. P. Government, has been formed to make arrangements in connection with two horticultural exhibitions to be held during the cold weather in Lucknow. Preparations for staging the first of these, which is fixed for December 1, are now well advanced. His Excellency Sir Malcolm Hailey has consented to give his patronage to the show.

ALLAHABAD UNIVERSITY

The Annual Convocation of the Allahabad University was held on the 13th inst., the Chancellor H. E. Sir Malcolm Hailey presiding. Dr. Sir Radhakrishnan, Vice-Chancellor of the

Andhra University, delivered the Convocation Address, extracts of which appear elsewhere in this number.

BOMBAY

WOMEN'S CONFERENCE

Important resolutions were adopted at the Conference of Bombay Women held on the 9th under the Chairmanship of Mrs. Hansa Mehta.

The meeting passed resolutions urging all associations working for social uplift and removal of illiteracy among the masses to redouble their efforts and also urging the recognition of Hindi as an important subject in the School curriculum.

SECONDARY TEACHERS' CONFERENCE

The 9th session of the Bombay Presidency Secondary Teachers' Conference was held on the 1st of November at Jalgoan, under the presidency of Prof. K. R. Kanitkar, M.A., B.Sc., of the Nowrosjee Wadia College, Poona, an extract of which is published elsewhere.

Mr. M. K. Desai, M.A., L.L.B., B.T., as Chairman of the Reception Committee welcomed the delegates on behalf of the Secondary Teachers in Khandesh.

BENGAL

STUDENTS' WELFARE COMMITTEE

The annual Report of the Students' Welfare Committee of the Calcutta University for 1933 shows good progress of work.

The year 1933 has been a year of expansion for the Students' Welfare Committee. Better arrangements for "Aftercare and Follow up" work, the appointment of a University Organiser of Physical Education, the introduction of an annual Inter-Collegiate Gymnastic Competition, the re-organisation of the Calcutta University Rowing Club, the inauguration of courses of film lectures on health and educational subjects and the opening of a section on Students' Welfare at the annual Health Week Exhibition are a few of the novel features introduced during the year.

CENTRAL PROVINCES

HARIJAN EDUCATION

An Important step towards granting facilities to Harijans and the encouragement of their education has been taken by the Central Provinces Education Board, which has decided to exempt Harijan candidates appearing for the Matriculation Examination in the Province, from the payment of fees, for a period of five years.

MYSORE

BOARD OF VOCATIONAL EDUCATION

The Government have sanctioned the formation of a Board of Vocational Education consisting of the following members:— Rajamantrapravina S. P. Rajagopalachari (Chairman), the Director of Public Instruction in Mysore, the Director of Agriculture, the Director of Industries and Commerce, the Chief Engineer, Mr. S. N. Sirur, Mr. B. K. Garuda-char and Mr. M. Ramachandra Rao Scindhe.

Dr. K. N. Kini, Headmaster, Malleswaram High School, will be part time Secretary. The term of the Board will be 2 years.

The Board will examine the scheme proposed by the Director of Public Instruction. The consideration of the present scheme of vocational instruction in the High School Course and its revision wherever necessary will be one of the subjects for the consideration of this Board.

ANNUAL CONVOCATION

The Annual Convocation was held on 31st October, at Jagan Mohan Palace Pavilion, H. H. the Yuvaraja, as Pro-Chancellor, presiding under the power delegated to him by H. H. the Chancellor.

Sir Hassan Suhrawardy then delivered the Convocation Address which was heard distinctly through the aid of Microphone, installed for the occasion. Extracts of his address will appear in our next issue.

VOCATIONAL TRAINING FOR WOMEN

The pupils of the Vocational Institute for women, Mysore, gave a variety entertainment on the 9th instant under the presidency of Mr. N. S. Subba Rao, D. P. I.

Mrs. Theobald, Superintendent of the Institute presented a very interesting report of work. The Institute, it is said, is a charitable

one and primarily meant to help respectable women to be in very poor circumstances, to earn a clean and honest livelihood who would otherwise be helpless.

HYDERABAD

ANNUAL CONFERENCE OF TEACHERS' ASSOCIATION

The fifth Annual Conference was held on the 9th instant under the presidency of Mr. A. H. Mackenzie, M.A., C.S.I., C.I.E., Pro-vice-chancellor of the Osmania University, an extract of which appears in this issue.

AGRICULTURAL DEMONSTRATION

At the Demonstration given at the Experimental Farm at Himayatsagar on the 25th of October 1934, the Agricultural Section demonstrated the modern farm implements, water-lifting devices, foddercutters and other useful machinery as well as their efficacy and use.

ANNUAL CONFERENCE OF UNIVERSITY ASSOCIATION

The Second Annual Conference of the Osmania University Association began from the 5th instant at Hyderabad with Nawab Akbar Ali Khan, Bar-at-law, M. L. C., in the chair.

In the course of his presidential address Nawab Mir Akbar Ali Khan stressed the need for compulsory Primary Education, Agricultural, and Industrial education. Adverting to the unemployment problem, he said that a graduate who did not shrink from manual labour should be congratulated.

TRAVANCORE

RECRUITMENT OF TEACHERS

The Govt. of His Highness the Maharaja of Travancore have passed orders after giving their most careful consideration to the proposals of the D. P. I. and the various previous Government orders on the subject of recruitment of Teachers.

The Director's proposals for giving a revised scale of pay for graduates acting in undergraduate teacher posts and also for empowering him to make appointments in the cadre of second grade teachers do not commend themselves to the Government.

COCHIN

AIDED SCHOOLS IN COCHIN

The first general assembly of the Aided Primary School Teachers was opened on the 5th instant by Mr. C. G. Herbert, Dewan of Cochin. The association has good record of work to its credit. Last year during the anxious period of storm and stress caused by the educational survey, their working committee, placed before the Survey Committee the harmful effect of those recommendations, though the official half of the Committee did not sympathise with the teachers.

The Dewan, in the course of his speech said that the Government were considering the very valuable reports of the Director of Public Instruction and the Survey Committee and that it was useful to the Government to have such an association as it would help them to have the opinion of the general public for paving the way to ameliorate their condition.

PUDUKOTTAH

PROGRESS OF EDUCATION

The administration report for Fasli 1343 is published. There are 337 schools in the state. Of these 187 were state schools. Elementary education was given free throughout the state, but was made compulsory in selected areas. Secondary education was free in all state schools outside the capital town.

The Adult School Scheme was given up as it did not work satisfactorily. Mass education was attempted by lantern lectures and through libraries. Physical training was made compulsory in all classes of the state Schools.

The average cost of educating a pupil in an elementary school was Rs. 10-7-9. Students of backward classes are receiving total exemption from school fees. The working of the Department was on the whole satisfactory.

CEYLON

PURE FILMS CAMPAIGN IN CEYLON

A resolution urging the institution of pure films campaign was unanimously passed at the annual meeting of the Galle Diocesan Council and will be forwarded to the Catholic Union, Ceylon, for action.

One of the speakers on the resolution alleged that 30 percent of films discarded by Europe "Found their way into Ceylon."

PUBLIC OPINION

THE RT. HON'BLE SASTRI ON 'LOWERING STANDARDS OF EDUCATION'

The Rt. Hon'ble V. S. Srinivasa Sastri while inaugurating the Education Week at Peelamadu Sarvajana High School on the 23rd October last, dwelt on the question how far the cry of lowering the standards of education was justified.

He said that every generation thought that education had suffered since its day. He did not suppose that education even if it became as wide as the nation would necessarily suffer in quality. There was no necessary reason for it. And he had a faith that if the disordered conditions of another set of years justified the impression that seemed to have established itself, the improved conditions of another set of years would efface it.

Generally speaking, he said that the externals and the mechanism of education had undergone a very considerable improvement. But had the reality, the inner core of education, undergone a corresponding improvement? Were teachers, man for man, of superior calibre? Were they actuated by higher ideals? Did their boys really profit so far as the essence of learning was concerned much more than they used to do? In other words, did they develop the student better than they used to develop him? Did his nature undergo an all-round transformation? Was he decidedly better for having spent some years in a school or were their examination results better? One might ask these questions without being confident that the answer would be in favour of to-day. Why was it? If all the surroundings improved, if the appliances improved, if the atmosphere improved, must not the product improve too? One had to study the question far more deeply and when they did so, the first fact that struck their attention was the enormous numbers with which they had to deal to-day and also the fact that the material they drew came from classes hitherto considered unfit for education, he did not say rightly considered but considered unfit for education.

That was why it seemed to him they had to be prepared for a long time yet for this charge of general lowering of standards being heard. It could not last for ever.

DR. COUSINS ON 'CREATIVE EXPRESSION IN EDUCATION'

Dr. James H. Cousins, Principal of the Madanapalli College, in one of his recent Extension Lectures at the Andhra University, Waltair, spoke on the Place of Creative Expression in a Complete Education. He said:

While the physical and mental capacities were worthy of all the education that could be given to them, they were not the complete equipment of human capacity, or even the highest capacities. The hunger for deeper and finer experience, which was the sign of the aspirational capacity and the source of religion, was omitted from official education particularly in India, through a false neutrality based on a false separateness between the faiths. The hunger for creative expression through the arts was omitted for want of realisation of its true nature and value. Through aspiration, the soul rose above its embodied limitations into communion with the life of the universe. Through creative expression the soul re-created its essential being in tangible and intelligible forms that became symbols of meanings beyond words.

What was needed was a general adoption of art as an integral part of daily school-work through art in education. The element of destructiveness in humanity would be sublimated into creativeness, and the substitution, for the group animosities so prevalent in world affairs, of the mutual appreciation which rises naturally out of mutual participation in the joy and release of creative expression, would eliminate inartistic antagonisms and bring about the conditions in which happiness, harmony and peace would be inevitable.

DR. TAGORE ON THE TASK BEFORE YOUTH

On the eve of his departure from Madras a farewell function was arranged in his honour on the 2nd instant at the Gokhale Hall, where in the Poet appealed to the Youth and said:

It was but right that they should borrow from the West scientific technique which would promote human wellbeing, but it would be the depth of degradation and an insult to their own ancestors if they should forget their glorious heritage which was of far greater value than a system which produced endless materials and a physical power which was always on the war path.

Cultured nations, the poet said, had been rapidly giving up their faith in a spiritual perfection of life—'The glow we see on the Western horizon' he observed, 'is not the glory of the sun or of a new birth; it is that of a conflagration.' No one nation to-day could progress, if the others were to be left outside its boundaries. So let them try to win the comradeship of the West with all that was best in them.

'I ask you, my young Princes, to light up the fire of enthusiasm in your hearts and rush to rescue the human soul from the tyranny of relentless greed which keeps it chained.'

Let each one of them, he said, bring with him his humble light to be added to the great festival of lamps in the world illumination. Civilisation was waiting for a great transformation, for an expression of itself in simplicity in beauty. 'This' he said, 'must be our contribution to the world.....What will you offer humanity in return for your privilege to exist?'

MR. S. M. AZAM "ON SECONDARY EDUCATION."

At the recent Educational Conference of Hyderabad Teachers, Mr. S. M. Azam, M. A., (Cantab) B.Sc., Principal of the City College, Hyderabad, during the course of his address had occasion to refer to the scheme for Secondary Education outlined by Mr. A. H. Mackenzie, and said that he agreed with regard to the division and objective of it but differed in details.

Why the aim of Secondary Education, asks Mr. Azam, should be to train students to take up subordinate positions in the Industries

and Commerce of the country. Some might be ambitious enough to go up to higher literary education. He suggested that the eighth and ninth year should be devoted for testing the aptitude of the students. An examination should be conducted, not by the University Board or a Board of the nature suggested by the President, but by the Secondary Board, for ascertaining which of the students could go up for higher education and which of them were suited for subordinate training posts. There should be two types of technical schools, with junior and senior certificates respectively, while the third category of students judged fit for higher literary and scientific courses should work for two years in the colleges.

He emphasised that India was not the West and her peculiar conditions were to be borne in mind, as also the traditions of her past history. While the country was right in aspiring to material and industrial advancement, it could ill-afford to lose its soul.

COL. H. R. HARDING ON RURAL BROADCASTING

Col. H. R. Harding of the Indian Village Welfare Association, London, who is visiting India for popularising Rural Broadcasting, was recently at Hyderabad on a brief visit.

In a Broadcast speech at Mr. Mahboob Ali's Experimental Station, he said that India was lagging far behind the rest of the world in Broadcasting, for while there were nearly two hundred million listeners-in in the world, there were scarcely one lakh in India against its population of 30 crores. The people of India, he added, had to appreciate the value of broadcasting both to towns and villages, particularly to villages which would greatly benefit thereby not only in that the villagers could thus be educated in laws of health and derive wholesome recreation from that, but they could also be acquainted, each in his own vernacular, with the best way in which to improve their agricultural prosperity.

Such broadcast talks would make a world of difference in promoting their welfare. Broadcasting, he added, as a medium of mass communication, had revolutionised Europe and America, as it was the most effective means for every country to keep closest touch with the rest of the world.

Indian Philosophical Congress

The Tenth Session of the Indian Philosophical Congress will meet on the 20th December 1934 and the two following days under the auspices of the Andhra University at Waltair.

The Congress will be opened by His Excellency the Governor of Madras, and will be presided over by the Rev. Dr. John McKenzie, Principal, Wilson College, Bombay.

The Andhra University expects all educationists of the Andhradesa to become members of the Reception Committee of which Sir S. Radhakrishnan is the Chairman. The minimum fee for membership is Rs. 5/- which should be remitted to Mr. C. D. S. Chetti, Treasurer, Reception Committee Funds.

Enquiries regarding the board and lodging of the delegates for which the Reception Committee will make necessary arrangements, should be addressed to Dr. Saileswar Sen, Reader in Philosophy, University College of Arts, Waltair.

THE METROPOLITAN ON THE MEANING OF EDUCATION

Dr. Foss Westcott, Bishop of Calcutta and Metropolitan of India, while laying the foundation stone of a Memorial Chapel, at St. Paul's School, Darjeeling, spoke on Education and said:

"He had heard different definitions of 'Education.' Some people had told him it meant 'drawing out the capacities which are in the pupil.' Last summer, he had met a keen educationist at Home who assured him that it means 'producing leaders.' Again, he would say, there was something in that idea, although the new Oxford Dictionary gave no ground for believing the educationist to have been right.

"The real meaning of 'education'," said the Bishop, "is 'nourishing'—the imparting of

nourishment to the whole boy, body, intellect, soul and spirit: nothing less."

So he would say that a school exists to provide the boys who went there for that kind of nourishment for their whole being which should fit them for jobs to which they may be called, in a way which would qualify them to become leaders in the India of the future.

Mrs. H. M. DADHABOY ON OBJECTIONABLE FILMS.

While moving a resolution in the recent Madras Women's Conference on Objectionable Films Mrs. H. M. Dadhaboy observed:

The Board of Censors constituted in Madras was censoring only films directly imported into Madras and only very few came that way. A large number of films were imported into Bombay and Calcutta, and the local Board were not censoring films already censored in those places. So far as Indian films were concerned, there was no difficulty as most of them related to their mythological stories. The complaint was mainly regarding films imported from America. They could not expect the people in the trade to help them in this direction; they would state that they were only catering to the demand. An effective way of getting better films, would be to create strong public opinion. It was a mistaken impression that only the Board should find out objectionable films. Anybody could bring an objectionable film to the notice of the Commissioner of Police. The speaker hoped that the delegates would help to create a healthy public opinion, in the City, and see that only good films were exhibited.

At bottom, the quality of a university is always in direct proportion to the quality of its teachers..... The true epochs in a University's life are not marked by its buildings, its books or even the growth of its numbers! They are marked by the great teachers it has possessed.

The University has failed when its students are not aroused to passionate discussion among themselves or when the work they do fails to awaken them to the study of great books.

—Laski.



OUR WOMEN'S PAGE



THE Problem of Co-education has of late been engaging the attention of eminent educationists both in India and abroad. In India it is looked upon as attended with some risks, yet we find public opinion mostly asserting itself in favour of it. Veteran educationists like the Rt. Hon'ble V. S. Srinivasa Sastri consider that 'those who talk of women's education as having to be different from men's are on the wrong track.' Indeed, 'a wife cannot be a sure guide and helpmate unless she is trained in the same way as he.' The attempt to keep women in one sphere and men in another and then expect them to mingle with one another for the tasks of life is an absurdity.

HERSELF being a product of co-education, Mrs. Margaret E. Cousins, the champion of women's cause in India, speaks with authority on the subject, from personal experience and from practical results obtained in Bombay, Poona and Madras Colleges. In the course of her recent presidential address at the Mysore Women's Conference, she deplores the fact that the inferiority complex engendered in women is fostered by an idea that women's education should be different from men's. She draws a lesson from the Japanese, who committed the same mistake, with the result that their women are now unable to get into professions like Medicine, Law etc.

WHETHER co-education should be allowed in the infant stage only, or should be continued further into other stages is another problem. On this point Mrs. Cousins is emphatic. She says that 'life itself is a school based on co-education with its centre in the co-educational family.' Hence, if in high schools as well as in colleges more opportunities of co-education are given, 'girls may become more self-reliant, boys more self-controlled, chivalrous and protective. It is in schools that team-work has to be begun, there that we have to get rid of exaggerated self-consciousness and sex-consciousness.'

But the secret of success in this direction, she points out, lies as much, if not more, in the

tone that the professors, teachers, and authorities set than in the reactions of the students.

PERTINENTLY some may ask: Is there not a risk of one sex assimilating the characteristics of the other resulting in 'boys becoming girlish



Mrs. Hirawatiben Mansukhual Desai, of Bombay, who has donated Rs. 50,000 for a Widow's Rescue Home.

and girls boyish?' Here Dr. Radhakumud Mukherjee is explicit. Writing in the *Calcutta Review* for September, he says that under proper conditions their fear is not well founded; one of the conditions being that there must not be a preponderance of one sex in both the staff and students, but a balance of the sexes—not only in numbers but in age, standing and experience.

WHEN such a balance is maintained, it will easily steer clear of the apprehended developments and pave the way for the operation of wholesome influence which one sex can exercise on the other. 'For instance', says the learned Doctor, 'boys may have to shed some of their roughness, coarseness and crudeness of behaviour and language in dealing with their girl-fellow students and practise abstinence from the use of physical force to which they are prone. Surely this restraint upon boys will not interfere with the normal development of their genuine manly qualities. Similarly girls will have to shed some of their shyness and will breathe a wholesome air of freedom in which the evils of repression to which they are liable cannot flourish.' Hence co-education does not hinder, but helps the proper development of the powers and distinctive features of either sex.

Here and There

A NEW UNIVERSITY LIBRARY

THE magnificent new University Library, erected at a cost of half a million sterling, was opened at Cambridge by the King, accompanied by the Queen.

Half the cost was given by the International Education Board, founded by Mr. John D. Rockefeller (Junior). The library has room for 43 miles of shelves with a million and a half books.

The King referred to the generous American assistance, which enabled the provision for a library.

OF INTEREST TO EMPIRE STUDENTS

Of great interest to Empire students is the announcement that Professor F. Clarke, Professor of Education at McGill University at Montreal for the past five years, has accepted an appointment to the staff of the Institute of Education in the University of London. Professor Clarke will act as advisor to students from all parts of the Empire who go to the Institute of Education for advanced studies. He will leave for England towards the end of January. His new post was largely created through the generosity of the Carnegie Foundation, and Professor Clarke will be its first occupant. The Professor has an intimate knowledge of Empire affairs. Before he came to McGill University, he was for more than 18 years a Professor of Education at the University of Cape Town (South Africa).

LETTERS BY ROCKET POST

Experiments are being conducted in the neighbourhood of Saugor Island, 84 miles from Calcutta, by Mr. S. H. Smith, Honorary Secretary of the Indian Air Mail Society, to investigate the practicability of conveying letters by rocket post in India. Mr. Smith believes that these experiments are sufficient to establish the future potentialities of rocket for rapidly carrying mails under circumstances, where rough weather may be a serious hindrance to other means of transport.

DR. PARAJAPYE'S CIRCULAR LETTER

"I would earnestly ask you to impress on such students as you may come in contact with the need of taking a reasonable attitude on the matter and not driving the minority to entertain a sense of perpetual unfair treatment and have recourse to undesirable methods of boycott or sullen non-co-operation. Communal considerations should have no place in a University, but responsibility rests on the majority to see that all receive fair treatment, divorced from these considerations," says Dr. Paranjapye, Vice-Chancellor of the Allahabad University, in a circular letter to members of the staff in regard to the communal rift in the University Union.

THE ROYAL SOCIETY'S MEDALS

The Royal Society's Copley Medal has been awarded to Professor J. S. Haldane in recognition of his discoveries in human physiology and of their application to medicine, mining, diving and engineering. Other awards include the Rumford Medal to Professor W. J. de Haas for his researches on the properties of bodies at low temperatures, a Royal Medal to Professor S. Chapman for his researches in kinetic theory of gases in terrestrial magnetism and in the phenomena of the upper atmosphere, and the Sylvester Medal to Earl Russell for his distinguished work on the foundations of mathematics.

SYSTEM OF EXAM. CRITICISED

The World's present system of examinations was criticised by Mr. F. Fletcher, headmaster of Charter-house, when addressing a conference of nearly 100 headmasters and head-mistresses at Harpenden (Hertfordshire). This conference, the first of its kind, is regarded as one of the most important educational gatherings that has taken place in Britain for many years. "In a perfect society there will be no examinations," Mr. Fletcher said, "But even in our imperfect day it is well to remember that examinations were made for the children and not children for the examinations. The worst kind of examination is one where the examining party is detached from the examinee, and every such examination should be checked with an oral interview and the personal record of the student."

BOOK REVIEWS

REPORT BY Mr. R. LITTLEHAILES, M.A.,
C.I.E., Educational Adviser, Baroda State.
(1934) PP 157. Price Rs. 0-14-0.

This is a comprehensive report on the condition of education in the Baroda State and contains a large number of recommendations for bringing about improvements in the existing state of affairs. It is a document of great value not only to the Baroda State but also to the whole of India. Its tone is highly practical and that is just what should be expected from an officer like Mr. Littlehailes, who was one of the successful Directors of Public Instruction in the Madras Presidency and was also for some time the Educational Commissioner of the Government of India. The Baroda State is one of the most enlightened States in our country and under the wise statesmanship of His Highness the present Gaikwar and of his equally eminent Dewans like Sir V. T. Krishnamachariar it has become a model State so far as education is concerned. It is quite appropriate that her ruler should have thought it necessary to have her educational problem investigated by a practical expert.

Space does not permit the giving of a summary of all the suggestions contained in the Report. Every one interested in Education should carefully study it. Ministers of education in British Indian Provinces will do well to give effect to some of the recommendations it contains, especially in the sphere of Elementary and Secondary education. The Report lays emphasis on the following matters: (1) The teaching in the lowest classes should be made quite attractive to our children. This is possible only when Kindergarten and Montessori methods of instruction are introduced. Teaching in the lower classes is at present so dull and uninteresting that it scares away most of the children attending schools. (2) None but trained teachers should be employed in schools and it is best that teachers with the highest qualifications are made to handle the lowest classes. This requires that teachers in Training Schools and

Colleges should themselves be up-to-date in their knowledge and experience of up-to-date methods of teaching. It is not an uncommon sight to find men who have no such knowledge and experience put in charge of Training Schools. It is also necessary that women-teachers should be employed in large numbers especially in the lower classes. (3) The education that is imparted must be highly practical. It must have an intimate relation with the actual needs of life. It should not be merely bookish. Drawing, Music, Carpentry, Practical Agriculture, Gardening should occupy a prominent place in every school. Physical instruction and manual instruction should be compulsory in all schools. (4) The High School should not be dominated by the University. Such domination leads to the neglect of many subjects of instruction which are necessary and useful in life. (5) Special care should be taken in the matter of teaching the mother-tongue and the vernaculars. The idea that any method may be adopted for this purpose is to be discarded.

These are only a few of the valuable suggestions that the Report contains. Here and there, however, there are a few recommendations like those relating to the number of hours of work for teachers, and the approval of Government for the appointment of Wardens of Hostels which appear to be a little bureaucratic. Barring these, one may safely regard the Report as a highly instructive, well-analysed and eminently reasonable document.

— M. V. R.

"INDIAN MASTERS OF ENGLISH"—

An Anthology of English Prose by Indian Writers—Selected and Edited by E. E. Speight, B.A., Senior Professor of English in the Osmania University, Hyderabad.
Published by Messers Longmans Green & Co. Ltd., PP 177. Price Rs. 1-6-0.

This is an excellent and charming book of selections from some of the best writings and speeches of a number of prominent Indians of recent times. The selections have been judiciously made. In the choice of authors and of topics the anthology is quite representative. Prophets and seers like Mahatma Gandhi and Dr. Tagore, publicists like Gokhale and the

Rt. Hon'ble V. S. S. Sastri, thinkers and educationists like Wadia and Sir. J. C. Bose, poetical writers like Mrs. Sarojini Naidu and historians like Syed Ameer Ali and Yusuf Ali find a place in the book. The subject-matter is rich and varied and includes character-sketches, short-story, historical narrative, Nature study, descriptions of social conditions, ethics and religion. For the first time one can obtain a glimpse into the vast field of English Literature contributed by Indians. The numerous examples of simple, graceful and effective prose found in this book are sure to inspire the youngmen and women of our country, who wish to obtain distinction as writers of English, with the hope that they can wield their pen in this foreign language as successfully as those to whom it is their mother-tongue.

The work of editing has been done with great care. A short account of each author is given. Notes, questions and subjects for essays are found appended to each selection. The essay subjects are very suggestive. The Anthology deserves to be studied as a text-book in Indian Universities.

—M. V. R.

THE INDIAN LIBRARY JOURNAL Vol. III.
No. 2. November 1934, Bezwada.

This is an Illustrated Monthly Magazine expounding the various phases of Library Science, and the Library Movement in India. The November issue contains a number of interesting and instructive addresses delivered at the All-India Rural Library Service Conference, and the South Indian Library Federation Conference.

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TEACHERS' SALARIES

[Of several reports of meetings held by the Teachers' Associations in different towns protesting against the recent G.O., we give below only one such report got from the Nidubrolu Board High School, Guntur Dt. —Ed.]

Resolutions passed on 1-11-34

(a) This Teachers' Association of the Edward Board High School, Nidubrolu, expresses its great disappointment caused by the G. O. No. 4619 dated 20th October 1934 regarding the revision of salaries of Masters employed in District Board Secondary Schools and views with alarm the serious consequences that will follow the introduction of the revised scale.

(b) This Association respectfully suggests to the Government that the scales fixed therein be kept in abeyance and requests the Government to elicit the views and opinions of the various local Bodies as well as those of the various Teachers' Organisations in the Presidency and then decide the question equitably and justly.

(c) This Association respectfully brings to the kind attention of the Government that incumbents of exactly similar qualifications under Government Educational Service enjoy higher grades of salaries than those now fixed for the Board Secondary school teachers by the Government and suggests that the Government scales may be adopted for Local Board teachers also.

(d) This Association further requests that in the event of the revised scale being enforced, salaries of the present incumbents be kept intact, the difference, if any, being treated as personal allowance.

CHITTOR TEACHERS' GUILD

The annual conference was held on the 3rd instant with Mr. M. Lakshminarayanrao Pantulu, D. E. O. Chittor, in the chair. About 125 teachers were present. Mr. A. S. Venkataraman, one of the Secretaries welcomed the delegates. Mr. P. L. Ramanadha Rao presented the Report.

Resolutions were passed, among others, requesting the Educational authorities, to insert a section similar to the one in the Local Boards Act, empowering the Government to lay down rules for the scale of salaries, etc., of teachers in aided schools in the Madras Educational Rules and insisted on it as a condition of recognition. The next scales of salaries fixed by the Government under the recent G.O. were then discussed and the Guild considered the scale as unsatisfactory and inadequate and decided to request the Government to rescind the G. O.

RAMANAD TEACHERS' GUILD

A Conference was held at Karaikudi, on the 25th, Mr. N. S. Venkatarama Aiyer, M.A., L.T., presiding. About hundred delegates, from 15 centres were present. Mr. Ramanujam Iyengar, B.A., L.T., President of the Local Association, welcomed the delegates.

The Guild passed a number of resolutions, important among them being the formation of Red Cross Society in schools, the undesirability of holding a practical examination in physics or chemistry under the new S.S.L.C. Scheme, the desirability of allowing one attender for every eight adult students instead of every fifteen with regard to railway concessions, etc.,

TRICHY TEACHERS' GUILD.

The 43rd annual meeting, was held in St. Joseph's College, Trichnopoly, under the Presidency of Rev. Fr. Anthonyswami S. J., Vice-President of the Guild.

The Guild resolved to convey in a memorandum the recommendation to the Director of Public Instruction, Madras, that to ensure security of tenure in aided schools and colleges, a section similar to the one in the Local Boards Act empowering the Government to lay down the rules for the scales of salaries, the conditions of service, leave rules, termination, dis-

missal, etc., of teachers in aided schools, be inserted as a rule in the Educational Rules and insisted on as a condition of recognition.

The new scale of salaries fixed by Government under Section 67 sub-section 3 of the Local Boards Act Amended 1934 was then discussed and the Guild considered the scale as unsatisfactory and inadequate and not conducive to efficient teaching work and the Ministry of Education was requested to keep the new scale in abeyance pending further consideration in the light of educational public opinion as represented in the District Guilds and S.I.T.U.

TANJORE TEACHERS' GUILD

A special meeting of the Guild was held on the 27th October, at Mayavaram with Mr. V. Mahadeva Aiyer, President of the Guild in the chair.

Mr. V. Raghava Iyengar, M. A., L. T., President of the S. S. T. A., Mayavaram, welcomed the delegates.

The President, in the course of his speech, appealed to the teachers to muster strong at the meetings of the Guild and do propaganda work in their respective places on behalf of the Guild. He added that teachers should have high ideals to which they should endeavour to approximate.

EDUCATION WEEK AT PEELAMEDU

The Education Week was inaugurated by the Rt. Hon. V. S. Srinivasa Sastriar P.C., C.H., L.L.D., on Monday the 22nd October in the spacious hall of the Sarva Jana High School, Peelamedu. Several prominent gentlemen, including teachers of Coimbatore town were present, among whom may be mentioned the District Educational Officer, and the Principal of the Government College. There was a demonstration of Physical activities and Scout Display, in the open air, after which an address of welcome was presented by the Teachers' Association to the distinguished gentleman. Speeches were made during the week on Schools and Citizenship, Schools and Peace, and Scouting by Messrs. G. Balaswamy Naidu B.A., L.T., S. Venkataramana Ayyar B.A., L.T., and A. M. Venkatarangan B.A., L.T. On the last day of the Week, several teachers spoke on several aspects of Education.

THE EDITOR ANSWERS

TEACHERS are invited to send in their difficulties connected with their profession. Whatever the nature of the difficulty may be, the Editor will try to help them to the best of his ability. The teachers' co-operation will be invaluable.

Q. 10. I am faced with the problem of discriminating between boy offenders who are amenable to good influences and those who are congenital criminals and are therefore beyond all possibilities of correction. There are some boys who do not seem to have any sense of shame or responsibility and keep repeating the same offence of a moral nature in spite of all that is done to redeem them from it. Can you help me to discriminate the two types and also suggest suitable treatment for the two?

Answer:— It is true that some are congenitally bad and so far psychologists have not devised ways for dealing with such. Under the existing conditions of the science of Psychotherapy we can only advise you to segregate the offender as an incurable case and thus protect the rest from such bad cases. The problem of discriminating between the two types you referred to while easy for an expert is difficult for a lay man. Again it is not possible to put the difference between the two in a neat little verbal formula. But we could help you through a description by types. We give below a typical case of a congenital criminal. If any of your boys resemble him, your only go is to segregate the fellow.

The boy in question is a native of Harbin in Manihukuo. At the age of 6 he was always stealing, hit another little boy on the head with a cricket bat and his victim died from the blow. At the age of seven he ran away from his home with £ 10 (stolen) but was caught by the police 150 miles away. At the age of eight he stole a watch

and chain; attacked his teacher with a knife. At nine became addicted to drinking vodka and was arrested for stealing. A kindly psychologist then undertook to cure the lad of his evil ways and took him under his control. The boy—he is a Russian named Sergeiyeff—robbed his protector and bolted. Later he returned having spent all the stolen money and at the age of 12—his present age—he has been fined for indulging in the drug heroin.

Obviously this is a case not so much for punishment as for segregation. Our main concern in such cases is with the protecting of society from such. There appears to be no other way at present.

Q. 11. Can a teacher discuss a subject given for an essay competition among boys before the competition with one of the competitors who happens to be his student?

Answer:— Obviously the teacher's duty is not to discuss the subject with one or more of the competitors, before the competition. In fairness to the other competitors and competition, the teacher should desist from anything of the nature of a direct help. The teacher's chief duty in such a case is to help the boy indirectly, if ever, and thus make the boy self-reliant and help him to use his power of study and discrimination. He may, for example, give him suitable references for study and may even tell him the general points to be borne in mind in writing an essay, such as the proper marshalling of facts, good diction, simple style, paragraphing etc. Any help beyond this will not only be unfair but also

Continued on next page

SPORT FOLIO

CRICKET:

THE Cricket Board of Control has arranged test matches against India in 1936. Matches will be played on 27th June at Lord's, 25th July at Manchester and 15th August at the Oval. The first two tests are allotted three days and if the result, be equal the last test will be allotted four days.

In the Second Round of the Inter-Provincial Cricket Tournament (Southern Zone) Hyderabad is to meet Madras and the match will be played at Secunderabad. The Hyderabad team will be captained by S. M. Hussain.

In an interesting Cricket match played between the girl and boy students of the Morris College, Nagpur, the girls led by Miss Comiee Dastur scored 149 runs against 130 runs of the boys. The girls thus won the match by 19 runs.

It is gratifying to hear that Cricket is being much encouraged in the Annamalai University. It is announced that the services of 'Bill' Hitch has been secured and that he will be in Chidambaram on the 22nd instant.

TENNIS:

For the February Calcutta Tournaments in Tennis the world famous tennis players such as, Mcuzel (Czechoslovakia), Kirby (S. Africa), Stefani (Italy), Maer (Spain) and Hugles (Great Briton) have been invited and are likely to come. Each one of them has a glorious record behind him. Indian players against them will

Continued from preceding page
will do more harm intellectually and morally than good to the student concerned. Intellectual honesty is as much a test as anything else in such competition. Anxiety to secure the prize to his own student ought not to deflect the teacher from the stern path of duty as an educator.

be Sohan Lal, S. I. R. Sawny, Ranabir Singh, B. Rachappa, M. Krishnaswami, S. Narayana Rao, Bhujanga Rao, Shamster Singh, B. K. Chaudhury, the Prince of Kutch, D. N. Kapoor and A. C. Gupta. Young University Champions like Sohan Lal and Sawny might be expected to rise equal to some of the world's best players. India's representatives can hold their own against those international players at Calcutta.

Among the women players for the same tournament are miss Leela Rao, Miss Jenny Sandison Mrs. Baker and others.

The Prince of Kutch is bringing the French man Dupleix as his Doubles Partner.

HOCKEY:

Australia which first invited an Indian Hockey Team to tour the Country has now expressed its regret at having to postpone it for the present. But, Newzealand has extended an invitation which it is hoped will be accepted by the I. H. F.

The following is the revised draw for the Cricket Championship of India:—

East: C. P. and Berar vs. Central India (at Nagpur).

West: Gujerat vs. Bombay Presidency (Proper) (at Ahmedabad early in December).
Second round: Winners vs. Maharashtra (Bye).
(This Association, if affiliated, will be allotted to the Western Zone).

Western India States vs. Sind (at Karachi, Nov. 16, 17, 18).

North: Northern India vs. Army in India (at Lahore early in January).

Delhi and District vs. United Provinces (at Agra, Dec. 8, 9, 10). Second round: Winners vs. Southern Punjab (Bye) (at Delhi).

South: (Second round) Madras vs. Hyderabad State (Bye).

OXFORD PUBLICATIONS

Telugu:

Elementary Mathematics by S. Balakrishna Aiyer, *Lecturer in Mathematics, Teachers' College, Saidapet*

Book I	for Form I				12 As.
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The Indian School Atlas—Telugu edition. Edited by John Bartholomew
32 pages and 24 coloured plates. Price 12 As.

'The publication is a marvel of cheapness; and it can be strongly recommended for use not only in middle Schools but also in those High Schools where the Vernacular medium has been adopted for teaching of non-language subjects.'

—*The Journal of Madras Geographical Association*

Socrates in an Indian Village by F. L. Brayne, M.C., I.C.S.,
Telugu translation Price Re. 1-4

The book represents the actual record of conversations between the author and some of the villagers with whom he has been so intimately connected for several years past. It is lucidly and forcefully written and lets the daylight into many a dark corner of village life; it is therefore recommended to all those who have at heart the interest of the Indian ryot.

English:

The Pictorial Map of India by G. K. Sane, M.A., B.T. Price Rs. 6
Key to the above for use of Pupils Price 2 As.

The map printed in six colours, is of great value for the teaching of History and Geography; it represents by means of separate and memorable pictures all the prominent features of the Indian scene. The map is about 40" x 30" in size, mounted on strong linen, and is provided with rollers and hooks for hanging.

Pictorial Atlas of Indian History with outlines and Time Charts
By K. Srinivas Kini, B.A., L.T., and U. Bhavani Sankar Rao,
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435

435

Vol. I: No. 6

December, '34

EDUCATIONAL INDIA

EDUCATION AND
UNEMPLOYMENT p. 229

EDUCATION IN THE
MADRAS LEGISLATURE p. 232

EDUCATION OF
INDIAN WOMEN p. 234

A Study of Educational Systems

By Prof. A. Bagshaw

Negro Education

By Dr. G. S. Krishnayya

Champion Scheme

By Mr. Krishnayya Choudari

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11th August, 1934.

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October, 1934.

* * *
The first two issues of which we have received copies are quite promising of a long career of usefulness and service.....

—*Indian Educator*,
August, 1934.

Message from Dr. James H. Cousins, D. Litt

ON THE EVE OF THE MADRAS EDUCATIONAL CONFERENCE

President of
the Madras Educa-
tional and
Geographical Con-
ferences held at
Anantapur.



The title of
KULAPATHI
has been conferred
on Dr. Cousins
at the same
Conference.

serious thought and
balanced but uncom-
promising expression
in our discussion and
presentation of edu-
cational ideals and
needs, by those pre-
sent at the Confer-
ence; and I invite

those who cannot be present to help us
with their sympathy and joint aspiration.
For the effective broadcasting of our deli-
berations we look with confidence towards
the press, and particularly towards the
magazines devoted to education, among
which "EDUCATIONAL INDIA" has
taken a leading place.

—JAMES H. COUSINS.

THE Twenty-sixth
Provincial Edu-
cational Conference
meets at a juncture
in the History of
India, and indeed of
the world, that is
charged with unpre-
cedented possibili-
ties. The forces of progress and reaction
seem everywhere to be approaching the
climax of a struggle for the domination of
the future, in which education stands to
be drawn back or pushed forward, accord-
ing as wisdom or unwisdom prevails
particularly in India, one of the most
educationally hungry and educationally
starved countries of the world. We need

A Comparative Study of Educational Systems

By Prof. A. BAGSHAW, M. A. (Oxon.),

Union Noble College, Masulipatam.

SO obvious is the truth that the children
of today make the world of tomorrow,
that it is astonishing to discover how
slow men have been to make use of educa-
tion as the best method of shaping the
future of man-kind. Until the nineteenth
century the mass of people in the world
remained without any schooling worthy of
the name and even today the great countries
of the East are very far from attaining the
acknowledged requirement of education for
every child.

In the West our own generation with
that of our parents covers almost the whole
of the greatest educational advance in
history. At the time of the Elementary
Education Act of 1870 the teaching environ-
ment, dusty, dark, ill-ventilated schoolrooms,
was such as any qualified teacher of today
would consider appalling. If I may give a
personal illustration, my mother when a
pupil-teacher had to teach classes of seventy
or more children, including boys bigger than
herself, and her classroom was in a sort of
cellar below the level of the street. Health
and hygiene instruction was hypocrisy under
such conditions. The curriculum was little
better than the three R's and a Geography
which made you proud to be able to chant
all the capes and rivers of England on your
fingers.

And this only fifty years ago! Now-a-
days even in the poorest town areas the
children have bright and airy classrooms.
They are taught by well trained teachers in
classes limited to a number which makes
individual attention not impossible. What
is the explanation of this great improve-
ment? It is part of the new order of things
which has transformed and raised every
department of life. H. G. Wells has recently
said "the change of pace and scale due to
mechanical invention, in two swift centuries
has brought into being the material struc-
tures of a single modern world state."

Clearly the advance in education represents
the attempt of man to balance this material
structure by a corresponding advance in
mental adaptation. This adaptation has
often been quantitative rather than qualita-
tive, has often merely spread the use of
memoriae technicae instead of leading to
constructive initiative, but on the whole
Western education nowadays reaches a very
high standard.

Briefly given the system in use for the
majority in England is as follows. Every
child is freely educated up to the age of
fourteen. (As soon as it is possible we may
prophesy that the age will be raised to
sixteen). During these fourteen years the
child passes through three stages. There
is first the Infant School which the child
enters when it is five, or earlier if the
mother wishes. This is a delightful period
and at this stage many children prefer
school to home. The teaching is moder-
nised, there is freedom for a child to choose
the work it enjoys so that self-expression
becomes quite natural. There are small
camp beds provided so that the children
may have rest periods; there is milk to
drink in the middle of the morning; the
classroom is gay with coloured pictures and
flowers; there is music to accompany the
children in and out of school; there are
singing and acting and modelling and every-
thing a child loves. At eight years old the
child is ready to move up to the Junior
school. Trained gradually in order and
discipline at the Infant school, when the
time comes, the boy or girl is eager to enter
the bigger school with its new responsibili-
ties and its wider horizon of adventure.
The Junior school gives a good grounding
in the fundamental subjects which need not
be enumerated here, but it introduces many
new subjects in addition. Games—football,
hockey, cricket, basket-ball and other team
games—are played in the school recreation

DETAILED CONTENTS FOR DECEMBER, 1934

	PAGE		
COMPARATIVE STUDY OF EDUCATIONAL SYSTEMS		Anniversary of the Calcutta University	236
By PROF. A. BAGSHAW, M.A., (OXON)	211	Fighting Unemployment	... 236
SOME LESSONS FROM NEGRO EDUCATION		Allahabad University	... 236
By DR. G.S. KRISHNAYYA, M.A., PH.D.	215	Arbitration Boards	... 236
THE CHAMPION SCHEME OF CONSOLIDATION		Aligarh University	... 236
By MR. P. V. KRISHNAYYA		Depressed classes Education	... 236
CHOUDARI, M.L.C.	217	Rural Broadcasting in U. P.	... 237
YOUTH CAN GIVE THE PEACE MOVEMENT WILL-POWER AND IMAGINATION		The Government Unemployment Committee	... 237
By LORD ALLEN OF HURTWOOD	221	Choice of Text Books	... 237
REFORM OF UNIVERSITY EDUCATION		Fine Art Society	... 237
By MR. A.H. MACKENZIE, M.A., C.S.I., C.I.E.	223	Technological Institute for Nagapur	... 237
EDUCATION AND LIFE		Education of Backward classes	... 237
By DR. JAMES H. COUSINS, D. LITT	224	Exhibition of forest Industries	... 238
EDITORIALS		Indian Academy of Sciences	... 238
Education and Unemployment	229	Mysore State Teachers' Conference	... 238
Education in the Madras Legislature...	232	Revision of School Fees	... 238
Mohammedan College, Madras	233	Vivekananda Scout Troop	... 238
Education of Indian Women	234	Teachers' Conference	... 238
THROUGH DIFFERENT PROVINCES		Industrial Schools' Conference	... 238
Agricultural Research Council	235	Rangoon University	... 238
Expansion of National Education	235	Employment for Educated Youths	... 239
Head Master of the New Public School	235	Rural Education	... 239
Government's Position on Teachers' Salaries	235	Increased Educational Facilities	... 239
Madras Broadcasting Scheme	235	PERSONAL NOTES	239
Diploma in Journalism	235	PUBLIC OPINION	239
Teaching staff in the Subordinate Services	236	Sir Suhrawardy on Co-education	240
Bengal Educational Institute	238	Mr. R.V. Krishnan on Mass Education	240
		Dr. R.P. Paranjpye on Unemployment	241
		Sir Abdur Rahman on Reconstruction Plan	241
		OUR WOMEN'S PAGE	243
		PERSONAL NOTES	244
		CORRESPONDENCE	245
		HERE AND THERE	246
		THE EDITOR ANSWERS	247
		SPORT FOLIO	248

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EDUCATIONAL INDIA

A HIGH CLASS MONTHLY DEVOTED TO TOPICS OF EDUCATIONAL AND LITERARY INTEREST

EDITED BY M. VENKATARANGAIYA



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ground. Very often the school has a large garden to enable the classes to compete for the best garden produce. The boys learn woodwork and carpentry, the girls have cookery classes and proudly take home the puddings, cakes and pies they make 'to show mother how things *should* be done.' Both boys and girls learn to swim at the public baths.

When the pupil reaches the age of eleven he or she is eager to go up to the Senior Schools for the third educational stage. The Senior or Central school is often a large school serving a large area. It aims at developing individual responsibility and giving opportunity for a start at vocational training. The syllabus and choice of subjects are much wider than those of the Junior school and a greater emphasis is laid on corporate tradition. The school has its colours and cap, its sports teams and societies like a High School in India. It seeks to educate in citizenship; it arranges visits to great city institutions of art and science, to great factories; it runs camps in the country and teaches hygiene with special care. If this third period can be lengthened, something very near an ideal will have been attained, and boys and girls will be sent out to their work in life with character developed enough to make subsequent failure unlikely. Nor is this a complete account of the system for the majority. Except in some remote country districts any child who so desires can continue systematic education beyond fourteen in evening schools, either free or at a very small cost, and afterwards in adult schools. Many avail themselves of such extra classes either to obtain training in their particular industry or to continue their general education in literature and art or citizenship.

The above summarises the educational system of Great Britain as it applies to the majority of children. Of these, however, a large number do not pass from Junior to Senior school but pass instead into a Secondary school which corresponds to the High School in India and introduces a new and

separate educational system which is not entirely free. Many scholarships are provided for Secondary Schools, (although not so liberally as in India where I believe higher education costs less to the pupil than anywhere else in the world), but in any case the fees are not high. There is no need to describe the work done at such schools as they are similar to Indian High Schools except that a very much higher standard of building and equipment is maintained. Boys and girls leave this stage usually at seventeen and pass on to Training Colleges or Universities or to clerical and business positions. The Universities are of the unitary type and are far more expensive than those in India. Perhaps for this reason they are valued far more highly than Colleges appear to be in this country. An Oxford or Cambridge College costs a student a minimum of Rs. 260 a month. The newer Universities are less expensive because living is cheaper in their hostels than in the old colleges, but even at Manchester or Edinburgh or Aberdeen, the inclusive cost is some Rs. 160 a month. Many good state and county scholarships for the universities are open to the student, but of course the competition is strong for them and the standard is, therefore, very high. Too often in India students who are intellectually quite unworthy receive State financial help in their education. This anomaly is not found in the West. The university course lasts a minimum of three years. Since there is personal tuition for every student and a tradition of scholarship and culture which regards failure or a mere pass as disreputable, the degree obtained at the end of this course is rightly recognised to be a high standard of qualification.

How do these systems differ from those found in India? The most obvious contrast is in the width of application of the elementary system. In all India according to the Simon Report only 14% of the men and 2% of the women are literate. Now it is true that fine character can exist without ability to read or write, it is true that culture can

be independent of education. But it is equally true that illiteracy is a cramping, evil thing which narrows down a man's sphere of action and deprives him of very much that is worth-while in life. To remove illiteracy more is needed than the provision of schools and teachers — though that of course is urgent and essential. — Too often parents do not use opportunities which are already provided for the education of their children. Rather than break the tradition of sending out their sons to tend the family flocks and herds, they take them away from school long before schooling has had time to leave a lasting impress upon them. Only 19% of the children who begin at school keep up their attendance even as far as class IV! The curse of irresponsible parenthood must be wiped out, if India is to progress as she ought.

Another difference in attitude between East and West appears in the fact that education above the primary level in India is often regarded as a short cut to money. The aim of the student often appears to be merely to scrape through his examinations because they may qualify him for a lucrative position. England is fortunate to have a religious heritage in its conception of education, and religion in England by inheritance from the humanists has pre-eminently an ethical stress. The result is that English education is not concerned primarily even with intellectual or aesthetic development but with the shaping of character. This stress on character has unfortunately often been missing from Indian education. High Schools and Colleges have often been regarded as channels for the mechanical conveyance of information which can be reproduced without digestion in the examination hall.

In the case of High Schools this fault has been partly due to the patronage exercised over them by the university, to the university domination over both objective and curriculum. But it is also due to a mistaken idea of education among the people at large. The High Schools must be freed from

tyranny. They must be made instruments of social training and real character education. Courses with a practical bias must be encouraged to broaden the academic curriculum. More and better physical training, games, scouting, music and school bands, dramatic and literary societies, school medical services must be developed. Through such things a school *esprit de corps*, a school honour and tradition may be stimulated and without such a high tradition character training is seriously hampered. The Communist, the Fascist and the Nazi have rediscovered the fact that intellectual cultivation apart from character development produces persons who are a burden to themselves and a disease to the community. We in India need also to remember this. We need to emphasise personal loyalty and responsibility to the community, we need to train our children in a disciplined life set towards a worthy ideal. One of the most distressing things about Indian students is that many of them seem to have no feeling of corporate responsibility for the honour of their college or even of their country. They acknowledge no moral imperative to make the best of their opportunities but are contented to slip through their college years with the bare minimum of effort. They may express feelings of loyalty and love in fine words but when it comes to deeds — steady personal work in study, societies or games — they often prefer to trust vaguely in their 'luck' or at the best are inspired by a desire for personal aggrandizement. In behaviour too often they show that the doctrine of *noblesse oblige* is unknown to them; they need 'educational policemen' to preserve good conduct instead of realising that good conduct is a reasonable thing. Their moral motive so often is not 'Decent people behave in such a way' but only 'we have to do so and so but we won't if we can dodge it.' It is necessary to write frankly about this because the facts must be faced if progress is ever to be attained. While there is so much of a careless and irresponsible spirit among the students real progress will remain difficult. If the youth

of India do not value the opportunities given to them, then they cannot claim respect from any progressive people and do not deserve to progress themselves.

A third contrast between education in the East and in the West is found in the deplorably low standard of results expected in the East. There are perhaps economic reasons for this; it may be the result of disregarding the proportion of the social and economic structure of the country. But until it is overcome the Indian educational system cannot possibly be satisfactory. The educational experts of the Simon Commission said "of the general excellence of the material in Indian Secondary Schools for boys, those of us who have lived in the country can speak with confidence." But they also pointed out that the material requires far better sifting. Insistence on proper selection of pupils for admission and retention is essential if the present grave waste is to be avoided and good standards are to be maintained. Some pupils are promoted from class to class who are incapable of profiting by the instruction provided. The educational value obtained for public money and effort is too small. This is even more true of the Colleges.

The low age and low standard of matriculation and admission to some Universities result in many very immature students being admitted who are unable to gain from university education and who in Europe would still be treated as school boys. "The universities" says the Report "are overcrowded with men who are not profiting intellectually or materially by their university training." To many the years at college mean a waste of money and little else. The admission of such students is not only unfair to them — as it rests on a pretence that they will get, in return for their fees, something of value which they cannot get—but it is also very prejudicial to those students who are fit for university work. The best men suffer. It is an undoubted fact that the overcrowding of universities and colleges by men of whom a large number fail and for whom

there is no economic demand has vitally affected the quality of university education in the country. In English universities men who fail in the final examinations are rare exceptions because each man's capacity is tested thoroughly before he matriculates and because it is considered a great disgrace to fail.

These various defects in the educational system of India are apparent to any thoughtful observer and their removal must occupy the attention of every sincere educationalist. Looking beyond these local faults to the general ideal for education in the world, certain universal defects appear. The most serious defect in every country is the insufficiency of the provision made for correlating general education with the new world outlook. There is not enough emphasis on training for citizenship in the new world. At present only a beginning is made at establishing a modern social and political outlook. H. G. Wells writes "the primary function of the school in modern society ought to be to correlate the intelligence, will and conscience of the individual to the social process." This ideal must however be achieved not as in modern Germany or Italy or Russia by forcing obedience but by inculcating the responsibility which accompanies freedom. The moral motive for the future ideal world will be '*noblesse oblige*'—'privilege entails responsibility.' This motive is at the heart of the English educational system and as in the past it has maintained the integrity of the national character, so in the future it will serve the new world state. If India is to take her right place in the new world state of the future, her youth will have to reject all lower motives. Many will have to learn the value of education not as a short cut to money but as a mental and moral discipline, a training for worthy position in the life of mankind. Many will have to learn what a privilege education is and prove their appreciation of it by accepting the serious responsibility which privilege brings, a responsibility towards their fellow men and towards God.

SOME LESSONS FROM NEGRO EDUCATION

By Dr. G. S. KRISHNAYYA, M. A., Ph. D.

[Continued from the last issue]

AN ideal school cannot become actual without the proper type of teacher. The necessary kind of instructor is impossible to secure unless the school teacher is made a more influential and respected member of the community than he is at present. It is an old proverb that "the teacher makes the school"; but in the new dispensation it may be as truly proclaimed that "the teacher makes the community." This is not realizable, however, before facilities for the adequate selection, training and supervision of teachers, a professional pride in the teacher's calling, and salaries attractive enough to appeal to the best men, have become matters of fact. Till then, all schemes are likely to be more like so many cries in the wilderness.

If the school is to be a community centre, the teacher must be a *social worker*. Hence the emphasis on the training of community leaders is noticeable in most Negro Schools. Similarly, in India, there are many things, great and small, which are more or less expected of the teacher, and which yet are not usually dreamt of in the teacher's certificate. There are skills and qualities which would be a valuable possession to a community leader. The schools preparing rural teachers should bear these in mind; for unless these men are duly equipped, they are not likely to recognise or discharge the great responsibilities of their high calling. As director of the children, the teacher has to be something of a leader. The teacher, as director of the one and only community institution, is guardian of the Educational interests of the community.

The problem is thus one of taking the community as it is, assuming control of a neglected deficient School, and bringing the children and the community to appreci-

ate the beauty and richness possible. The teacher then becomes a link between the people and their opportunity. Such a view dignifies the vocation of teaching and elevates it, both for the teacher and in the eyes of all others.

However, unless the *standard of recruitment* is appreciably raised, and the quality of training obviously improved, it is not to be expected that this lofty view of the profession will be realised by those within or become evident to those without.

The amount of salary received by the teacher may be reasonably considered a measure of his efficiency on the one hand, and on the other, of the esteem in which his services are held. Until the existing discrimination in favour of certain "services," with all its implications, is abandoned once and for all, the teacher cannot help feeling that the implication is, that for the welfare of the nation he is of little value. If a levelling up is absolutely impossible, the teacher claims that in the interests of the profession he represents, there might well be a general levelling down, and that it is unfair, unsound and unreasonable to demand self-denial of one group and thrust luxury on the other while all are the "most obedient servants" of mankind.

An important phase of the professional improvement of the rural teacher, stressed greatly in America, has hitherto received scant attention. The notion is fairly deep-rooted that once the teacher obtains his diploma, he has no further need of either instruction or improvement, for he knows all there is to be learnt regarding his trade, and this because of his one or two-years exposure to the training course! Perhaps, if short courses were arranged from time to time, and teachers were encouraged to

return to the training centres for further or *refresher courses*, it would not be as readily taken for granted that, on bidding goodbye to his normal school, enough pedagogy had been injected into him to serve him the rest of his life. Our training schools are guilty of grave neglect when they imagine that their task is finished with handing over their students to the Government or University examinations. Further, so long as there are hosts of untrained teachers in the villages, the training schools or their equivalent, should go out to them. The aim ought to be to carry *'first aid' to the teacher* while he is at the job. Inspectors should follow these teachers into their communities and there teach and inspire them in the handling of their particular problems and show how to relate the school course to the activities of the community. This type of supervision is probably more urgently needed than any reorganization of text-books or curricula.

Then, when the teacher has become a community teacher, and the school has become a community centre, the school *at night* will often be full of adults keen on instruction regarding every thing that pertains to the welfare of their village; and *by day*, it will be the happy meeting place of eager children, who have learnt to find in the school an opportunity for growth, and in the teacher their most trusted friend, philosopher and guide.

In conclusion, the secret of success

achieved by the Negroes in the field of the rural reconstruction should be noticed. The besetting sin in India and other rural countries, has been to treat rural problems in isolation, and to ignore their inter-dependent character. This piecemeal and therefore partial attack has proved ineffective and naturally so. All too often have they neglected the adult while trying to instruct the young. Progressive educationists have come to realise that, if success is to be achieved, all the different phases of rural life must be tackled together simultaneously. Village life is a unit and they that serve it must regard it as one and complete. This is what Negro example proclaims — Every age group in the community is provided for its programme. Several different interests are catered to. Their work covers the entire rural field. Such an all round, many sided campaign as this is the crying need of India and until this is undertaken the results are bound to be unsatisfactory.

It was Booker T. Washington who put Negro education on this road when he said "We shall prosper in proportion as we learn to dignify and glorify labour, and put brains and skill into the common occupations of life." This indeed is the motto of Negro education and if our villages are to be uplifted, there is no surer guide than that which has given such enviable direction to the educational system of another people in many ways similarly incircumstanced.

Lord Sankey's Appeal to Universities

Lord Sankey, the Lord Chancellor, appealed to universities to pay more attention to education for the right use of leisure when he spoke recently at the University College of North Wales.

"Just as science has devoted itself to getting the most out of the working hours of life, so ought education to devote itself to getting the most and the best out of the leisure hours of life. While there are undoubtedly occupations whose work itself always presents

an ever new delight, there are undoubtedly others whose work is one unending and uneventful monotony. It is to the latter that I would urge the universities to turn their attention and to solve the problem of how to spend leisure."

† † †
"The service which a national university should render to the country it represents," he added, "is the preservation of the national language, literature and history."

The Champion Scheme of Consolidation

By P. V. KRISHNAYYA CHOUDARI, M. L. C.

THE most important piece of work that Government have recently undertaken in the field of Elementary Education is that of consolidation and amalgamation of schools. I admit that it has been conceived on sound lines, but it is a stupendous task which can be successfully achieved only if its implications are clearly realised and if Government display both courage and generosity in dealing with a number of attendant problems. Otherwise, no comprehensive or even permanent improvement will result from amalgamation or consolidation.

To put briefly, Government are seeking to improve the efficiency of elementary schools by establishing large and efficient schools adequately equipped and staffed. Each class is to be a full class and each class is to be handled by a qualified teacher. The terrible wastage which is such a prominent feature of elementary schools in the Presidency is to a considerable extent due to the poor quality of instruction in the average elementary school arising out of the fact that the teachers are not properly qualified or that, though qualified, they are required to do far more than they can satisfactorily undertake.

Secondly, Government have now for the first time announced their intention of encouraging the opening of common schools for all communities and sexes. One school for all is a sound motto and can easily be realised. The waste involved in running parallel schools for the different communities and sexes is so obvious that Government must be congratulated for having decided to take active steps for the realisation of this objective of a common school. In the fulfilment of this task, mixed schools for boys and girls play the most important task and their development is, therefore, of the most urgent importance.

Thirdly, Government have realised the

great part which aided agency has played in the history of Education and it is but fitting that, in the recognition of the great services which the aided agency has rendered to the cause of education—more especially primary education, preference is to be shown to aided schools. Not only are the aided schools cheaper to the country but they are far more efficient than the average school under public management because in the nature of things the aided school teacher is compelled to take a personal interest in the school. The best schools in this presidency are aided schools as will be admitted by the public or even the inspecting officers.

Successful consolidation requires then that the efficiency of schools should be improved by improving the quality of instruction, that mixed schools should be developed and above all that aided agency should be encouraged even more than heretofore to contribute to the literacy of the province. This threefold task is possible of achievement only if Government do not shirk their responsibility but will make such alterations in the rules under the Act as will facilitate the work of reform. The fear of the people is that consolidation is to Government not a question of educational reform but only a new advice of retrenchment. If the problem is approached in this narrow and illiberal spirit, Government can never hope to achieve the slightest good.

Efficiency of instruction depends not only on qualified staff but on a contented staff. If reasonable emoluments are not forthcoming, the quality of the teachers and the nature of the instruction they impart will seriously suffer as a consequence. The most urgent piece of reform is, to my mind, the improvement in the scales of teaching grants which are far too low. So far as schools under public management are concerned, Government have prescribed

some time ago minimum scales of pay. A comparison of these minimum scales of pay introduced even in a time of depression and the scales of teaching grants, is sufficient to prove how far below the latter are to the minimum scales of salary for board and municipal teachers. Moreover, whatever may have been the cause years ago, at present few aided schools receive any income from fees. Parents have become accustomed to free education by local board schools and it is impossible to get them to pay any fees. The elementary school teacher is now entirely dependent on the teaching grants he receives; and I, therefore, feel that Government have, at the present moment, as great a duty towards aided school teachers as they have to those employed in public schools and the least that can be done is to raise the scale of teaching grants to the minimum in the scale prescribed for schools under public management in each grade, i. e. Rs. 15/- Rs. 20/ and Rs. 25/ for the teachers of the lower, higher and secondary grades respectively.

The allotment of grants both recurring and non-recurring during the last three years have been far below the demands. Very little money has been made available for non-recurring grants for buildings or for the purchase of equipment. Consolidation will, in most cases, raise the question of accommodation and equipment as an urgent issue and it would not be foolish to expect any aided management to run a central school unless the management is readily given the non-recurring grants they may apply for. I doubt if Government have realised their duty in this regard but I may point out that if grants are not made readily available, no progress is likely to be achieved. Till money is available for this purpose, no school should have its grants cut down for inadequacy of equipment or accommodation by the D. E. C. if it has applied for a grant and if the grant has not been sanctioned.

A mixed school to be successful must first of all employ on its staff a number of

women teachers. Their presence will overcome all the objection of unwilling parents. It is difficult, however, to secure the services of women teachers on the same terms as of men. This point has been recognised even by the Government as they have prescribed higher scales of salaries for women teachers. I cannot imagine why teaching grant scales have not been altered for the aided schools also. What is found necessary in board schools is even more necessary in aided schools who will generally experience greater difficulties in securing women teachers than local bodies. The scale for women teachers should, I suggest, be raised at least by 20 per cent as this amount of preferential treatment is the minimum that is necessary.

Another condition that has to be satisfied before mixed schools can be successful is that instruction in such special subjects as all parents want their daughters to be educated in, namely, music, sewing etc. should be provided in these schools. Ordinarily teachers, men or women, are not competent to impart instruction in these subjects and it is therefore essential that the appointment of specialist instructors should be allowed and grant assessed for them. In this connection also, I must criticise the preferential treatment which Government has accorded to local board schools where the appointment of music and sewing teachers is permissible. It is a matter for great regret that a similar privilege has been denied so far to aided schools.

While the education of girls is not complete without a knowledge of music and sewing, every rural school should also develop some form of industrial vocational training side by side with the instruction in the three Rs; not all management can provide such instruction, but, where they do, grant should be paid for such specialist instructors. I would even go to the length of suggesting that every Higher Elementary school, whether Board or aided should be compelled to give some kind of vocational education just as every secondary school is now compelled to give instruction in manual training

Unless a vocational bias is given to rural education, the work of rural reconstruction will not progress.

Under the old rules under the Act, there was no limit to the increase in grants that D.E.Cs were competent to sanction. The only limitation imposed on their discretion was that "increases of the assessed grant by 50 per cent or more shall not exceed 10 per cent of the schools admitted to aid". Subsequently, the words "or more" have been deleted and D.E.Cs have been deprived of the power to sanction an increase over 50 per cent. This restriction was imposed as a measure of retrenchment and it is a matter for regret that even though cuts in salaries have been withdrawn, elementary schools have apparently been overlooked. It is time that the old position were restored and the District Educational Council given again the power to sanction increases even above 50 per cent.

The restriction limiting increase to 10 per cent of the schools should also be removed as it is foolish to prescribe the number of efficient schools in advance. It must be remembered that every District Educational Council is progressively closing all the inefficient schools. The average aided school to-day is far better than the average aided school of three years ago; reports are scrutinised more carefully; supervision is more constant and more watchful. The percentage of efficient schools is increasing and will increase even more when the consolidation of school makes progress. The existence of the ten per cent limit is an unnecessary and pointless restriction and should be removed.

Before I leave this topic of grants, I may make a final suggestion. Government have announced it as their objective the free admission of pupils of both sexes and all communities into elementary schools. Difficulties have no doubt to be overcome but the difficulties will be greatly minimised if the teachers are induced to take an active interest in persuading recalcitrant

and unwilling parents. Some time back Government advised local bodies to sanction bonuses to board school teachers who secured the admission of depressed class children. It was a wise suggestion and could as well be made applicable to aided schools. A capitation grant calculated on the number of depressed class pupils and on girls will be of the most immense help in securing the establishment of common schools and for overcoming all the difficulties in their way.

I have proposed increased scales of grant because I consider them to be the minimum necessary for existence. It is essential that the benefit of these scales should be enjoyed by the teachers and not by their employers as it is far from my intention to swell the pockets of unscrupulous employers. To prevent teachers being exploited by managers or denied a fair remuneration for their work, I recommend that a rule should be framed preventing manager from giving to the teacher any salary below the scale prescribed for his grade. Many managers of aided schools cannot afford to pay monthly salaries and disburse the salary of the teachers employed by them once a year after the receipt of teaching grant. A supplementary rule could be framed that the teaching grant for any school should not be paid unless vouchers for the proper payment of salaries are submitted in advance or at least a month after disbursement of grant. In the latter case, failure to submit vouchers within a month should entail not only loss of recognition but the D. E. C. should be authorised by law to recover the grant. Elementary school teachers are a poor and impotent body of people to safeguard whose interests Government must depart from their accepted policy of non-interference. It is impossible to expect any elementary school teacher to file suits against managers for petty amounts and it is up to the Government to see that rules are framed for their protection.

These teachers suffer from another disability, namely, insecurity of tenure. It

is again surprising that Government have done nothing in this regard. Managements are not required to enter into any agreements with teachers nor are District Educationals even empowered to investigate questions of this kind, and take such action as is necessary. The elementary school teacher needs far more protection than the secondary school teacher and if agreements are obligatory in secondary schools, the need for a similar rule in the case of elementary schools is even greater. Where there have been frequent changes in staff, grants should be cut down or disallowed, if necessary.

I may be permitted to reiterate, lest these suggestions of mine be misinterpreted, that I have the greatest confidence in amalgamation and that I believe that these proposals constitute a new and constructive departure in the policy of the Government. My council shares with me these views and has not only subjected the schemes prepared by the inspecting officers to the most careful scrutiny but has made their schemes even more comprehensive than originally framed by the inspecting officers. Moreover, during all these years that I have had the honour of serving as the President, my council has only acted on every suggestion for the improvement of schools which has been made by the Government or the Director and has gone beyond the recommendations of inspecting officers and closed most night schools and a large number of inefficient day schools. But for the influence exercised by me and by the D. E. C. it would not have been possible for the district to occupy the unique position of having avoided *pro rata* cuts so far. Even the teacher managers' association in the district has accepted unreservedly the policy underlying consolidation. This happy result has been possible only because of the trouble that myself and the

council has taken to clear away all the misconception which the teachers entertained in common with others throughout the presidency in regard to the implications of the scheme. I have mentioned these facts so that Government may realise that this criticism of their policy which I have ventured to make, has been made not with a view to impede Government, but to enable Government to make the job a success.

In conclusion, I wish to emphasise the urgency of the proposals which I have briefly outlined above and point out that unless action is taken in these directions, the work of consolidation will be superficial and will, far from increasing literates, actually reduce the number of schools and the number of pupils. None of the intentions of Government will be ever realised and what is meant to be a progressive and constructive scheme will become a reactionary and retrograde measure. I sound this note of warning because Government appear to lay undue emphasis on savings and to look upon this work as a mere means of effecting a reduction in expenditure from provincial funds. Bricks cannot be made without straw and a comprehensive scheme of reform such as this can never be successfully carried out without a liberal policy in the matter of grants. Three years of retrenchment and drastic reduction in grants have driven the elementary school teacher into a state of utter helplessness and if Government cannot and will not find the money for bettering the position of the elementary school teacher, consolidation will be the last straw on this inarticulate camel's back. I would say this, therefore, in conclusion:

"Overhaul the whole system of assessment and assignments of grants before you demand improvement; otherwise, scrap the scheme, lock stock and barrel."

Youth can give the Peace Movement Will-Power and Imagination

By LORD ALLEN OF HURTWOOD

THE YOUTH MOVEMENT is vital to the cause of peace to-day, but it can only play a decisive part if it is prepared honestly to find out what its special job is. Youth as such is no more virtuous than old age. Old men made the war of 1914; young men guard the concentration camps of Germany under one of the youngest Chancellors any country has seen since the time of William Pitt. But Youth has to-day a definite contribution to make.

What then is its peculiar job? It is this, if I may be allowed to offer an opinion. Youth must insist upon making us all realise that the great need of the moment, if statesmen are to solve world problems, is will-power. It is an entire myth to suppose that what is holding up the League of Nations and the Disarmament Conference is the intricacy of the task in hand. That used to be the case, but now the whole thing has become very much more simple. What is needed is a great act of faith and an exercise of will-power by those responsible for leadership at Geneva. Statesmen are allowing themselves to be baffled by a mass of detailed difficulties which need to be cut through. For instance they prefer to offer Germany a complicated method of reaching equality instead of offering full equality. If that were granted with open hands and hearts, probably none of the evil consequences we fear would in fact arise. If they did, then an equally whole-hearted acceptance of the method of collective security could protect us all from those evil results. But here again statesmen prefer incomplete and complicated half measures. These break down time after time, and only still further complicate the international situation, weaken the machinery of the world government and destroy confidence.

They behave in this fashion because they have developed the habit of believing that you are only realistic when you do the small thing and take the short steps. That kind of realistic statesmanship is not real at all, and the state of the world proves it. It is the big proposal in this swiftly moving modern age which alone fits the need of the time and is able to achieve results.

Another reason which makes statesmen miss their chance is an utterly false reading of public opinion, which they think is a clog on the wheels of political action instead of being what it could be an enormous asset.

I have suggested that what is needed now—more especially if democracy and liberty are to be preserved—is imagination and will-power, and that this is what Youth can give us. But will-power and imagination are no good unless there is real evidence that there is in fact a state of public opinion upon which they can exercise their beneficent influence. The future of democracy and the attainment of peace depend upon our accepting public opinion as an asset, and this we can only call out by having the courage to believe that it will readily respond if bravely led.

Perhaps it is worth while here just reminding you of the change that has come over the public in its attitude to peace since some of us were young in 1914. In 1914 we young men and women had thought very little about peace and war, and the public still less so. I sometimes contrast the experience of one terrible day in 1916 with the position which faces youth to-day. Two thousand young men were then assembled in a great hall in London, faced by imprisonment and possibly death. Outside the hall the streets were thronged with an angry public

struggling to break in. So great was the danger that all applause had to be stopped inside the hall and handkerchiefs silently waved to show agreement, lest the tumult of enthusiasm at the meeting should provoke the crowd outside to serious acts of physical violence. Meantime millions of other young men were bravely risking death in a war to end war which had swept over them because public opinion had not bothered to think about the subject.

How different things are now. To-day the younger generation has at its disposal a public which probably thinks more about war and peace than almost any other political subject, and hardly ever reads a newspaper which has not some headline devoted to it. The public, at the bottom of its heart, is passionately anxious that there should be no more war. What a contrast, and what a chance for leadership.

And yet there is a problem for us all here. That public may be in the mood which I have described, but at the same time it is terribly bewildered as to what is the practical course it ought to take to ensure that its desire shall be satisfied. Youth can tell them. But if you accept this opportunity, I suggest that you too must search into your hearts to make sure that you do it wisely.

The mind of a little child, when it first awakens out of its instinctive passions to the need for applying rational control to those passions, is very sensitive, easily wounded, easily angered. And so it is with the public mind when it is first aroused. Treat the little child with arrogance and without sensitive understanding, and you may close the intelligence which was just being stirred into life. This is just as true of the public mind. In nation after nation harsh, dogmatic, arrogant and unpractical shouting of new ideas has often caused reaction and frustrated the awakening of the human spirit. I plead with the younger generation in the Peace Movement not to miss its chance in this respect.

I sometimes think it is more important at this moment in history for us to help men to learn how to think than even to make them accept our brand of thought. At such a critical time an unusual responsibility is placed upon those who advocate new ideas. Intellectual ferocity may at this explosive moment be perilous as physical violence. Old men seem fettered by an inability to lead the public as bravely as it wishes to be led. Young men and women may equally lose their chance unless they speak peace peaceably.

It is will-power, imagination and sympathy which the public needs, and it is the business of youth to urge statesmen to act in that fashion so far as world peace is concerned. To do this it is not necessary for us to be vague or purely emotional. I know nothing more thrilling in human experience than to hear an idea explained which is at one and the same time both brave in quality and concrete in detail.

In the League of Nations Union we have the opportunity of centring public attention on one very practical question: will our country speak to its sister nations not in favour of some isolated action, but by taking the initiative in submitting workmanlike schemes for joint action? Will it say: We, like you, have renounced war as an instrument of national policy, and are now prepared to amplify that by accepting world law courts, by defining the aggressor as a nation which takes the law into its own hands, and by joining in bringing every form of pressure to bear upon the law-breaker, so that order may be maintained? Will our nation declare that, while the world retains armaments, these shall in future be used for the purpose of preserving law and not of promoting anarchy? Will it make clear, not after the event but before, that this country will join without qualification in upholding the law? Such a declaration in advance of a crisis will mean that force may rarely if ever have to be used.

If our country would take this initiative the temperature of the world would

fall, anxiety would be diminished and reason begin to operate with greater vigour and success. Disarmament will then become a practical proposition and constructive economic policies of mutual aid would have a chance of building the foundation of a just world.

The League of Nations has now a new chance after its first fifteen years of experiment in the art of Government. Russia has come in. America is nearer than ever before. The League has learnt experience. It now starts its next stage of life. Leadership at this moment is vital, and that

leadership will not be given unless we who are the advocates of peace, reach right through into the heart of the ordinary man in the street. That we can now do by propaganda which shows that we think it more important to prove our ideas to be right than to prove our opponents to be wrong. Defeatism and intellectual arrogance are equally useless. Courage also is vain unless it is inspired by a respect for those to whom we appeal, even when they are enemies of our own way of thinking. The Youth Movement ought to shake us all up with new hope and leadership.

REFORM OF UNIVERSITY EDUCATION *

By Mr. A. H. MACKENZIE, M.A., C.S.I., C.I.E.

OUR purpose hitherto has been to impart university education to as many as are willing to receive it. Our methods have therefore necessarily been those best suited to mass production. But it followed that the best brains of the country have been neglected and consequently our universities have failed to produce in sufficient number leaders fit to cope with the problems—national, provincial and even local—of the country's social and political life.

To make available to young men and women the knowledge that has been accumulated by past ages falls far short of what our purpose should be in the critical days of hope and opportunity that are almost upon us. We must define our university aims in terms of tomorrow. The country now looks to us consciously and deliberately to develop the powers of those who have the capacity for leadership. We may not by any process of formal education be able to produce great personalities. But we can with some hope of success aim at producing a great community—men and women who have been disciplined in mind and character, who are inspired by ideals of willing service, who have the initiative and efficiency for leadership and who by the soundness of their judgment are fit to mould public opinion in accordance with their own ideals. The work in a university must be exacting and strenuous.

Its class-rooms must be places where thought is active and is applied to use, where self-reliance is developed, where the creative faculties are strengthened and where balanced minds are formed. What is the reality? The prevailing method is for teachers to do the thinking for the students. The most popular lecturer is he who confines himself strictly to the course and whose summaries are so skilfully made that the students need not even read the prescribed text-books. In post-graduate classes, in which smaller numbers make it possible to preserve human contact between teacher and taught, self-reliance and wide reading are encouraged and in some colleges and teaching universities an effort is being made by means of tutorial classes to develop powers of independent thought and criticism. But usually university lectures do not stimulate thought; they are a substitute for thought.

The fault lies in our system of education. We have provided in our secondary institutions a predominantly literary education which can lead only to more literary education. Accordingly, many students drift into university courses for which they are unfitted, because there is no other type of higher education open to them. The colleges have to make the best of conditions as they find them—classes clogged with students who have no aptitude for higher literary and scientific study. The lecturer cannot give of his best or stimulate the interest and curiosity of his students; he rightly thinks it unfair to leave half of his class behind. He

* An extract from Mr. Mackenzie's Address at Agra University Convocation held on 18-11-34.

must keep to the dry and dusty road which leads to success in examination.

These criticisms apply, though to less degree, to some universities in the West also. The first remedy suggested is a drastic selection of students. But the process of elimination, involves the overhauling and reconstruction of our system of secondary education. We cannot adopt the easy remedy of stiffening the standards of university admission examinations. It is not equitable that those who desire to receive education beyond the secondary school stage should be denied facilities for higher education merely because they are unfit for university studies. Many of them have other aptitudes for which scope must be found by providing for them training which will equip them for useful and honourable careers in the industrial, commercial and agricultural life of the country.

EDUCATION AND LIFE *

By Dr. JAMES. H. COUSINS, D. Litt.,

THERE is a universal demand for the improvement of education in India. Any improvement is welcome, if it is an improvement. But we are asking for disappointment if we are innocent enough to expect any all-round advance from piecemeal rectification of errors.

While fragmentary improvements are being effected (I do not say they should not be), there is need for the constant influence on them of a clear understanding of educational ultimates, so that still further improvement may not be frustrated by the vested interests that congeal around all new manifestations of life to exploit them for their own benefit. If education knows what it has to deal with, and why, its knowledge will subtly work against the crystallising tendency that lurks in all human effort as poison lurks in the purest foods.

The reality of education does not consist, I am convinced, in pedagogical generalisations or in the segregated particularities of heat-spots in the hand or deaf-spots in the tympanum in which so-called psychological research rejoices. Such matters may be useful in scientific research that has no need for

* Extract from his Presidential Address delivered at the XXVI Madras Educational Conference held at Anantapur on 24-12-34.

The problem cannot be solved by Government or the Education Department alone. The Ministry of Education in the United Provinces have therefore recently issued a resolution in which they have invited the public to co-operate with them in finding a solution.

The elimination of the unfit will not in itself be a reform of university education. It is only one of the essential conditions of reform. Reform is possible only if we are clear about our aims and constantly bring our methods to the test whether or not they help us to achieve our purpose. There are many definitions of university aims, but all may be summed up in these words—the search for truth. A university at its best expresses in its administration, curriculum, methods of teaching and in all its activities the desire of men to pursue the truth for truth's sake.

hurry; but if they obscure interest in the immediate and clamant needs of the living synthesis which demands education as its inalienable birthright, they are not helps but hindrances.

We need true educational generalizations, of course, as time-saving pointers to true educational action, as law arising out of life, not theories concocted in a laboratory. Such life is not an amorphous vapour: It is an energy that expresses itself through forms, and with special qualities and characteristics through the telescoped and interfused human forms of body, mind, feeling and intuition. In getting at the root of the individual we are getting also at the root of humanity; for the essential needs of one human being are the essential needs of all human beings. In touching life in human embodiment, we touch the paradox of life, that the particular is the general. Understanding this, we shall not run the risk of not seeing the wood for the trees or the trees for the wood.

This may sound sufficiently vague to be mistaken for high philosophy instead of educational commonsense. In effect it comes to this: that the centre of education is the student, and that until the educational system of any country is pivoted on that centre its movement will be

neither orderly nor progressive. The individual demands education in order to experience the full use and joy of his and her powers. To help the student towards that experience is the purpose of education and the work of the teacher from the point of view of the individual. But such use and enjoyment of developed powers can only be experienced in interaction with the individual's environment, human and natural. In this respect education becomes a social responsibility to be fostered and supported by Government as the executives of the needs of the nation or province, supported not on the basis of some grant-in-aid code or a fifty: fifty calculation of expenditure, but completely and according to educational necessity; and the teacher is called upon to be no mere pedagogue, but an informed, alert, intelligent human being as sensitive to the events and trends in the life of the world as to the growing faculties of the individuals who will in due time mould those events and modify those trends.

EDUCATION—CULTURAL AND VOCATIONAL

In the sense of individual development education is cultural. In the sense of social interaction education is always vocational, even if, in rare cases of hereditary independence, the vocation is to do nothing in particular, but to do it in an educated manner—a much more difficult task than to do *something*. The organization and paraphernalia of education are therefore the instruments by means of which the individual life finds its place in the group life. What is wrong with education in India and elsewhere is due mainly to the fact that educational authorities, even teachers themselves, have got so mixed up with the sensationalism of spurious modern "progress" that they can find no time to put the truth of their truisms into practice. That is, indeed, what is the matter with the world at large. In its frenzied hunt for something new (a hunt which is itself not new in human history) it has no time to waste on the practice of the truisms of Lord Krishna or Lord Christ or Lord Mahomed, any two or three of which carried to their utmost application, would have saved humanity from its present inhuman predicament.

THE PROBLEM OF LANGUAGE

One of the first essentials of individual

education, both as regards the receiving of information and the expressing of thought and feeling, is a command of language. Such language must naturally be that into which the individual has been born.

The situation to-day is that education in India is dominated by a language which, aside from its own unique qualities and immortal achievements, has little or no affinity with the vocal physiology, the temperament, the tradition or the attitude to life of any of the peoples of India. In the century of its domination, English has ruined the indigenous education and debased the traditional culture of India, by diverting the stream of creative literary energy into foreign channels, and has held back even the development of westernized education by reason of its unsuitability and difficulty, by reason also of the wrong methods of its teaching. And now nemesis is overtaking it in a rapid degeneration, noted all over India, which is reducing English to gibberish even among students in the higher college classes.

The situation calls for two reforms: the complete vernacularization of Indian education from Montessori to M. A., and a drastic change in the teaching of English as a cultural accessory in Indian education if it is to be saved in India from the fate that overtook it on the coast of China where it degenerated into *pidgin* English.

Difficulties will naturally arise in making the student's mother-tongue the medium of his and her education; but these will concern only a microscopic number in the vast mass of the at present illiterate population (90 per cent of the total) to whose cultural enfranchisement an equal percentage of our solicitude should go, for on their liberation into possession and use of their incalculable riches of intelligence, imagination and skill depends the future wealth, happiness and peace of the country, not on the artificial eminence of the alleged educated few.

THE PLACE AND TEACHING OF ENGLISH

In the matter of the teaching of English there is now, happily, a movement towards improvement in the University consciousness, the fulfilment of which is being anticipated by modifications in English teaching in the

schools. But Universities do not give obvious or immediate answers: it would be *infra dignitatem*. The University of Madras began a tournament of academical ring-tennis between Syndicate, Senate, Academic Council, Board of Studies, Committee and Sub-Committee and back again. The result of the game is not yet clear; but it looks as if, with the beginning of the academical year of 1936-1937, six years after the query of the Inter-University Board, the emphasis in English studies in B. A., College courses will be moved from textual knowledge to expressional accomplishment.

These improvements, if ultimately put into force, will not be final. They propose to leave the compulsory B.A., course as it is "for the present." Meanwhile we must go on through that forest of pompous and obsolete English, "Comus," wasting precious time in pointing out to our students such essential banalities as the fact that we do not now say or write "forsook," when we mean "forsaken" and the like.

The improvements will shift emphasis from knowledge to usage in both the B.A. and Intermediate classes. But this will not materially reduce the mugging-up madness, with all the dishonesty, that it tends to engender in both student and teacher in the artificial preparation of possible answers of examination conundrums.

THE TEACHER'S DUTIES AND ANXIETIES

Let us turn to the social necessity in education, to the co-ordination of individual power with group life not here in the special relationship of vocation, but in intelligent and creative contact with the life in general.

Here, it seems to me, the chief needed improvement is in the capacity of the teacher to be the student's guide to the worthy things in life, and an interpreter of the obscure. But such necessary extra-curricular activity involves access to sources of information, occasions, persons, places and materials outside the usual equipment of a school, mostly outside the limits of a small town: and these essentials to a true education call for expenditure beyond the ordinary resources of all but a few schools, and beyond the personal reach of a University graduate who happens to be employed in a Board school but untrained, since his salary is now officially fixed at twentyfive rupees a

month—an amount for thirty days of living that would not give him a decent one-day funeral.

Next to the heart-breaking poverty of the vast mass of the people of India, with its reduction of the cultural possibilities of life, nothing appears to me to be more tragic in its insensitiveness to fundamental human need, or more menacing to the orderly evolution of Indian life towards the full development and wise direction of its incalculable potentialities, than the position of financial anxiety and social humiliation through indebtedness in which many, I believe the majority, of the teachers of India find themselves.

THE CHOICE BEFORE THE WORLD

On all sides of life humanity to-day is being tested as to whether its claims to have achieved civilisation in the occident or to have preserved spirituality in the orient are not empty pretensions. It would almost appear as if the assumed or real powers behind life were to-day offering humanity the choice of becoming human or of retrogressing into scientifically equipped animalism with powers of self-destruction infinitely beyond those of decent primitive savagery.

India is not outside the range of this test and choice. I trust I shall not be regarded as a mere pessimist when I express my belief that the falling away from the ideals and discipline of the Vedic dharma which is observable in India to-day will not be stopped by either precept or example. It is easier, at the present stage of human evolution, for an individual to run downhill than to climb uphill. The scale of values is still weighted on the side of the flesh.

As I see it, the only available normal agency for saving humanity from itself is education.

India needs universal and free mass education. This ultimately means money, of course. It means a vast increase in the amount now contributed to education from public funds whose administration is in the hands of the various Governments. An amicable adjustment of relationship between India and Britain and between Indians and Indians is urgently needed in order to set free for educational purposes some at least of the immense sums

of money now wasted through human folly (on "Military services," "civil administration" and police)

Much also could be done for education in India by private help. I recognise the princely benefactions of a number of Indians to education. But I am inclined to think that the holders of wealth in India do not take full advantage of the existing circumstances.

ART IN EDUCATION

I turn now for a few minutes to a matter with which my name has become almost monotonously associated for some years, a matter which, as I see it, deeply concerns the individual both as individual and social unit, and which has achieved blacktype eminence in the published list of topics for discussion in this Conference, I mean art in education.

If art in education is looked on merely as an "accomplishment" or as an apprenticeship to a vocation, it will go nowhere in education and will take education nowhere, if I am a true judge.

The question we educators have to face is, I believe, is there any faculty impulse in the human individual for which art-activity is the natural means of development? The only answer I have been able to find in thirty years and more of observation, thought, experiment and experience is, Yes: there is in the nature of every normal human being a capacity of expression which seeks fulfilment in the creation of objects that may be enjoyed for their beauty and valued for their significance, though the fulfilment of the expressional impulse is not in the object but in its creation.

If the creative ferment in young life is not released into art-activity, it will release itself through sense-activity. The difference between the two is just the difference between sensuousness as Milton thought of it, and sensuality as we have it to-day in the world-wide orgy of physical gratification in unnecessary stimulants to artificially created or inordinately exaggerated appetites, and in the spurious entertainments that force sensual gratification into the realm of the imagination where it becomes an infinitely intensified means of human degradation.

That, in a paragraph, is the primary cause of the difficulties of adolescence, and, though

obscured in adult life by effects that become misread as causes, (secondary influences racial, religious, national, economic), is also the primary cause of the stupid antagonisms that have brought the world to its present grossly inartistic state. Conversely, world order, while it may be approached by pacts and by social economic system, can never as far as I can see, become an established human habit until an education including art on the same level as the Three R's has helped into existence a generation of young men and women so artistically minded that they will turn from the ugly things of life as naturally as their ancestors turn to them with increasing menace to-day.

The real purpose of art in education is not, I hold, to produce artists, but to give every human being the chance of becoming artistic; that is, of bringing into personal expression the qualities of unity, balance, harmony, intelligence exaltation, rhythm, liberation, joy, peace, and of knowing the *ananda* (joy in creation) that accompanies them, and of carrying them by infection and contagion beneficently into group-life and world-life. Thus, as I see it, the matter of art in education has individual, local and world implications. Solve the problem thus in any area, however small, and you solve it for the planet.

EXAMINATION: TRUE AND FALSE

I shall now deal briefly with one point, but a crucial point in educational technique, that is, the much debated and, I think, generally condemned examination.

I do not myself condemn examination as such. But I do most heartily condemn examination as we have it in Indian education to-day, because it is not a true *reading of a balance*, which is the real meaning of the word (Latin, *examen*, the indicator of a balance), but is rather a laceration, almost a mental and emotional crucifixion, and in the preparation for it, is a promoter of deceit and lopsidedness and a depressant to personal rectitude and general cultural values.

In my college experience in Madanapalle from 1916 to 1918 I had to combat the vicious habit of dictating notes to students in anticipation of possible questions.

All the same, we cannot get away from the tendency in life to assess values. Every

action we take and decision we make rests upon an instinctive scrutiny of things, not always a mind-scrutiny, almost always a feeling scrutiny or a desire-scrutiny. And the passing of time brings occasions for balancing-up in order that we may realise our measure of progress from what we were towards what we wish to be, to do, or to have—and the greatest of these is to be.

Such periodical balancings-up are specially necessary during the rapid growth of the early years of life. They give educator data for the modification of educative ways and means to the growing needs and capacities of the young student. At this stage mere knowledge-tests are unnecessary, even dangerous in their tendency to deflect attention and energy from the transport of capacity from stage to stage of accomplishment to the mere storage of other peoples' mental *samans*.

Indeed, I question if, save for special purposes technical and vocational, knowledge-tests have any place at any time in real cultural progress. Textual examination, as we have it in our official public examinations in the literary subjects, is educationally wrong if its aim is merely to find out what is remembered. Its evil can only be extirpated by its being made continuous; integral to the process of education, not imposed from outside; based on synthetical life-evaluations concurrently with short-term subject tests. This calls for trust on the part of the educational authorities and impeccable probity on the part of managers, teachers and students. True education demands both.

EDUCATED UNEMPLOYMENT

It is not possible, in an address on education, to escape the topic of the destiny of the student; the question whether his or her developed powers are to find happy use, to the good of both individual and group, or whether the developed student is to join the new sub-caste of India which, contrary to tradition, is recruited from all the other castes and sub-castes, the new and menacing sub-caste of the Educated Unemployed.

There are those who put the blame of unemployment among the educated on education. This, I think, is blaming the adjective for the sins of the substantive. The responsibility for educated unemployment rests on the

employer who fails to employ available human power, not on the unwanted employee or his education, good or bad. Here we are on the edge of large economic and social problems beyond the allowed "terms of reference" of a teachers' conference. Let us keep to the educational significance of the subject. Let us concede a certain amount of abstract blame for the present idiotic world-situation to education, on the principle that the sins of the fathers are visited by nature on the children.

Taking the situation as it exists—the preparation of the individual for the service of life is in the hands of the teacher, and that service should, without detriment to its cultural effect, be shaped by educational authorities towards the anticipated special service to which the student will ultimately be called.

The unintelligent practice of making education a department of state and leaving its conscious and potent products to the hazard of commercial fluctuations, inflations and depressions, entrenchments and consequent retrenchments, is only asking for trouble.

AN APPEAL TO FELLOW-TEACHERS

Lastly—to bring to a necessary conclusion an address on a topic which will not reach a conclusion so long as thinking, feeling, willing and acting entities emerge into life among similar entities and demand the right of education into possession and enjoyment of their developed powers—I would ask my sister and brother teachers who share with me the sense of the sacred responsibility of our calling, to take the opportunity of this conference to make a fresh dedication of themselves, as I do of myself, to the service of education. Our programmes of work say to us, if we have ears to hear, that time is an imaginary line drawn round the sphere of eternity. "Heaven lies about us" not only in our infancy but all through life. To reach it we have only to ascend. The humblest teacher in a remote village school, with a few of God's children darkly seeking their own divinity through education, is as near it as the professor in the city college.

Fellow teachers, I congratulate you on your holy mission, and wish this Twenty-sixth Provincial Educational Conference of South India every success.

NOTICE

Articles for publication and books for Review should be sent to the Editor, Maharanipeta, Vizagapatam.

Remittances and business communications should be addressed to the Manager, Educational India, Masulipatam.

EDUCATIONAL INDIA

MASULIPATAM. DEC., 1934

Education and Unemployment

A STUDY of the recent utterances of educationists, educational administrators and other prominent leaders like Sir S. Radhakrishnan, Sir Akbar Hydari, Mr. A. H. Mackenzie, Mr. N. S. Subba Rao, Dr. Paranjpye, Mr. S. V. Ramamurthi, Mr. R. Littlehailes and Professor Carty shows the pressing nature of the problem of the unemployment of educated men and women in our country at the present day, and how all schemes of educational reconstruction are to be based primarily on a correct view of the relation that should exist between education on one side and facilities for securing decent means of earning a livelihood on the other. So acute is the unfortunate position of most educated young men that they are not able to earn even as much as an ordinary unskilled manual labourer. Despair is writ large on their faces and they do not know exactly what to do to get relief from the pecury and starvation to which they seem to be doomed. As a consequence of this, all sorts of wild suggestions are being made, including the closing of Universities and scrapping colleges and schools. It is, therefore, necessary for us to understand the real connection between

present-day education and unemployment.

THERE are two extreme views possible. It may be argued that if only the educated people forget for a moment that they are educated and therefore belong to a superior class, they have opportunities of securing employment just like any other class of people in the country. They may enter factories, railways, agricultural fields, business houses as ordinary labourers and be content to receive the same wages which other unskilled labourers generally get. They may become keepers of restaurants, domestic servants, police constables, attenders in offices etc., and give up all notions of their superiority or their high standards of living. Such willingness on their part will be a gain to them and to the country at large. Their entry into the ranks of ordinary manual labour will raise the status of manual labourers and will in the long run make such labourers more honest, dependable, straight forward, regular and orderly. They will become the natural leaders of the working classes and that will be a fitting reward for their educational attainments. There is nothing derogatory in all this, as that is bound to be the ultimate outcome, if a system of compulsory and free education is introduced into the country. In the more progressive countries of the world where education has become universal, ordinary manual labour is being carried on by educated men and women. Here also if educated people change their attitude towards manual occupations most of their difficulties would be solved.

BUT a suggestion like this is sure to be resented; and it will be resented

on two grounds. In the first place most of the educated youth of the country have been made unfit by their education to enter even the ranks of unskilled labour. Physically they are much inferior to uneducated people; they do not possess the capacity to endure physical hardship and strain; the standard of their health is lower. It appears as if they will not be able to compete with other persons even if they are prepared to work along with them as labourers in agricultural fields etc.. They are, moreover, not accustomed to any kind of manual work. In schools and colleges the habits they cultivate are mostly of a passive character. They learn mainly by listening and to some extent by seeing and never by "doing." They cannot handle any tool or implement. They can read, write and talk. Active work with hands is so foreign to them that even if they are disposed to join the ranks of manual labourers they will be hopeless failures in doing the work entrusted to them. There is also the question of sentiment. Having spent their lives at school and college in nothing else except book-learning they have a contempt for manual labour and if circumstances force them to become attenders, cooks, constables etc., they will naturally have to lead their lives dissatisfied with every thing around them. Moreover, the standard of living to which young men and women in schools become accustomed to is far higher than the average standard obtaining in the ranks of manual labourers. They could not, therefore, easily reconcile themselves to a lower standard after leaving college. It is factors like these that will prevent and that are actually preventing educated men from taking to those occupations which are open to unskilled manual

labourers in spite of there being nothing really derogatory in their doing so. If only we stretch our imagination a little and look into the future when universal as distinguished from class education becomes the rule, every one will be convinced that there is nothing inconsistent between education and work in ordinary occupations. Let our young men bestow a little of their thought on this aspect and try to get themselves employed in any occupation which will secure to them an honest living.

AT the other extreme is the suggestion that the educated youth need not remain unemployed, if only the Government of the country plans a scheme of national reconstruction with a sole eye towards the up-lift of the masses. There are certain occupations for which educated men are specially fitted. They can become teachers; undertake the work of rural revival and with some training can carry on propaganda in furtherance of public health and better living. There are seven hundred thousand villages in our country and if it is decided to work out a scheme of village uplift, each village will require at least one educated man. This will absorb all the unemployed educated youth. Schools and colleges will then come to be regarded as institutions training people specially to render social service. Along side of such a scheme, Government can initiate action in other directions. Dr. R. P. Paranjpye in his address at the Nagapur Convocation states, "The Government can do a good deal by encouraging rapid economic development both in industries and agriculture. They can start new, or revive dying industries especially of the cottage

type; they can reserve legitimate national resources to our own nationals and not allow foreigners to exploit them; they can encourage the greater use of Indian capital and labour, both skilled and unskilled in developing these resources; they can provide facilities for the proper training of Indians for all grades of work required in these industries; they can take such fiscal, legislative, and administrative measures as are being taken by other National Governments for the benefit of their own subjects as, reserving our coastal shipping traffic to Indian-owned concerns, confining Indian insurance business to Indian-owned companies, or purchasing, or even sometimes manufacturing such stores as it requires in the country itself; they can recruit more Indians to those places where outsiders are now being appointed."

THERE is nothing impracticable in the suggestion put forward by Dr. Paranjpye. It is just what every National Government is doing and ought to do. We often hear the cry that Government jobs cannot be multiplied in proportion to the number of graduates passing out of universities everywhere. But this is a cry which does not hold good of any country, if its Government is actuated by the spirit of the twentieth century. The old idea that the state has only police functions to discharge has now been discarded by all the civilised countries. The state has been transformed into a social-service institution. All nation-building services are being undertaken by Governments. What has previously been left to unregulated private competition is now falling within the jurisdiction of Governments. Many things that were not previously done either by private

individuals or by public bodies are now taken over by the state. There is a limitless scope for all sorts of Governmental activities. If only our Government is run not on medieval conceptions but on those that are consistent with the ideas and the needs of the twentieth century, if our Government expands its activities as other Govts. are doing, there is no need why there should be the problem of unemployment among the educated classes. But situated as we are, it may not be possible to expect much from Governmental effort in the near future.

LEAVING, therefore, the two extremes of calling on the educated youth to join the ranks of unskilled manual labourers and of calling on Government to transform itself into a social-service organisation, it remains to be seen whether there is scope for absorbing the educated men in undertakings brought into existence by private voluntary effort requiring some intellectual ability on the part of their employees. Some undertakings are of such a character—Journalism, Insurance work in villages, and rural reconstruction schemes started by co-operative bodies come under this head. In other cases, young men must be prepared to go and settle in remote villages, start private schools for which there is any amount of scope. Doctors who are not able to command extensive practice in towns will do well to settle in villages where life is cheaper. Engineering graduates may think of becoming contractors and execute public works or help the people in villages to build model houses. 'Back to the village' is to become the motto of our educated men.

IT should be finally noted that all the above suggestions are of use only as measures for giving immediate relief. There is, however, the more important question as to how the education imparted in schools and Universities should be remodelled and a bias in favour of vocational training be introduced if permanent relief is to be secured. This subject will be discussed in another issue.

Education in the Madras Legislature

THE proceedings of a Provincial Legislature may be taken as a correct index, of the kind of interest that our public men take in the educational questions of the country, and of the nature of the educational problems that arouse their interest. They also give an idea of the extent to which the Minister of Education feels himself responsible to the legislature in the decision of educational matters which are a transferred subject in the dyarchic scheme of government. The proceedings of the last meeting of the Madras Legislative Council held from the 22nd to the 26th October have been issued to the public on the 28th November and may be taken as a specimen for our present analysis. We hope to make such an analysis a feature of our magazine.

Several interpellations were put on the subject of admissions into colleges under the control of government. Representatives of South Canara were anxious why the Canarese-speaking people of S. Canara were grouped along with the Malayalam-speaking people of Malabar and allotted only 10 per cent of the seats in the Medical Colleges. The

answers revealed how difficult it is to regulate admissions when so many considerations like the language of candidates, the community to which they belong and the religion they profess have to be given due weight in determining whether a candidate seeking admission into the Medical College possesses the qualifications required to pursue Medicine. Candidates who possess better educational qualifications and who can ultimately prove to be better medical men are refused admission. Communalism and compartmentalism have been accepted by the legislature as guiding principles in these matters and no member or Minister is anxious to think on them. Is it a wonder that the percentage of failures in medical examinations is too high! Can the country get the services of the best doctors under this dispensation!

The interpellations also revealed that the government has no intention of revising the list of backward classes, even though since the list was prepared last many of the so-called backward communities have become advanced. One result of this list is that concessions are given not to pupils who deserve them on the score of their poverty, but to those who belong to particular communities. While we talk of the need for doing away with differences of caste, we are really perpetuating them.

There is a gradual fall in the number of admissions into the Coimbatore Agricultural College. It was 45 in 1932, 40 in 1933 and 28 in 1934. The minister confesses his inability to do anything in the matter. Minister's answers as regards the large number of veterinary graduates who are unemployed are equally based on a sense of

despair. "Nothing can be done in the matter" is what he says.

Members of the Legislature have not moved any resolution on educational matters during this meeting.

There was a discussion on the bill to amend the Elementary Education Act to which reference was made by us in our October issue. Every member who spoke was emphatic in saying that there would be no use in tinkering half-heartedly with existing methods and that government should undertake new and courageous measures. But in the end the council accepted the principle of the new method of compulsion that the amendment proposes to introduce and that will lead to the penalisation of parents who are forward and progressive. Many of the speakers suggested improvements for the consideration of the select committee. It is a pity that the committee has not recommended the acceptance of any of the important suggestions. So long as members of the legislature have no clear ideas on the subject, there is no prospect of sound legislation.

Mohammedan College, Madras

THE new buildings of the Government Mohammedan College, Madras, were opened by H. E. The Governor of Madras. The government spent a sum of 2½ lakhs of rupees out of the public revenue in constructing the building. There is a good deal of capital investment in other directions for properly equipping the college and a large amount of recurring expenditure. Though the College was established sixteen-years back it has at present only a strength of eighty students. It is only a sixth of the college-going

Muslim Students in the province that are found in this College. Though we are not against the spread of education among the members of any community we wish to ask whether it is wise in the interests of the country as a whole that large amounts of money should be spent in maintaining communal institutions like these. The College is affiliated to the Madras University and provides instruction only in the subjects that are included in the courses of that University. There is no other special feature about it except that provision is made for the imparting of religious instruction. If this is the only special feature of the college one has every reason to consider that it is at too great a cost that this advantage is being obtained.

The Muslims are not to be separated from the rest of the Indian Community like this. They should feel that they are one with Indians and such a feeling cannot come into existence if they spend all their youth in segregation in separate institutions. Will it not be much better if all the money that is now spent on the college is distributed as scholarships among muslim students and they are made to join the other colleges in the Presidency? Such a course will benefit a larger number of Muslim's and not merely a sixth of them that are in a position to go to Madras. Members of other communities have a great deal to learn from Muslim students and the latter have also much to learn from the students of other communities. A certain amount of money may be set apart for imparting religious instruction if this is all that is specially required by our Muslim brethren. Even now it is not too late to revise the policy in these matters. The

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AND
WISH THEM A VERY

Happy and Prosperous New Year

annual recurring expenditure to which the government is committed in regard to the maintenance of the Moham-medan College may be distributed as scholarships among Muslim students and the latter may be made to join the other institutions in Madras and else where. The new buildings may be used as hostels where all the University students of Madras may stay together irrespective of caste and creed. It is a common life like this that we have to develop and not the separatist communal life. We want a meeting place of all cultures so that mutual understanding may be promoted and nothing is so baneful from this stand point as communal institutions.

Education of Indian Women

IT is a happy sign of the times that our sisters are coming forward in large numbers with various suggestions on this very important problem of the Education of Women. The constituent Conferences of the All-India Women's Conference were held in Madanapalle, Travancore, Cochin etc., Though there has been no unanimity of opinion on subjects like co-education, separate courses of study for girls, employment of women teachers for boys

etc., the ladies who took part in these conferences deserve our heartiest congratulations on the ability and courage with which they expressed their views on these matters. A perusal of their deliberations shows that they insist on a vital connection being established between home-life and school-life, on a compulsory study of Hygiene and domestic science by girls, on the production of juvenile literature in vernaculars, of children's news papers and of books dealing with Indian conditions on the starting of nursery schools, and of effective medical inspection of pupils. The addresses delivered by Dr. Muthulakshmi Reddy at Trivandrum, by Mrs. Chacko at Trichur and by Mrs. Durgabai at Madanapalle are specially of very great interest in this connection. But it is not enough to deliver addresses. Women have come to know that persistent and organised agitation is necessary, that they should enter the legislatures of the land if their agitation is to bear fruit and that they should start model institutions and carry out experiments. They are fighting the cause of right and justice. An educated womanhood creates automatically an educated and enlightened manhood.

THROUGH different PROVINCES

DELHI

AGRICULTURAL RESEARCH COUNCIL

The Locust Sub-Committee of the Imperial Council of Agricultural Research meets on January 17 and 18, and the Governing Body of the Council on January 21 and 22. The Advisory Board of the Council meets from February 18 to 23, while the Crop and Soils wings of the Board of Agriculture and Animal Husbandry meets from February 25 to March 2.

EXPANSION OF NATIONAL EDUCATION

Efforts are being made to bring together all national educational institutions in different parts of India which impart higher education through the medium of a modern Indian language. Babu Songamlal Agarwala, Vice-Chancellor, Prayagi Mahila Vidyapeetha, will draft the constitution of the Federation and an appeal has been addressed to all such institutions. A preliminary conference in January or February next year to consider the proposal is being arranged.

HEAD MASTER OF THE NEW PUBLIC SCHOOL

Before leaving for India to take up an appointment as Headmaster of the new public school at Dehra Dun, Mr. Arthur Edward Foot, (says an air mail Message from London) will marry Miss Sylvia Hartill, the only daughter of the Rev. Edgar and Mrs. Hartill of Penn Vicarage, Wolverhampton. They have been engaged for two months. Mr. Foot, who is a Master of Arts, will leave Eton, where he has been an Assistant Master, teaching science for the past eleven years. He will depart for India after Christmas. Mr. Foot is a good all-round sportsman and has played both rugger and soccer. He is a member of the Windsor Rugby Club and has frequently played for Berkshire. Mr. Foot told Reuter's correspondent that he would try to introduce into the new school the best features of Eton College.

He thought it would have over four hundred pupils to start with, seven housemasters, seven senior masters and eight junior masters.

MADRAS

GOVERNMENT'S POSITION ON TEACHERS' SALARIES

The Government, it is understood, are still awaiting statements from the Presidents of District Boards as to how far the new scales of salaries fixed by the Government for teachers in the schools under their management have affected the existing incumbents.

In the case of employees of such of the District Boards, the presidents whereof had applied for permission to pay the teachers their existing salaries if the same were higher than the new scales, the Government have expressed their willingness to agree to the proposal. Probably in ninety-nine per cent of the cases, the difference in pay would be treated as personal allowance.

MADRAS BROADCASTING SCHEME

The Scheme drawn up by the Madras Government for the establishment of a provincial Broadcasting Service, will, it is learnt, be shortly forwarded to the Government of India for consideration.

The cost of the scheme is expected to amount to Rs. 32 lakhs capital expenditure and about Rs. 8 lakhs recurring expenditure.

The first stage of the scheme is anticipated to cost about Rs. 12 lakhs, of which Rs. 10 lakhs will be capital expenditure.

DIPLOMA IN JOURNALISM

Madras University is now engaged in examining proposals for the institution of a diploma course in Journalism. It is to be hoped that constructive proposals will be placed before the University authorities and that they may be approved of by them.

TEACHING STAFF IN THE
SUBORDINATE SERVICES

A memorial has recently been submitted to His Excellency the Governor of Madras through the Director of Public Instruction on the position of the Subordinate Educational Service (Collegiate Branch) in the presidency. It may be pointed out that proposals for the revision of their salaries have been made from time to time. At one time the scale of pay was proposed to be fixed at Rs. 125-5-175-7½-250, the selection grade of Rs. 250-10-300 being open to five per cent of the cadre. But the revision of pay last year, however, resulted in the scale of pay for these officers being fixed at Rs. 100-200 with a biennial increment of Rs. 10 with no selection grade. The reasons why this service has been reduced to its present plight are described in the memorial.

BENGAL

BENGAL EDUCATIONAL INSTITUTE

An Institute for the promotion of educational research and popularisation of ideas of modern educational theory and practice in Bengal has been established in Calcutta with headquarters at 25/3 Ballygunge Circular Road, under the name of "The Bengal Educational Institute." The institute will, among other things, organise educational research, study circles, symposiums, educational exhibitions and demonstrations of up-to-date methods of teaching. It also contemplates publishing bulletins. Rai Sabhib M. Mitra, Principal, David Hare Training College was elected president and Prof. K. D. Ghose of the same College and Mr. J. Lahiri, Assistant Headmaster, Ballygunge Government High School, were elected Honorary Secretaries.

ANNIVERSARY OF THE CALCUTTA
UNIVERSITY

The Foundation Day of the Calcutta University, for the first time will be celebrated on the 24th January next. Mr. Syamprasad Mukherjee, Vice-chancellor has proposed to celebrate it in a fitting manner. The Senate sanctioned Rs. 1600 for the celebrations. There will be a huge procession of 5000 students starting from the University to the Maidan singing songs befitting the occasion and there will be physical feats and other educational activities.

FIGHTING UNEMPLOYMENT

In pursuance of its scheme for relief of middle class unemployment in Bengal, the Department of Industries, Bengal, in the Engineering section, is making arrangements for enlisting a fresh batch of students for giving them free training in the art of umbrella making and in the manufacture of cutlery goods, such as razors, knives, spoons, daos, etc., as well as surgical and medical instruments.

U. P.

ALLAHABAD UNIVERSITY

The University of Allahabad has recently taken two important decisions which deserve mention. At the last annual meeting of the court it is recommended to the Academic authorities that a paper of general composition and unseen passages in Hindi or in Urdu should be compulsory for all B. A. and M. Sc. students. Secondly, a decision was brought about that there should be no age-limit every to full-time paid Vice-chancellor of the University.

ARBITRATION BOARDS

The proposal to set up Arbitration Boards in U.P., to enable aggrieved teachers to obtain justice in the event of wrongful punishment or dismissal, has evoked a certain amount of opposition from Managers of Educated Institutions who recently led a deputation to the minister of Education. We expect that nothing untoward will happen to the scheme.

ALIGARH UNIVERSITY

An important and a progressive step has been taken in the Aligarh Muslim University by its recent decision to admit women students, though it is subject to certain restrictions such as adequate purdah arrangement etc.

As a result of a heated discussion at a meeting of the court on 25th Nov., the abolition of the post of the Pro-Chancellor of the University was decided.

DEPRESSED CLASSES, EDUCATION

The Government have, this year, provided a further sum of Rs. 75,000 recurring, for the spread of education amongst the Depressed Classes, in addition to Rs. 45,000 already allotted to various classes of scholarships, says a press communique. It adds:

The Government, for some time past, have been taking measures for the wider spread of

education amongst the Depressed Classes who form more than 25 per cent of the population and amongst whom literacy is almost non-existent. The Government, after considering the recommendations of the Bareilly Depressed Classes Conference, have decided to establish a Depressed Class Education Committee in each district to advise local bodies and the Education Department in matters concerning the education of the depressed classes in the district.

RURAL BROADCASTING IN U. P.

It is understood that the U. P. Government are contemplating a fairly comprehensive scheme of rural broadcasting primarily for educational purposes which, it is hoped, would soon be given practical shape.

Meanwhile, it is understood, they are fostering a couple of private enterprises. Mr. Hallows, Superintendent, is founding a local village broadcasting association. He intends installing a transmitter at the headquarters of the district with receiving sets in villages within a radius of 25 miles. It is estimated that the scheme will cost about Rs. 30,000.

Mr. Mason Waugh, Engineer, Agricultural Institute, Naini (Allahabad), also contemplates installing a transmitter costing about £ 1,000 with about 25 receiving sets costing about Rs. 100 in each village within a radius of 75 miles. He has already received a donation of 5,000 dollars for the purpose from America, besides a limited fund with the Allahabad Agricultural Institute, at his disposal. The scheme is nearly complete and will shortly come into operation, the idea being to start with the transmitter of the Allahabad University.

THE GOVERNMENT UNEMPLOYMENT
COMMITTEE

The U. P. Government Unemployment Committee has issued an exhaustive questionnaire setting out 32 questions and enquiring about the facts and figures regarding the extent of unemployment among the educated young men of the United Provinces. Replies to the questionnaire are to be sent to the Secretary of the Unemployment Committee, Allahabad, before January 1935. The committee will hold public sittings in Allahabad on 10th, 11th, and 12th January 1935, and will visit Benares, Cawnpore, Lucknow, Agra and Aligarh.

PUNJAB

CHOICE OF TEXT BOOKS

The evils of patronage and canvassing for school text books had become so serious that the Government had to appoint a committee of enquiry which made certain recommendations. The committee recommended that an Advisory Board consisting of 27 members nominated by the Ministry should be constituted in place of the present Text Book Committee; the prices of books should be reduced and this task should be entrusted to a competent Committee; the number of alternative text books should not exceed five and they should be sent out for review by the D. P. I. These reviews are to be laid by the Directors of scrutiny and approval of text books should be repeated every five years. It is highly desirable that these recommendations should be studied in more detail by other provinces, where malpractices in the selection of text books exist.

FINE ART SOCIETY

The Punjab Fine Art Society will hold its 13th Annual Exhibition in the Central Museum, Lahore, in February next. This exhibition has now become a very popular feature during winter, when a large number of visitors from outside come to Lahore.

C. P.

TECHNOLOGICAL INSTITUTE
FOR NAGPUR

The Technological Training Committee, appointed by the Nagpur University, has recommended that a Technological Institute be established at Nagpur out of the late Rao Bahadur D. Laxminarayan's bequest aggregating to Rs. 34 lakhs. If the scheme is approved by the University, the Institute will be established in 1936 on a semi-commercial basis.

EDUCATION OF BACKWARD CLASSES

The Central Provinces Government contemplate the formation in certain districts of district committees to promote education of backward classes. One has been formed in Buldhana District with the Deputy Commissioner as Chairman and two members of the Legislative Council, Messrs. R. A. Kanitakar, and T. S. Patil, among the eight members of the committee.

Two more similar committees have been formed by the Government in Nagpur and Bilaspur.

BOMBAY

EXHIBITION OF FOREST INDUSTRIES

At the request of the Trustees of the Lord Reay Industrial Museum, Poona, a comprehensive exhibition demonstrative of the forest industries of the Bombay Presidency is being organised by the Chief Conservator of Forests in the Poona Industrial Exhibition, which will be held from February 3 to March 10, 1935.

MYSORE

INDIAN ACADEMY OF SCIENCES

His Highness the Maharaja of Mysore has been pleased to assign to the Indian Academy of Sciences ten acres of land for the purpose of locating thereon a suitable building for the premises of the Academy.

The Government of His Highness the Maharaja of Mysore have also been pleased to make an annual grant of Rs. 3,000 per annum for five years in aid of the publication of the proceedings of the Academy.

MYSORE STATE TEACHERS' CONFERENCE

Under the auspices of the Mysore Elementary Education League, the State Conference of Primary and Middle School teachers in Mysore (3rd session) was held on 20th, 21st and 22nd instant at the Exhibition Buildings, Mysore City. His Highness Sir Sri Kanteerawa Narasimharaja Wodiyar Bahadur G. C. I. E., Yuvaraja, opened the Conference. Mr. Turner, M. A., I. E. S., Tutor to Prince Jayachamaraja Wodiyar, delivered the presidential address.

HYDERABAD

H. E. H. the Nizam's Government has donated Rs. 19,000 for the construction of quarters for the Islamic Professor at Santiniketan. The Nizam had previously donated one lakh for Islamic studies.

TRAVANCORE

REVISION OF SCHOOL FEES

The Government have sanctioned amendment of rules of the Education Code as regards

school fees, games fees etc. The effect of these amendments will be that no entrance fee of any kind will be charged in any institution. No separate fee for athletics, gymnasium, library or other purposes will be levied in any vernacular school. No fee of any kind is to be levied in Class I of any vernacular school or classes II, III and IV of school under Departmental management. The school fees in departmental English schools for boys for Forms I to III are Rs. 12, Rs. 18, Rs. 48 and Rs. 36 for Forms IV, V and VI per annum.

COCHIN

VIVEKANANDA SCOUT TROOP

Mr. I. N. Menon, Director of Public Instruction, Cochin, performed last Monday the investiture ceremony of the Vivekananda Scout troop attached to the local Vivekodayam High School.

TEACHERS' CONFERENCE

The eighth general assembly of the Cochin Men and Women Teachers' Associations was held on 15th November at Trippunithura. The Association has a membership of 2,688 including 142 women distributed in 37 groups and this was the first joint session of the men and women teachers of the State. Dr. James H. Cousins, Principal, Madanapalle College, presided in the unavoidable absence of Dr. Muthulakshmi Reddi and Mr. I. N. Menon, Director of Public Instruction, delivered the opening address.

INDUSTRIAL SCHOOLS' CONFERENCE

The seventh annual conference of Teachers in Industrial Schools in Cochin was held on 1st instant in Trichur. An exhibition with the object of giving wide publicity to articles manufactured in industrial schools, raw materials used, arts and handicrafts, as well as improved agricultural implements was also held.

Mr. C. Mathal, retired Director of Public Instruction, Cochin, presided over the conference.

BURMAH

RANGOON UNIVERSITY

The Annual Convocation of the Rangoon University was held on November 28, H. E. the Governor presiding. Mr. U. Set, Vice-

Personal Notes

NAWAB MAHOMED ISMAIL KHAN, the present Acting Vice-Chancellor of the Aligarh University will continue as Vice-Chancellor till the next Annual meeting of the Court.

T. NARASIMHACHARI SRINIVASA RAGHAVAN of St. John's College was among those who took the degree of Master of Arts by proxy at the University of Cambridge on November 3.

DR. N. R. DHAR, Head of the Chemistry Department, Allahabad University, has been appointed national correspondent for India of the International Fertilizers' Conference which has its headquarters at Rome.

DR. J. P. H. VOGEL, a Dutchman, who is professor of Sanskrit, Leiden University, Holland, has been granted the Honorary title of C. I. E., by His Majesty the King for his services in the Archaeological Department of India.

MR. PARAMANANDA ACHARYA, B. Sc., M. R. A. S., of Baripada, Mayurbha State, has been appointed by Government as a corresponding member of the Indian Historical Records Commission for a period of three years.

PROF. D. RANGACHARYULU, President of the All-India Hereditary Ayurvedic Doctors' League, Guntur and Editor of 'Vidyapradipika,' has been awarded the degree of 'Doctor of Natural Philosophy' by the International Naturopathic Association, New York, U. S. A. Prof. Rangacharyulu is the first Indian to obtain the degree.

MR. W. R. S. SATHINADHAN, I.C.S., has been appointed by Government of India as special officer to ascertain the extent of agricultural indebtedness in the presidency and to suggest remedies.

He is expected to tour the districts and submit his report to the Government in six months.

chancellor addressing the convocation referred to the criticism levelled against the University for making Burmese compulsory for Matriculation Examination. The Vice-Chancellor said that it was impossible for the Rangoon University, with its limited resources, to make provision for teaching more than two languages—English which is the medium of teaching and Burmese which is the language of an overwhelming majority of the population. There was not the least intention or desire on the part of the University authorities to shut out from its doors students of any class or creed.

CEYLON

EMPLOYMENT FOR EDUCATED YOUTHS

In an effort to deal with the problem of finding employment for educated youths, the authorities of the Royal College, Colombo, have appointed a "careers master" whose business will be to maintain contact with the Government and private employers, when vacancies occur and to suggest the names of suitable candidates for the employers' consideration.

RURAL EDUCATION

Increasing attention is being paid by the educational authorities to the question of rural education designed to train villagers in agriculture and craftsmanship. Classes have been formed in certain Districts in which subjects such as sanitation, agricultural methods and health are dealt with.

INCREASED EDUCATIONAL FACILITIES

It is understood that the Financial Secretary of Ceylon will shortly present a resolution in the State Council containing proposals for the allocation of surplus balances concerning the eventual utilisation of which there has been considerable speculation. It is believed the proposals include the granting of increased educational and medical facilities for the poorer classes, rendering assistance to budding industries and further development of agricultural industries.

B. C. BHATTACHARYA and **L. RAMA KRISHNA**, were awarded the degree of Doctor of Philosophy by the Senate of the University of London on November 3.

PUBLIC OPINION

SIR HASSAN SUHRAWARDY ON
CO-EDUCATION

Lt. Colonel Sir Hassan Suhrawardy, Ex-Vice-Chancellor, of the Calcutta University, in addressing the recent Convocation of the University of Mysore expresses his opinion on the problem of Co-Education thus :

In these days of the onset of democracy, a good theoretical case can be made out for co-education in all stages. But in a country like ours, with its rooted traditions and conservative instincts, perhaps, it is wiser to be more cautious. The best scheme would perhaps be to have co-education in the early stages, kindergarten and primary, when the boys and the girls are not more than about 9 or 10 years of age, and separate them from their 10th year until they grow mature and self-confident and capable of thinking and judging for themselves. I would have said that there might be co-education only in the post-graduate classes, but perhaps, it may not be unwise to have co-education, in the graduate classes also, but certainly it should not be adopted in any other stage, not even in the Intermediate classes. Co-education in the graduate and post-graduate stages will be a preparation for actual life where men and women are thrown together in their professional and other activities. I am suggesting this not only as the result of my knowledge and experience in India but from my acquaintance and large experience with other countries also.

In medical education, however, I am a great believer in giving men and women the same opportunities of learning together and of being examined by identical tests. It would be disastrous for many an Indian home if, prompted by mistaken ideas of chivalry, we allow women students to pass medical examinations by the application of an easier standard of practical tests as compared to men students.

MR. R. V. KRISHNAN ON
MASS EDUCATION

Mr. R. V. Krishnan, Secretary, the Madras Legislative Council in the course of his Address at the Convocation of the Annamalai University observed :

With hundreds of educated men on one side starving or unhappy for want of employment and a whole mass of the population on the other, not knowing even to read and write, it is surprising that we do nothing to utilise the former for the education and uplift of the latter. With granaries full of corn, we look with unconcern and callousness on our starving countrymen!

A committee of educational captains assisted by a small body of public men and philanthropists should be formed at once, either for the whole Presidency or a group of districts or for each district, for the collection of funds and for organising a widespread scheme of mass education. The money required is not much and can come partly from Government and partly from the public. Some years ago, the Government spent four lakhs of rupees on a temperance propaganda, but the extension of primary education is no less important and will probably yield better results. No additional buildings need be constructed; existing school buildings, temples, choultries, chavadies and the pials of private houses can be used. The committee above referred to can draw up a few lessons on such subjects as : the structure and functions of Government and its departments, the functions and uses of Local Self-Government, the part played by the Police in a well ordered State, why taxes are paid and how they are spent, the purposes of elections and the necessity for their purity, personal hygiene and rural sanitation, drink and its evils, religious toleration. The teachers appointed will give set lessons in these subjects and will also teach three R's to all men and women below 45 or even 50. Their work will

be checked and inspected by non-official agency. By this means all our educated and deserving young men who are now unemployed, can be harnessed to a work of the utmost national importance with profit to themselves and with stupendous possibilities for the country. The volunteers in the army of the nation recruited for this great war against ignorance can also do social work in various other fields. Of late, in this country, a reaction has set in, in favour of several unjust and inhuman customs which the conscience of an earlier generation of English-educated people had unreservedly condemned. Sometimes, intellectual dishonesty finds justification for customs which its observers have no moral courage to abrogate. Such reaction and intellectual dishonesty have to be combated as much as ignorance and illiteracy. For all these purposes, our band of national volunteers will be of great use, provided that they undertake their work not for the sake of money but in a truly religious and apostolic spirit.

DR. PARANJPYE ON UNEMPLOYMENT

Dr. R. P. Paranjpye, delivered the Convocation Address of the Nagpur University on the 1st inst. Referring to the problem of unemployment, he said :

Large masses of educated men are idle for want of employment. The degree, to which a graduate fondly aspired and for which his guardian made great sacrifices, seems to lead the holder nowhere; it often even unfits him for the occupations to which he might have devoted himself if he had not gone in for this expensive and long course of education.

A situation like this cannot be tackled satisfactorily unless well-considered action is taken in various directions. Thus, the Government can do a good deal by encouraging rapid economic development both in industries and agriculture.

They can start new, or revive dying industries, especially of the cottage type; they can reserve legitimate national resources to our own nationals and not allow foreigners to exploit them; they can encourage the greater use of Indian capital and labour, both skilled and unskilled, in developing these resources; and they can provide facilities for the proper training of Indians for all grades of work required in these industries.

Also they can take fiscal, legislative and administrative measures, as are being taken by the Governments of other countries, for the benefit of their own subjects as, for example, reserving our coastal shipping traffic to Indian-owned concerns, confining Indian Insurance business to Indian-owned companies, or purchasing or even sometimes manufacturing, such stores as it requires in the country itself: and they can recruit more Indians to those places where outsiders are now being appointed.

But even with all these suggestions properly carried out, mere Govt. action by the Government cannot effect a permanent cure.

SIR ABDUR RAHMAN ON
RECONSTRUCTION PLAN

Sir Abdur Rahman, Kt., LL.D., delivered the annual address at the Convocation of the Punjab University, at Lahore on the 22nd inst. In the course of his address, he said :

Much thought has been given in recent years to the problems of the stage of admission to the University and the proper disposal of the two Intermediate classes; the shortening of the period of secondary education and the provision for vocational training. They owe their origin to the compelling force of circumstances produced by a variety of causes, economic, social and political. The problems are perplexing in the extreme and the difficulty of their solution consists in the strength of an old tradition and to a large extent in the fact that each of them leads us inevitably to the reconstruction of the system of education as a whole. The possibility of such a reconstruction has been discussed by prominent Indian educationists in conferences and on other important occasions. The trend of thought in university circles seems to be in favour of a recent Resolution of the Government of the United Provinces which propose (i) that the Secondary Course should be shortened and (ii) that the Intermediate Course should be lengthened by one year. This means naturally that admission to the university should be at a later stage, that is to say, after the Intermediate.

One great advantage of the shortened secondary course would be the restraint it might impose on the present drift of countless youths to the university who, by their age and their inadequate mental equipment are unfit

for a university career. Nothing is more tragic than to witness the futility of the struggle of thousands of our young men to get through the university, to pursue, without much hope, a goal which is not within their reach. The tragedy is aggravated by the economic and educational waste and the hopelessness of the prospect to which this course of drift inevitably leads.

To prevent this wastage of time, labour and resources we should try to divert the majority of our pupils to whom university education is unprofitable to occupations or to vocational education in separate vocational institutions where they can have what they really need a practical industrial training which will turn them into useful members of society.

The shortened secondary course should 'provide a general education complete in itself, untrammelled by university requirements.' I need not here discuss the nature and scope of the secondary course which will be the minimum general education for every child. But there is one point which needs some consideration. One of the chief difficulties, which have hampered the progress of secondary education in this country, is the bilingual instruction we have enforced on our children with a view to prepare them all for a future university course, where the medium of instruction is English. In the reconstructed system of education, which we are now considering there will be no need for this bilingual instruction at the secondary stage. We can, therefore, increase the efficacy of the shortened secondary course by providing all teaching except in English through the vernacular. After the completion of this stage, a careful selection should separate those who are fit for higher education from others who have neither the mental equipment nor the capacity for such education. For the latter, a vocational training is the only useful education and the earlier they go in for it, the better for them. For, apart from other considerations, they would, in that case, be far more likely to be absorbed into the humbler occupations of life than would be many of those who now graduate or fail to graduate.

Following a shortened secondary course, we now come to a three-year Intermediate course for a smaller number of pupils desirous of admission to a three-year Degree Course in the university. This is different from

our present Intermediate Course in two important respects. First it is longer by one year and secondly, which is more vital point, it is separated from the university, not only in actual teaching but in administration and control. The separation of Intermediate classes from the university was strongly recommended by the Calcutta University Commission who considered that the development of university work demanded a re-organisation of Higher Secondary education and that for this purpose it was necessary that the work done in Intermediate Colleges of the university should be transferred to institutions of a new type to be called Intermediate Colleges. This authoritative view was almost immediately adopted by some of the Indian universities which were created or re-organised after the publication of the Commission's report. In practice, however, it has been found exceedingly difficult to carry out this recommendation of the Commission. The colleges do not seem to favour the separation of the Intermediate classes from the Degree classes. The reasons underlying this are partly financial and partly academic. In the first place, the Intermediate classes that are now attached to the colleges are remunerative. The employment of a combined staff for the B. A., and Intermediate classes is economical and, incidentally, gives the Intermediate students benefit of the lectures of the more highly qualified teachers who are normally employed for instruction in B. A., classes.

This attitude of the colleges is, I admit, not entirely unfair, particularly under the existing conditions. But we are now considering a reconstructed system of education in which all the different stages are readjusted. The Intermediate stage should be considered in relation to the other stages of the entire educational system. With a shortened Secondary Course, and a three-year Degree Course, the Intermediate Course ought to have a distinct and separate place of its own. In order to maintain the standard of university education in the true sense of the word, the teaching resources of the university 'should not be diverted to the instruction of school children who are as yet unfitted to receive university education.' The ideal of a university as an association of scholars engaged in the pursuit of truth can hardly be realised if we continue to admit into it every year an overwhelming number of immature youths.

OUR WOMEN'S PAGE

Current Comments

By Mrs. K. Sathianadhan, M. A.

THE PRINCIPLES OF GIRL-GUIDES

TWENTY-FIVE years ago was the Girl-Guide Movement started by Lady Baden Powell, the chief guide; and now it is bidding fair to become a great force in India and Ceylon. The universal fellowship of Guides all over India, as evidenced by their common uniform, their common badge and their common vows, is bound to accentuate the sense of nationalism in our country. The final linking up with all the other Guide units under one head into one organization is bound to strengthen the international bond.

It has become obvious everywhere that the energising forces of the world reside in youth; this applies more to women than to men; and especially in India is this so. The women of older generations are undoubtedly conservative and retrograde in many of their customs and ideas, and their daughters must lead them, with the fire of their affectionate enthusiasm, into new paths of advance. What better assistance than to the ordinary educational training, for the fostering of great ideals, can there be than girl-guiding? The seeking of health and happiness for self and for others, the inculcation of universal friendship and love, culminating in self-sacrifice and in service to others, are some of the ideals a guide is taught. Her vows lead her to study her own personality and see how she can correct herself and step forward. The sense of responsibility, self-control and fair play thus induced forms her character in the right way and gives her a grand training in citizenship and leadership. Then, the fact that she is a mere unit in a patrol, which again is part of a troop, teaches her the value of obedience to authority, peaceful co-operation, association and loyalty, which must surely be an earnest of the world-peace that is so earnestly being sought for in modern days.

In India, the guide can do good service. The eradication of caste principles in

Guiding will surely lead to the removal of untouchability, which is such a blot in India. The poor girl, the *pariah* girl, the village girl will feel that they are all one with their better-placed sisters, and so will get a little more happiness and interest into their backward lives.

The crippled, the blind, the lame, the dumb, the sick and suffering, the lepers, the criminals, can all be influenced; and there is no restriction of age whatever, we are told. The gaining of badges in handicrafts and professions, in cooking, in first-aid and nursing, must surely make the Guide a useful member, not only of her family, but also of society in general. Girl guiding, therefore, deserves whatever help the parents of India can give, as well as special aid in finance from all well-wishers of our land.

SEX-KNOWLEDGE IN EDUCATION

It has always been a moot question whether sex-knowledge should be imparted in schools and now it has become practically settled that such should be the case. As a professor of a Bangalore College said lately, there is always "a strong tincture of the animal" in the human mind, which comes into action when adversities are encountered; and adversities must indeed be common in a land like India, where are so largely prevalent insanitary conditions leading to ill-health, extreme poverty, and unsatisfactory conditions of life. Great ideals are best inculcated in childhood; and the natural training for such, apart from the home, is the school. Yet it must be remembered that school hours under the guidance of a teacher are only a few, that home-life among the masses is by no means ideal and therefore that the Indian child of the masses lives largely in the streets. Here indeed can be learnt a debased knowledge of sex-life, which therefore can be combated only by sane information. Time was, when parents fought against the teaching of sex; and they were right then, for they might have been introducing unnecessary ideas into young heads. But now, the case is changed. An elementary knowledge of biology, a frank, tactful and sym-

pathetic teacher with good scientific knowledge, a wholly impersonal and scientific atmosphere, common-sense answers to questions, a clean and wholesome habit of mind, can treat of such subjects without false shame, in order to satisfy the mischievous curiosity of youth.

CONFERENCES AMONG WOMEN

Women's Conferences are the order of the day, in Travancore, in Andhra-desa, in Mysore, and in many other centres. At a meeting in Mysore lately, a comparison was made between meetings of old time and the new. In the former not only did the incessant noise of screaming children and chattering careless women make hearing impossible, but also did the want of real interest in affairs of the moment, lead to absolute apathy, which led to no appreciable results. To-day we have importunate insistence on subjects important to women, such as social service, the increase of education, the advance of necessary reforms and the removal of disabilities. Everything is orderly and organised in conferences. Intense interest is felt. There is present "good humour, good speaking, good reasoning." Above all is there union and co-operation sought, not only among well-placed and educated women, but also among their poorer and illiterate sisters; not only in one nation, but among all nations. The watchword has become union. "We must all stand together! Let us be international in the best sense of the word! Let us together work after the interests of humanity! God has sent us into the world for that purpose!" A recent proof of the solidarity of womanhood has been given by the determination of two prominent British women to come by air to join the Karachi session of the All-India Women's Conference, thus linking it to the international movement. Can there then any doubt be reasonably felt that women are bound to succeed in the attainment of their worthy aims?

A FACTOR OF CHILD-EDUCATION

Who that has read "Alice in Wonderland" and "Alice through the looking-glass" can forget their wonderful influence in the development of child-hood, through the faculty of imagination, which is the wonderful mystery of childhood, and which, if it is carefully and kindly satisfied, will lead to an extraordinary growth of mind? One is thrilled, therefore, to hear that the original Alice of these beautiful

books, was actually alive till only a short time ago. She died at the ripe age of 82.

We are told in the *Madras Mail* that in July 4, 1862, three little sisters went on river trip with Lewis Carroll and his friend. Our Alice was the second sister, "courteous, trustful, wildly curious, loving as a dog, gentle as a fawn." To her specially was the dream-story told, and later written down at her suggestion. In her old age, this lady travelled to America to attend the Lewis Carroll centenary celebrations, and in 1932, she opened a Carroll centenary exhibition in London. "A dainty little figure in brown, with smiling eyes peeping from beneath a shady hat, she sat with one hand resting on a stout stick." And who do you think sat by her? None other than Peter Davies, the original Peter Pan of Barry's play! Long may their memories live!

Personal Notes

RAI BAHADUR RAMAKISHORE'S appointment as Vice-Chancellor of Delhi University has been approved by the Governor-General.

BABU NARENDRA NARAIN ROY CHOUDHURY, Zamindar of Baldha, Decca, has contributed a sum of Rs. 5 lakhs towards creating a trust fund, to be employed in introducing educational and sanitary reforms in villages. It is likely that Mr. Choudhury may contribute a further sum of Rs. 5 lakhs towards the cause.

PROF. WERNER RISENTHAL, M. D., and his wife DR. ERIKA ROSENTHAL, M. D., have been appointed in the Mysore Medical Department, the former as Pathologist in the University and the latter as organiser of Maternity, Child and other Welfare work for a term of three years.

DR. BASU of Holkar College, Indore, has been elected by the Senate as Vice-Chancellor of the University of Agra in the place of Lala Dewan Chand.

MR. J. F. BLAKISTON, Superintendent of the Archaeological Survey, Frontier Circle to be Director General of Archaeology in India, in succession to Rai Bahadur Dayaram Sahni, who retires in Dec. 34.

Correspondence: Conferences

CORRESPONDENCE should be as brief as possible and should reach the 'Educational India' Office, Masulipatam not later than the 10th of every month.

TO THE MEMBERS OF THE MADRAS LEGISLATIVE COUNCIL

In a circular letter addressed to the Members of the Madras Legislative Council sent to us for publication, Mr. M. K. R. Dikshitulu, President of the Municipal High School Teachers' Association, Bimilipatam, invites their attention to the following points:

(1) Necessity of carrying out retrenchment on a Presidency basis to avoid the pitiable plight of the recently abolished Taluk Boards' servants.

(2) While we are called 'Public servants' in the same sense as it is applied to Government servants and subjected to all restrictions, rules and qualifications prescribed for Government servants, we are not given even Government Scales of pay, not to speak of the superannuity benefits of the latter.

(5) The Government have taken powers from the Legislative Council to control the services to make them efficient and secure and to effect transfer; but they are using it to effect economies, which fact will be evident, if you are pleased to call for a statement of total expenditure incurred by all local bodies on Secondary Education before the adoption of G. O. No. 4619 of 20-10-34 and the total expenditure incurred or is likely to be incurred on Secondary Education if the G. O. is adopted.

S. INDIAN TEACHERS' PROTEST AGAINST G. O. SALARIES

To express regret and disappointment at the recent Government Order, concerning the scales of salaries of teachers in Board and Municipal schools in the Presidency, a special meeting of the South India Teachers' Union was held on November 24th in the Singara-

chari Hall, Hindu High School, Triplicane, with Mr. C. Basudev, M. L. C. in the chair.

The following resolutions were then passed:—

"This special meeting of the South India Teachers' Union is of opinion (1) that the Government order 4619 dated 20th October, 1934, on salaries of teachers in Board and Municipal secondary schools is causing considerable hardship to a large body of teachers employed in these schools; (2) that, while granting the principle of standardisation the scale proposed are inadequate and disappointing and (3) that under no circumstances should the interests of the existing teachers, whether substantial, officiating or temporary, be allowed to be adversely affected.

"This meeting is of opinion that pending revision of salaries, the difference in salaries between the existing and revised scales should be treated as personal allowance.

"This meeting is of opinion that the subject of revision and standardisation of salaries in these schools be referred to a committee to be appointed by Government consisting of a Chairman, representatives of District Board and Municipal authorities, two representatives of the South India Teachers' Union and two representatives of the Madras Legislative Council.

Another resolution asked the Government to keep in abeyance the order until action is taken by the Government along the lines recommended by the committee.

It was resolved that a deputation of the Union consisting of its president, the Chairman of this meeting, the members of the union and others coopted by the Union should wait on the Chief Minister.

The meeting appealed to the authorities of District Boards and Municipal Councils, members of the Legislative Council, Parents' Associations and other Associations interested in education to bring to the notice of the Government the serious discontent among teachers and to urge on the Government the necessity and desirability of revising the G. O. at the earliest opportunity.

Another resolution was also passed offering a hearty welcome to H. E. Lord Erskine.



SPORT FOLIO



TENNIS:

IN the Bombay Y. M. C. A. Tournament Miss Leila Rao won three titles, thus figuring as the winner in all three ladies' events. She won women's singles against Mrs. Acott in straight sets (6-1, 6-1) Miss Rao and Mrs. Rao beat Mrs. Congreve and Mrs. Griffiths (6-2, 6-2) and she also won the Mixed Doubles with E. V. Bobb as partner.

In the International match between India and Yugoslavia to be played at Calcutta immediately after the Calcutta Tournaments, the following are likely to represent India. Messrs. Sohan Lal, E. V. Bobb, D. N. Kapoor, J. K. Kaul, Ranbir Singh, Sawney, Brooke Edwards, Michelmores and Krishnaswamy.

CRICKET:

IN the Inter Provincial Tourney Central India beat Central Provinces. Major Nayudu scored 79 for Central India in the 1st Innings and R. Rutnam made 50 for C. P.

In the Quadrangular Tournament at Nagpur Hindus won in the finals beating the Parsee Team by 10 runs. Scores were: Hindus 184 and 115, Parsees 155 and 134.

MYSORE OLYMPIC MEET

THE Mysore Olympic Competitions Finals were conducted on 22nd instant on the Y. M. C. A. grounds. This big annual sporting event of the State, conducted under the auspices of the Mysore Olympic Association, attracted a fairly large number of competitors all over the State, nearly a hundred in number.

Sir Mirza M. Ismail, the Dewan of Mysore, distributed the prizes to both the men and women competitors at the end of

the sports. Mr. K. T. Sudarsaniengar and Mr. J. R. Isaac, the Joint Secretaries of the Association, were in charge of arrangements, assisted by Mr. A. Das, the Physical Director of the Y. M. C. A.

In two events, A. Priestly of the City Y. M. C. A. broke the All-India record of 1934 in Discus Throw and High Jump. In Discus Throw, A. Priestly exceeded the all-India figure by one foot, while in High Jump he cleared 5 feet and 11½ inches, one inch higher than the record of the Indian Olympics of 1934. Among the competitors who distinguished themselves in this year's competition were A. Priestly and K. M. Chengappa, both of whom participated in Indian Olympics, Syed Murtuza who won the Pole Vault and Hurdles and E. N. Godfrey of the St. Joseph's College. The City Y. M. C. A. won the largest number of points, while the St. Joseph's College came next.

MR. LITTLEHAILES ON VALUE OF CAMP LIFE

THE annual regimental sports of the 5th Madras University Training Corps came off on 22nd instant at the Pallavaram camp with Mr. R. Littlehailes, Vice-Chancellor of the Madras University, in the chair. An interesting programme of events was gone through.

After distributing the prizes to the several winners Mr. Littlehailes, who presided, said that in the camp they gained certain experiences which they could not ordinarily get in their College life. The team spirit and the spirit of discipline which went to make up the individual's personality and count much for leadership were cultivated to the maximum in the camp in a healthy atmosphere. The spirit of discipline in the camp, he said, was excellent.

OXFORD PUBLICATIONS

Telugu:

Elementary Mathematics by S. Balakrishna Aiyer, *Lecturer in Mathematics, Teachers' College, Saidapet*

Book I	for Form I				12 As.
Book II	for Form II				12 As.
Book III	for Form III				12 As.

The Departmental syllabus is followed as the basis of this series. Both for treatment of the subject and graded exercises which drill the principles, these books stand unique.

The Indian School Atlas-Telugu edition. Edited by John Bartholomew
32 pages and 24 coloured plates. Price 12 As.

'The publication is a marvel of cheapness; and it can be strongly recommended for use not only in middle Schools but also in those High Schools where the Vernacular medium has been adopted for teaching of non-language subjects.'

—*The Journal of Madras Geographical Association*

Socrates in an Indian Village by F. L. Brayne, M.C., I.C.S.
Telugu translation Price Re. 1-4

The book represents the actual record of conversations between the author and some of the villagers with whom he has been so intimately connected for several years past. It is lucidly and forcefully written and lets the daylight into many a dark corner of village life; it is therefore recommended to all those who have at heart the interest of the Indian ryot.

English:

The Pictorial Map of India by G. K. Sane, M.A., B.T. Price Rs. 6
Key to the above for use of Pupils Price 2 As.

The map printed in six colours, is of great value for the teaching of History and Geography; it represents by means of separate and memorable pictures all the prominent features of the Indian scene. The map is about 40" x 30" in size, mounted on strong linen, and is provided with rollers and hooks for hanging.

Pictorial Atlas of Indian History with outlines and Time Charts
By K. Srinivas Kini, B.A., L.T., and U. Bhavani Sankar Rao, B.A., L.T. Price Re. 1-4

As a visual aid to the study of Indian History this new Atlas will be hard to beat. Where formal textbooks fail to grip the pupil's attention and make him or her unable to follow intelligently the sequence of the principal facts of history and their relation to, and effect on, later events, the use of this Atlas in the class side by side with the textbook is sure to arouse interest in the subject and thus make its teaching more effective. The Time-Charts in particular are a very useful feature and will be a great aid to memory.

ANDHRA FEDERATION ON TEACHERS' SALARIES

The special session of the Andhra Teachers' Federation met on December 1st at Rajamundry under the presidency of Rao Saheb A. Rama Rao, B.A., B.L., Secretary of the local Veerasalingam High School Committee, to consider the G. O. on salaries of teachers.

After some discussion resolutions were adopted opining that the revised salaries fixed by the Government in their G. O. No. 4619, dated 20-10-1934, were inadequate and disappointing, while appreciating the principle of standardisation of scales of salaries of teachers; requesting the Government to appoint a committee consisting of chairman, one representative each from district boards and municipal councils, two representatives of the local Legislative Council, and two representatives each of the South India Teachers' Union and the Andhra Teachers' Federation, to consider the question of the revision of the scales of salaries of teachers in these schools, and to submit a report thereon to the Government, and to keep the said G. O. in abeyance pending submission of the report; requesting that under no circumstances should the interests of the existing incumbents be allowed to be adversely affected.

The Federation welcomed the proposals of the Hon. the Chief Minister for the expansion of Elementary Education in this presidency, but felt alarmed at the idea of effecting the same at the expense of the teachers in the secondary schools.

ARCHAEOLOGICAL DISCOVERY

A Kandiaro message says that some coolies, while engaged in digging operations, came across a big square hole, which revealed a stair-case, leading downwards to a cellar.

Some ancient relics similar to those found at Mahanjodaro were secured from the cellar.

Digging has been suspended for the time being.

**Have you subscribed for
Educational India ?**

Here and There

'LANGDON MEDAL' FOR LAW STUDENTS AT LONDON

An Indian-made medal is now given to all law students in the Inns of Court, London, who are placed in the First and Second Class of the Bar Final Examination and who attain a First Class standard in the paper on Hindu and Mahamedan Law. This has been made possible through the generosity of Mr. Jugal Singh, M.A., D. P. Ed. (London), of the State of Bikaner, who wishes the medals to commemorate the help given to Indian students by the present Director of Legal Studies at the Inns of Court, Mr. A. M. Langdon, M.A., B. C. L., K. C. Each medal is known as the "Langdon Medal". The first awards were made on the results of this year's Trinity Examination. The winners were Kalyan Kumar Basu, of Lincoln's Inn, and Akbar Abedinbhoj Peerbhoj, of the Middle Temple. No candidate has qualified for the Medal at the Michaelmas Examination.

NOBEL PEACE PRIZE

The Nobel Peace Prize for 1933 has been awarded to sir Norman Angell and the prize for 1934 to Mr. Arthur Henderson.

The prize is worth about £ 7,000. Mr. Henderson has been awarded the Carnegie Peace Prize for 1933, which is worth over £ 2,000.

The ceremonies connected with the award took place at Oslo on the 10th inst. and the Norwegian Premier M. Mowenckel, in presenting the prize to Mr. Henderson referred to his courage and tenacity in the cause of Peace and Disarmament.

A THEME FOR NOVELISTS

An understanding between France and Germany is to be the theme of a competition for novelists. The German Ministry of Propaganda offers a prize of 20,000 marks for the best novel on the subject. Although not specifically stated it may be assumed, in view of the restriction on the sending of money to foreign countries, that only German writers are eligible as entrants. It seems a pity (says a writer in "The Morning Post") to exclude French novelists from the competition, for they would, at any rate, have approached the problem from a different angle.

THE EDITOR ANSWERS

TEACHERS are invited to send in their difficulties connected with their profession. Whatever the nature of the difficulty may be, the Editor will try to help them to the best of his ability. The teachers' co-operation will be invaluable.

Q 12. Should the Intermediate be a part of the University or the High School?

A. The question is not an easy one to answer. It has puzzled the heads of many eminent Educationists. The Saddler Commission recommended the detaching of the Intermediate from college course and the attaching of it to the High School course. Some Indian Universities fell in with the suggestion and immediately gave effect to it. They divided the present Intermediate of two years and attached the Junior Intermediate to the High School, calling it in such cases Collegiate High School, and merged the Senior Intermediate with the B. A., course, thus making it a three year course. The system in vogue in Mysore is one such. Other Universities which made a similar change did not have the same happy experience of the change, but very soon resorted to the Old System of two Intermediate and two B. A., classes, both under the University. The Madras University Senate debated the point some years ago and cogent arguments were advanced by the supporters of both the systems, though the majority inclined in favour of the present system. The sponsors of the change would say that the present Intermediate leads to a lot of waste and makes the University course a broken one. Those who stop at the Intermediate are neither here nor there. They are neither fish nor flesh nor good red herring. The age at which most boys leave the S. S. L. C. is such that they are not yet fit for a University style of teaching. Further, they are not fit for the freedom of a University based upon a fairly

developed sense of responsibility and self-reliance, and that they stand to gain more by continuing in the High School and there preparing themselves either for a vocational or University course of study. The supporters of the *status quo* equally strongly urged that the Intermediate as now attached to the College has many advantages about it. Before entering the B. A., it is all to the good of the student to live in the atmosphere of the College of the University than to just continue in a glorified High School and suddenly enter the University. An Intermediate certificate qualifies a student to as many of the vocational and University courses of study as under the contemplated change, with the additional advantage of having breathed the University atmosphere and the consequent widening of outlook, initiative etc. After all has been said and done, they may say, that a life in a college, even though it be for two years is more valuable to a student than a prolonging of his life in a High School for an additional period of one or two years. Thus, when we consider the pros and cons of the case we do not get much help in solving the problem from either actual experiments or expert opinions. In our opinion the problem needs to be considered as a whole right from the bottom. There is a consensus of opinion for a change, but the question is, what is to be the nature of that change? We should therefore commend to the thoughtful consideration of our readers a scheme of gradation from bottom to top adumbrated by Dr. Mackenzie, Pro-Chancellor of Hyderabad University. No scheme can be a complete panacea for all the ills. But this one promises to be a good one.

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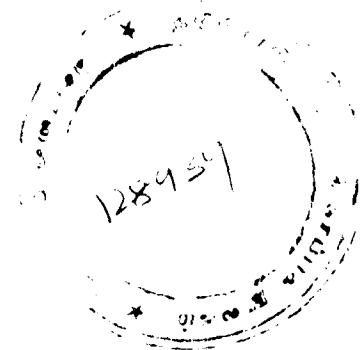
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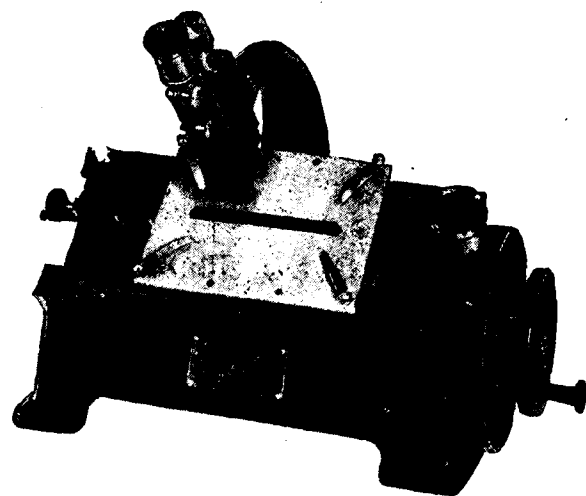
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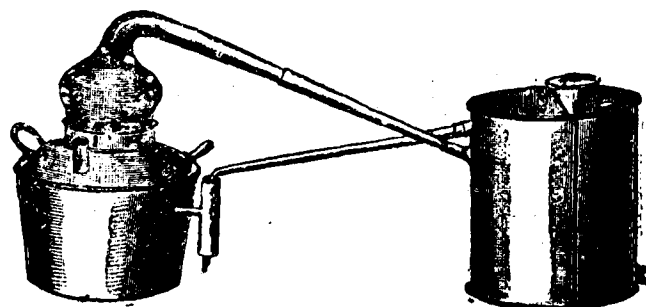
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