

01

1501

3662

Pl. I: No. 7

January, 1935

EDUCATIONAL INDIA

EDUCATIONAL
STAGE p. 269

COURAGE OF CONVICTION p. 272

GRANTS TO AIDED
SCHOOLS p. 273

Intelligence Tests

By Prof. C. Swamikannu Paul

State and Education
By Mr. B. V. Subba Rao

Three Kinds of Teaching
By Mr. N. K. Venkateswaran

Pitfalls in the English of our Pupils
By Mr. A. S. Venkataraman

Scott as a Romance Writer
By Dr. V. Ramakrishna Rao

Secondary School Course
Mr. H. Champion's Suggestion

Hyderabad Teachers' Report on Exams.

ALL INDIA EDUCATIONAL CONFERENCE:
CHAKUR CHAIN SINGH'S ADDRESS

FOR DETAILED CONTENTS AND
SPECIAL FEATURES SEE INSIDE

*"Elephant Brand papers are
the best"*

Made by

THE TITAGHUR PAPER MILLS CO. LTD.

Makers of High Class Papers
CALCUTTA

DETAILED CONTENTS FOR JANUARY, 1935

	PAGE		
INTELLIGENCE TESTS		Educational Councils	...
BY PROF. C. SWAMIKANNU PAUL, M.A.	249	Nidubrolu Adult Education Institute	...
STATE AND EDUCATION		Marathi Literary Conference	...
BY MR. B. V. SUBBARAO, B.A., B.Ed.	252	Fergusson College Jubilee	...
THE THREE KINDS OF TEACHING		Plea for a Shivaji University	...
BY MR. N.K. VENKATESWARAN, B.A., L.T.	256	School Admissions	...
PITFALLS IN THE ENGLISH OF OUR PUPILS		School Registration Fee	...
BY MR. A.S. VENKATARAMAN, B.A., L.T.	259	Carnegie Corporation Grants	...
SCOTT AS A ROMANCE-WRITER		Unemployment in Bengal	...
BY RAO SAHIB DR. V. RAMAKRISHNA RAO, M.A., L.T., Ph.D.	261	Universities and Government : Financial Relations	...
THE TENTH ALL-INDIA EDUCATIONAL CONFERENCE, DELHI: PRESIDENTIAL ADDRESS		Benares Hindu University	...
BY RAO BAHADUR THAKUR CHAIN SINGH, M.A., LL.B.	263	Primary Education	...
SECONDARY SCHOOL COURSE : EXCLUSION OF UNFIT PUPILS: MR. H. CHAMPION'S SUGGESTIONS	266	High School Entrance Examination	...
REPORT OF THE COMMITTEE ON EXAMINATIONS		Opening of M. A. Classes in English	...
HYDERABAD TEACHERS' CONFERENCE	267	Dr. Cousins' Lectures on Education	...
EDITORIALS		Karnatakas in Conference	...
Educational Wastage	269	Mysore Educational League	...
Scouting and Character-Building	272	State Conference of Primary and Middle School Teachers	...
Courage of Conviction	272	Rural Reconstruction Training School	...
Grants to Aided-Schools	273	PUBLIC OPINION	
Next Session of the Madras Provincial Educational Conference	273	Dr. Zakir Hussain on Education and Politics	...
THROUGH DIFFERENT PROVINCES		Sir K. Ramunni Menon on Education and Social Justice	...
All-India Educational Conference	274	Principal Saiyidian on the Role of the Teacher	...
Advisory Board of Education	274	Mr. N.S. Subbarao on the Problem of Wastage	...
Industrial Education	274	Mr. I. N. Menon on the Present Outlook in Education	...
The Wilson Report	274	Sir T. B. Sapru on the Need for Culture	...
Andhra University Unemployment Bureau	274	PERSONAL NOTES	...
Indian Philosophical Congress	275	OUR WOMEN'S PAGE	...
Inter-University Debate	275	HERE AND THERE	...
		BOOK REVIEWS	...
		CORRESPONDENCE	...
		THE EDITOR ANSWERS	...
		SPORT FOLIO	...

Vol. I: No. 7

January, 1935

EDUCATIONAL INDIA

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

EDITED BY M. VENKATARAMAIA



EDITORIAL BOARD

M. VENKATARAMAIA, C. SWAMIKANNU PAUL,
M. SESHACHALAM, C. B. KRISHNASASTRY,
D. NITYANANDA SASTRY.

The Educational India Office

MASULIPATAM (S. India)

INLAND
Rs. 3-8-0

Single Copy As. 6

FOREIGN
Rs. 5-0-0

JL
128881
128881

SOME 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.

—*The Madras Mail*,
11th August, 1934.

* * * * *

"The articles are on varied and important subjects and the subjects dealt with sufficiently comprehensive. The features 'Through Different Provinces' and 'Public Opinion' are indeed widely representative and informative."

—*The Maharatta*,
12th August, 1934.

* * * * *

"EDUCATIONAL INDIA is...of vital importance to educationists.....Indian educational problems receive adequate consideration in it.such a magazine in the hands of teachers can truly be an effective means of aiding them in their noble work of teaching."

—*The Rangoon Daily News*,
25th August, 1934.

* * * * *

".....No less a gentleman than Professor M. Venkatarangaiya is its Editor.Numerous items of interest make this journal a success. We wish it good speed."

—*The Mysore Economic Journal*,
14th November, 1934.

* * * * *

".....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.

* * * * *

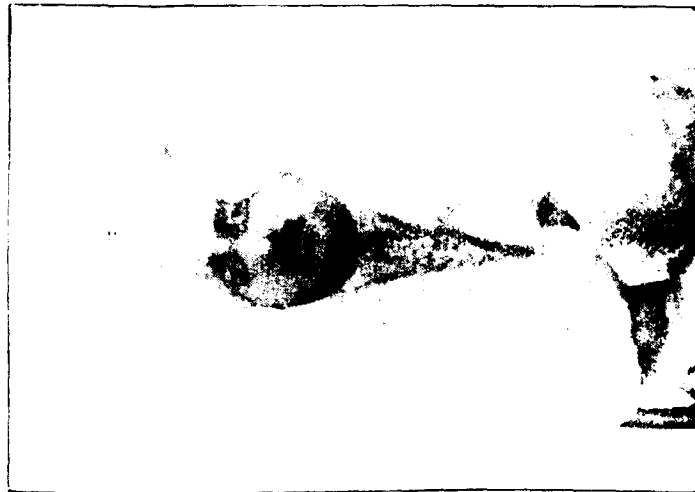
"Judging from the first three issues before us, *Educational India* promises to be of real service to the education of India. The sections "Through Different Provinces," "Public Opinion" and "Here and There" give it an All-India orientation. "The Editor Answers" is a section of great practical value to teachers."

—*The South Indian Teacher*,
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.



RAO BAHADUR THAKUR CHAIN SINGH,
M.A., L.L.B.,
President of the Tenth All-India Educational
Conference, Delhi.



PRINCIPAL P. SESHADRI, M.A.,
Chairman of the Executive Committee,
All-India Federation of Educational
Associations.

INTELLIGENCE TESTS

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

PSYCHOLOGY is very different to-day to what it was at the beginning. As the name indicates, to begin with, it was 'Psyche' 'Ology' or study of the psyche or soul. But the soul can be studied only through its mental functions, hence the subject matter of psychology had to change. The changes that took place are roughly indicated in the statement that Psychology first lost its soul, then its mind, then its consciousness and is to-day left only with behaviour. Since mind represented a 'substance' the word consciousness was preferred. But consciousness suggests something subjective which can be studied only introspectively. Psychologists who were in search of an objective material, which they could study experimentally, found in behaviour something objective. Thus we have the behaviourist school who seek to study mental functions like sensation, perception, feeling, emotion, attention, memory etc. from an objective standpoint. Without committing ourselves to the veiled or open denial of consciousness by most Behaviourists, we may profitably consider their method of study.

These are days of experimental study and it has invaded even the sacred precincts of psychology. Where introspective observation was the sole method of study, experimental observation has come in. In simple observation, we will have to accept facts and data as given to us by nature, but in experiment we can control the phenomenon under investigation, and hence can change it, modify it, isolate it, produce it exactly in the quantity we want, as many times we want and that under known conditions. These conditions give experiment enormous advantages over simple observation. Consequently, experimental Psychology has moved with rapid strides and its usefulness in recent years has considerably increased.

An experimental science is not content to be merely qualitative; it tends to be quantitative. It begins to measure and be accurate in its determination of causal relations. Summing up the position we may say,

(1) That Psychology has got an objective material for study in behaviour, where formerly it had only the subjective consciousness.

(2) Its method is no longer one of simple introspection alone; it has become experimental in addition.

(3) It is not only qualitative, but also quantitative in its treatment of its subject matter.

These facts about psychology give us the general point of view necessary to follow up the technique and purpose involved in 'Intelligence Tests.'

Intelligence may be defined for our purposes as learned reaction as distinct from instinctive reaction. Educational reactions and reflexes were studied long before intelligent reactions were studied experimentally. Any shrewd observer can note that natural intelligence or the ability to learn and use the experience in suitable reactions to stimuli differ from species to species. A dog, for example, is less intelligent than a monkey and a monkey less than man. Again not all the members of the same species are equally intelligent. All men are not equally intelligent, just as all monkeys are not. Even children of the same family are not alike in their intelligence.

The experimental psychologist, therefore, proceeds upon the assumption that intelligence, as such, is a native trait, not to be improved upon ordinarily. The amount of intelligence we are capable of is

determined ten months before our birth. That means that the speed with which we acquire information and the quickness with which we will use it are all determined. Let us note, however, that what is determined is not the amount of knowledge each individual is capable of acquiring, but only the speed with which one acquires information and the ability with which one uses it appropriately.

The actual way in which the 'Tests' came into existence is as follows. In 1900 the problem of backward and mischievous children in Paris schools came to the notice of the educational authorities and they commissioned Binet, a Psychologist, to find out the causes and suggest a remedy. He, feeling that backwardness of children was due to lack of intelligence and not due to inattention or mischief, proceeded to devise 'Tests' which would enable him to measure the relative intelligence of children. Since he was interested in finding out the amount of native intelligence he based his tests on information and skill picked up by the child in the ordinary experience of life. He also avoided the ordinary examination tests on school subjects usually involving lengthy answers. He took special care to give many brief tests, to give full scope to the child to show its intelligence. After devising the tests he had to standardise them. Hence conducted a number of experimental tests and worked out a graded series of tests from 3 years to 12 years. These tests were revised by Terman and others in America and elsewhere and were raised to adult level.

In 'Intelligence Tests' we should distinguish between 'Research experiment' and 'Test experiment.' Research experiment consists in standardising the tests and adapting it to suit the requirements of different peoples. For instance, objects familiar to English children may not be familiar to Indian children, and so, questions based upon unfamiliar things will not be fair, particularly if it is a question on 'naming familiar objects'. Test experi-

ment involves quite a lot of preliminary preparation and setting the stage. The tone of the one conducting the experiment should be such as to produce confidence and put the child at ease. In giving the instruction he should not help more or help less. It is better always to write out the instructions beforehand. Everything should be done to eliminate all disturbing influences and to get the proper attunement. A preliminary physical test to note any physical defects that will have to be provided for is also necessary. Though the 'Tests' may appear very simple to a casual observer, their successful application involves so much tact, knowledge, and an eye for details and grasp of technique, human nature that none but an expert can work them successfully. Amateurism will not do.

Factors in intelligence, known to all psychologists, tested by this method are *retentiveness* (tested by this method are *remember, recall, or the ability to learn and resemblance*), *spontiveness* to relations and easily yields, *persistence* which will not easily yield or be distracted, the opposite quality viz., *submissiveness* or 'persistence in the main enterprise and a giving up here in order to try again there' and *curiosity* or the explorative tendency.

Binet-Simon 'Tests' are standardised with these ends in view and may be roughly indicated as follows:

- for 3 years— A number of familiar objects will be given for naming and the normal child is expected to name at least 3 out of 5 objects shown.
- for 6 years— Tests for finding out omissions in sentences or pictures will be given and the normal child should get 3 out of 4 right.
- for 8 years— Tests for noting resemblances will be given and the normal child should be able to guess 2 out of 4.
- for 12 years— Definitions and vocabulary tests will be given and the normal child should get 40 out of 100 right.

Often there is the phenomenon of 'Scatter' but it does not constitute any great difficulty in the general measurement of intelligence. Looking through the list we may find a certain arbitrariness in the list. In one case it is 3 out of 5, in another case 3 out of 4 and so on. When we realise that Binet arrived at these figures after actual experimental tests on a large number of children and thus standardised them, we will not consider them arbitrary. With Binet's Tests it is easy to measure intelligence on a scale of mental age. He would say that an average child of 6 years must have a mental age of 6 years. Any child below or above that chronological age doing as well as a child of 6 years mental age is said to have that mental age. Hence it is possible to have a higher or a lower mental age as compared with our actual chronological age. Proceeding on this basis the following grading was worked out.

1. Mental age equal to chronological age—Average
2. Mental age above chronological age—Bright
3. Mental age below chronological age—Dull.

Thus brightness or dullness can be measured by the number of years the mental age is above or below the chronological age.

Another way of measuring intelligence is by working out the 'intelligence' quotient or I. Q. as it is popularly known. It is obtained through a simple formula

$$\text{I. Q.} = \frac{\text{Mental age}}{\text{Chronological age}}$$

The I. Q. of an average child of any particular age is taken to be 100% or 1. Now, if a child of 4 years has the mental age of 3, then its I. Q. will be $\frac{3}{4}$ or 0.75.

On the basis of I. Q. also the following grading has been worked out (taking the normal child as 100%)

- | | | |
|-------|-------------|----------------------|
| 1. Q. | below 70... | Feeble minded |
| 1. Q. | 70-79..... | Border line |
| 1. Q. | 80-89..... | Low normal |
| 1. Q. | 90-99..... | Average |
| 1. Q. | 100-109... | Superior |
| 1. Q. | 110-119... | Very superior |
| 1. Q. | 120-129... | Exceedingly superior |

When we thus find out the I. Q. of a child we know how much faster or slower than an average child, it can pick up information and apply it. If children are graded according to their mental age and taught according to their mental capacity there will neither be haste nor waste.

Mental age will only give us the individual's intellectual level at a given time, but once we work out the I. Q. from it, we have got hold of a constant factor which tells us how fast the individual can progress throughout his life time.

Since Binet-Simon Tests are more abstract than concrete and since pure language tests will not be fair to children with speech defects, they have been supplemented by more concrete tests such as the 'Form Board Tests,' 'Picture Completion Tests' etc. These are as good tests as Binet Tests in some special cases and have the additional advantage of being more concrete than abstract.

Binet Tests are intended to test individuals, but, sometimes a whole group will have to be tested and for this purpose the 'Alpha Tests' and 'Army Tests' have been worked in America. Usually Alpha test given to groups will contain about 8 pages of questions. Each page will have a different set of questions printed and the candidates will be asked to answer as many questions as possible in each page. For example there may be Arithmetical problems in one page; in another page the candidate might be asked to select the best of three reasons offered for a given fact; in another page he might be asked to rearrange a disarranged sentence and so on.

Besides these there are also the 'Special Aptitude Tests.'

In working out these and other tests, time is the essence of the test and therefore there will be the time or work control which in the end comes to the same thing. Within an allotted time, the answers should be given or written.

Many and varied are the uses of these tests. They are particularly useful in Education. Many of the problems of education will be solved through a careful use of these. In the sorting out of students according to intelligence and in providing instruction according to their intellectual capacities the value of these cannot be over-estimated. Still singly or together they cannot be considered a panacea for all the problems of education. For one thing, these tests do not reach up to the great ideas of geniuses, though they deal with 'ideas.' Their range is also limited when we consider the special forms of intelligence as in 'skilled' or 'artistic work' and in the capacity for leadership among men. A Michael Angello or a Napoleon cannot be fitted into these tests, though they too had great intellectual qualities which manifested in a special form.

STATE AND EDUCATION

By B. V. SUBBARAO, B. A., B. Ed.

THE title suggests a pertinent question: Is it necessary to discuss afresh this hackneyed question? Yes. When Hitler sends out Einstein a-begging, when the Oxford Unions are banned for passing pacific resolutions, when we learn that Dean Inge owes his appointment to political expediency, should we not stop and reflect for a moment?

Education involves only three factors—the teacher, the taught, and what is taught.

Is there, then no relation between these special abilities and general intelligence tested by these 'Tests'? It has been found that there is considerable degree of correspondence between these. The Scientific study of this fact has so far led only to the discovery of 'Positive correlation.' Anything more than that is not warranted on the basis of facts. It is impossible to establish 'perfect correlation.'

With all these limitations, it must be said that 'Intelligence Tests' are valuable and if properly used will yield great results. Nothing human is perfect and 'Intelligence Tests' are no exception. We may perfect it more and more as we go on, for there is no other way to perfection. Do not throw away the candle, that is the only thing given to you to light your way through the dark room, just because it is not as big or bright as the sun. It is the part of wisdom to use the little that you have and perfect it in and through the use.

I have just referred to many things that need greater elaboration than I could give them within the limits of this article; but I have said enough to throw some light on the subject and rouse the reader's curiosity for more thorough self-study.

Where does the fourth factor 'State' come from? It comes from the circumstance that the individual is at once an individual and a member of a group. He is to be trained both as an individual and as a citizen. That is why Education has much to do with Social Order. As Bertrand Russell points out, the training of the individual differs wholly from the training of the citizen both from the point of view of matter and me-

thods; and the teacher who follows his profession and the events in the world around intelligently is faced with a dilemma. The important issues that arise in practising these conflicting ideals may be summarized thus: Firstly: the question that lies at the very root of all viz., how far is it necessary that the State should take into its own hands the responsibilities and the rights of a parent? Secondly: what is the nature and extent of the task which the State is undertaking in trying to educate the individual? Should the compulsory measure be only up to the primary stage or is it to be extended further? What is the status of the teacher in this new scheme? Thirdly: what should the teacher do in places where indoctrination of common ideals arise? What should he do if his own ideals differ from those which the State imposes upon? Lastly: what must he do if in the independent practice of his profession as a science, he finds that it is necessary to adjust the Social Order to the individual instead of the individual to the Social Order? Should he advocate such a change? Every teacher is called upon to answer these questions in the prosecution of his profession; and let me venture to state my own answers.

To me State is merely a means of organization. It is not a super-personal entity but only an offspring of men's invention. At present the State is identified with the Nation; but they should not be confused. Nation is a sentiment and State is a political machinery. There are three distinct positions to be stated. (1) An individual must contribute to the National sentiment, (2) the State must use the individual for its own ends, (3) the individual must use the State for his own ends. Of these three the 1st and the 3rd may be accepted and the second rejected, for, there is no entity, called State, pre-existing to individuals. The third statement means, a group of individuals devise a political machinery to achieve the common of each and hence the maximum social good. In this sense, the State is a powerful means of organisation. Whatever is of common utility the State must undertake to organise

its supply; and since Education is now realised to be one of the fundamental necessities of individuals, the State should organise its supply.

Why is Education a fundamental necessity of all? Certainly not, if the society is not democratic. It is a necessity only to the leisured and ruling classes in such a society, but that phase of civilisation has gone. All societies are to-day democratic. Education up to recent times and also in our own land had been a matter of charity and philanthropy; but to-day it is a matter of right. The concept of democracy is changing. All democracy rests upon the aphorism of Kant, that every man is an end in himself. 'The concept of democracy in terms of equality before the ballot box has given place to the concept of democracy in terms of equality of opportunity, political, social, and economic. Accordingly, compulsory education began as a preventive against ignorance, crime, disease, and misery; then became a necessity for the running of the democratic machine with the increase of franchise; then for national solidarity and welfare, then for the increased standards and complexity of life and now in the 20th century it is leading to demands for more education and even to compulsory secondary education with opportunities for the individual to advance as far as his abilities will permit.' To-day education no longer means literacy and the three R's. Its scope and function have become wider. The regeneration of man is its aim. The realisation of the grand maxim, 'every man is an end in himself,' is its concern. In the words of Mr. L. P. Jacks, 'It is the key-industry of civilisation and the long-sought moral equivalent for war.' The new educational programme, accordingly, should contemplate the provision of care for infants, kindergartens, primary schools, secondary schools differentiated and varied according to the needs and abilities of pupils, vocational schools, colleges and universities, and adult education ranging from schools for the liquidation of adult illiteracy to the organisation of opportunities for advanced studies.'

How long it will take for any country

to achieve this programme which has been already inaugurated, it is not possible to predict. But one thing is clear; the pace of progress must be increased. This demands for its due achievement a general mobilization of the energy, intelligence, idealism and courage of the entire community. Is such a mobilization ever possible? Yes, it was possible to modern societies during the Great War when the call of necessity demanded it. And if such a mobilization to the call of war was possible, it must be all the more possible to the call of 'the equivalent for war.'

I hope I have given you a fair idea of the immensity of the task and for its accomplishment we cannot depend upon private enterprise. It must be taken up by the State since it is the most powerful means of organization. But the State in its turn must be backed up by enlightened public with a willingness to support it. Much of the opposition on the part of the public to the increasing cost of education is due to the failure to understand the purposes and aims of education. Large though the cost of education has already become and is bound to be in future, the public everywhere fails to realize how little it is in comparison with other forms of national expenditure. This means the education of the public through parents' organizations and other methods of propaganda.

But let it be remembered that of all the interests of the State, education is precisely the one which cannot be left at the mercy of political vicissitudes. It is not an anomalous thing that a Minister of Education who has laid far reaching plans, who has set on foot what is practically a life's work should be thrown out of office, simply because the party to which he belongs has come to grief on totally different grounds? This brings us to the problem of putting education on a stable basis. Who is the man that is relatively more stable and sobre than the Minister for Education? He is the Teacher, the man whose very existence depends upon education. He is the real labourer upon whose willing and cheerful work the educa-

tional industry must run. He has been in the past relegated to the back-ground and his function restricted to the class-room. But the new importance attached to education must give him a new status. He must be made responsible for the management of his industry; for he as the man who actually works it, knows better than anybody else where it needs mending and where ending. He must be given greater amount of freedom and opportunity to develop his profession as a science and contribute in the light of professional experience to the progress of education. I echo the demand made by Mr. L. P. Jacks for 'Dominion Status for Education.'

Turning now to the question of indoctrination, the practice of modern nations is to develop the individual in such a way that he will fight for the nation and its cause; and we know how it ended in Chauvinism. In Great Britain the public Schools build up the individual according to a tradition and they owe their vitality to it. When education was under the control of Religion, the Church tried to indoctrinate the young minds to respect Religion and mildly accept its authority. In countries like Italy, Russia, Turkey and Germany where a social revolution has taken place, each state is inculcating its own ideals and doctrines, so that the individual may grow up with the same beliefs and defend them when necessity demands. The slogan is, 'education by the society, through the society, for the society.'

What does this doctrine mean in theory and practice? Throughout the history of education the fundamental aim has always been the transmission of the cultural inheritance which has been regarded as necessary for the preservation of society. From the point of view of methods this aim implied the moulding of the individual to a pre-conceived pattern and the development of docility and conformity. The emphasis was on discipline imposed by punishments, reverence for tradition, and the acceptance of authority.

Is indoctrination, then, necessary; and if so, what should be the teacher's policy?

The dynamic of man is his emotions and feelings. A river in floods may be either devastating or beneficial in its effects. It is beneficial if the rising flood is diverted into useful channels by the technic of man. Similarly the flood of emotion which carries us along must be diverted into useful channels so that our behaviour may not be riotous but predictable and uniform. Such channels are provided for in our psychological constitution. They are our instincts and sentiments, dispositions prompting us to give a particular response to a particular stimulus. Of these, instincts are racial and innate but sentiments are acquired. Hence the latter only can be destroyed or constructed by man. Also these sentiments are the standards of social value and constitute the Board of Censor to the unconscious, thus governing many of our actions. Amongst them the master sentiment is the self-sentiment and the process of character-building turns out merely as a process of integrating the other sentiments into the self-sentiment, thus forming a hierarchy of dispositions, one subordinating the other. If such is the working of the machinery, it is plain that it is better to build up a sentiment equally strong as the self-sentiment so that a majority of our responses may be prompted by it and so that it may wield a sort of viceregal power over the minor sentiments in place of the self-sentiment. Such a sentiment is the sentiment of patriotism, an outstanding witness to whose prowess is the Great War. Religion has been one such in the past.

Indoctrination towards a dominant ideal is, then, necessary. But there is a way of doing it and it is here that the teacher should proceed with great caution and courage. By all means he may build up sentiments towards common ideals, but let him at the same time remember that he is passing through a period of social upheavals and overnight revolutions, a period of countless Messiahs rising in the wake of a crumbling capitalist system each believing himself as the saviour of mankind and cutting the others' throats. The young man must be so prepared that looking at this welter of civili-

sation, he does not the pang and cry out, 'The time is out of joint: O cursed spite, That ever I was born to set it right.'

Let the teacher bear in mind that profound picture of Max Burbohm and he will not miss the task to which he should prepare his student. The twentieth century man is depicted in that picture as a youth with a mourning band on his arm, vacantly looking at a great mark of interrogation. Wherever he turns, he finds a question mark and his task is to find answers to these. The young man will find innumerable answers and he must be capable of choosing the right one. He can no longer be a passive learner absorbing information and knowledge through fear of disciplinary measures, but an active agent with the capacity, on the basis of his progress and experience, to question, criticise, judge, and evaluate. The aim of education from this point of view is not to adjust the individual to society as it is, nor to inculcate acquiescence, docility, and conformity, but to give such a training as will enable him to examine critically the tradition imparted to him, to refuse to accept undesirable parts of it, to control the conditions under which he lives and to be intellectually ready for change and progress and to develop an attitude which seeks truth with courage and readily accepts it when found—a courage which makes him, if necessary, a glorious rebel against God, a Prometheus unbound hurling defiance at Zeus. The formula, then, is, in the words of Bertrand Russell, 'the teacher should love his children better than his State or Church and regard them not as means to an end but as ends in themselves.'

As regards the last question, want of space prevents me from arguing out at length the kind of State or the type of society which will have ultimately to be involved if the doctrines of modern educational practice are driven to their logical conclusions. Education is an Art. Following Ruskin we may ask, 'What is the political economy of this Art?' What are the social and economic implications of the educational aim—'development of individuality'? If

we are to have wholesale mass education, what are the bread-winning problems arising therefrom. Ought 'equality of opportunity' in education lead to equality of income' viz., Zero Rupees? Are we to close down Universities and Training colleges, as it is now being contemplated in Germany when there are too many educated? Is there anything like excess of education? What about the 'determinism' against which Professor Rusk philosophically protests, of the modern technique of mental testing? Is the brilliant individual or the dull individual to possess 'surplus value'? What about the problem of leisure which education implies? Such questions are yet to be answered. I leave them to the reader's thoughtful consideration and merely state my view here. In my view, a society having 'the realisation of every man as an end in himself' must develop into a socialist society. If it does not make its mind clear about this, it will soon find itself in a maze of contradictions and absurdities such as closing down Univer-

sities and Training Colleges. There is no half-way house between 'development of individuality' and socialism.

We must have clearly before us the goal to which the path we have chosen should lead, so that we may in our moments of failure recognise our limitations, locate the causes operating behind and know in which directions to mend and in which directions to end. Also in our moments of success when we complacently congratulate ourselves that we have innoculated humanity against all pestilence by gulping down infant throats doses of elementary education, let us have a rod long enough to measure to make us conscious of the dim realisation of our distant goal. Let us have the courage and conspire,

To grasp this sorry Scheme of Things
entire;
Should not we shatter it to bits—and then
Re-mould it nearer to the Heart's Desire?

THE THREE KINDS OF TEACHING

N. K. VENKATESWARAN, B. A., L. T.,

Martandam, Travancore.

THE subject of educational reform is a source of continual interest, by no means confined to people working in the educational field. We are no longer unfamiliar with the advantages of clothing both lower and higher education in the Vernaculars instead of in English, of making primary education longer in period and deeper in quality, of initiating appropriate vocational bias in the different stages of education, of harmonising generally the 'studies' with the ideals and needs of the time. But it is not so well realised that no educational reform would be any use unless there is a body of teachers to believe in it and work to gain its ends. However excel-

lent an educational scheme might be, it will depend on the teachers who work it whether it will give satisfactory results. On the other hand, even a bad educational system will bear fruit in the hands of good teachers. The teacher is indeed the school, even in this age of universal mechanisation.

A teacher is appraised chiefly by the quality of his teaching, of which there are only too many ways. Three of them need to be carefully distinguished. These are the right way, the wrong way and the reverse way. If the wrong and reverse way of teaching were eliminated from educational practice even a defective educational system would be productive of good.

THE THREE KINDS OF TEACHING

What is right teaching? Perhaps there may be more than one kind, but even if there should be a hundred kinds of right teaching they would yet be all one in the results they aim at and produce. For right teaching, however it is done, always nourishes and develops, quickens the creative impulses, kindles thought and understanding and leads to self-learning even as light dispels darkness.

In right teaching the subjects 'taught' would be considered not as so much and so much knowledge to be communicated but as this way and that of unfolding the senses and sensibilities inherent in children. This is the reason why in framing a curriculum of studies for the young, the chiefest consideration is to select subjects wherewith the juvenile heart, mind and spirit, in other words, the composite fabric of juvenile life, can be addressed and awaked. Mathematics is generally included because it affords a means of exercising, reinforcing and rationalising the elements of thought imbedded in the juvenile mind. Type-writing is not generally included because it hardly is of any formative value to the young although it has its own importance as a bread-winning occupation. Thus, the subjects included must be capable of stirring and tending the slumbering fires of juvenile personality in its plastic years of growth and development.

All along the line of right teaching the governing principle will be to foster young personalities, which is a very different thing from filling 'docile' minds. The good teacher takes pride in what his pupils are rather than in what they know. Not that he is unaware of the great value of knowledge, but that he knows better that knowledge is power only when it is self-acquired and that it cannot be self-acquired unless the mind and intellect are awake and hungry. He knows that it is only when knowledge answers to this hunger and is received into the substance of life that it elevates and empowers the man. No doubt, the alphabet and the numbers will have to

be taught; so too the most common words and the first uses of arithmetic; but the progress thereafter will be mainly one of exploration and conquest for the pupils, such exploration and conquest as would be impelled and captained by their own desire, venture and joy. Thus would right teaching gloriously disappear in the adventurous self-learning of the pupils, which it invokes and than which nothing is to be more trusted to nourish and vitalise them.

In wrong teaching, on the other hand, education remains inert from first to last. Knowledge is given but the mind is not awakened. There is addition but not growth. Things are smuggled in behind the back of the senses. There is a story in *Panchatantra* which relates how three scholars met with their death at the hands of a lion that they themselves had called into being in the way of demonstrating the power of their learning. They had disdainfully dismissed the warning counsel of an unlearned companion, who thereupon had climbed up a tree, before the beast actually sprang into life, to save himself.

The story may be an extreme illustration of how one is apt to acquire learning at the price of mother-wit. It, nevertheless, strikes the right note of warning against the futility and danger of addendum-education, which rarely coheres with the personality of the scholar, but remains in it like so much foreign matter, impeding its native gifts. Scholars in addendum-education simply mug up whatever they are 'taught.' They generally know all the mathematics unmasked on black-boards by their teachers, but should they be confronted by a new problem they at once confess their inability to cope with it. They know nearly all the history purveyed by their teachers, which is a far cry from the sense and inspiration alike of the past. They possess no end of geographical information but little understanding of the great human relations that underlie the subject and from which it derives its unique value. They may carry about with them tons of grammar and sen-

tence-splitting skill but hardly ounces of fair speech for their own daily use. And doing little thinking on their own account, their minds become refuges for other people's thoughts.

Confucius, one of the greatest teachers that ever illumined mankind, never entertained pupils, who when they were shown one corner of a subject could not find out for themselves the remaining three corners. The rank and file of the teaching profession in modern times generally search for a fifth corner, to every subject after having explained and elucidated the four corners, so that should one be found it too might likewise be honoured. The didactic zeal displayed in wrong teaching would on no account leave any room for students to learn for themselves, and this kind of wrong teaching has become so common that it has nearly come to be looked upon as right and proper education.

Reverse teaching is wrong teaching grown destructive. In wrong teaching the minds of the learners get suspended. In reverse teaching there occurs not only suspension but also disablement. In it the very groundwork of life gets damaged. In it the very soul of individuality, which it should be the first and foremost object of education to foster and guard from harm, gets oldened and hardened.

Suppose, for instance, poetry, the princely food of the functions of feeling and imagining, should be rammed down into the same functions! Then surely would emotion and imagination be taken ill and lose their native virtues. Suppose mathematics should be divorced from its natural office of building up and stimulating intelligent thinking and drilled into the slumbrous cells of memory! In this kind of teaching the wheels of education get reversed and it consequently becomes an instrument of tyranny and violence instead of being one of liberation and development.

This strange perversion of purpose is chiefly brought about by a fundamental

misconception on the part of the teacher regarding education and examinations. He is carried away by the notion, though not theoretically, that examinations are the only infallible test of education and that all he has to do in order to educate his pupils is to pull them through their examinations by hook or by crook. He therefore lets himself go in a fit of supposed benevolence and crams and jams all the stuff of which education nowadays is made into the minds and souls of his pupils. More often than not, the process reduces the intellectual life of the pupils to a mass of batter, but they put up with it in the conviction that it is the only means of passing their examinations and that there is nothing more important under the sun than passing them.

It commonly happens in schools that pupils who join them with high intelligence slide down as they climb up from class to class, finally leaving the institutions with far less amounts of senses and abilities than they possessed at their admission. Quite frequently, brightness changes by slow degrees to dullness, smartness to lassitude, the ruddy freshness of youth to almost the yellowish colour of age. Generally speaking, the higher the class, the smaller the response, the larger the need for drilling. Almost invariably, the more a teacher coaches and drills, the greater becomes the need for coaching and drilling. Give an inch to reverse teaching and it'll take an ell.

To summarise: in right teaching the pupils learn and play and do, understand and develop, growing deeper and richer in their powers and personalities, almost if not entirely by themselves; in wrong teaching they come by varying quantities of unassimilated information and knowledge, while their hearts and minds and spirits scarcely achieve any development, so that their education confers on them no real power, facility or culture; in reverse teaching the over-zeal of teachers obsessed by the importance of examination results in more or less serious and lasting infractions of their intellectual lives. It is all the same

thing as saying that as long as any kind of unsatisfactory or injurious teaching prevails, so long will education, however excellently devised, remain a speculative venture for the young in which like as not they may lose themselves as find themselves.

There is a salutary rule in most countries forbidding teachers to inflict corporal punishment on their pupils. Although generally the rule is more honoured in the breach than the observance, yet it often acts as a check on indiscriminate inflictions on children by irascible or over-zealous teachers. A set of such rules forbidding unsound practices in teaching will be a long step forward in the purifying of education. Here are some very necessary ones:

1. Class-notes and black-board summaries should be excluded from teaching.
2. In the absence of the Dalton Plan, the Project Method, or any other plan of self-education, the normal procedure employed in teaching must be the questioning and eliciting method.
3. Heads of schools should themselves engage the classes of their assistant teachers once every week or every two weeks with a view to finding out the

nature and quality of the education actuating the classes. They should also give demonstrations of right teaching methods.

4. Assistant teachers should, as frequently as possible, exhibit their methods of teaching to their colleagues for criticism no less than for commendation.
5. Inspecting officers should award praise or blame to teachers, not as a result of watching them at work but as a result of actually handling their classes, preferably in the absence of the teachers themselves. Such praise or blame should be accompanied by a statement of reasons and if any desired to defend himself or herself against an unfavourable verdict he or she must be welcome to do so.

But all rules of teaching are comprehended in the one golden rule, **DON'T FILL, BUT KINDLE**. There is little teaching, indeed, in right teaching, little telling, doing or showing and never any filling at all. The good teacher lets his pupils say, do, see and learn for themselves, however long they might take and however unsatisfactory their efforts at first might be. For none are so well educated as those who learn.

PITFALLS IN THE ENGLISH OF OUR PUPILS

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

IN this short article it is proposed to go into the question of pitfalls, the more common among the very many our pupils indulge in, one word of reservation here is necessary. It is not the contributor's intention or object to prepare a catalogue of errors of our pupils in schools and students in the Universities. He will be content with an examination of the more common ones and of the ways in which they can best be avoided.

It will not be out of place to mention here some interesting examples with which the contribution can very well open. If they can establish anything at all, it is this. The idioms of a language are its soul and are so peculiar and arbitrary that they can be acquired only by long experience in hearing, reading and writing the language. Learning off by heart a list of idiomatic phrases is generally worse than useless. The mind has nothing to associate with them and the most

ludicrous combinations are the result. A foreigner when asked by his friends to accompany them to the theatre, excused himself by stating that he had "to go home and fry some fish" meaning that he had "other fish to fry." Another foreigner in an elaborate essay on the Franco-German war told how Paris was clothed "in sack cloth and cinders," whilst a third speaking on a lighter theme, mentioned, a famous poet was "over head and heels" in love with the lady he married. "He put an insult in his pocket" is a sentence grammatically and syntactically correct with apparently the same meaning as "He pocketed an insult."

The latter would be considered a natural expression and the former would rouse any audience to mirth. It is the very freedom for fetters that produces the striking forceful phrases that characterise English composition.

Besides idioms, there are other sources from which errors arise. The order of words is not fully understood by our pupils. Two examples here will do:—

"Both were undoubted men of ability,"

"The weekly mother's meeting will be held in the hospital premises."

Prepositional phrases are another fruitful source.

"Lost, a fountainpen belonging to a gentleman with the owner's initials on it." Surely the sentence can do better duty without the words "belonging to a gentleman."

There are certain words which require special care and attention. For example, "He only gave me a rupee" is grammatically correct, but the speaker probably means, "He gave me only a rupee." Change the word 'only' and you will get as many meanings as there are words. This observation applies with equal force to two other words, 'almost' and 'nearly.' 'When they arrived, they almost saw all their friends,' 'He nearly accompanied me the whole distance' are sentences which throw light on this point.

Or let us take some other words which are more often mis-used. 'Rama, as well as the other girls left the school.' (Rama is, of course, a boy). According to this sentence, Rama is included among the girls. Again there is a sentence, "Krishna is the cleverest of all the other boys."

Particular care has to be taken in the case of the words, *such*, *prefer*. "It is such a book that I am in search of." (*That* should be replaced by *as*). *Prefer* is a word which implies comparison and should be succeeded by *to*. '*Than*' is often wrongly used in its place. I should think the difficulty is caused by the word '*to*', when both sides of the comparison are expressed.

'I prefer to walk than to run' is certainly wrong, but what about the desirability of 'I prefer to walk to to run.' To avoid this, Hans Anderson in his tale uses, "The other ducks preferred to swim about in the ditches to waddling up the bank and sitting under a dock-leaf." Now this sentence is not a safe example for our pupils to follow. *To swim* must be replaced by 'swimming' to avoid confusion. Infinitives are to be replaced by verbal nouns.

There are other common faults also against which our pupils have to be on guard.

- (a) *Mrs. Malaprops*' as in, "They visited their mutual friend (for common).
- (b) *Tautology*, e.g., "He returned back yesterday."
- "All agricultural plants need water."
- (c) *Exaggeration*. A man's pedal extremities (a man's feet).
- (d) *Slang*, awfully, jolly, bamboosle, kick the bucket.
- (e) *The Split Infinitive*.
"I wish earnestly and emphatically to warn you." Many good writers permit one simple adverb to come between *to* and the verb.
- (f) *The final Preposition*,

A separate article on this can be written but the contributor means to put the whole briefly. 'Of what is this table made?' is grammatically all right. But the best writers prefer, 'What is this table made of?' An orthodox grammarian is said to have declared, 'A preposition is a bad word to end with.' It is clear that while he condemns it in theory, in practice he observes it, thus proving that even those who are loud in this condemnation of it bow down to usage. 'Whom are you talking to?' is less pedantic than 'To whom are you talking?' It would seem that where 'that' is used as a relative pronoun, it must come at the end.

This is the house that I live in,

This is the pencil that I write with.

There are other faults which owe their origin either to the bad journalist or official department or influences like the Kinema; let us examine these one by one shortly.

Some of the commonest mistakes of the bad journalist may be noted, individual for man, stated, claimed, maintained for said, or asserted, transpired for happened. There is an irresistible tendency to avoid, simple everyday language and to use hackneyed words and phrases which all good writers avoid.

The following are some examples:—
foreigner — an individual of foreign extraction.

quiet street—unfrequented thorough fare.

policeman—guardian of the peace.

young lord—Scion of nobility.

lawyers—gentlemen of the long robe.

pick-pockets—the light-fingered fraternity.

A sick man may get better — Hopes are entertained of his ultimate recovery.

Any phrase not simple and straightforward may safely be noted as one to be avoided.

Of the reaction of official style on English in schools, much need not be said. Some examples alone deserve to be examined in order to be avoided or rejected:—

do the needful, duly passed his B. A., landed property, trying magistrates, (indeed very!), females, female inmates (for ladies), stationery articles (for stationery), in regard to (for about), with the view to (for in order to), same (for it or them).

On the influence of the Kinema in English, it is needless to dilate. Only one glaring expression requires a mention. *Hundred percent for all* is a repercussion of the Kinema.

SCOTT AS A ROMANCE - WRITER

By Rao Sahib Dr. V. RAMAKRISHNA RAO, M. A., L. T., Ph. D.,

Retired Principal, P. R. College, Cocanada.

IT has been said that, as Byron dealt with the present and Shelley with the future, so Keats treated of the more remote and Scott of the less remote past. Accordingly, the reproduction of mediaeval life and manners constituted the special role of Scott, whether in the earlier poems or in the later novels. In fact, his poems have been called metrical romances and, likewise, his novels prose-poems. The preeminent characteristic of almost all his productions is recognised to be a lofty flight of the

historical imagination. He stands out in English literature as practically the creator of the historical novel, the progenitor of a long line of successors both at home and abroad. Even in his own day, 'the Wizard of the North' became 'the whole world's darling.' And more than any other, he helped to popularise, even as Wordsworth laboured to propound, the spirit of romanticism in the early literature of the nineteenth century. Between Wordsworth and him whom Wordsworth feelingly glorified

as 'the last Minstrel', 'wondrous Potentate,' there existed, doubtless, a wide enough divergence alike in matter and in manner—the one with his mystical, and the other with his antiquarian, love of Nature and of Man; the one with his violent reaction against, and the other with his conservative adherence to, the literary forms and style of the preceding century. Yet they both drank deep at the common fount of romanticism, in so far as it represented an extraordinary development of imaginative sensibility. And this in Scott flowered forth into a revivification of the soul of the past. In it he found a most congenial sphere for the self-expression of a genius connected by ancestry with the turbulent heroes of Border warfare, bred in youth amid the inspiring scenes of 'Caledonia, stern and wild, meet nurse for a poetic child' and steeped by choice in the stimulating lore of Percy's *Reliques* of his own collecting, aptly styled 'the Bible of the Romantic Reformation.' It is true his poetry laid the foundations of his prose. Critics, however, have all agreed to account as nothing short of a distinct gain to literature his resignation of the restraints of the former in favour of the flexibilities of the latter, whether this shifting of interest on his part is traceable to the rising ascendancy of Byron's more brilliant muse or to the patriotic impetus of Miss Edgeworth's Irish tales. And, thanks to the Ballantyne crash, the series of anonymous publications commencing with *Waverley* in 1814 was sustained for full seventeen years with unprecedented, though not now unrivalled, rapidity and richness.

As regards the growth of this colossus of fiction, while Hutton rightly disputes Carlyle's judgment that the successors of the first tale only betrayed a deterioration in quality, we have it on the authority of Prof. Herford that they at least fail to exhibit any development of method or variation of style. So the twenty-nine romances were 'poured forth in the equable noon-tide of his powers' with just

the exception of *Count Robert of Paris* and *Castle Dangerous*, both of which were painfully wrung out of a paralytic brain by an indomitable will. Next, on the question of theme, as Jane Austen's art wove itself into the domestic, Dickens' into the humanitarian, Thackeray's into the satiric, George Eliot's into the psychological, and Marie Corelli's into the ethical novel, so the peculiar province of Scott's power lay, as above noted, in the historical novel. And this estimate is only confirmed by the acknowledged failure of his one digression from that track in *St. Roman's Well*. Again, in point of treatment, whether engaged on the Scotland of the seventeenth and eighteenth centuries, as in *Waverley* and *Old Mortality*, or on the England of Richard Coeur De Lion and of Elizabeth, as in *Ivanhoe* and *Kennilworth*, or on the France of Louis XI, as in *Quentin Durward*, alike in the court-hall and in the love-chamber, on the hunting-ground and on the battle-field, his one aim was to please. And in this he achieved supreme success by means of a charming pageant of characters limned with delicate tints of healthy and homely humour over picturesque backgrounds of historic setting. The descriptions and dialogues, if minute, are yet sparkling. The personages, if but representative of types, are yet clean-cut. The action, if lacking in analysis, is yet thrilling in effect. And the entire situation, if not thoroughly accurate in historical detail, is yet instinct with animation. Scott's delight, like that of his own Lucy Ashton, the Bride of Lammermoor, lies 'in the old legendary tales of ardent devotion and unalterable affection, chequered as they so often are with strange adventures and supernatural horrors.' And these adventures and horrors are related by our born 'romantic,' as by no other story-teller, with a wonderful command over pathos and terror, laughter and tears, though without access to the deepest springs of human nature. Hence, in Palgrave's words, 'he exhibits the man by speech and action' and, indeed, according to his own comment, more by speech

than by action. For, says he: 'My persons, like many others in this talking world, speak now and then a great deal more than they act.'

The *Waverley* Novels, then, as also their metrical forerunners, amply bear out the general dictum that the writer is seen in his writings—the man of martial feelings, of feudal instincts, of romantic tastes, of conventional beliefs and, above all, of a healthy enjoyment of life. And full as they are of the Shakespearian characteristics of an extraordinary variety of scene, character and plot, the merits of these creations of the magic wand of imagination are such as, according to Prof. Saintsbury's testimony, 'nowhere else exist in the work of a single author of prose.'

This master-painter of men and manners, events and emotions, this 'minstrel of romantic energy and martial enterprise,' who, over a century ago, thus diverted the bent not alone of the national but of the continental mind towards a passion for the chivalrous and the romantic, was appraised by Goethe as 'the greatest writer of his time'—a tribute, by the way, in singular contrast with the detraction by Goethe's own admirer, Carlyle; while, again, Carlyle's own follower, Ruskin, ranked him as 'the great representative mind of the age' in literature, as Turner was in art. What a pity, in all conscience, that an immortal like this should be suffered more and more to be thrown quietly into the shade by the strange whirligig of fashion even in high academic quarters at the present day!

The Tenth All-India Educational Conference, Delhi Presidential Address*

By Rao Bahadur THAKUR CHAIN SINGH, M.A., LL.B.,
Senior Minister, Jodhpur State.

MY first duty is to thank the members of the All-India Federation of Educational Associations for the honour they have done me in inviting me to preside over this, the tenth session of their annual conference. It is perhaps not without some significance that you should have conferred this signal honour on one who does not belong to British India, but comes from the States. This is perhaps only symbolical of the growing realisation in our country that British India and the Indian States are intimately connected with one another in most matters affecting national progress. It is hoped that when the Federation of British India and the States becomes an accomplished fact in the near future, we shall have more opportunities for such co-operation in important nation-building activities.

II

Even a cursory glance at the aims of

*Extracts from the Presidential Address delivered at the 10th All-India Educational Conference held at Delhi on 27th December, 1934.

your organisation will convince any one of the usefulness of your activities. Your first object is to study educational problems with special reference to Indian conditions. We have had the advantage of contact with Western science and culture for about a century now, with beneficent consequences which have expressed themselves in almost every sphere of national activity. But it stands to reason that this country with its ancient civilisation and the priceless heritage of its own culture should have educational problems of its own, requiring the earnest consideration of our leaders. There can be no greater mistake than the wholesale transplantation of educational methods from one country to another, irrespective of differences in past heredity, present atmosphere and future aspiration. It is for your educational experts coming from various parts of India to furnish the nation with the necessary guidance in the matter.

Another laudable aim of yours is to work for the adequate realisation of the educational

needs of India. In view of the important constitutional developments impending in this country, the extension and the improvement of educational facilities assume a seriousness which we do not always realise with sufficient vividness. There is not much chance of modern democratic institutions being successful in this country, unless we work at the same time, for the educational advancement of our people and produce a democracy, capable of understanding not only the privileges, but also the responsibilities of citizenship. In the sphere of Elementary education, we are faced with the depressing fact that the percentage of our literacy is even below ten, while there is hardly any such thing as illiteracy in the advanced countries of the West. While it is true that some of our uneducated people in rural areas exhibit shrewd commonsense and solid wisdom, there can be no denying the fact that literacy is the beginning of all progress. Our Secondary educational system cannot be said to be either adequate in extent, or the most suitable to our people in the present circumstances of our country. We have to work up to the ideal that every child should have ample facilities for being educated at least to the High School standard as is now being aimed at in many Western countries. The need for making our Universities more efficient and for raising our standards of higher education will be realised by all those who understand that we depend on our Universities for the administrators and statesmen we require for our country and no effort should therefore be spared to make them as good as possible. It is no exaggeration to say that the future of our country will be bright to the extent we can make these nurseries fertile grounds for the production of great men of culture and character.

Your association also deserves to be congratulated, in a large measure, on the success you have achieved in co-ordinating the work of various teaching organisations in this country. It is eminently desirable that the teaching organisations in various parts of the country should co-operate in their work and submit educational problems to their joint consideration. It is a matter of satisfaction that most of the provinces in India have now teachers' associations, coterminous with their political boundaries and several Indian States have followed suit. By ten years of solid

work, you have succeeded in forming an All-India Federation of Educational Associations, which has also fallen into line with educational organisations elsewhere in this world and is now affiliated to the World-Federation of Educational Associations. Our representatives have figured with distinction at these world-conferences, particularly at the world-conference in Denver in 1931, attended by my friend, Prof. P. Seshadri, the President of this Federation since its inception in 1925.

III

The comprehensiveness with which you wish to tackle the educational problems of India is evident from an examination of the programme of your activities, particularly in connection with the various sections of this conference. In the University section, you have numerous questions to solve. There is the enormous waste of thousands of students flocking into Universities, without being well-qualified for higher education, resulting in considerable, fruitless expenditure. The acute unemployment prevalent in the country must also make us re-examine the foundations of our educational system in the higher stages. The expansion of University activities so as to include provision for technological and other bread-winning education is another reform which has been delayed for a considerable time owing to lack of funds, but cannot wait any longer for adequate solution. Above all, we have to take all the steps for making our Universities self-sufficient, so that it may not be necessary to send our young men abroad for higher education except in special cases.

It is not sufficiently recognised that a good system of Secondary education is at the root of national efficiency and you have done well in devoting a special section to it. The time is long past when people thought that a knowledge of the three 'Rs.', was enough equipment for the average citizen. In the modern struggle for life and economic efficiency, there is not much chance for a nation which does not aim at a higher ideal. Another aspect of the importance of the section consists in the fact that University education can never attain to heights of success, without the foundations being well and truly laid in the lower stage. Without intending to suggest that our teachers in Secondary schools do not discharge their duties thoroughly, I may perhaps be allowed to state that one of the most serious problems of University education

in India to-day is the treatment of ill-equipped students who have not been properly prepared in Secondary schools for entry into Colleges.

The main problem in connection with Primary Education is perhaps not so much its improvement as its spread. The Hartog Committee calculated that an additional sum of about nineteen crores of rupees per year will be necessary for making education compulsory and universal in India, excluding the States, at least some of which are as anxious as British India to effect this reform.

Let me now glance at the other sections of your Conference. It is an old charge against the educational system of this country that it is more or less secular and owing to differences of caste and creed, it has not been possible to introduce religious education in our schools and colleges. While it may be argued that direct theological education is not of much use in the formation of character and in any case, its proper place is in the home, there is no denying the circumstance that education must have a spiritual basis, if it is to achieve its highest ends.

The spiritual life may be more valuable than our material existence, but I trust that your Health and Physical Education section will make our people realise that the care of the physical body is not a thing to be despised. The ancient law-givers of India did not commit the mistake of thinking that spiritual glory can ever be attained by a deliberate neglect of physical functions and the Upanishads have said more than once that a strong and well-developed body is very essential for a person's spiritual evolution. One of the outstanding discoveries of modern psychology is the recognition that the brain has after all a physical basis. It is idle for any nation to aspire to great intellectual achievements without a development of nerve and muscle. If the ancient sages of India have left their deep imprint on the intellectual life of the world, let me assure you, it was because they had bodies which could sustain their mental labours over long years of life.

One of the most depressing aspects of the Indian Educational system to-day is the poor percentage of literacy of the women in our country and if you succeed in rousing the attention of the public to the magnitude of this problem, in your Women's Education section,

you will have done enough to justify the existence of your whole organisation. It is not merely that we are unable, because of this deficiency, to have the active co-operation of half of our population. The disparity of education between the sexes is a serious menace to the success and happiness of our homes and the earlier we try to level up the sexes in the matter, the better for our national regeneration.

The training of teachers is at the root of all educational efficiency and I trust that your special section devoted to this subject will enable the public to realise its immense importance.

Even if we succeeded in drawing up a programme of universal elementary education and gradually brought all children of school-going age within the four walls of a class-room, there are still the adult members of our population who have to be thought of. Adult Education is a subject which has hardly been touched in this country, except in one or two provinces, though considerable progress has been made in this direction in all Western countries. We have to impress all our resources for the purpose, newspaper and radio, music and cinema—all have to co-operate to bring the blessings of education to the door of the man in the street who is too old for actual school-going. I hope you will press a well-considered programme of Adult Education on everybody concerned.

Among your other sections is one devoted to Educational Experiment and Research. Education will stagnate in our country, if we are content to borrow ideas from the West and do not make any effort at independent thought and research in pedagogic matters. It is undoubtedly a disappointment to many of us that the members of the teaching profession in India have not yet made any affective contribution to pedagogic literature. The deliberations of this section should, however, enable you to supply this long-felt want.

The problem of vocational education has rightly demanded another section at your hands. While we realise the supreme need for catering to vocations, the reform has to be reconciled with the minimum provision for general culture which every individual should possess. We have also to make certain that the vocational education we provide will lead definitely to industrial pursuits which exist in the

land and which have a chance to flourish in the present conditions of our country.

It is long since I had any experience of examinations, but I have a vivid feeling even now, that frequent and rigorous examinations constitute one of the most serious evils of Indian Education. The entire system seems subordinated to examinations and there is very little scope left, either for initiative and originality on the part of the teacher, or freedom and the real pleasures of study on the part of the student. There is also the injustice of the work of two or three years in the class-rooms being assessed by a few hours test at the end of the course and the general inefficiency of examinations as a test of learning and culture. Reform in examinations is a subject which has been overdue for a long time in this country and here again we look to you for guidance in the section devoted to the purpose.

Last but not least, it must gratify all

lovers of education here and elsewhere, that following the noble lead of the League of Nations, you have taken the subject of International Peace into consideration and the deliberations of one of your sections is devoted to the teaching of the young in the aims of the League. The teacher has wonderful opportunities for co-operating in the ideal of world-peace by imparting the necessary instruction to the young generation in his charge. The World-Federation of Educational Associations to which you are affiliated has rightly laid down that the fostering of International Brotherhood, through education, is one of its aims and it is for you to carry out this aim with reference to India. There is no hope for the future of this world, if at least the next generation will not think of peace and whatever apparent conflict there may be between the ideals of nationalism and internationalism, it is hoped that you will succeed in this work.

SECONDARY SCHOOL COURSE : Exclusion of Unfit Pupils : Mr. CHAMPION'S SUGGESTIONS

[The quality of Secondary Education would improve if it is possible to exclude unfit pupils from it, was the view put forward by Mr. H. Champion, Director of Public Instruction, Madras in one of his recent utterances. The following are some extracts from the report of his speech. —ED. E. I.]

THE criticism most commonly levelled against secondary education was with reference to the large number of unfit students in secondary schools.

The official report on the moral and material welfare of India for 1930-31, described secondary education in India as being "excessive in quantity and defective in quality." In other words Mr. Champion went on to say, "the criticism is that too many boys are pursuing secondary education and the implication is that this excessive number includes both fit and unfit pupils. Now, I think, these criticisms, so far as they go, are sound enough. The presence in schools of a large number of unfit students would go far to exonerate schools against whom was brought the charge of giving secondary education of an inferior quality. The one reason for the defective quality of the

education imparted was that the teachers had to deal with a large number of pupils who were mentally and intellectually incapable of reaping full benefit of the secondary education given." "And if it is possible," he added, "to exclude unfit pupils from secondary schools, the quality of secondary education would improve."

These criticisms, Mr. Champion continued, only presented one side of the problem, and being one-sided, to that extent, they were unfair. He, therefore desired to put before them the other side of the problem. "We are told," he said, "that Indian parents are characteristically and unusually narrow-minded and utilitarian in their outlook on education and that they value education not for its own sake, but for the material benefits which follow from it. That feeling, if it is a feeling, may well be exaggerated. Education followed for

its own sake and education followed for its material benefits are not incompatible. The world over, not only in India or Madras, you will find parents who may value education for its own sake, but when they plan their children's education they do so with a close eye to the future of their children.

You will find that there are large numbers of humble-born parents in Great Britain, for example, who honourably desire for their children a social position better than the position which they themselves occupy, who, in other words, look forward to employment for their children. That is why in Great Britain, at this moment, there is so overwhelming a rush of secondary school students for matriculation. Indeed so great is this rush, so intense is the concentration of the schools upon the requirements of matriculation, that it constitutes one of the major problems of secondary education in England. We see then that the Indian parent is by no means unique or even unusual in his material outlook. Where, however, the situation in India or Madras is, as it seems to me, peculiar is that we do not require the boy coming from the elementary school to prove his fitness for

secondary education by an examination as is done in England. The question I would invite you to consider is, whether we should not impose the restrictions in force in England, whether, we should not exclude from the secondary schools all pupils from elementary schools who are unable to pass an entrance examination, as they have to do in England. Doubtless, the critics I have referred to will answer that question in the affirmative.

The establishment of a better kind of elementary education was, the only real and final solution of the problem, which concerned a large number of pupils in their secondary schools. "I should like to look forward myself", he proceeded, "to big well-staffed, well-educated and well-controlled elementary schools in which both sexes and all classes and communities would be educated together, giving a kind of elementary education which would earn the respect of the public and would satisfy the honourable ambitions of parents who desire for their children a respectable kind of education. That I am afraid is an ideal, to attain which, elementary education will have to travel a long and toilsome road."

Report of the Committee on Examinations Hyderabad Teachers' Conference, Eighth Session, 1934

1. Examinations may be given
 - (a) To promote students to a higher class.
 - (b) To arrange candidates in order of merit.
 - (c) To test the knowledge acquired by the candidate.
 - (d) To test the effectiveness of teaching.
 - (e) To diagnose the weakness or aptitudes in (1) pupil, (2) teaching & curriculum.
 - (f) To create in students a stimulus for study.
 - (g) To enable an employer to select an efficient worker.

2. Examination is essentially a measurement and therefore reforms in examinations are attempts to secure greater reliability and validity in measurement.

3. Questions must not be couched in high sounding or ambiguous language but must be simple and direct. They must cover the entire

portion including the easier matter. The first few questions should be easy and must create a feeling of confidence among the students. If difficult questions are set in the beginning they have a harmful effect, especially on nervous candidates. A few questions should be such as to encourage original thinking, deduction or observation.

In some subjects, such as Mathematics, instead of giving 12 questions, it is more desirable to give 35 or more simple questions which can be answered in about two hours.

4. The traditional examination is predominantly of the Essay Type. It is difficult to measure the essay, because it is complex and made up of many factors like spelling, idiom, handwriting, comprehension, etc. In general, the essay type of questions should be minimised and should be replaced by objective type of

questions where the personal element of the examiner is eliminated.

5. The True False Test, the Multiple Choice Test, the Completion Test etc., are known to have increased the interest and efficiency of class teaching for the following reasons:—

a. The correction is not subject to the eccentricities of the examiner.

b. Owing to the large number of questions the element of chance is reduced.

c. It is possible to cover a cross section of the entire course.

d. Intelligence and attainment may be measured separately.

e. It gives no place for the crammer and prevents students from committing to memory the opinions of annotators and professors.

f. It prevents guess work on the part of the students about probable questions.

g. It saves the time of the teacher, who has a large class.

And the use of these tests is therefore strongly recommended.

The essay type of questions may be used to judge æsthetic appreciation, the organisation of a field of knowledge or creative thought.

It is essential to regard the two types of examinations as complementary.

6. We believe that short tests requiring a few minutes, given at frequent intervals and without previous notice to the students are of value, e.g., 15 questions on subject matter requiring word or phrase answers to be answered in about eight minutes.

7. We believe that class examinations, some of them preferably, brief and objective be given at least four times a month, and of these three examinations be without previous intimation to boys.

8. In examinations, instead of giving marks, it is sometimes desirable to have a five division scale involving words—Excellent, Good, Fair (being the average) Poor and Bad—or letters, A B C (average) D and E "so as to simplify evaluation and secure a more even distribution in the scale."

9. To measure relative ability, an easy paper is much better than a hard paper. A

good paper must enable an average student to pass his examination. A few hard questions must be given for the purpose of selecting the more intelligent students.

10. There should be a judicial combination of oral and written tests, particularly in the Primary Stage. In the Secondary Stage, Viva Voce tests are meant to test 'the intelligence, alertness and the general intellectual outlook of the students'.

11. The annual examinations should not be the sole test in determining promotions to the higher classes of borderline students who have failed.

12. In valuing the 'essay type' answers it is desirable to value question by question and not paper after paper, in order to avoid variation in standard.

13. We recommend that steps be taken for the preparation of intelligence tests and the training of teachers in their use and interpretation, with a view to their application in schools.

14. We recommend the provision of suitable schools of special classes for feeble-minded children, with trained teachers who could help the children to become self-supporting and not a burden on the community.

15. We recommend the consideration of the eventual possibility of the formation of a department for vocational guidance, and the arrangement of suitable tests of special aptitudes and teams of tests for special occupations.

16. We believe that public examination questions be not set by an individual but by a panel of examiners. It is desirable to have some teachers with at least an experience of five years on this panel.

17. Public examinations should be such that average students of an average school pass. At least 50-55% of the candidates must pass an examination.

18. Teacher Training Colleges can help teachers in service by instituting a course of extension lectures on the mathematical and statistical aspect of examinations.

19. It is recommended that the Educational department prepare standard Tests in arithmetic or English reading to serve as a basis of experiment, and provide a model for objective types of questions.

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, JANUARY, 1935

Educational Wastage

THE opinion is now universally held that there is a good deal of wastage of educational effort in India at the present day. This is true of all kinds and stages of education, though there may be room for some differences of view regarding its extent in the different grades. Waste implies two things. In the first place, it means that the time and money spent on education are not producing results commensurate with the expenditure. Secondly, it implies that there is a misdirection of effort and that the expenditure incurred not only fails to produce what is desirable but that it is also responsible for much harm and injury to the individual and the community. So serious is the situation, that many consider that it would be far better if expenditure is diverted from education as it is now organised and conducted to some other more useful fields of national activity. This may be an extreme view of the matter, but it requires attention as it is becoming more and more wide-spread. Many are asking themselves "What is the use of all this so-called education?"

THE first question that arises is whether there are any objective tests

by which it is possible to discover if there is really wastage, or whether it is merely a subjective feeling and sentiment reflecting the general sense of discontent and disappointment which is the characteristic of the present age. Two tests are generally made use of in this connection. So far as Elementary education is concerned, it is the simple test of literacy, the test as to whether literacy is increasing in at least the same proportion as the increase in the number of schools and of pupils attending them and the money and energy that are being spent on them. As regards the Secondary and University education, it is the percentage of successes at the public examinations that is taken into consideration. The application of these tests shows that the present situation is most deplorable and that the need of drastic reform is immediate.

SPEAKING before the All-India Educational Conference only a few days ago, Sir George Anderson, the Educational Commissioner with the Government of India, observed as follows in regard to primary education: "During the last ten years, the enrolment has risen by leaps and bounds; and this indicates at any rate that even the poorest in the land are beginning to realise the benefits of education. But when we review the results of all this expenditure of time and money in terms of literacy, we cannot but feel acute disappointment. In some provinces indeed, very little headway is being made against the forces of illiteracy. Statistics tell the distressing tale that out of every hundred pupils enrolled in class I, only 21 on an average reach class IV, when literacy should be achieved, three years latter." Even

this does not reveal correctly the actual State of affairs. For many of those that are literate when they leave School relapse into illiteracy subsequently, thus indicating that the quality of literacy which they attain is not of a high order or of permanent value.

BEFORE this problem is solved, it is necessary to calculate the minimum amount of time that is required in order to enable a boy or girl to become literate and also the minimum amount of literacy that should be aimed at. The idea of minimum implies that anything less will produce no result whatever. If four years of stay in a school is the minimum that is found necessary for this purpose, it becomes clear that anything less than that is absolutely useless and that pupils who stay in School for a shorter period derived no advantage whatever from it. The same is the case with regard to the minimum standard of literacy. If it is considered that the minimum in this case is one which will enable an Indian villager to read with ease and understand without any other person's help the pamphlets on agriculture, public health, industries, etc., published by the several departments of government—any literacy falling short of this becomes of absolutely no value. Merely ability to sign one's name is regarded at the present day as a sign of literacy. No comment is necessary on this low minimum.

IT is the experience of all countries in the world that compulsion by government is the only method by which parents can be induced to keep their children at school for a minimum period—whatever that minimum happens to be. So long as it is left to the option of parents there is no guarantee that children will be kept in school till

they become literate. This is brought out clearly by facts connected with education in our country. Where compulsion is not resorted to, it is only by manipulating the system of grants that managers of schools will be induced to bring about the required result. No grant whatever should be given to pupils in the first three classes of a school. They should be calculated on the basis of the strength in the fourth year class. Precautions will then have to be taken to prevent an artificial increase in the number of pupils in the fourth class. But matters like these are mainly of an administrative character and with proper organisation of inspection they can be well-regulated. This system of basing grants on the strength of the fourth class is a much better device for bringing about practical compulsion, than the method of penalising parents who withdraw their children from school which is contemplated in the Elementary Education Act Amending Bill now before the Madras Legislative Council. But it should be recognised that all these are mere palliatives. Direct and straight forward compulsion as is practised in all civilised countries is the only remedy for this kind of wastage.

IN calculating the minimum period that is required for making children literate in the sense in which the term was used above, it is necessary to pay attention to the kind of teacher that is employed, the method he adopts to impart instruction to his pupils and the general nature of courses and syllabuses in elementary schools. There has been as yet no scientific study of these problems in India. If there is one subject that has been most neglected in this country, it is the training of teachers

for elementary schools. We are still in the middle ages in this respect. Leaving apart the Kindergarten, the Montessori and the other Modern methods of educating children which have made so much headway in all other countries of the world, the most unfortunate feature of the training of teachers in this country is that no scientific method has been evolved as regards the teaching of vernaculars. No subject is so much neglected in Training Schools and Colleges as this. There is no Phonetic Study of the Indian Vernaculars. No lists have been prepared of words in Indian Languages in the order of their frequency in current usage. In the choice of subjects which are generally included in Vernacular Readers there is no principle of gradation based on the age of the pupils, their capacity to understand and their general psychology. In the selection of poems that have to be memorised there is no guiding principle. The teaching of the mother-tongue has a method which is fundamentally different from that adopted for teaching foreign languages. So much of research has been made in this direction in all the advanced countries. It is the absence of this that prevents even the trained teachers in Indian Elementary Schools from instructing their pupils in a manner that will enable them to achieve permanent literacy even after a stay of four to five years at school.

THE other serious defect which contributes to educational wastage in elementary schools is the over-crowded courses and syllabuses that are in vogue. History, Geography, Civics, Health, Nature-Study, Moral instruction, etc., are subjects of separate study in these schools even for pupils in the

third and the fourth classes. There are many enthusiasts who wish to introduce agricultural and vocational instruction at this stage. All this indicates the existence of a good deal of loose thinking on these matters. The question to be considered is the relative importance to be attached to these subjects and the place they should occupy by the side of the 'Mother-Tongue'. If the attainment of the ability to read and write the mother-tongue is regarded as the central object of instruction in Indian schools, it is necessary that it should be given the most prominent place in the school curriculum and that other subjects be either omitted or given a purely subsidiary place. When teachers are not properly trained to handle these subsidiary subjects, it is a better policy for sometime to come that attention should be concentrated on the teaching of the mother-tongue only. And if these subjects are retained, it is desirable that the courses should be considerably reduced and up-to-date methods of instruction introduced in regard to them.

THE keeping up of literacy among those that leave school is a subject of fundamental importance. Here again the establishment of village libraries and of circulating libraries is necessary. It is rather unfortunate that there are very few Vernacular books of an interesting character that deserve a place in these libraries. Authors and publishers have to turn their attention to the production and supply of the right type of books which may be placed in the hands of the people in the villages. This is the only way by which literacy can be kept alive.

THE problem of the high percentage of failures in public examinations

conducted at the end of the Secondary and the University courses deserves to be investigated with great care. There is a good deal of truth in the view that examinations, as they are held in India at the present day, are a real obstacle in the way of sound education and that they are responsible for educational wastage. The subject will be examined at greater length in the next issue.

Scouting and Character-building

ADDRESSING the Scouts and their parents on how Scouting would help in making the boy a happy and useful citizen, Lady Raman laid deserving stress on the part that Scouting has to play in present-day school life. She pointed out how "it gives the four C's—courage, common-sense, cheerfulness and cleverness" to our boys. There is no reason why Scouting should not be made compulsory. There is so much of dull-routine in the education as it is carried on in most of our schools. Boys are in great need of relief from this monotony. They require opportunities of enjoying out-door camp-life. They should develop habits of self-reliance and of co-operative action. They must learn to be orderly. Nothing is conducive to the growth of these qualities so very much as Scouting. It is often complained that most schools are not in a position to employ Scout-masters and that most parents are not in a position to provide the necessary uniform and other articles of equipment for their boys and send them out to camps. But there is nothing to prevent at least the richer parents from paying liberally for the maintenance of Scout-masters and making it easy for their children to come under the influence of this great

movement. If schools invite the co-operation of parents and if the latter take more initiative in the better-training of their children instead of leaving everything in the hands of School-authorities, children will find their school life more happy and interesting.

Courage of Conviction

IF education is not making as much progress in India as it ought to, it is due not so much to lack of ideas as to lack of courage in putting into practice the ideas that are good and sound. In nothing is this absence of courage so prominent as in the field of adopting the Vernacular as the medium of instruction in Secondary Schools. The very fact that in the Madras Presidency, option has been given to the managements of schools by the Government to adopt the Vernacular medium, shows that the idea is a sound one. But how is it that schools are not making full use of this option and how is it also that some schools that adopted the Vernacular medium at one time have subsequently given it up? In very many cases it is due to a sense of fear of what other people may think. The result is that our boys and girls continue to suffer from all the evils of an unnatural system of training. A most eloquent plea was put forward by Dr. Cousins in his presidential address at the recent Madras Provincial Educational Conference in favour of Vernacularisation. He remarked thus:

"To fundamental education there is no problem of the medium of instruction. The problem only arises out of mixed circumstances in which one culture tries to impress its stamp on another. This is what has happened in India. 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 country of its domination, English has ruined indigenous education and debased the traditional culture of India.....The situation calls for two reforms: the complete Vernacularisation of Indian education from Montessori to M.A., and a drastic change in the teaching of English....."

While he pleads for Vernacularisation from Montessori to M.A., there are reactionaries who wish to begin the schooling of Indian children with English and end it with English!

Grants to Aided-Schols

FROM every conference of teachers and teacher-managers of elementary schools in the Madras Presidency there comes the pitiable tale of the reduction of grants made on the plea of depression by the Provincial Government. In a memorandum recently submitted by the Tanjore Teacher-Managers, it is pointed out how a trained teacher of the Secondary Grade received last year, as his earnings for the whole year, the magnificent sum of Rs. 150 and the teacher of the Higher Elementary Grade about Rs. 108 and how these rates calculated per month are far lower than the initial pay of peons in Government service. It will take a long time before local boards will be in a position to establish their own schools for educating all the children of the school-going age. The aided agency has to be made use of for decades to come. The indigenous agency is not as rich as the foreign Missions and has to depend entirely on Government grants for carrying on its work. It is not possible for them to

get anything through school fees. Under these circumstances a more liberal policy has to be adopted by Government in the matter of grants for teaching, for buildings and for equipment.

Next Session of the Madras Provincial Educational Conference

THE Provincial Conference had a successful session this year at Anantapur under the distinguished Presidentship of Dr. J. H. Cousins. We suggest that it is desirable to have the next session of the Conference in one of the important educational centres of the Coast districts in the Andhra. Organised educational effort is not so much in evidence in these districts as in the South. Public opinion is slow in being formed and slower still in asserting itself. There are many problems which are common to the Andhra and the Tamil districts of the Province. Even in respect of some problems which are peculiar to the Andhra, concerted action by all those interested in the cause of education will be of great help in discovering the right solutions. We invite the opinion of all well-wishers of education on this subject and trust that it will be possible to hold the next session of the Conference in one of the leading cities of the Andhra.

Personal

RAO BAHADUR ANANTA KRISHNAIYAR formerly Professor of Anthropology, University of Calcutta, is honoured by the French Government by being nominated as a Fellow of the French Academy. The Minister of National Education in France has also presented Mr. Aiyar with the French National... "brevet", appertaining to "Officer A' Academie."

THROUGH different PROVINCES

DELHI

ALL-INDIA EDUCATIONAL CONFERENCE

Under the auspices of the All India Federation of Educational Associations, the 10th All-India Educational Conference was held at Delhi from the 27th to the 30th December. Owing to the unavoidable absence of Mr. Shyam Prasad Mukerjee, Rai Bahadur Thakur Chain Singh, Education Minister, Jodhpur State presided over the Conference.

Subjects of considerable interest in the educational world were discussed. The suggestion for the appointment of a Royal Commission on Education, to enquire into educational conditions in the country and suggest measures for the re-organisation of the educational system, didn't find favour with the conference. However, the proposal that there should be an Advisory Board of Education with the Central Government was adopted. It might be recalled that the Hartog Committee had stressed the need for such a Board long ago. The proposal that there should be an All-India Institute of Education and Psychological Research is another welcome feature of the Conference. Another important matter which was stressed at the Conference was the need for imparting instruction in non-language subjects through vernaculars of the country.

ADVISORY BOARD OF EDUCATION

The Finance Department has sanctioned the expenditure for the establishment of a Central Advisory Bureau of Education which will be a permanent organisation to render such help and advice to the provinces, as they may seem to maintain a sort of co-ordination in the educational policies of the Provincial Governments.

But the Department of Education, Health and Land has yet to prepare the scheme in its detail, and the final sanction of the expenditure will depend on how the scheme is framed and what amount of expenditure it will entail.

ture will depend on how the scheme is framed and what amount of expenditure it will entail.

INDUSTRIAL EDUCATION

With a view to promote Industrial and Technical Education, it has been decided to establish a Government Institute for weaving, dying and calico printing.

It will be the first of its kind in Delhi. No fees will be charged from students belonging to the Delhi Province for the period of training and rent free accommodation will be provided to students desiring to live in the hostel.

THE WILSON REPORT

That the Wilson Report on Municipal Education in Delhi City is highly retrograde in character as it contains statements which are wrong in point of fact and suggestions which are impossible of execution, is the view expressed by the Head Masters' Association, Delhi, in their recent review of the report.

MADRAS

ANDHRA UNIVERSITY UNEMPLOYMENT BUREAU

In reply to a question at the recent meeting of the Senate, in regard to the working of the Unemployment Bureau organised by the University, so far, the Vice-Chancellor stated, that the Bureau has been trying to put itself in touch with the unemployed graduates and under-graduates of the University. The Bureau has now on its list about 150 candidates. Of these 99 are graduates of one to four years standing. It is corresponding with almost all the employing agencies in the province, such as the Government, the Zamindars, the Local Boards, the Railways, etc. The Response has not been very encouraging. For a successful working of the Bureau, greater co-operation from the various business interests and large-scale employers of the province was necessary.

The question in all its bearing would be considered early in 1935 by the Syndicate.

INDIAN PHILOSOPHICAL CONGRESS

The 10th Session of the Indian Philosophical Congress was held from the 20th to the 22nd December at Waltair. The Congress was opened by His Excellency the Governor, Lord Erskine. Prof. Sir S. Radhakrishnan in a few well-chosen words welcomed the delegates. Dr. John Mackenzie, President of the session gave the presidential address. The conference in the afternoon was split up into four different sections at which a number of interesting papers were read.

INTER-UNIVERSITY DEBATE

An interesting debate took place on the 10th inst. at the Anderson Hall, Madras, between representatives of the Madras University and the Universities in the United Provinces.

Such inter-university events would go a long way to promote inter-provincial contact and to consolidate the Youth Movement all over India.

EDUCATIONAL COUNCILS

The first conference of the District Educational Councils met at Madras on the 27th Dec., under the chairmanship of Mr. G. Narayanaswami Chetti. Dewan Bahadur S. Kumaraswami Reddiar, the Education Minister, opened the Conference. In the course of his speech, the Minister said that "in future years a great deal of activity will be needed in this presidency in connection with the various schemes of improvement which the Government have in view in respect of elementary education and the Government cannot look at a better agency than the District Educational Councils for help, advice and co-operation in this respect."

NIDUBROLU ADULT EDUCATION INSTITUTE

The first anniversary of the Adult Education Institute at Nidubrolu founded by Prof. Ranga, was celebrated on the 23rd December, under the presidency of Mr. Kalelkar of Pooné.

The object of the Institute is to educate workers and peasants and to bring about comradely feeling between the two, and to

work for the betterment of their conditions of life. The Institute has a valuable public library, presented by Mr. Ranga. Among the activities of the Institute were: daily classes in Hindi, running of a two months' Summer School in Literature, Economics and Political Science for peasants under the guidance of Mr. N. G. Ranga.

BOMBAY

MARATHI LITERARY CONFERENCE

The 19th Marathi Literary Conference presided over by Rao Sahib Chapekar and held at Baroda at the beginning of the Christmas week was a complete success. It had half a dozen sectional gatherings. General Nana Saheb Sinde, the Chairman of the Reception Committee made a businesslike speech in which he explained to all delegates the scheme of Sayaji Literary Academy and a scheme for encouraging Hindi.

Brief though it was, Rao Sahib Chapekar's address was a fairly comprehensive review and criticism of the new tendencies in Marathi Literature.

Resolutions urging the establishment of a University for Maharashtra, the starting of a course in journalism and the use of vernaculars as media of instruction were passed at the Conference.

FERGUSON COLLEGE JUBILEE

The Golden Jubilee of the Fergusson College of the Deccan Education Society which was celebrated recently, brings to remembrance such ideal teachers as Tilak, Ghokale, Agarkar, Apte, Rajwade and Paranjapye whose patriotism and public spirit have left their pupils impressed with their stamp. The Fergusson College is sure to have always its attraction for all for its traditional self-sacrifice and public service, writes the *Maharatta*.

PLEA FOR A SHIVAJI UNIVERSITY

At the annual social gathering of the Rajaram College, Kolhapur, on the 8th instant, a strong plea was put forward by Dr. Bala Krishna, Principal of the College and by the Rajasahib of Sangali who delivered the Presidential address.

SCHOOL ADMISSIONS

The University Syndicate issued a circular to the schools directing the Heads of

recognised schools not to admit any pupil to the Matriculation class after the 1st of December unless the previous permission of the Syndicate is duly received.

The circular that is now issued by the University takes away from the headmasters the privilege which they had enjoyed for a long time.

SCHOOL REGISTRATION FEE

Every High School seeking recognition from the University had to pay formerly an application fee of Rs. 25/- and a registration fee of an equal amount annually. Two years back Mr. K. G. Warty, the Editor of the Karnatak School, was successful in getting the application fee abolished. At the last meeting of the Senate Mr. M. R. Paranjpe moved for the reduction of the registration fee itself from Rs. 25 to Rs. 10 and got his amendment passed. Mr. Paranjpe deserves the thanks of all High School Mangers in the presidency.

BENGAL

CARNÉGIÉ CORPORATION GRANTS

The Executive Council of the Universities Bureau of the British Empire, which declared a few months ago their intention to award three Carnegie Corporation grants of the value of £320, for the year 1935-36 to the Calcutta University, have decided in a recent meeting to increase the value of the grants to £400.

UNEMPLOYMENT IN BENGAL

The Bengal Unemployed Youths' Conference met on the 26th December, under the presidentship of Mr. Nalini Ranjan Sarkar, Mayor of Calcutta. According to Mr. H. N. Roy, the total number of unemployed in Bengal was as much as 90 lakhs of whom no less than one lakh were educated middle class young men. Mr. Sarkar suggests the potentialities of the army as a means of employment for 5 to 10 thousand Bengalis and quotes the instance of Punjab where 86 thousand men are recruited to the army when the total strength of the Punjab is about 150 thousand. He also suggests avenues of employment under the rural reconstruction scheme.

Opening the Conference, Nawab K. G. M. Faroqui, Minister for Agriculture and Industry, said that the Government had formulated a comprehensive scheme of industrial develop-

ment with the object of diverting the attention of the unemployed young Bhadralog class to the possibility of starting small industries for the production of goods in use in the Province, by adopting improved methods of manufacture evolved by the Industries Department. The scheme, he said, was given effect to in 1933-34 and as a result of its working, about 555 youths had received practical training, of whom 230 either started factories of their own or found employment in the respective industries.

UNITED PROVINCES

UNIVERSITIES & GOVERNMENT: FINANCIAL RELATIONS

At a Conference held on the 10th inst. representatives of the Education Department of the U. P. Government and the Vice-Chancellors of Lucknow, Agra and Allahabad Universities, questions relating to finance were discussed. It is understood that a very considerable measure of agreement was reached in such matters as grants to the Universities from the Provincial Revenues. The meeting is also understood to have discussed the methods by which the Government should retain such control over the Universities as was necessary to ensure the discharging of its responsibility to the tax-payer without in any way detracting from the autonomy of the Universities within their financial resources.

BENARES HINDU UNIVERSITY

The annual report of the Benares Hindu University shows that the University has made satisfactory progress and has also provided facilities for the study of new subjects, and shown its sense of responsibility with regard to the importance of girls' education. Women students were freely admitted to the Central Hindu College. Music, Domestic Science and Painting are the special subjects exclusively meant for their study. Industrial Chemistry has been introduced as a separate subject for both the B. Sc., and M. Sc., Examinations.

The University has instituted three classes of Diploma courses in Soap Manufacture, Metal Enamelling, and Pottery and Porcelain, to which only a limited number of students are admitted for special training.

Pharmaceutical Chemistry has been introduced as a separate subject in the B. Sc.,

course, and it includes the study of Pharmaceutical Chemistry, Pharmacy and Pharmacology. Agricultural Botany has been introduced as an independent subject in the M. Sc., course.

CENTRAL PROVINCES

PRIMARY EDUCATION

The Education Department of the Central Provinces is contemplating to revise the present curriculum of the Primary schools in the province at the beginning of the next session in April next. The draft report is now ready and will be placed before the Director of Public Instruction and other educational officers for their consideration and approval. While revising the curriculum it was found that the conditions in the rural areas were of a nature that did not give sufficient scope to a boy in the primary stage to learn anything besides reading, writing, learning elementary arithmetic.

The new curriculum proposes to pay special attention to study of hygiene, handicrafts and civics.

HIGH SCHOOL ENTRANCE EXAMINATION

The Central Provinces Government has made it compulsory for all pupils who seek admission to High School classes to pass the Entrance Examination. This marks a definite attempt to regulate admission to higher classes and helps to keep out unsuitable students.

HYDERABAD

OPENING OF M. A. CLASSES IN ENGLISH

The University authorities have decided to open M. A. classes in English from the next academic year (June 1935) and the Pro-Vice-Chancellor will proceed to England next summer for selecting a Professor of English.

DR. COUSINS' LECTURES ON EDUCATION

Dr. J. H. Cousins has been invited by the Osmania University of Hyderabad to deliver a course of lectures on education, commencing from the 28th of this month.

The first one will deal with "The History of Education in India," the second with "A Ground Scheme for Education in Future India"

and the third with "The Place of Art in Education."

KARNATAKAS IN CONFERENCE

The All-Karnataka Poets' Conference, the Twentieth Literary Conference and Vijayanagar Sixth Centenary celebrations concluded on the 1st instant, after a full five days' programme at Raichur. A large number of scholars and men of letters from all parts of the Karnataka in Hyderabad, Mysore, Madras and Bombay, attended the proceedings.

MYSORE

MYSORE EDUCATIONAL LEAGUE

The 10th Conference of the Mysore State Educational League began its sitting from the 3rd for three days, under the presidency of Dr. E. P. Metcalf, Vice-Chancellor of the Mysore University. Sectional meetings relating to Middle School, High School and Teachers' Training were held along with the main conference.

STATE CONFERENCE OF PRIMARY AND MIDDLE SCHOOL TEACHERS

Under the auspices of the Mysore Elementary Education League, the third session of the State Conference of Primary and Middle School Teachers was opened on the 21st December. Mr. B. T. Kesava Iyengar, City Municipal President, Mysore welcomed the delegates as Chairman of the Reception Committee. His Highness the Yuvaraja of Mysore declared the conference open. Mr. J. T. Turner, M.A., I.E.S., delivered the Presidential Address.

TRAVANCORE

RURAL RECONSTRUCTION TRAINING SCHOOL

The Practical Training School in Rural Reconstruction which accepts students from various parts of India, Burma and Ceylon, will be conducted in 1935 during the month of April at the Martandam Y. M. C. A. Rural Demonstration Centre and in its Extension Area. Dr. D. Spencer Hatch has returned to India and will be in charge of the training. Applications are being received; and further details may be had from the Y. M. C. A. District Office, "Keston," Trivandrum, S. India.

PUBLIC OPINION

DR. ZAKIR HUSSAIN ON EDUCATION AND POLITICS

Welcoming the delegates to the Tenth All-India Educational Conference, Dr. Zakir Hussain, Principal, Jamia Milia Islamia and Chairman of the Reception Committee, in the course of his speech said:

"If the Political changes that are bound to come at no distant date are to be changes for the better, if the government of the people by the people is to prove to be government for the people, we shall have to set about the difficult task of changing our institutions of mere book learning into centres of co-operative activity, where a sense of social and political responsibility could be engendered in the younger generations of the country. I hope you will not be alarmed at my mentioning a sense of political responsibility in pupils as one of the objectives which our educational institutions should strive to achieve. We are told, in season and out, that education should have nothing to do with politics. Yes, there is politics and politics. There is politics which I would not see, which no true educator would see any where near educational institutions. It is the short-sighted politics of opportunism. It is the politics which seeks to make education the cheap handmaid of its passing objectives.

My complaints is that our present system of education is much, too much, politics-ridden. For what is it but politics of a kind that to the entire neglect of the needs of the individual mind and needs of all-sided development of national life, we have run the whole educational system, to man nothing more than clerical offices of this country? A system which has robbed generation after generation of our young men of courage, of initiative, of will, to serve anything higher than their own narrowly-conceived self-interest, of joy in life and pride in creative effort, without hope and without vision, characterless cheap articles of mass production to be auctioned in the market place to the highest bidder. It is time we gave to our educational effort more edifying ideals of

personal and national existence, ideals of justice and fairplay, ideals of service for the good of the whole of which one is part, ideals of national solidarity, ideals of co-operative endeavour, subscribed by our young men, healthy in body and healthy in mind, with trained strong will, sound judgment, refined feelings, honest and frank, yet generous and tolerant, trustful and trustworthy to this end. We shall have to set about the task in dead earnest of transforming our educational institutions from places of individual self-keeping to places of devotion to social ends, from seats of theoretical and intellectual one-sidedness into those of practical human many-sidedness and from centres of mere acquisition of knowledge to those of its right use. If this is politics it is politics of a kind, a far-sighted constructive politics. Then politics is the life breath of education."

SIR K. RAMUNNI MENON ON "EDUCATION & SOCIAL JUSTICE"

What the country urgently wanted was the raising of the general education level, rather than the production of a number of highly trained specialists for whom there was only a limited demand, was the opinion put forward by Sir K. Ramunni Menon in his address recently delivered at Ernakulam.

He said, that the need for accelerating the progress of education had become a national problem. The country would soon possess a democratic form of Government, which would place in the hands of the people powers and responsibilities far beyond anything which they had enjoyed in the past and the exercise of which would require a sound educational background and the qualities of discipline, outlook and judgment which were developed by a sound education. The success of democracy largely depended he said, upon the existence of an educated electorate, an electorate which was sufficiently educated to understand national questions and to protect

itself from exploitation by unscrupulous and designing men.

Finally, he observed that intellectual training, achievements in research, political institutions—these should all be directed to human ends to promote social harmony and the happiness of mankind.

PRINCIPAL SAIYIDIAN ON THE ROLE OF THE TEACHER

"The conception of education in a dynamic world and the role of the teacher in the educational renaissance," was the theme of an address delivered by Principal K. G. Saiyidian of the Aligarh Teachers' Training College, at the recent Delhi Educational Conference.

He discussed the new movements and forces which were operating at the present, nationally and internationally, to reshape education throughout the world. Despite the development of the scientific movement in education, it was impossible to perfect fool-proof technique, which teachers could use without the use of their own intellectual initiative and creative thought. They could not, therefore, divest themselves of responsibility, not only to study their subjects for instruction of children, but also the social order in the midst of which they were living to-day. Developments associated with the growth of industrialism and scientific technology had added immeasurably to the material and intellectual power of man, but they had, at the same time, created a grave psychological and ethical situation, because of the failure of man's social and moral consciousness to adapt itself to the changed conditions. This had resulted in the present situation with its wars and exploitations, its social and economic injustices, its unbridled lust for power and wealth, its conflict of values and loyalties in individual and collective life. It was this problem which teachers and educationists had to tackle. If they approached it in the right spirit, this stupendous task of creating a new and better world by exalting, in all school work, co-operation above competition, creation above acquisitiveness, service above lust and power, profit and active intelligence above passive assimilation of second hand opinions, teachers would not only enrich the lives of their pupils, but also train disciplined workers and leaders in the cause of a better social order.

Mr. N. S. SUBBA RAO ON THE PROBLEM OF WASTAGE

Mr. N. S. Subba Rao, Director of Public Instruction, Mysore, in the course of his recent address at Shimoga, dealt with the cause of wastage in Primary Education and gave suggestions for solving the same.

One prominent cause of the enormous wastage in primary education, he said, was generally supposed to be the single teacher school, and heroic proposals had been made to eliminate them, in particular, by the Hartog Committee. The single teacher school was a prominent feature of Rural Education, not only in India, but also in Great Britain, and the United States of America. It seemed to the speaker that it was necessary to accept the situation that the single teacher school, like the original sin in man, was not likely to be eliminated by any efforts of theirs, or at any rate by reasonable efforts in a measurable future. Therefore, the problems of primary education, both of expansion, as well as of improvement in quality, had to be visualised against the background of this inexorable fact. On the question of reforms to be introduced, he said, that though a certain amount of drilling in the 3 R's would be necessary in the higher classes, there was not the least doubt that the Project method, the method which based itself on the unity of subjects, was the one single method capable of almost universal application in the primary stage. Physical development, manual skill, knowledge of the physical universe, and personal hygiene, all these could be brought into unity under the Project method, and the fashionable "Play Way" of education, could also be reconciled with the Project method. Secondly, it was necessary to provide a better band of teachers. They should be competent, keen, and contented. It was not necessary to bring out the implications of these terms, but a further requirement in respect of teachers of primary education was that they should be women. This was the fundamental need of the situation, and the sooner the public and administration realised the need as well as its implications in respect of salary and housing accommodation, the better it would be for the community. In the third place, it was necessary to extend primary education to six years. It was hardly realised what little opportunity a boy had in rural areas of keeping his literacy, viz., power of reading, and writing, burnished

in use. A scheme was now under examination in Mysore State to supply by means of radio amenities of life as well as instruction to rural areas. There was not the slightest doubt that constructive work in the above lines would enable single teacher schools to give a better account of themselves, and yield a better return in the shape of greater literacy and a better type of product.

MR. I. N. MENON ON THE PRESENT OUTLOOK IN EDUCATION

Presiding over the Eighth General Assembly of the Cochin Teachers' Associations, Mr. I. N. Menon, M.A., D. Litt. (Oxon.), the Director of Public Instruction, Cochin, dealt with the Present Outlook in Education. He said:

There were very many leading educationists who might contend that we had lost all outlook in education. The most characteristic feature in present education was its utter gloom. What was the reason for this veil of gloom that shrouded the educational outlook? There was a universal distrust of their educational aims and methods, a deep-seated contempt for those engaged in the work of education; an almost universal conviction that the present system was a blunder and a waste.

If they analysed what was the reason for the present gloomy outlook, they would find that the universal complaint was that it did not lead one to any definite career. Education could not stand self-condemned on this ground alone. At no time was it considered that the education a boy had at school should equip him for a definite career. The aim of education was to give a proper balance to human nature and not to provide careers. The provision of a career was not unnecessary, but that was not conceived as the aim of education till recently. Education meant nurture and consisted of nothing extraneous to the rational direction of the latent possibilities in the boy.

He observed that the present nightmare of unemployment had nothing to do with their education.

SIR T. B. SAPRU ON THE NEED FOR CULTURE

Sir Tej Bahadur Sapru, while replying at a public reception organised in his honour

by the Punjab Literary League, at Lahore, dwelt upon 'Indian Culture.'

He urged that the study of Moghul Period in Indian History was necessary for understanding many problems which had now arisen. In that period, Hindus wrote poetry in Persian while Muslim scholars wrote verses in Sanskrit. As it was necessary to develop a common medium for the expression of each other's ideas, Urdu was born in the North. He, however, visualised that those Hindus and Mohammadans were living in a Fool's Paradise, who were saying that the time would come when only one community would survive in this country. Religions and politics divided communities, but it was only culture which united the communities of a country.

Personal Notes

Mr. A. E. FOOT, Headmaster of the new Indian Public School at Dehra Dun, sailed for India on January 11, and Messrs. John Martyn and H. W. Barritt who are to take up posts as house masters, are expected to leave England shortly. Mr. Martyn is 31 and is a graduate of Cambridge University. He has been a master at Harrow for eight or nine years. Mr. Barritt is also a Cambridge man and was recently senior science master at Maidstone School.

MIR KARIM BAKSH, Inspector, Vernacular Education, Frontier Province, will, it is understood, be appointed Director of Public Instruction of the Province when Mr. T. G. Urgill proceeds on eight months' leave in February. Mr. Karim Baksh is the first Indian to hold that post in the Frontier.

SETH LAMI CHAND, a wealthy Jain Banker, of Bhelsa, has donated Rs. 63,000 for the establishment of a Laxmi Chand Jain High School, to promote education among the Digambar Jains.

MR. PRAKRITI KUMAR GHOSE was conferred the doctorate of D. Sc., in Geology at a meeting of the Senate of the London University on December 19.

OUR WOMEN'S PAGE

Current Comments

By Mrs. K. Sathianadhan, M. A.

THE KARACHI CONFERENCE

IT HAS been an interesting study to follow the proceedings of the Karachi Women's Conference and estimate the extent, the depth and the reasonableness of Indian women's demands. A characteristic feature, as a *Madras Daily* observed, was the desire to reject the usual privileges accorded to women and determine to acquire benefits as absolute equals with men. As one of their resolutions said: "As women are the natural guardians of future generations, they feel it their bounden duty to deny all special privileges for themselves for the sake of the common good." This same demand was expressed lately by the joint statement of two women's associations, and the omission of the word 'her,' after 'his' in the Joint Committee's Report about Indian reforms, was looked upon as very unjust. There are people, who question this attitude of rejection of certain favours as rather inconsistent on the part of women while willing to accept other favours. The *Madras Mail* observes that an Indian gentleman actually criticised thus the women of his nation, asking "why it was that organized Indian women should object to being enfranchised on the strength of a husband's qualification, when they did not object to exploiting the status which the married state conferred upon them, and were ready to utilise their husband's credit, spend his money, and generally to benefit from their entry into wedded bliss." Indian women can of course retaliate by asking whether the men also do not benefit by their marriages, utilising as they do, their wives' domestic efficiency and house-economy.

And, are not women even in India being deprived of some of their older privileges by their men as is being done in England? Yet, the fact remains, as Dr. Maud Royden, one of the English delegates to the Karachi Conference, said that "in a world which recognises physical violence as the last resort, women can never achieve complete freedom."

Another impression of the Conference seemed to have been felt by Dr. Royden. "The main impression left on our minds after attending the Karachi Women's Conference was that Indian women wanted first a settlement of the political question and then social or industrial reforms". This is rather a sad impression to be made; for advance should come more from inside than the surface. If Indian society is not reformed, especially with regard to the advancement of its women, what would be the advantage of an improvement in political status? For instance, if Indian women are to continue in *purdah*, which we are told they observed at the Conference, what would be the use of political votes for them?

We are glad that Mrs. Corbett Ashby, the other English woman delegate, was very pleased at the progress made by Indian women; and she hoped that "as 1934 saw the political emancipation of the women of Brazil and Turkey, so 1935 would see Indian women given the right to vote, which she hoped would lead to the development of social and educational reforms."

A SCHEME FOR WOMEN

MR. CHANDAVARKAR writes in the *Hindu*, Educational and Literary Supplement of the *Kanya Gurukula* at Dehra Dun. It has been organized on the principle

that a special education is needed for women, by women, if the harmony of womanhood is to be preserved, and if domestic happiness is not to be spoilt and eventually killed. This school is managed entirely by women-teachers, with a curriculum drawn up by well-experienced educationists. Hindi and Sanskrit are both compulsory languages, the latter on the plea that it lays open the treasures of the *Vedas* and the *Upanishads*, added to "the enrichment of many of the Indian vernaculars as far as their scientific or literary terminology goes, the popularisation of mass education and the raising of the cultural standard of women." English or any other vernacular is optional. The study of Domestic science and the fine arts, midwifery and child-nursing, and Indian History are compulsory, and given through the medium of Hindi; Mathematics and Science are studied in their practical aspect towards household management and social service. In the primary section which has six classes, the kindergarten system is followed, and the lives of the great women of old are related: needle-work is added later. The middle stage has six classes, the higher section only two.

In the college course of three years, additional subjects can be taken up, like Music, Sociology, Philosophy, Psychology, Physics and Chemistry. We are told that standards set in school and college are not lower than those in ordinary schools and colleges.

The course is over fifteen years; the girls are strictly segregated from boys; the discipline is strict; the diet is strictly vegetarian. The whole institution is worked on the ancient *Gurukula* residential system. Many parents do not like some of the ideas instilled, especially the exclusiveness from men; but the institution claims that it will produce "a sturdy race of able house-wives and conscientious public workers, not as rivals to men, but as their co-workers, physically and naturally strong and strictly self-reliant and self-respecting."

I wonder, if this is possible in modern days, when men and women are so closely associated together in education, in service and in public work.

HERE AND THERE

THE C. M. S. DELEGATION

The C. M. S. Delegation consisting of the Rev. Prebendary Wilson Cash, General Secretary of the C. M. S. London, Col. Sir Casack Walton, R. E., Secretary of the India Committee, and Dr. J. H. Cook, Secretary of the Medical Committee arrived in India last month with a view to seeing the work that is being carried on in India by the Missionaries of the C. M. S. in its various spheres of activity. They have so far visited Bombay, Central Provinces, Andhra and Madras.

NATIONAL SCIENCE INSTITUTE

It is understood that the Government of India proposed to make an annual grant of Rs. 12,000/- to the National Institute of Sciences of India, recently inaugurated by the Governor at Calcutta. A grant of Rs. 1,000/- annually is also being made by the Calcutta University.

NEW BROADCASTING STATION

The High Commissioner for India in London, Sir B. N. Mitra, has placed a contract with the Marconi Company for the erection of a twenty kilowatt broadcasting station at Delhi. The transmitter will be of advanced design, incorporating the most modern development in broadcasting technique and will be several times more powerful than any broadcasting station previously erected in India.

ALL-INDIA LIBRARY CONFERENCE

The 8th All-India Public Library Conference was held from the 24th Dec., at Madras, under the presidency of Kumar Munindra Dabe Roy Mahasai, President, Bengal Library Association. The chairman in the course of his address suggested that as a commemoration of the Silver Jubilee of His Majesty the King Emperor, the Local Bodies and the Government might establish a good public library in every municipal town, for it was a well known fact that His Majesty was greatly interested in the furtherance of the Library Movement.

BOOK REVIEWS

AN INDIAN IN WESTERN EUROPE
(Volumes I & II), by A. S. Panchapakesa Ayyar, M.A. (Oxon.), I. C. S., published by R. C. S. Maniam, Seshadripuram, Bangalore: Price Rs. 4/-

THE book under review contains the faithful record of the experiences of the author, Mr. A. S. P. Ayyar, M.A. (Oxon.), I. C. S.



is the urbane humour with which the author hits off the most exasperating experiences.

An idea of the author's early outlook on life can be gleaned from his statement "Born in an orthodox Brahmin family in an exclusively orthodox Brahmin village, I had been taught to regard egg-eating as a sin, smoking as a vice, wearing a tie and collar as dandyism, and hair-cutting and daily shave as un-Brahminical". "A foot-wear of any kind I had never worn". "Bread I had always eschewed religiously," etc. From this to Mr. Ayyar who to-day could speak with authority on most European cities, Oxford and London in particular, who could taste an egg in England "drowned in pepper and salt" for reasons of health, who could sport a tie and collar as well as anybody else, it is a far cry. Still, Mr. Ayyar had the adaptability and the sense of humour to live and learn without ceasing to be a Hindu in the best sense of the term.

His description of places and his acute observations on men and manners are worth reading. The style is easy and chaste. The volume containing 400 pages of delightful matter, though on the whole well got up, is still marred by few print errors, which we hope will be set right in a revised edition. We would commend it to any average Indian intending to go to England and to all who are interested in a genuine story, told in a delightful way.

SAHITYAMANJARI—Two Parts—Published by the Proprietors of Vayunandana Press, Kaval, Price Rs. 1-2-0 each.

These are two volumes of selections in Telugu Poetry and Prose intended for use in Forms IV and V. The selections have been carefully made. They are of a varied character and represent the work of the most famous of the classical Telugu Poets and Prose writers. A short sketch of the lives of the poets is also appended to each volume. The Text-book Committee has approved them and we recommend their use in High Schools. We wish to suggest that when the next edition is brought out a few notes may be added.

As one passes through the pages all of which contain something striking and interesting, one realises how it is the great ambition of an acute intellect that enabled Mr. Ayyar to cross the prohibited 'Black Waters' and face the ordeals of an 'alien' environment. What is more refreshing than the shrewd observation on men and matters in which the book abounds,

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.

RESOLUTIONS PASSED AT THE MADRAS PROVINCIAL EDUCATIONAL CONFERENCE, ANANTAPUR

1. This conference (a) disapproves of the attempts made now and then by the Government to effect piecemeal reform in respect of Elementary Education (b) considers the contemplated Elementary Education Act Amending Bill unsatisfactory, (c) urges on the Government the necessity for formulating *and putting into action* a comprehensive five year programme for the improvement and expansion of Elementary Education.

2. This conference urges on the teachers of South India the great necessity for strengthening the S. I. T. U. the provincial organisation of teachers, and appeals to all affiliated associations to raise their quota to the Silver Jubilee Fund so as to enable the union to command the necessary resources for carrying on its work.

3. This conference urges upon the Legislative Council and the authorities to recognise the principles underlying the S. I. T. U. service conditions bill and to take steps to place the same on the statute book.

4. This conference is of opinion that the time has come for the Government to ensure security of tenure of service of teachers in aided schools by introducing in the Educational rules a provision similar to the section obtaining in the Local Boards Act relating to the regulation of conditions of service such as fixing of scales, leave rules, appointment and dismissal.

5. This conference views with regret and disappointment the fact that the G. O. No. 4619 relating to scales of salaries of Teachers, in Board and Municipal Schools should have been given effect to, notwithstanding the resolutions of the S. I. T. U. in a special session held in

Madras on 24-11-34 and urges the Govt. to cancel the G. O. immediately and to reconsider at an early date the whole matter on the lines indicated by the S. I. T. U. resolutions.

6. This conference views with grave concern the practice of the managements of certain schools of making cuts in the salaries of teachers, and of keeping the salaries of teachers in arrears for months together and urges the Govt. to take steps to prevent such a highly detrimental practice.

7. This conference is gratified to learn that the experimental adoption of the Kannada language as medium of instruction in the schools of Mysore State has proved satisfactory and urges the teaching profession, the managements and the authorities to adopt the mother-tongue as the medium of instruction in all non-language subjects in schools.

8. This conference urges the formation of a Provincial Educational Managers' Association to consider among other things the working of the grant-in-aid Code and to urge on the Government the necessity for immediately liberalising its provisions.

V. VENKATA SUBBAYYA MEMORIAL

Pupils, past and present, as well as friends and admirers of the late lamented V. VENKATA SUBBAYYA (Pachaiyappa's College School, Madras) are requested to contribute handsomely for a suitable memorial perpetuating the meritorious services rendered by him as a great Headmaster, a brilliant Mathematician, and an eminent Scouter—a bust to inspire the onlooker, gold medals for proficiency in Mathematics and in Scouting, and a Hall for the use of Scouts, costing in all about Rs. 4000—, as determined upon by the Committee appointed for the purpose at the Public meeting held on the 19th November, 1934.

They are requested to send their contributions to Mr. M. Viraswamaiya, B.A., I.T., Asst. Master, Pachaiyappa's College School, or 39, Krishnappa Naick's Aghaharam, G. T. Madras.

K. VENKATASWAMI NAIDU,
President.

R. V. LAKSHMI RATAN JR.
P. V. RAJAMANNAR,
T. V. GANESAN,

Secretaries.

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. Teachers' co-operation will be invaluable.

This time we have the pleasure of answering the question not of a teacher but of a student. The question is as follows:—

Q. 13. If a student is disinterested in the lecture given in the class, will it not be better for him to leave the class and go and spend the time more profitably in the library?

Answer:—The question presupposes a deplorable condition in which the suggestion may sound reasonable. But as matters stand, students will do well to bear in mind a few things. The mere disinterest on the part of the student will not in itself indicate anything about the quality or worth of the lecture. Disinterest may be the result of either idleness or the desire to have an easy time at college or the lack of a genuine interest in studies or a kind of intellectual pride. The solution, if these be the cause of disinterest, is a correction of the wrong attitude on the part of the student himself. If, however, the disinterest is due to the poor quality of the lecture, then the student within the limits of propriety and with due courtesy to the class may adopt the suggested course of action. Such cases in our opinion are so rare that the golden rule of co-operation between the student and the teacher cannot be suspended. Again, let us remember that in a class the students' part is not to be a mere silent listener. If he has reasons to differ, he may ventilate his views with the permission of the teacher and all teachers will welcome such hearty and lively

co-operation in thinking together on the part of their students. If the teacher puts a limit to discussion it may be because, in his opinion, in the larger interest of the class, the discussion need not be continued at least in the class. The best teacher is one who suggests points of view from which to survey a problem and gives suitable references, thus provoking the students to think and be self-reliant. The trouble with most students is that they expect to be spoon-fed. They want everything to be given to them in neat little packets, which will save them from the trouble of reading, marking and inwardly digesting. No wonder, therefore, the best of lectures on the right lines leave such students disinterested. Further, let us also remember that in a class all are not equally clever and the teacher cannot afford to leave any section completely in the cold and talk over their heads. He is always concerned about bringing up the rear and, we think, it is courtesy on the part of the more clever ones on such occasions to put up with the weaker fellow-students. This much to draw the student's attention to the importance of intellectual co-operation in the class. Coming to the importance of the library, we cannot over-emphasise its place in the life of a student. The more the hours spent in the library the better. All that we would like to discourage is, the attempt to put forward the library to escape the class lectures. Each in its own place is so important that, in our opinion, they ought to be supplementary and complimentary to each other. Substituting the one for the other, except under very exceptional conditions, is not the right thing to do.

SPORT FOLIO

TENNIS IN INDIA

By OLYMPUS

ONE lesson that emerges from the Yugoslave Tennis team's tour through India is, that Indian tennis standard is deplorably low, in spite of our triumph at the recent Lucknow tourney where Messrs. Krishnaswamy and Brooke Edwards defeated the visitors. The visiting team's players have so far no place in the world ranking. Still, they were able to march through India victorious wherever they went. Those who witnessed India's best players go down before the best of the Yugoslave players were of opinion that the visitors were young and energetic and showed greater variety of strokes, better precision and control over the balls. Indian tennis compared with theirs is very slow.

If India is ever to come into world tennis a radical change is necessary. It is true the climate is against us. It is certainly more enervating than that of any Western country. Tennis cannot be played all through the year in most parts of the country. Most of India's best players have reached the peak of their perfection. The hope of the country depends on the younger and more vigorous youths. We need men who will combine the fine physique of the Punjabi and the brain of the Southerner. As the French Coach has said recently, India's promising young players need to be coached by experts. The best of amateur champions of the world have all had the advantage of good coaching, right early, from great professionals. In India, said the Frenchman, there is little or no coaching.

If the Tennis Federation could take it on hand and make it possible for the promising younger players to have the benefit of such coaching, there is no reason why India, in spite of many handicaps, should not carve

out for herself, in World Tennis, an honourable name even as Indian Hockey has done.

CRICKET

AT an emergent meeting of the Board of Control for Cricket in India, held recently, at New Delhi, Sir Sikandar Hayat Khan presiding, it was decided that the Maharaja of Patiala and Mr. R. E. Grant Govan, who would be visiting England, should be India's representatives at the Imperial Cricket Conference.

The meeting considered the provisional programme of the Indian Cricket team's visit to England in 1936, which is as under:

Three Test Matches. Seventeen vs. First Class Counties. One vs. M. C. C. Two vs. Universities (Oxford and Cambridge). One vs. Scotland. One vs. Ireland. One vs. Minor Counties and Two festival matches and two practice matches.

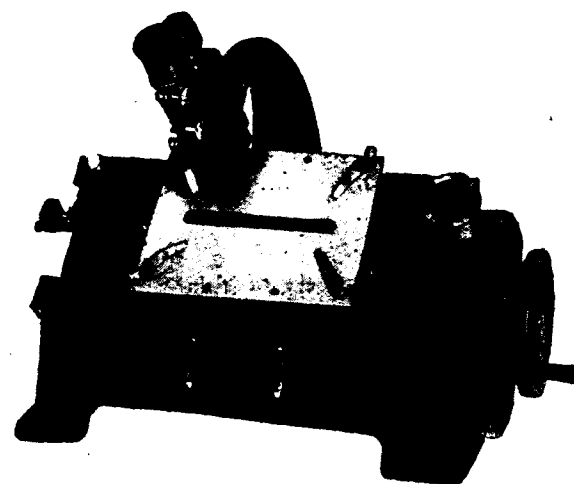
HOCKEY

AT a meeting of the Punjab Provincial Hockey Association, held recently under the presidentship of Mr. A. K. Muirhead, the question of sending an Indian hockey team to tour New Zealand in response to the invitation, received from that country was considered.

The Punjab Association's opinion was in favour of sending such a team. They have concurred with the A. I. Federation's decision that the final selection of players in any event should remain with the central body, and that there should be no question of any player being able to buy his position on the team, simply because he was willing and able to pay the necessary expenses.

The feeling in Bengal is that the I.H.F. should make an account of the money needed for the tour and ask every province to contribute, whether players are chosen from every province or not. Bengal will certainly contribute even if her players are not chosen.

PRECISION INSTRUMENTS



For Research and
Laboratory work
OF
Gaertner Scientific
Corporation, Chicago.

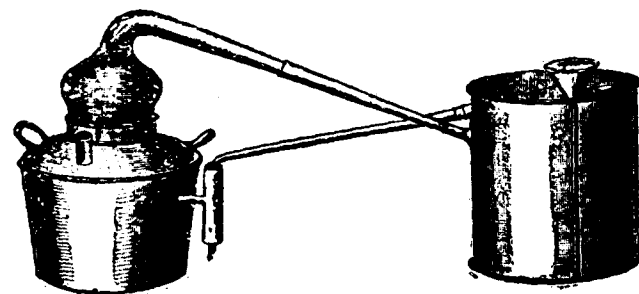
SOLE AGENTS FOR MADRAS

PRESIDENCY:

THE ANDHRA SCIENTIFIC CO.,
Masulipatam, (S. India).

Complete Laboratory Equipment

Standard
Glassware,
Pure Chemi-
cals,
Industrial
and
Research
Apparatus



All kinds of
Scientific
Instruments
Water and
Gas Taps
and
Fittings

FOR PARTICULARS APPLY TO:

The Andhra Scientific Company,

Direct Importers and Manufacturers,

MASULIPATAM (S. India)

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.

Teachers advise
EVERY STUDENT TO USE
AMRUTANJAN
for all aches and pains
Why not you?



Amrutanjan Depot,
Madras Bombay Calcutta

The Indian Library Journal
BEZWADA
The official organ of the All India Public Library Association. Expounds the various phases of Library Science, and the Library Movement in India. Annual Subscription Rs. 3.
Apply to: I. VENKATA RAMANAYYA, Manager.

Sadhana Aushadhalaya, Dacca (Bengal)
ADHYAKSHA : Jogee Chandra Ghose, AYURVEDA-SASTRI, M.A., F.G.S. (LONDON)
Formerly Professor of Chemistry, Dacca College.

Branches:— Calcutta, Chittagong, Patna, Patuli, Manikganj, Dinajpur, Bogra, Tinsukia, Lahore, Burdwan.

Guaranteed absolutely. Pure and Genuine Medicines, prepared strictly according to the Ayurvedic Sastras. Catalogues free on application.

On describing the nature of diseases, prescriptions are given gratis with great care.

Makaradwaj (Pure with Gold)
Rs. 4 per tola.

A wonderful specific for all diseases. It regulates the nerve, bile and phlegm, increases vitality, mental and physical vigour and tones up the system.

A wonderful infallible medicine for Syphilis, Mercurial Poisoning, Gonorrhoea, Urinary troubles and all sorts of blood impurities. Rs. 2/12/- per seer.

Sukra Sanjiban
A very powerful and effective medicine for the restoration of lost vitality and energy. It immediately puts into you all the vigour that every man should have Rs. 16 per seer.

Abala Bandhab Jog
A great remedy for all female diseases, as leucorrhoea, pain in the waist, back or womb, irregular monthly courses, sterility etc.
16 doses Rs. 2/-, 50 doses Rs. 5.

EFFICIENCY AND ECONOMY
ARE THE WATCH-WORDS OF THE
ANDHRA INSURANCE CO., Ltd.,
Masulipatam

OFFERS MOST UP-TO-DATE AND ATTRACTIVE SCHEMES WITH LIBERAL
POLICY CONDITIONS

Prompt Settlement of Claims-Permanent Disability Benefit
2½% Rebate on annual Payments

ARE SOME OF OUR SPECIAL FEATURES
FOR SAFETY AND SECURITY OF YOUR HARD EARNED SAVINGS
INSURE WITH US

WANTED AGENTS
IN UNREPRESENTED
AREAS

Apply to:—

Y. MANGAYYA, B.A., B.L.,
SECRETARY.

THE INDIAN LADIES' MAGAZINE

Published once in two months

Editor: KAMALA SATTHIANADHAN, M. A.

CONTAINS MANY
Valuable Articles and Illustrations

ANNUAL SUBSCRIPTION

Inland
Rs. 3-8-0

Foreign
Rs. 4-0-0

Apply to: **The Editor:** MACNIWAL ROAD, CHETPUT,
MADRAS.

PRINTED AND PUBLISHED BY M. SESHACHALAM, B.A., AT THE HINDU PRESS, MASULIPATAM.

EDUCATIONAL INDIA

VACCINATIONS
p. 307

GOVT. OF INDIA CIRCULAR
p. 309

HEALTH OF CHILDREN
p. 310

Agriculture and Education: By Mr. S. V. Ramamurty, I.C.S.
Reaction against Intellectualism: ... By Mr. P. T. Raju
University Standards: ... By Mr. P. R. Srinivasan
Pedagogics of Regional Geography: By Mr. P. Venkata Rao
Industrial Back-Bone of Germany: By Mr. P. Bhagavanta Rao
Survey of Education: ... By Sir George Anderson

FOR DETAILED CONTENTS AND SPECIAL FEATURES SEE INSIDE

*"Elephant Brand papers are
the best"*

Made by

THE HINDU PRESS, MASULIPATAM

Makers of High Class Papers

Detailed Contents for February, 1935

	PAGE		PAGE
AGRICULTURE AND EDUCATION		All India Library Conference	313
By S. V. RAMAMURTY, Esq., I.C.S. ...	287	Elementary Education in Calcutta	313
THE REACTION AGAINST INTEL- LECTUALISM		Training in Librarianship	313
By MR. P. T. RAJU, M. A., SASTRY. ...	291	Foundation Day Celebration of Calcutta University	313
UNIVERSITY STANDARDS		Calcutta Medical College Centenary Golden Jubilee of Sir J. C. Bose's Professorship	314
By MR. P. R. SRINIVASAN, B. A., (HONS.) ...	294	Agricultural Research	314
PEDAGOGICS OF REGIONAL GEOGRAPHY		Grants-in-Aid: Karachi Corporation	314
By MR. P. VENKATA RAO, M.A., L.T. ...	297	Bombay University	314
THE INDUSTRIAL BACK-BONE OF GERMANY		Naini Institute's Broadcasting	314
By MR. P. BHAGAVANTA RAO, M.A., (COM.) ...	301	Female Education	315
A SURVEY OF EDUCATION IN INDIA		Protest Against Arrears of Salary	315
By SIR GEORGE ANDERSON. ...	304	Patna University	315
EDITORIALS		Conference of Inspecting officers	315
Examinations ...	307	Development of Broadcasting	315
Government of India Circular: Edu- cational Reconstruction ...	309	Medium of Instruction	315
The Babu Pannalal P. Jain High School, Bombay. ...	310	PUBLIC OPINION	
Health of School Children ...	310	Principal Seshadri on 'What is wrong with our Teachers?' ...	316
PERSONAL NOTES ...	311	Mysore D. P. I. on Village Re- construction. ...	316
THROUGH DIFFERENT PROVINCES		Prof. Venkatarangaiya on Mass Education ...	317
Educational Reconstruction ...	312	Dr. Cousins on the Place of Reli- gion in Education ...	317
Inter-Provincial Board for European Schools ...	312	Dr. Gopalaswami on Educational Reform ...	317
Grant to Science Association ...	312	Mr. L. B. Bhopatkar on Physical Culture ...	317
Madras University Information Bureau	312	Mr. H. B. Gundappa on Rural Education ...	317
Archaeological Society Formed ...	312	OUR WOMEN'S PAGE ...	317
The Bill to amend the Elementary Education Act ...	313	HERE AND THERE ...	32
Broadcasting ...	313	BOOK REVIEWS ...	32
Sugarcane Research: Madras University ...	313	THE EDITOR ANSWERS ...	32
		SPORT FOLIO ...	32
		CORRESPONDENCE ...	32

Vol. I: No. 8

February, 1935

EDUCATIONAL INDIA

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

EDITED BY M. VENKATARANGAIYA



EDITORIAL BOARD

M. VENKATARANGAIYA, C. SWAMIKANNU PAUL,
M. SESHACHALAM, C. B. KRISHNASASTRY,
D. NITYANANDA SASTRY.

The Educational India Office
MASULIPATAM (S. India)

INLAND
Rs. 3-8-0

Single Copy As 6

FOREIGN
Rs. 5-0-0

SOME 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.

—*The Madras Mail*,
11th August, 1934.

"The articles are on varied and important subjects and the subjects dealt with sufficiently comprehensive. The features 'Through Different Provinces' and 'Public Opinion' are indeed widely representative and informative."

—*The Maharatta*,
12th August, 1934.

"EDUCATIONAL INDIA is...of vital importance to educationists.....Indian educational problems receive adequate consideration in it. ...such a magazine in the hands of teachers can truly be an effective means of aiding them in their noble work of teaching."

—*The Rangoon Daily News*,
25th August, 1934.

".....No less a gentleman than Professor M. Venkatarangaiya is its Editor.Numerous items of interest make this journal a success. We wish it god-speed."

—*The Mysore Economic Journal*,
14th November, 1934.

".....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.

"Judging from the first three issues before us, *Educational India* promises to be of real service to the education of India. The sections 'Through Different Provinces,' 'Public Opinion' and 'Here and There' give it an All-India orientation. 'The Editor Answers' is a section of great practical value to teachers."

—*The South Indian Teacher*,
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.

AGRICULTURE AND EDUCATION

By S. V. RAMAMURTY, Esq., I. C. S.,

Director of Agriculture, Madras.

BOTH agriculture and education are subjects which touch us closely. Ten per cent of the people of this Province are educated, but several of them are beginning to feel that education has fitted them not more but less to life. Ninety per cent of the people are illiterate. They need to be educated if the example of practically all other civilized countries shows it rightly that it is an advantage if the whole mass of the people is literate and accustomed to consider new ideas. Eighty per cent of the people live on agriculture. Yet the complaint is all around us that agriculture has ceased to pay. Under a similar strain on agriculture, courageous attempts are being made to protect agriculture even in the industrial countries of Europe. In South India, we have plenty of sunlight, a climate suited to varied cropping, two ripening seasons, a considerable supply of water with two monsoons and withal, an intelligent and industrious population. Yet agriculture in South India is languishing and intelligence is unemployed. I suggest that to help both agriculture and education, an adjustment is required between the needs of agriculture and the opportunities of education.

Agriculture is no longer a body of traditional knowledge inherited from our grandfathers. The dominant factor in shaping man's thought and action is now Science. For three centuries, Science has been applied primarily to manufacturing industry, because such was the need of Europe where Science was born and has flourished. It is only during the one century that Science has been applied to agriculture in Europe when the food and raw materials of other continents were insufficient or unavailable for Europe.

So far as India, and particularly Madras, are concerned, agriculture began to receive the benefit of science only some two decades back. I remember attending, when I was an Assistant Collector, a lecture by Mr. Chadwick, I. C. S., as Director of Agriculture when his two main lines of propaganda related to the planting of single seedlings in paddy and the use of daincha as green manure. In these twenty years, the research staff of the Agricultural Department has gone far beyond. For rice, sugarcane, cotton, cholam, ragi, groundnut—we have improved seed suited almost to any tract. Other crops like plantains, tobacco, chillies, potatoes, fruit in general are receiving attention. Considerable amount of research work has been done. Its quality is, I think, as high as any elsewhere in the world, but it lacks prestige because people do not adopt its results. A reservoir with channels leading to fields is blessed by the people. A reservoir which lacks such channels is more or less ignored. Why is the research work in Agricultural science in India like a reservoir without channels.

I suggest two reasons. One is that the large mass of our men who depend on agriculture are illiterate and the other is that our educated men do not turn their attention to agriculture. Illiterate men who can utilize agricultural science have not the facilities to learn its teachings easily while educated men who can easily learn agricultural science do not care to utilize it. The result is that both the agriculturists and educated men are suffering.

It seems to me a mistake to suppose that in agriculture we need to deal only with soil, seed, season, implements and pests. The primary factor of importance

in agriculture is man. It is just man whom we have neglected. It is true to say that the missing link in agriculture is man because all the work that has been done in improvement of soil, seed and the rest has been comparatively ineffective through the improvement of man in relation to agriculture being neglected. The removal of illiteracy and the fitting of educated men to agriculture is, I feel, an agricultural problem.

Not only do we miss the benefits of improved agriculture in the present but we miss also the rich potentialities of the future. I do not believe that agricultural science can attain its highest development in the cold countries of Europe. England has discovered control over soil through the use of chemical manures. Germany has discovered control over seed through the discovery of Mendel's laws. Russia is developing control over season in relation to seed through the discovery of the method of vernalization. Yet in those countries, and to a less extent in northern India, a portion of the year plant life comes almost to a standstill. Even at the best of times, the riches of sunlight is but inadequately available. There is intelligence in India no less than in Europe. Considering the resources of nature and of man, it seems to me that Southern India is almost ideally suited for the development of agricultural science. And if the future is to witness an agricultural revolution comparable with the Industrial revolution of England, I feel it would be most aptly located in South India. The position thus is that agriculture needs literate masses and educated leaders, that education in India needs to a large extent, the avenues of agriculture and that the present has opportunities and the future has potentialities for a fruitful co-operation between the two. How can this co-operation be attained?

During my recent tour in Europe, I found that there was an enormous release of human energy in some of the recently

developed countries and I diagnosed it as due largely to the removal of illiteracy. It seems to me that the removal of illiteracy is the primary problem in agricultural as indeed in all other economic development in India. Yet considering how primary education has been progressing in this country, the time required to attain complete literacy seems almost astronomical in magnitude. We are poor because we are illiterate, we are illiterate because we are poor. Is there no way of cutting this vicious circle? I make a drastic suggestion. It is worth consideration because no alternative not so drastic offers itself.

In many civilised countries, the right of the State to a year or more of the life of its citizens for purposes of defence of the State is recognised. During that period, the State gives food and lodging but no other remuneration for the services of the conscripted citizens. In Germany, the right of the State to the labour of its citizens in order to reclaim waste land is asserted by the present Government. This is one of the reasons for the rule that all young men who wish to join a University should work for 6 months in a State agricultural camp and a young woman for 3 months.

In India, defence has been fully arranged for at the expense of the State and with the help of England. Our problem of reclaiming swampy or barren land is much less pressing than our problem of reclaiming illiterate people. Human reclamation is our main need as against land reclamation in Germany. I suggest then that conscription of the services of its citizens may be utilised by Madras to remove illiteracy.

Every young man of the age, say of 18 to 25, may be given the obligation of serving the State in the war against illiteracy. Even without legislation, such a conscription can be introduced in the case of would be University graduates, if the University insisted on, say, six months' work in

the removal of illiteracy before a degree is given. The work to be allotted to each conscript (or would be graduate) requires to be organised. The cost of the teacher is the cost of board and lodging for the conscript. Possibly this may be arranged in villages with little expense to the State through Village Panchayats.

This method of intellectual conscription will tackle only a portion of illiteracy in the province. To tackle the rest, I suggest that the educated men who are unemployed may be used. The least that an educated man can do is to make people literate. We have, on the one hand, illiterate people for want of people to teach them and on the other hand, people who can teach them but are not enabled to do so. These two groups may be brought together and two problems solved at the same time. These educated men have to be paid more than the board and lodging which will suffice for a year or so in the case of conscripts. They may be paid something between famine wages and normal wages for a teacher, so that on the one hand they may not scamp work and on the other the previous rate of supply to the educated group may be lowered so as ultimately to wipe out the excess of unemployed men. To pay these men, an Education Fund may be created. Money is cheap now. Just as ryots are advised to borrow money for land reclamation and improvement in the belief that from increased profits of the future they can pay back the debt, so too the community may borrow money for human reclamation in the belief that will repay the debt from increased income of the community. The money borrowed to carry on the campaign against illiteracy may be arranged to be repaid in the course of, say, 40 years, interest being paid and a sinking fund provided.

If Madras is able to remove illiteracy—first of its children and then of its adults—there will be a release of human energy which will lead to development of the

province in all directions including the economic. Immediately, a remedy will have been found for educated unemployment which, if left alone for some time longer, will grow to serious dimensions.

You may ask me to whom do I make this suggestion. My reply is that I make it to the educated public. I believe that if a census is taken among educated men in this Province, the majority would be in favour of a scheme of intellectual conscription because it would ultimately raise the economic position of the whole community and immediately help to solve the unemployment among educated men. It is the educated public that supplies the leaders who will in the coming years have the right and the obligation of solving the problems of the Province. If thought be stimulated on possible ways of meeting our pressing difficulties, it will help in finding effective solutions.

My suggestion as regards how to utilize educated men in improving agriculture is comparatively less drastic. During some of my tours, it has been represented to me by leading agriculturists that young men who leave their village for a High School education not only are not succeeding in obtaining professional employment in towns, but are unfit, when they return to the village, to carry on agriculture, as they would have done but for that education. At the request of some of them, I have had a syllabus for agriculture under Group C of the S.S.L.C. course drawn up of a more practical type than formerly prescribed. This is under the consideration of the S.S.L.C. Board. I understand that there are at present only 3 High Schools in the Presidency—at Aska, Pithapur and Gooty—which have provided for agriculture under Group C of the S.S.L.C. course and that the District Board of Tinnevely has decided to introduce and that of Kistna is about to introduce agriculture in one or two High Schools each.

In this connection, I may refer to the valuable report of the Unemployment Committee of 1927, which recommended that

"the principal remedy for the present unemployment should be the diversion of the educated middle classes, especially those who own land, to agriculture",

that "larger facilities should be given for education for a practical career and especially for agriculture",

and that "the Secondary School Course should be recognised when necessary to suit the requirements of agricultural and technical and industrial schools and higher technological institutions."

About 18,000 boys appeared for the S.S.L.C. last year and about 7,000 appeared for the Intermediate examination of the three Universities in this Presidency. About 6,500 were declared eligible for the S. S. L. C. out of 18,000 who appeared. The Unemployment Committee of 1927 calculated in Chapter II of its report that roughly 7,000 educated men were absorbed each year in the professions including Government service. They may be less now, perhaps 6,000. From these figures it will be seen that—

(1) two out of every three boys who go up for the S. S. L. C. do not get the professional employment which they all aspire to,

and (2) while one out of every three who go up for the S.S.L.C. alone goes in for a University course, all the three are subjected to an S. S. L. C. course designed as a step towards a University Course.

Knowing these facts to be true year after year, it is a waste of energy to allow 2 out of every 3 boys now going up for S. S. L. C. to undergo a course through which they get no access to a professional life and which is not suited for any other life. The only alternatives to a professional career are careers in agriculture and industry. Whether these pay as much as a professional career is irrelevant when we consider them only for young men who do not obtain a professional career. If, therefore,

the course in a Secondary School is so organised that, while a boy is enabled to go to a University, if he can or get a professional career, if he can, he is also helped towards a career in agriculture or industry or is at least not unfitted for such careers, the present waste will be avoided. Agriculture has developed as a science. It has both a cultural and a practical value. (The same may be said of industrial mechanics). A boy who studies agriculture (or industrial mechanics) is no less culturally benefited than one who studies physics or chemistry or algebra and geometry in the S. S. L. C. course. The only disadvantage in the former is that the large majority of the University students do not take agriculture as a subject but physics, chemistry, mathematics etc., and that a specialised course in the High School in such subjects under Group C helps more than one in agriculture. But this is true only for one out of three students in a High School. It is not true for the remaining two who may either—

(1) obtain a professional career,

or (2) be obliged to obtain another career which can be only agricultural or industrial.

If (1), agriculture under Group C fits a man for subordinate professional employment no less than physics or chemistry or algebra.

If (2), agriculture or industrial mechanics will help him to earn a livelihood or will at least not unfit him to do so as a purely academic training is found in practice to do.

The one boy who takes agriculture or industrial mechanics and goes on to the University will have to take a little more trouble than otherwise over the physics, chemistry etc., which he may take up at the University. This trouble can be mitigated by making some provision for courses other than agriculture or industrial mechanics, for, a fraction of the boys in a

High School. It ought not to impose an unsuitable course over twice the number. Roughly, I think, a course in agriculture should be provided for 50% of the boys in High Schools, one in industrial mechanics for 30% and one in other subjects for 20%. In big rural schools, besides agriculture other courses may also be provided. So too in big urban schools, besides a course in industrial mechanics. In the same town, High Schools may take different subjects.

I suggest this reorganisation of High School education so as to provide a course in agriculture for about 50% of the boys, because agriculture needs intelligence and leadership and one strong reason for the slow spread of agricultural improvements in villages is the draining away of intelligence from the villages. If young men who leave villages for a High School education are not unfitted to return to their village when they do not get a professional or industrial

career, then roughly half of the educated young men will, under present conditions, go back to the land. This will be an enormous gain to agriculture and thereby to the whole community in an agricultural Province like Madras. Under my proposal, there is no less scope for cultural education than now but there is much more scope than now for useful education of a type the country needs.

I have thus made two suggestions to help agriculture by readjusting education to it. Under the first, present unemployment among educated men will be mitigated. Under the second, future unemployment among such men will be avoided. Unemployment is a test of education being fitted or misfitted to life. My suggestions then to adjust agriculture and education tend to solve primary difficulties of both. I venture to commend them to you, if not as solutions, as stimuli to your own finding of solutions.

THE REACTION AGAINST INTELLECTUALISM

By Mr. P. T. RAJU, M.A., SASTRI,

Lecturer, Department of Philosophy, Andhra University.

"ONE of the essential characteristics of contemporary thought," says Professor Aliotta of the Royal University of Padua, "is undoubtedly the reaction from intellectualism in all its forms." The insinuating remark of Hegel that the philosopher who speaks of "immediate insight" or "intuition," assumes prophetic airs, pretends "to be of a different species from other men and is trampling the roots of humanity under foot," did not have much effect on the philosophical public of even Germany, for immediately after his death, Schopenhauer, his hated rival and an advocate of intellectual intuition, gained recognition. But the reaction from Hegelian intellectualism has often been one-sided. If the intellect did not satisfy, philosophers turned to will for the solution of their

problems. And where will too did not do, feeling was resorted to. Thus the philosophy of Schopenhauer, the intuitionism of Bergson and his followers, and the pragmatism of James and his adherents, lay emphasis on will, and are all found wanting. The philosophies of Schleiermacher and some others stress upon feeling and faith, but the result has been such theories like the "magic idealism" of Novalis, which hardly deserves the name of philosophy. The true correction of intellectualism lies, not in abandoning it for another equally partial truth, but in supplementing it with what is left out.

The work of Dr. James H. Cousins, *A Study in Synthesis*,* is an attempt at

* Published by Ganesh & Co., Madras. PP. X+503. Price Rs. 3/-, S. 5/-.

such a correction. "This book," the author says, "summarises a life-time of thought, research and experience." It therefore expresses the mature views of one of the great thinkers and poets of our time. "The aim of writing the book is not the promulgation of compulsory principles..... but the putting into effect of a *technique* of life which can be led up through an education so framed as to be a progressive liberation of human capacity into the harmonious satisfaction of organised realisation" (p. 21). For this purpose a clear view of the "nature of the human unit" is necessary. The human unit is rooted in the cosmos, and the point of contact between the two is intuition, through which the former feels the push and pressure of the latter.

The word "intuition" is of course an omnibus expression which means for Kant mere sensibility, for Bergson a kind of conscious will, for the mystics a peculiar experience of one-ness with god, and for some others a sort of aesthetic consciousness. For Dr. Cousins it means the *buddhi* of Indian philosophy. "A few moments observation of any process of our conscious life will bring the realisation that these fundamental capacities are doing, feeling, and thinking; and that they are coordinated by a still deeper capacity (a distillation of life's experience) which makes the final response to external experience, and also gives the first impulse and characterisation to new action. Modern psychology, recognising the spontaneity, immediacy, inclusiveness and confidence of this inner power has called it the intuition. Oriental psychology has recognised it for at least two thousand years as the *buddhi*." (p. 23) It would have been better, had the system from which the word 'buddhi' in this meaning was taken, been mentioned. For the word does not mean the same in all. However, Dr. Cousins' meaning is clear.

Through this intuition, "which is the true individual, we attain our individual way of just seeing and feeling the total push

and pressure of the Cosmos." It is the basis of our cognition, emotion and action. "Through thought and feeling, intuition may be given occasion for action. But the cognitive and emotional capacities are media only, not originators. They are the two phases of consciousness; but consciousness is moved by the invisible hand of the super-conscious intuition". (p. 24.). These four capacities operate.....in both an inward and outward direction; and the direction sets up a characteristic distinction within each particular capacity, and thus constitutes an octave of human endowment". (p. 81). Thus we get through intuition illumination and inspiration, through cognition philosophy and science, through emotion religion and art, and through action organisation and execution. Each of the factors is acted upon by the rest and gives rise to octave within octave. We thus get the different forms of art, religion, etc. In a review like this, it is not easy to summarise the process elaborated in the work. But the elaboration is very interesting. Numerous diagrams are given to help the reader's understanding. And the mild humour that runs through most of the author's criticisms of one-sided views makes reading the book a pleasure.

Dr. Cousins' view of the nature of the highest education is given as follows: "To effect the expansion upwards and inwards towards the larger Life, there is required the development of all the other power of the individual to their fullest extent, in order that they may respond with increasing efficiency to the creative impulse from the inner entity, and by so responding send back to the inner entity experience that will be sublimated into increasing illumination. This is education in the highest." (P. 55) Up till very recently the need for the development of the intellect has been over-emphasised. And this is due to a one-sided, and therefore a wrong understanding of human nature. Intuition, through which alone man feels his oneness with the universe, through which he obtains illumination, and the inspiration to do the right

thing at the right moment, is absolutely ignored. As the foundation of the different aspects of our conscious life, its verdicts are never one-sided. Intellect is by nature partial. It takes an abstraction of the whole truth and reifies it, and gives such false views of things as that of the conception of man by the earlier economists. To these man is only an acquisitive and therefore a selfish animal. But the industrial competition, the callous, the slow, and the so-called peaceful, methods of starving out nations by economic exploitation, the consequent unrest, wars, and chaos are, from one point of view, the contradiction of such a conception, and, from another, the Nemesis that visits upon its adherents.

The present unrest in the Western civilisation is due to its over-intellectualism. In every branch of it, the old order is crumbling because it has been based upon a partial view of things. But no basis for a new order is discovered, because intellect is unable to find a stable one. The state of affairs is ultimately due to the lack of an intuitive grasp of the situation. Had man been trained to have the right insight, instead merely analytical skill, the apprehension of the downfall of the present civilisation, the fear of losing the foothold on which the present society stands, would have been already overcome. Experiments for a new organisation of society may be made with increasing rapidity until the experimentors stumble upon a new principle that may give them and their society a brief rest. Yet until the intuitive grasp of man's nature and his relation to society and the cosmos is gained and made foundational, doubt and apprehension, uncertainty and instability will never vanish.

But the development of such an insight is easy, because it is the perfection and completion of different parts of our conscious life which meet in it. Hence the need of the cultivation not only of thought, but also of emotion and feeling. Intuition is a harmonious blending of all these. It is only a way of saying that it is a blending, as if it is brought into existence when these are mixed up. It is everlastingly present as their foundation. Hence the demur of Dr. Cousins to use the word 'synthesis'. "The process of synthesis has been carried over from the intellectual phase of modern life to the commercial, and connotes the combining of separated ingredients into an artificial entity. In the separation life is dissipated; and no mechanical association can restore it..... Synthesis is primordial, essential, integral. It is not a condition to be attained; it is a fact of life to be realised and acted upon" (p. vii). Yet for want of a true alternative the word has to be retained.

If the student is to have such an insight, he must be trained not only to think, but to feel and act. Dr. Cousins makes a strong plea in favour of such an education in the last chapter, "The Educational Synthesis." This is the most important chapter in the book, for the very aim of the author in writing it is to provide a technique of life, not the promulgation of principles. At the end of the work Dr. Cousins gives "A Charter of Education," in which he presents the idea of a World-University, the object of which is to impart to its students a synthetic outlook. If the aim of every inhabitant of the earth is to contribute towards the peace and welfare of the world, the idea of Dr. Cousins is well worth consideration by the League of Nations.

"A completely mechanised society would be a servile state in which all spiritual and intellectual life would be strangled." —Dean Inge.

"I would teach history not as the national history of a country but as the universal history of the human race." —Joad.

UNIVERSITY STANDARDS

By Mr. P. R. SRINIVASAN, B. A. (Hons.),

Lecturer in English, A. C. College, Guntur.

THERE are unmistakable indications," observes the report on Education of the Indian Statutory Commission 'that the standards in some of the Universities are not satisfactory.' It is an admitted fact that our University standards have fallen, fallen deeply low. Notes of warning have been sounded by eminent educationists and cries of alarm have been raised by University teachers from different quarters. The student of the present day, it is said, cannot compare favourably with the student of an older generation. One of the problems confronting Universities in India to-day is the problem of raising the University standards.

The causes of this general deterioration of the quality of University education are not far to seek. The Auxiliary Committee of the Indian Statutory Commission laid its finger on the real cause when it said "The over-crowding 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." An educationist of standing says that out of the total number of students who enter the portals of the university, less than a fourth are able to reach the goal of university degree. This over-crowding, is, of course, chiefly due to the 'insistence on a university degree by Government and other employers as a passport to service.' This over-crowding has affected the standards of University education in two ways.

In the first place, individual attention has become impossible and mass-lecturing has become the chief feature of university education. Secondly, it has led to the influx into colleges of men, who are actuated solely by material considerations and who have no taste for higher studies, affected

very much the atmosphere of colleges. Mr. Ernest Barker in his account of the British Universities* points out that a large influx of students is prejudicial to the best interests of universities and bound to have very bad reactions on their standards. He says, "Those who know our universities best are haunted by the fear that a democratic enthusiasm may result in an attempt to increase the quantity of education at the expense of its quality. Too many students may be forced into the Universities with a consequent lowering of their standards." The writer on the problems of the German University in the same book also dwells on the repercussions of over-crowding on the quality of work. He says, "Owing to the masses of students coming up, the personal contact between them and their teachers is reduced to a minimum. The standard of academic teaching is in danger. The professor is compelled in his lectures to adapt himself to the capacities of the students and the professional and practical direction of their interests." This is more or less true of India also. The increase of the quantity of university education has involved the sacrifice of quality.

The unemployment of graduates is another factor which has affected the quality of university education. In spite of depression and unemployment, many of our young men still drift into Colleges but they do not have that enthusiasm and earnestness which must have characterised students of an older generation. Unemployment has made even students, of average capacities rather indifferent and unenthusiastic. It has given rise to a feeling of pessimism and even cynicism which are not calculated to create the true academic atmosphere. The attitude of students to work must have

* See his "University in a Changing World."

been different when they had good careers awaiting them and when they could all hope to enter some profession or other.

The classes in the Colleges to-day thus consist of students, either unfit for higher studies, or disinclined to apply themselves to their work seriously. There is no evidence of a real desire on the part of the majority of students to work up to high standards. Therefore, co-operation on the part of students without which no real work is possible, is wanting. The Examination system, which dominates university education in India, is also now co-operating with the other forces, tending to bring down university standards. Under this system, real, honest, first-class work is not necessary for getting the degree and the temptation for students to depend more on rote and summaries is very great. The evils of this system are felt to-day more than at any other time. The system has made the position of the teacher very difficult and forced him to acquiesce in a low standard. The teacher may want the students to read a number of books on the subject he teaches but the students know that they can pass the examination by reading some 'notes.' It may be said that nothing prevents him from being strict and having his own standards. We must remember that in all these matters, one individual by himself, one College by itself, not even one university by itself, can achieve much. The report of the Auxiliary Committee says—'A University which attempts to raise its standards single-handed is in danger of finding its numbers depleted.'

Some may feel that I have painted a rather unduly gloomy picture of conditions in our Colleges. I may here say that even the Principal of the Premier College in the City of Madras had the same story to relate in his report. Referring to the attempts of the English department to raise the standard of work, he said that they were not successful because the students were not inclined to use the study of English as a real instrument of education.

What are the measures that must be taken for raising university standards? The first evil to be combated is overcrowding. The report on Education of the Indian Statutory Commission suggested that, with a view to lighten the pressure on the Universities and Colleges, the Government should abandon the requirement of a degree for clerical appointments for which such a high qualification was not necessary. If this recommendation is accepted, then certainly those who flock to colleges simply to qualify themselves for such posts will drop out. The Universities, however, will always continue to be the portals through which individuals can enter the higher services. Therefore there is the danger that persons, with plenty of means but with no real aptitude or capacity for higher work, might try to enter the universities with a view to qualify themselves for higher appointments. It is not in the interests of the university that it should keep its doors open to such persons. It is therefore essential that the university must devise ways and means of selecting the best students. 'The process of admission to the university ought to be,' as E. Barker puts it, 'a process which ensures *la carrière ouverte aux talents*, wherever, and in whatever rank of society, talents are to be found.' The students entering the university must represent 'the spring of the year, and the best intellectual promise of the nation.'

If the admission to the universities is restricted to deserving and promising students, then it will become easier to find a solution for the problem of the unemployment of graduates. It will also become easier for graduates to find employment. The demoralisation and the other evils resulting from unemployment will gradually disappear. The students will realise they have a future before them and will evince a real interest in their work and aim at high standards.

The system of teaching also must be changed or modified if the standards are to be raised. 'The system of mass study

according to one individual, is incompatible with the idea of the university. It is necessary that something like a real tutorial system must be introduced in all colleges. University education will become more real and effective if the English Tutorial system which has been producing such satisfactory results is introduced in Indian Colleges with necessary modifications or if the ancient Gurukula system is revived in a modern form. A good part of the work in the colleges must be done in libraries and laboratories, under the guidance and supervision of tutors. There must be close contact between teachers and students and the students must be trained to work for themselves and find out things for themselves.

The introduction of the tutorial system will render necessary the appointment of more lecturers and tutors and will involve more expenditure on libraries and laboratories. The Sadler Commission Report lays great stress upon the maintenance of a due proportion between teachers and students in a College and suggests that for every twelve students there should be one teacher. If there are to be close contacts between the students and staff, it is necessary that the strength of a College must be limited. According to the Lindsay Commission Report, 'the number of students that can live together in a real community, sharing that life with their teachers, is, about 250 or at most 300. "In a college of that size" observes the Report, "it should be possible for students and staff to maintain the relationship of friends, companions, guides, and so to preserve the fine old Indian ideal of the guru and his chelas." In the interests of better education therefore, it is desirable that there should be more Colleges with fewer students and more lecturers and tutors.

No system however excellent, no machinery however efficient, can do any real good, unless there are competent men to work them. The university teachers, if they are to inspire their students with a passion for knowledge must themselves be

good scholars, engaged in doing research and original work. A teacher who has got good original work to his credit will certainly be able to make a great impression on his students. The Lindsay Commission Report rightly observes, "Every one knows the difference that there is in being taught by men who are themselves discovering and finding out what they teach from being taught by those who are only imparting second-hand knowledge. The teaching in the College as a whole ought to have those higher standards which come spontaneously in an institution where the teachers are finding out as well as imparting." The teacher, however, must have more leisure and must be provided with all the necessary facilities, if he is to do original or research work.

All these suggestions bring us sharply against the question of finance. Most of the Colleges in India depend for their very existence on fee-income. The dependence of College finance upon fee-income is a very serious obstacle in the way of reform. Proposals which will involve a reduction of fee-income are therefore bound to meet with opposition and proposals which involve additional expenditure are not likely to commend themselves as feasible. In order that Colleges may become independent of fee-income, it is necessary that public-spirited and philanthropic men must come forward with donations and gifts. Private generosity has played and plays a very great part in the development and progress of British universities. Ernest Barker says, "We do not do justice, however, to the extent of private generosity, if we confine our attention to the part which it plays in providing annual income. We have also to take into account the amount of capital gifts. It is not the state grant, but the private benefactor, the voluntary donations made in answer to appeals, and the grants of charitable and educational trusts, which explain the expansion of the laboratories, the lecture halls, and the general accomoda-

Continued on next page

Pedagogics of Regional Geography

By Mr. P. VENKATA RAO, M. A., L. T.,

Head Master, Govt. Training School, Bimlipatam.

THE Government Secondary Training School at Bimlipatam allotted three periods of 50 minutes each in a week to class teaching in Geography in 1933-'34. During the present school year, 80 minutes are allotted for class instruction in the fore-noons and 70 minutes for individual learning according to the modified Dalton Plan in the after-noons. The duration of a unit of work in Geography is 70/5 or 14 minutes. Nearly three assignments are monopolised by regional geography. It is rather difficult business to make training students in the Elementary Grade understand regional geography, as more than 80 percent of them come from Higher Elementary Schools where this subject is totally neglected. Some pupil teachers are very sceptical about the utility of this branch of geography in their respective elementary schools to which they would revert after the completion of their training. They do some practical work and written work in their free study hours in geography. Naturally they think that what is very difficult for them to understand even after such work cannot, at all, be made easy to little children. Some educationists also are of opinion that world geography has no place in classes IV and V. Class teaching, according to the modified Dalton Plan, is laying special stress on the pedagogics of regional geography.

Continued from preceding page

tion of British universities." Public contributions alone can enable the Colleges in India to forge ahead along the right lines. Let us hope that in the years to come there will be greater appreciation on the part of the public of the role of universities in national life and that it will find expression in the shape of endowments and gifts.

Confining the teaching of geography to home locality alone in elementary schools narrows the field to an undesirable extent, and makes the subject most un-interesting. Side by side with the geography of the home region must come another kind of geography, the geography of the world as a whole, either according to political divisions or regional units. The European practice is to teach geography in lengthening radii or enlarging concentric circles beginning with the home region and correlating the latter with world geography. To little children, geography is a study of the earth, as the home of men, women, and children, or a study of human beings in their environment. Lay the emphasis on environment or the earth point of view, it becomes a regional unit. Vary the emphasis and give lessons on boys and girls of other nations, it becomes political or human geography. But the subject itself has a unity of its own, and there are no watertight departments. The latter exist to make the comprehension of the subject easy.

The training student learns regional geography according to the logical plan. A study of position, boundaries, area, relief, climate, productions, occupations, etc., is arranged according to the logical plan. This order is not intelligible to little children. In teaching the subject to little children, elementary school teachers should take into consideration not the logical requirements of the subject but the mental requirements of boys and girls, their capacity for mental digestion. They should adopt a psychological plan which consists not in working from causes to consequences by beginning with mathematical and physical geography and ending with the economic and political geography, but which follows a reverse order in working back-wards from con-

sequences to causes, from human responses to physical controls. The unit selected for study by children may be a regional one, but, human perspective should receive emphasis as the interests of children have a human centre. They are essentially hero-worshippers. In this way "the perspective will present man in the foreground with the physical features as a setting"—(Holtz). The adoption of a psychological plan creates in children a liking for the subject. Geography ceases to be a sick man of the elementary school curriculum, and it becomes possible to teach the same without tears.

Regional geography can be taught to children unconsciously in the form of stories. Geographical matter or facts should be kept wholly in the back-ground. A good plan is essential for successive story-telling. Concentration, absorption, on the story will achieve the desired result. There should be, in a story, an appropriate beginning; the middle is the body of the story leading to a climax, and the end should also be attractive or impressive.

Some important aims have to be kept in view in story telling. There is first the æsthetic aim which should preponderate at this stage of the course. Boys should be trained to discover and appreciate whatever is beautiful. Help them to see and enjoy the scenic phase of physiography. Superficial static aspect of natural scenery in physical geography is appreciated but not its dynamic aspect.

Story-telling, has, as its aim, in geography, the broadening of international sympathy. A knowledge of world geography cannot fail to make for universal peace. Presentation of pictures of lives of children in different natural regions makes them think of foreign habits and customs as quite natural in the circumstances—for example, the Eskimo mother licks the dishes in order to wash them away in the tundra region.

Lastly, geography in education is concerned with the true estimation of the part played by place in the drama of humanity. The geography of the tundra region can be grouped round explorers like Shackleton etc.,. Such stories afford good opportunities for the teacher to introduce in the back ground many geographical facts without boys and girls being made aware of the same.

Next to children's interests in human beings is their interest in things which they eat. In case they are told where they are to be found and how they can go and get them they take much interest in such stories of travel by land, water, and air.

Thus the whole geography of Arabia can be gathered round dates in which children are most interested. Dates become the pivot around which the whole lesson revolves. Preliminary questioning on dates and date trees may be very brief in the preparation step. Next propose to little children a journey to date-land with a view to get dates. The geographical aim which is a study of Arabia or any other hot desert is not to be stated to the pupils. No harm results by with-holding its name. Its name is date-land in globe-pointing. A journey to such a date-land in order to get dates to the home region in which the school is situated gives unity to the lesson and makes the plan very clear to children. It affords also splendid opportunities for increasing their knowledge in geography unconsciously. Such knowledge is treated with a welcome by little children because it explains things in which they are most interested.

The narration of the story occupies the presentation step which should be made as concrete as possible. What is general and abstract cannot be easily understood by them. Many of the points in general geography in district and presidency geography text books should be expunged mercilessly. No harm results in postponing the treatment of eclipses, latitude and longitude etc.,. The latter cannot be under-

stood under the corresponding portion of circular measurement in elementary mathematics is taught to them.

Another very important point in presentation is a very clear plan. The journey to date-land is the beginning to the story; the journey across the desert is its body leading to a climax; and the return trip from the date-land to the home locality is its end.

Descriptions of sun-rise in the bay of Bengal and sun-set in the Arabian sea may be taken up at the beginning and towards the close of the story respectively, of course, with the aid of painted or coloured pictures. A word picture of sun-rise or sun-set at sea has, for its aim, the development of their æsthetic sense. Story-telling, in the primary school, is mainly narratives conditioned by the æsthetic interest and imagination of little children. In the lower forms, its aim is instructive, and may be actuated by moral and patriotic motives. The teacher may do well, in the first stage, to refer to descriptions of great writers like Ruskin etc., to enable children to realise the glory of sun-set etc., and to see and enjoy what is beautiful, in the scenic phase of regional geography. In the use of coloured pictures, the teacher should not stop with their exhibition simply, which, of course, gives pleasure; but should gradually lead them to go behind and see the real thing for which the picture is a representation by putting skilful questions on its details. The imagination that can see the realities which such pictures are intended to represent involves more difficult mental processes than the receiving of the images on the retina. A stereograph representing beautiful scenery gives a solid impression when viewed through a stereoscope.

During the sea trip from Bimlipatam to Ceylon, there is no harm done in case children are told that Hanuman's bridge of rocks or mountains between Lanka and the main-land of India necessitates a round-

about journey to Colombo, a coaling station. Myths and legends have a place at this stage. The teacher takes them from Aden, the next coaling station to Jeddah, and thence to Mecca and Medina. In this connection, the story of Mahomed, the prophet, receives brief consideration. Association of the said places with places of Hindu pilgrimage, Benares and Rameswaram may also be attempted here. It should be remembered that geography and history need not receive separate treatment in story telling.

The journey across the desert with its dangers is the body of the story leading to a climax. It is not necessary to cover every thing in one lesson. A series of lessons can be given on a trip to a hot desert region, very like in history when the story of the Mahabharata War is narrated. These lessons bear repetition year after year in classes III, IV, and V both in history and geography till the full meaning of such stories dawns upon their minds. Boys and girls are never tired of listening to them again and again. What is it that differentiates story telling in geography with that in history? In the latter, the teacher reads a ready-made story in a text book and tries to reproduce it impressively and in a pleasing manner. But, stories in geography have to be invented. It is therefore, no wonder, if teachers experience very great difficulties in geography teaching in the elementary school.

The long caravan journey across the desert which occupies the body of the story looks in a stereoscopic or cinematographic view of the picture like a 'long dragon with a curly tail from a distance.' The spears and swords of the merchants and servants glitter in the sun. The necessity to travel with arms and caravans may be got by referring to robber bands who disguise themselves as honest traders.

Another danger in such a journey is the great heat driving day time. The air becomes hotter and hotter until it almost

seems as if it were on fire. Isotherms and isobars have no place for children. What is wanted is physical appreciation of the climate prevailing there.

Sand storm is another danger which confronts caravans in deserts. The camels lie flat on the ground and close their eyes and nostrils to keep out torturing particles of burning sand? Men and women also fall flat on the ground with their heads wrapped in their clothes and holding firmly to each other as the wind increases in fury. The grains of sand, when the storm is upon them, are like hot bits of a cracked glass chimney cutting through their clothing and stinging their skin. The sun is hidden away in an ocean of sand. Darkness overhangs everywhere. Owing to whirl-winds, huge masses of sand rise high up into the sky "twisting and tossing about as if it were mere hand-fuls of hair. After some hours of howling and screeching, the storm abates." Whole caravans with all their belongings are some-times buried beneath sand hills. "Huge banks and ridges are piled up where before there were valleys" and vice-versa. One who has lived all his life in the desert would be puzzled to find his way.

There is also another thing: inex-

perienced travellers miss their way. Water! Water! Water! is the cry of all for many days. Sometimes people happen to see 'a wonderful picture painted on the distant sky in a film of rosy white.' They see wells of water and palm-groves with happy people walking about. It is but the mirage of the desert which cannot deceive an experienced traveller, but it is mistaken for a real oasis by an inexperienced traveller. When a caravan approaches an oasis, camels carrying water in leather bags are sent in advance to give immediate relief to people suffering from thirst. Next, the lives of Arab children, bandits, with their desert coat of armour may receive brief consideration. How dates are gathered and sent to Basra to be shipped to India and other countries will occupy the return trip—the end of the story. The retail dealer in the home locality should not be neglected.

When dealing with the importance of the camel—the ship of the desert, and dates—the typical product of the desert, care should be taken to see that undue emphasis is not laid on these incidental points. In case the human perspective is lost sight of, the lessons cease to be geographical lessons and become lessons in elementary science.

Thoughts on Education

"The youngster today starts in an educational machine which is a mass production machine. He is treated by the million (substitute thousand to suit India) by teachers who themselves are produced by hundreds of thousands (substitute hundreds) and seem more interested in retaining their pay than in anything that the machine produces. When the youngster goes to work his whole life must be regulated. Outside his work he reads a newspaper produced to attract the coppers of the million. He listens to the wireless and has

the soul-destroying experience of knowing that he is apolying his heart and mind, so far as he has got any, to the same tune or words that a million others are absorbing. He goes to the Cinema and whether he likes it or not, absorbs all the atrocities that come out of Hollywood. This youngman is being compelled by circumstances beyond his control to become a robot in a fatalistic scheme of things which must cause him to believe that he can count for little."

— E. Benn.

THE INDUSTRIAL BACK-BONE OF GERMANY

By Mr. P. BHAGAVANTA RAO, M. A. (Com.),

Lecturer, Hindu College, Masulipatam.

THE Industrial stagnation of India is largely the outcome of the appalling illiteracy of the masses. The tenth quinquennial Review of the Progress of Education in India in 1927-'32 by Sir George Anderson, Educational Commissioner with the Government of India, tells a very sad tale. It shows that 9.5% of the male population and 3.1% of the female population were at school in Madras during the period under review. The respective percentages in the case of the other provinces were Bombay 9.08 and 2.83, Bengal 8.53 and 2.32, United Provinces 5.30 and 0.72, Punjab 8.82 and 1.85, Burma 6.81 and 3.01, Bihar and Orissa 5.15 and 0.67, Central Provinces 5.07 and 0.85, Assam 6.88 and 1.5 and North-West Frontier Province 5.7 and 1.2. The above statistics relate to the progress of general education in this country.

It is a fact of common knowledge that the general education should be supplemented by technical education. But it is a pity that though young India is aspiring for a place, worthy of her traditions, among the industrial nations of the world, she is not devoting due attention to the proper equipment of her youth. Except for such elementary technical courses as Shorthand, Type-writing and Book-keeping and a little of Mechanical Engineering, all the other forms of technical education are relegated to the background. Although it should be admitted that the Government of India has been giving encouragement in this direction, it is most inadequate. Now that India is in a transitional stage industrially, it is interesting to turn to the part played by technical education in the economic development of the successful countries of the world. Germany can be said to be the pioneer since technical studies are given

due prominence in the educational system of that country and are considered to be the back bone of industrial Germany.

The term "Vocational or Professional" as applied to educational institutions in Germany is comprehensive and, to say the least, very ambiguous. For, the training for medicine, law, politics, army, navy, theatre, teaching and so forth is no less a vocational training than is that of the boy or girl who seeks a career as a servant or the boy who wishes to start his life at the lowest rung in a coal mine. And, of course, the education that enables a person to be the head of a bank or the director of a chemical factory or the founder of an electrical engineering work-shop is equally vocational.

There are seven types of vocational schools in Germany which are (a) Trade Schools (b) Industrial Schools (c) Factory Schools (d) Railway Schools (e) Mining Schools (f) Rural Schools (g) Schools for working women.

(a) TRADE-SCHOOLS

These schools are primarily intended for merchants or traders, who are already employed in a business house. Since they are employees, courses for them are limited to 8 hours in the week covering a period of 3 years. The question as to whether the school-hours should be counted among the working hours has not yet been settled.

The students are taught the general principles of commerce, business correspondence, German composition, Book-keeping, Economic Geography and Civics. Special attention is directed to Transportation, Banking and Commercial Law.

In 1930 there were in the whole of Germany 160,000 schools of this type.

(b) INDUSTRIAL SCHOOLS

These are intended for boys and girls under 18, who are earning their bread in some industry. First and foremost is the study of raw materials, machine, tools and appliances. Then comes the study of the business side of production, including knowledge of Credit, Banking, Currency, Export, Import, Calculation of wages, Prices, Costs, etc. Finally the students are given a general idea of law, civics, sanitation, cultural institutions of the land and last but not least, economics. The number of school hours is in general about 8 per week.

(c) FACTORY SCHOOLS

These are maintained by the great factories and workshops for the benefit of their raw recruits or young apprentices. Almost all the gigantic concerns of Germany maintain their own institutions, where technical instruction is imparted.

In these and other factory schools tuition is provided for 12 hours per week and the course is completed in 3 or 4 years. The curriculum is as comprehensive as in an ordinary technical school comprising, as it does, engineering in its different branches, general science, German composition, accounting, civics, drawing and economic history. Physical exercise, gymnastics, etc., demand special attention on the part of the authorities.

(d) RAILWAY SCHOOLS

The railway have their own factory schools. These institutions are conducted in intimate connection with the railway works and are confined to their employees. Railway engineering and engine driving are taught in these institutions. Besides this technical study, they are given a liberal education in the commercial studies. The number of school hours per week is 10 and the course extends to 5 years. All the railways of Germany have a number of these institutions.

(e) MINING SCHOOLS

The schools for miners are factory schools and like the railway schools, specially adapted to the requirements of young men under 18 working in the mines. The curriculum provides for a 3 year course and there are altogether 120 hours per year with not more than 3 hours per week. The school hours are provided outside the working hours. The students are taught civics, economics, correspondence, mathematics, surveying, geology, natural sciences, mining, sanitation and first-aid.

(f) RURAL SCHOOLS

These are the professional schools in the country and are adapted to the needs of the boys and girls living in villages, who are in one way or other engaged in helping their parents in agricultural work. Special consideration is made in these schools to seasons, sowing and harvesting periods, etc., in regard to school hours. The subjects of study are farming, manures, seeds, cattle, fodder, etc. German composition as well as civics are compulsory.

**(g) SCHOOLS FOR WORKING-
WOMEN**

These schools are meant for young women actually employed in domestic service, farm-work, business houses or factories. Domestic science and elements of agricultural, commercial and industrial knowledge according to the needs of the workers are taught to them.

There are certain features common to all these. In the first place, the students in these schools are working-men and women, who earn their livelihood by service of one sort or another. Secondly, after the compulsory primary stage which covers eight years usually ending at the age of 14, is continued into these schools. All these schools form integral part of the *Compulsory, free, and universal* system of education which is provided for in article 145 of the Constitution of the German Republic.

Studies in these institutions extend to the age of 18. Thirdly, whatever the subjects studied, three courses are almost universal. First, the students must have physical exercise, sports, excursions, etc. Secondly, they must study civics which also includes the study of the cultural institutions of the country. Finally, a course in German is compulsory. The students are taught to express their ideas precisely in a written form.

By law, these schools, free as they are, have to be provided for by the Industrial Guilds, Unions of Artisans, Chambers of Commerce, Trading Corporations and such other economic establishments. Thus the lower middle classes of Germany are educated not only to become efficient members of German economic life, but also to grow up into able bodied and patriotic citizens of the "Fatherland."

Besides these "vocational" schools, there are a host of other specialised institutions which are of a higher order than the former. Industrial Research is the chief object of these institutions. It is this vast number of technical schools of all denominations, distributed as they are in every nook and corner of Germany that has universalised inventions, discoveries, industrial skill, practical experience and scientific knowledge among the masses of the German population. Although even these are known as "High Schools and Colleges," they academically enjoy the rank of our best Universities. To mention a few such institutions, they are the Schools of Agriculture, Metal Industry, Manufacture, Spinning and Weaving, Industrial arts and handicrafts, Mining, Navigation, etc.

One discovers that Germany is a veritable garden of industrial, professional and other institutions. Their name is legion and they are bewilderingly complex. Industrial Germany is built upon the nurture furnished by these schools, which

maintain a standard of tuition sufficiently high, as would enable the scholars to take charge of factories and work-shops as responsible experts.

In spite of the talk that India is fast being industrialised, the fact remains, as is revealed by the recent census, that the country is still predominantly agricultural. She is now very badly hit by the present economic and financial crisis, which is still holding India in its firm grip. The primitive organisation of this principal industry, the conservatism of the people, which are the outcome of the illiteracy are potent forces which are greatly, though not solely, responsible for the severity of the depression in this country.

Our so called professional schools are only turning out clerks and labourers, who are very lowly paid and consequently, mentally physically and morally unfit for work. Although there are a few institutions which provide technical instruction, attached to large scale industries, like the Tatas at Jamshedpur, they are remarkably few. Though a few Universities have started some technical courses, seats are limited and instruction beyond the reach of the deserving. With the increase of the financial commitments and what with the diminution of income, the Government of India is not able to give substantial encouragement to the right sort of technical education in the country. After all, self-help is the best help and if India is to prosper, she must take a leaf from the economic history of Germany and with the aid of public funds, a host of professional schools must be established throughout the length and breadth of the Country.

India has just begun to discover Germany for herself and the importance of the German "Fachschule" is gradually dawning upon the consciousness of Indian industrial travellers and students. Let us live in hope!

* A SURVEY OF EDUCATION IN INDIA

By SIR GEORGE ANDERSON,

Educational Commissioner, Government of India

ONE of the striking features of the times is the increasing attention now paid to the problems of education. This is largely due, no doubt, to the fact that we are passing through an age of transition, that we are gripped by rapidly changing conditions of life, that there is urgent demand for adopting our educational structure to new requirements, to new conditions; and this demand is growing in intensity.

First, the whole attitude towards the education of girls has been transformed. Instead of apathy and even of active opposition, there is now a growing sense of the value and importance of girls' education. Not only are girls coming to school in largely increasing number, but (even more important) they are tending to stay longer at school and are making more sustained progress. The number of those who have graduated has risen from 130 in 1927 to 226 in 1932; and, again more rapid, to 335 in the following year. This remarkable increase has given rise to difficult problems which demand earnest consideration. Is the higher education of girls to be developed rigidly in imitation of boys' education, with all its defects and limitations? Will the enrolment of girls' colleges, now so refreshing in their comparative efficiency and in the vitality of their corporate life, soon reach the gigantic dimensions of those of many men's colleges? Let us take heed lest we fall.

PROGRESS OF CO-EDUCATION

It may cause surprise to those who live and work in Northern India that in British India as a whole nearly forty per cent of the girls at school are enrolled in co-educational institutions. This is a satisfactory development, but only up to a point. India cannot afford to provide separate schools for girls in her innumerable villages; the alternative lies, therefore, between co-education, at least at the primary stage, and a widespread denial of education for girls. Again, even if the necessary finances were forthcoming, it is doubtful whether the multiplication of minute

and inefficient schools for girls would be justified. A system of co-education, however, should not be confined merely to the pupils, and girls should not be admitted to boys' schools merely on sufferance; co-education should be extended also to the staff. It is also for consideration whether girls' schools, where efficient, might not form a sounder basis than boys' schools for co-education. Women are usually more suitable than men as teachers for young children.

SEGREGATE SCHOOLS

Another striking and pleasing example of progress is the change in attitude towards the education of what are generally termed the depressed classes. Until a few years ago, the normal means of assisting these classes was to institute separate and segregate schools for their children, thus accentuating the spirit of exclusiveness and crystallising the stigma which is attached to them. The new and refreshing policy is to do all that is possible in encouragement of the admission of these children to the ordinary schools of the country. The Bombay Government have led the way by insisting as a condition of grant that a school shall not debar admission to these children. The only criterion should be the maintenance of a reasonable degree of cleanliness by the pupils; all who comply with this condition should be freely admitted to schools, irrespective of the class or caste to which they belong. I would suggest to the Muslim community, in particular, that they would be better advised to press, if need be, for reasonable guarantees for the maintenance of their religion and culture in the ordinary schools than for a further multiplication of segregate schools.

RURAL EDUCATION

Another pleasing sign of the times is the increasing attention paid to education in rural areas. The effect of past neglect in this direction has been to impoverish the countryside by

An address at the All-India Educational Conference.

sucking initiative and capacity from the villages into the towns; and the evil is accentuated by the fact that, village conditions being what they are, very few of those who have been educated in the towns return to serve the countryside.

Efforts are now being made in certain provinces to counteract this tendency by expanding and improving the scope of vernacular middle schools, which should become the pivot of rural reconstruction. At first, the plan was to institute a few separate agricultural schools, but, on the advice of the Linlithgow Commission, these have now given way to an attempt to harmonise the teaching and courses of all rural schools to a rural environment. These efforts represent perhaps the most striking and promising development in educational policy in recent years. If we can succeed in this direction, we shall not only relieve congestion in the Universities, but (even more important) we shall play a vital part in the reconstruction of the countryside.

SCHOOL ACTIVITIES

Another point in which distinct progress has been made is in the widening of school activities. In spite of the financial stringency, schools are now brighter places than they were; in some there are gardens bright with shrubs and flowers, in the care of which the pupils play a vigorous part. Great progress has also been made in the playing of games, not only in the skill displayed but also in the spirit in which they were played. Considerable attention has also been paid to this development by the encouragement of games which make inexpensive demands in the matter of time, space and equipment.

The Boy Scouts—and I hasten to add the Girl Guides—have also contributed much towards the brightening of school life. They have provided ample facilities for healthy recreation; they have installed a love and desire for social service; they have already shown signs of transcending the distressing limitations of caste and creed. Whenever I visit a Scout Camp, I feel optimistic for the future of India.

There is, therefore, good cause for encouragement; but I wish that I could go further. I shall try to explain the reason for this qualification by recounting to you a story of which you may be familiar.

Historians often point to the Regent Orleans as one of the great failures in history; the cause of this disappointment is thus explained. The day of his christening was one of great rejoicing; and many friends were present, each bearing a gift. One brought the gift of power; another the gift of wisdom; a third the gift of health and strength; a fourth the gift of wealth; and so on. All were delighted and predicted a brilliant future for the little child. Towards the end of the ceremony, however, an old woman entered the room and asked why she had not been bidden. On receiving an unsatisfactory answer, she replied "then he shall not have my gift, the gift to use his gifts."

DRAWBACKS

Is it not possible that we also suffer from a similar disability? We can point, as I have tried to do, to many encouraging achievements, but, somehow or other, when we come to review the effects of our work as a whole, there is cause for grave disquietude.

Take, for example, the position of primary education. During the last ten years, the enrolment has risen by leaps and bounds; and this indicates at any rate that even the poorest in the land are beginning to realise the benefits of education. But when we review the results of all this expenditure of time and money in the terms of illiteracy, we cannot but feel acute disappointment. In some provinces, indeed, very little headway is being made against the forces of illiteracy. Statistics tell the distressing tale that out of every hundred pupils enrolled in Class I, only 21 on an average reach Class IV (when literacy should be achieved) three years later.

The general results at the secondary stage are similarly disappointing. Whereas on the one hand, boys in increasing numbers pass Matriculation at an early age, some of them at the age of fifteen or even under, and then proceed prematurely to college, over 55 per cent of the boys in the upper class of high schools are not sufficiently advanced even to compete for that simple test before they have reached the age of eighteen and many of these have reached a considerably older age. Thus, the former category of boys are denied the bracing benefits of school life, while the latter category are prolonging unduly their literary studies.

About half of the candidates for Matriculation are unsuccessful in the effort and thus represent a sad waste of effort.

There is a similar waste of effort in the university stage. It has been calculated that only 25 per cent of those who enter a university succeed late in taking a degree within the normal period of time; the universities are, therefore congested by large numbers of students who are not fitted to benefit by university teaching. And then, over and above these disappointments there is the nightmare of unemployment among the educated classes.

A remedy often proposed for these evils is a further stiffening of the standard of university examinations; but such action, in my opinion, would be both premature and ineffective. It would either accentuate the waste, serious enough already, by prolonging still further the unfruitful labours of those whose bent does not lie in literary studies; or it would be a means of denying educational facilities to students, merely because they had no bent for literary education.

NEED FOR RECONSTRUCTING SCHOOL SYSTEM

I therefore suggest that the Punjab University Committee were correct in their contention that university reform in itself would be of little value and that, to become effective, it should be based on a drastic reconstruction of the school system, by means of which boys would be diverted at an earlier stage either to occupations or to vocational training in separate institutions. This contention has been unanimously endorsed by the recent Universities' Conference.

The present drift of students, whatever be their bent and their capacities is due very largely to the fact that all pupils even at the primary stage, are taught on the assumption that they will eventually proceed to a university. The solution is to provide separate stages of education, each with a well-defined objective and to ensure that pupils shall attain the objective of each particular stage, which they attempt.

The primary stage should be one of five years, on the completion of which literacy

should have been attained. Primary schools should therefore comprise five classes, and not, as is so often the case, only three; they should be wisely distributed; inspection should be helpful, as well as critical; the teachers should not only have been well-trained, but in rural areas should be in sympathy with rural requirements. On the completion of this stage, the majority of pupils would enter upon the work of life, invigorated by the attainment of literacy.

Over and above the primary stage, there should be a shortened secondary course, which would provide a good general education, untrammelled by university requirements, for boys up to about the age of fifteen. On the completion of this stage, many again would be absorbed in the humbler occupations of life; others would receive vocational training with the advantage of having acquired a suitable basis of general training; others, again, would prepare themselves for admission to a university. As soon as alternative facilities for vocational training had been provided, universities would be fully justified in improving their standards of teaching and examination.

Such, in brief, is the scheme of reconstruction which has recently been propounded by the Government of the United Provinces, and on which opinions have been solicited. There must inevitably be differences of opinion in matters of detail; I myself regret that a three-year degree course has not been proposed, as a period of two years is too short for a university or a college to impress its influence on the students; but as to the general scheme of reconstruction, there can scarcely be two opinions. Schools and colleges will then have their own objective and one which should be within their own objective, and one which should be within the competence of each; the bugbear of biennial examinations will have been reduced and each examination will become solely the means of testing whether candidates have achieved the objective of that particular stage; pupils will be provided with an education best suited to their attainments. Within the framework, schools should attain greater freedom, which is most desirable. A lead has, therefore, been given, the question is whether we shall respond to that lead.

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, FEBRUARY, 1935

Examinations

IN no country in the world are examinations made to play such an important part in the lives of young men and women as in India. Their economic and social status and their entire future rest much more on their success in examinations than on anything else. In spite of this, there is no other subject on which there is so much of loose thinking as this. While in every other country a scientific study has been made on the subject and a rational system of examinations has been evolved, no such attempt has been made here. Even the results of the investigations made elsewhere are not known to educational authorities. Persons who occupy the responsible position of being examiners in the various public and University examinations are in blessed ignorance of those results and teachers in schools and universities are equally in the dark about them. Even recent pronouncements of the highest authorities in the country have not clarified the situation and it becomes necessary that every one engaged in the work of education should pay more attention to it.

THERE is a complaint from the Universities that they are unable to get the proper type of students that are likely to be benefited by the pursuit of higher literary or scientific education. This was the view expressed at the last conference of the Indian Universities. Sir George Anderson in his address before the recent All-India Educational Conference also stated that the "Universities are congested by large numbers of students who are not fitted to benefit by University teaching." In the now-famous resolution of the Government of the United Provinces, it is remarked that the "value of University education is impaired by the presence in Universities of a large number of students who are unfit for higher literary or scientific education." This opinion is practically endorsed by the Government of India in their recent circular to Provincial Governments on the subject of 'Educational Reconstruction.'

THE question that arises is "how are we to account for the presence in large numbers of students who are unfit to receive University education, even though the Universities have a complete control over the different examinations." Several of the Indian Universities have their own matriculation examination. Even where the admission into the University is based on the results of a Secondary School Leaving Examination as in Madras, the board conducting the examination is dominated by University representatives who have the power to determine the courses of studies and the standards of examination. Almost all Universities control their Intermediate examinations which serve as an entrance to the degree courses. Sir

George Anderson states in the address previously referred to, that about half of the candidates for Matriculation are unsuccessful and that of those that enter the University after passing such a stiff matriculation it is only 25 per cent that succeed later on in taking a University degree. If in spite of all this, the Universities are not able to get competent under-graduates, it must be due to an unscientific system of examination and selection which they are adopting. The experts in the Universities have not succeeded in discovering a method by which they can definitely discriminate between those who are fit to receive University education and who are unfit for that purpose. By their failure in this respect they have been doing a disservice to the whole student population.

THIS disservice consists in their making many students believe that they are fit for higher education when they are not really so. The tests they are adopting are so unsatisfactory that it is quite possible that many students who do not get through the examinations really deserve to be in the Universities and be benefited by higher education if only a more scientific system of selection were adopted. The part played by 'chance' in getting through the examinations held by Indian Universities and other public bodies is so large that the whole business deserves to be compared to speculation on the stock-exchange. The defect with the examinations lies not so much in their standards being low as in their not having any standards at all. The remedy therefore lies not in stiffening the standards but in evolving a standard based on scientific study and data.

EXAMINATIONS in India are carried on on a mass-scale. They are almost always external in their character. They are predominantly of the 'written' type. Their medium is a foreign language, as a consequence of which they become more a test of candidate's linguistic abilities than of his knowledge of the subjects in which he is examined. The range of knowledge they attempt to test is wide and undefined in scope in most cases. Subjects studied for three years and extending over a wide field are examined in a paper of one or two hours' duration. It requires no elaborate argument to show that examinations of this sort are no real test of the attainments of candidates. Where several thousands of students sit for an examination—as is the case for instance in the Madras School Leaving Certificate Examination with its 25,000 candidates—it is impossible to adopt a uniform standard. More than a hundred examiners have to be appointed to value the answer-books of such a large number of pupils. In some cases the disparity between the marks given by one examiner and those given by another for the same answer-book is as wide as 50%. It is equally impossible to think of a uniform method of teaching in all schools where these pupils happen to receive instruction. Questions are set by persons who had no experience of teaching the subject and who have no idea of the standards required. In higher examinations the element of 'chance' fills a larger place as there are different methods of approach to a subject and as there is no exact correspondence between the method actually adopted in the teaching and the study of the subject and the method of examination adopted by the external

examiner. In cases where as a result of patronage a person happens to be an examiner in several universities and has to finish his work of valuation of answer-books of different universities within a short period of time, the results are most disastrous.

THESE defects are all of them well-known. But no one has the courage to set them right because of the existence of a 'caste of examiners' with their vested interests in this land of proverbial castes. All the while the examinations are producing the worst kind of reaction on teaching in the class-room and on the work of the students. Where the element of chance is so prominent, there is no incentive to real work as it has no measurable value. Coaching and cramming take the place of real teaching and learning. Is it any wonder that with all the lengthy "courses of studies" and lengthier lists of "text books and books of reference" prescribed by the Universities, the actual work turned out is of a slipshod character! The one thing responsible for this is the absence of a scientific system of examinations especially when an exaggerated value is attached to them. The remedy lies in substituting a reasonable standard; and until the substitution takes place it is best to do away with all examinations.

Government of India Circular: Educational Reconstruction

IT is a matter for congratulation that the Government of India has after all moved in the matter of giving a lead to Provincial Governments on Educational Reconstruction. It proposes to do this by reviving the Central Advisory Board of Education

with effect from the coming official year. This will serve as 'a clearing house of ideas and reservoir of information.' This is a most useful service that the Central Government can render to the cause of education. There is so much of vague and general talk on this subject but suggestions for practical action are very few. One province does not know what the other provinces are doing. The experiments carried on in states like Baroda, Mysore, Hyderabad etc., are not critically studied in the other Indian States or in the British Indian Provinces. As a coordinating agency, the Central Board will be in a position to bring to the knowledge of all local Governments what is being done in different parts of the country as also in the different countries of the world. The work that is done by the Federal Government of the United States and especially by its Office of Education will serve as a useful model for this purpose. It has established a reputation in collecting, analyzing and diffusing information about all phases of education. Its official organ "The School Life"—a monthly magazine—diffuses expeditiously the information collected by the office and provides 'a national perspective of education' in the United States. The office itself issues bulletins, pamphlets, directories and bibliographies on all educational questions. It is hoped that the Indian Central Advisory Board will prove even more useful than the United States Office of Education.

The circular draws attention to (1) the need for dividing the school system into certain definite stages—Primary, Middle, Higher Secondary and University—each of them self-contained

and with a clearly defined objective untrammelled by university requirements, (2) the desirability of starting separate vocational institutions for giving vocational training as distinguished from ordinary secondary schools with provision for instruction in vocational subjects, (3) the need of pupils for relief from the burden of frequent examinations. We shall comment on these matters in greater detail in our next issue. There is one point which has to be kept in mind in this connection. The basic idea of the circular seems to be that a smaller number of pupils should be admitted into institutions of all grades—Universities, Middle and Secondary schools. But this should not be the standpoint for looking at educational questions. If there are some who are not found fit to receive literary education, the course to be adopted is not to shut them out from all schools but to create for them the type of schools through which they can profit. In many cases this will mean additional expenditure. Vocational schools are more costly than schools giving purely literary instruction. What is required is not a curtailment of expenditure but an increase of expenditure.

The Babu Pannalal P. Jain High School, Bombay.

THE Report read by the Principal of the above school on the occasion of the celebration of the School's Silver Jubilee on the 20th January 1935 under the presidentship of Sir Purushothamdas Thakurdas is an interesting document. The Special features of the school are (1) The imparting of religious instruction as a compulsory subject, (2) the training given to pupils in social

service, (3) the teaching of English even in the lower classes by trained graduates, (4) the large use of the educational gramophone records both for reading and recitation for which records worth Rs. 200/- are purchased every year, (5) provision for visual instruction by means of cinema films, (6) periodical medical inspection accompanied by proper treatment when any disease is revealed and by special instruction in Hygiene, First aid and Physiology, (7) instruction in handicrafts, drawing and music, (8) periodical excursions of school boys, (9) indoor and outdoor games and (10) the Boy-Scout Troop and Band Corps.

Boys here occupy a really enviable position. They are fortunate in enjoying so many opportunities for making their school life pleasant as well as useful. The Jain Community is one of the richest communities in the country and in view of the highly valuable work turned out by the school benefactors willing to make large endowments to it can easily be found.

Health of School Children

IT is too much to expect children to attend to work at school when their health is much below the normal. But this is the case with the majority of the school-going children in our country. It is true of towns as well as villages. What can schools do to improve the health of children? The mere teaching of principles of Hygiene will not serve a useful purpose although this should not be neglected. The provision for ample light and ventilation in school-buildings, their neat and tidy appearance are also required. But in most cases ill-health is due to bad nourishment. In such

cases schools should try to provide at least one good meal to the children. Giving them clean cloths and a good bath is more important than merely making them read or write. Dr. S. Subba Rao, the senior surgeon to the Government of Mysore speaking recently in Bangalore under the auspices of the Intermediate College suggested that the students should be fed in the after-noon in the college, and that it should be made a part of the curriculum. It is also necessary that in this matter the cooperation of parents is absolutely essential. It is they that have to be taught the elementary principles of dietics and cleanliness. Children's health depends much more on the education of parents than on what can be done in schools themselves.

Personal Notes

MAHAMAHOPADYAYA KAVIRAJ GANANATH SEN has, by a deed of gift made over the entire institution, Ayurveda Mahavidyalaya (Ayurvedic College), Calcutta, to the Board of Trustees, consecrating it to the service of suffering humanity. The institution has been named after the late Kaviraj Sen.

SWAMI JAGADISWARANANDA of the Ramakrishna Mission has been elected honorary member of the Czechoslovakian Oriental Institute at Prague. The Oriental Institute is doing good work by acquainting the people of this progressive republic of Central Europe with Oriental thought and culture and by publishing a quarterly Journal and books in the Czech language.

PROF. AMARANATHA JHA, Head of the Department of English Studies and Dean of the Faculty of Arts, Allahabad University, has been invited to become a Corresponding Honorary Member of the Institute of Literature at Artistique de France and he has accepted the invitation.

MISS D. A. L. STEDE of Girton College, Cambridge has been awarded the

Royal Asiatic Society's annual University Essay Prize for 1934. The subject was "The Importance of the Physical Features of India for the understanding of her history."

MR. B. A. SUNDARARAJAN of Salem who was a student of the Little Flower's High School, has been finally selected as a Cadet for naval training on H. M. S. "Dufferin." He is also the recipient of a scholarship of the Imperial Government for three years which is the period of his training.

DR. BIRRAL SAHINI has been nominated by the Lucknow University as delegate to the third centenary celebrations of the Natural History Museum, Paris, which is being held about the last week of June, 1935. He will also represent the Lucknow University at the Inter-National Botanical Congress which is being held at Amsterdam on September.

DR. JOHN OLIVER LA GORCE, Vice-President of the National Geographical Society of United States of America and the Asiatic Editor of the National Geographic Magazine, arrived in Bombay in the first week of February. He has been an official member of the National Geographical Society for more than a quarter of a century now and has had much to do in building up the organisation during the past quarter of a century. The Society has for its aim the diffusion of geographical knowledge.

DR. RABINDRANATH TAGORE delivered the Convocation Address of the Benares Hindu University which was held on the 8th February. The degree of Doctor of Letters was conferred on him.

HIS EXCELLENCY THE VICEROY laid the foundation stone of the new buildings of the Imperial Institute of Agricultural Research on February 19, on the Upper Ridge Road, about five miles from New Delhi and in the neighbourhood of Delhi Cantonments.

H. E. SIR JOHN ANDERSON, Governor of Bengal, was conferred the title of Jnana Sagar (ocean of learning) by the Pundits of Nawadwip at Krishnagar on the 15th February.

H. E. LORD ERSKINE opened the Golden Jubilee celebrations of the Pithapur Rajah's College, Cocanada on the 12th Feb., and DR. SIR S. RADHAKRISHNAN presided over the commemoration meeting.

THROUGH different PROVINCES

DELHI

EDUCATIONAL RECONSTRUCTION

The Government of India have addressed all local Governments and administrations inviting their opinion on Educational Reconstruction, so that they may be forwarded to the Inter-University Board as soon as possible.

It will be remembered that in March last the Inter-University Board passed two resolutions regarding the problem of the Unemployment giving a practical solution to it and the other detailing their theme of school reconstruction.

On receipt of the opinions of the Local Governments, the Government of India propose to forward them to the Inter-University Board. They also propose to revive the Central Advisory Board which may prove a clearing house of ideas and reservoir of information. Thus the Central Government hope to co-ordinate educational discussions in matters which are of vital importance to the well-being of India.

INTER-PROVINCIAL BOARD FOR EUROPEAN SCHOOLS

An Inter-Provincial Board is now formed for European and Anglo-Indian Education at New Delhi.

The subject of the Board is to bring about a co-ordination of activities in all the European and Anglo-Indian schools scattered throughout India and to find facilities for all those children whose parents are employed under the Government of India and railways and who are often transferred.

It is also expected that hereafter the Provincial Boards would be inaugurated and developed under the guidance of the Inter-Provincial Board.

GRANT TO SCIENCE ASSOCIATION

The Assembly Standing Finance Committee at its meeting held on 1st February, have approved the annual grant of Rs. 20,000

for 5 years to the Indian Association for the cultivation of Science and Rs. 5,000 annually for 3 years to the Indian Statistical institute, Calcutta.

MADRAS

MADRAS UNIVERSITY INFORMATION BUREAU

An Information Bureau has been formed for the Madras University students with the Vice-Chancellor of the University as President and Dr. A. V. Moses, Professor of the Christian College, as Secretary. The main functions of the Bureau are :—

1. To furnish information and advice to Indians proceeding to England and other foreign countries for further studies
2. To circulate in India to colleges and other institutions the educational, financial and social information, collected by the Bureau in London.
3. To communicate with the Central Bureau on behalf of students before they start, or on behalf of the parents when they are in England.
4. To help prospective candidates for the Indian Civil Service to assess their ability and enable them to complete their chance of success at the examination, and to advise them in general.

ARCHAEOLOGICAL SOCIETY FORMED

The preliminary meeting to form a society devoted to the study of History and the evolution of South Indian culture, was held on the 29th January at Egmore with Mr. G. T. Boag, I. C. S., in the chair. Mr. Boag was elected first President of the Society.

In winding up the proceedings Mr. Boag observed that if the society was going to discharge its functions effectively, it should not confine itself to one or two methods of studying

the history, culture and civilization of South India but should enlist as members all those who were qualified to work in the field and give the other members the benefit of their study.

THE BILL TO AMEND THE ELEMENTARY EDUCATION ACT

The Bill to amend the Madras Elementary Education Act has been passed by the Legislative Council as amended by the Select Committee with a few minor changes. By this Act the Chairmen of Municipalities and Presidents of District Boards have been empowered to impose the fines on parents, who do not continue their children in the school after admission. It is believed that either the parents will be placed at the mercy of the Chairmen of the Municipalities and Presidents of District Boards or this provision of law will become a dead letter if these functionaries do not desire to incur unpopularity by exercising this power.

BROADCASTING

The report of Mr. V. Bulow, Special Broadcasting Officer with the Government of Madras, on the question of establishing a Broadcasting Service in this presidency, together with the scheme of the Government based on those foundations, is at present under the consideration of the Government of India.

SUGARCANE RESEARCH : MADRAS UNIVERSITY

The Madras University submitted a scheme for research in sugarcane to be conducted in the Department of Botany and applied for a grant of Rs. 8,600 to the Imperial Council of Agricultural Research. The scheme was approved at the meeting of the Council held recently.

The following is the programme of research work :—

1. A study of the development of the seedlings of sugarcane, the wild Saccharums, and the Sorghum sugarcane hybrids.
2. A study of adult anatomy of the above with a view to gaining a knowledge of the inheritance of anatomical characters.

The research would be carried on in the

Department of Botany, and will be spread over a period of three years.

ALL INDIA LIBRARY CONFERENCE

The last session of the All India Libraries Conference was held at Madras under the presidency of Kumar Munindra Deb Roy Mahashay, M. L. C., of Calcutta. Dewan Bahadur G. Narayanaswami, Ex-Mayor of Madras, opened the Conference, and Mr. Asadullah, Librarian Imperial Library, Calcutta, delivered the Inaugural Address.

The President in the course of his address observed that for the promotion of culture there should be co-operation between libraries and other local cultural institutions. For conducting libraries properly there should be arrangements for teaching library management. There should be at least one library for each Union Board and Municipality. There should be arrangements for mutual loans between libraries and for the Imperial Library to meet the needs of small ones.

BENGAL

ELEMENTARY EDUCATION IN CALCUTTA

It is gratifying to note that the scheme of the Late Mr. C. R. Doss, to establish a net work of schools in the Corporation limits has now borne fruit. A perusal of last year's report indicates that 332 schools were working and thousands of boys and girls were attending the schools without any sort of compulsion. Further, the corporation is meeting the expenditure from its general funds without resorting to extra taxation.

Here is an example for other corporations to follow.

TRAINING IN LIBRARIANSHIP

With the approval of the Government of India, a class for imparting training in Librarianship will be opened in the Imperial Library, Calcutta, sometime during the current year. The course will be of six months' duration and will be limited to 20 students, from all over the country.

FOUNDATION DAY CELEBRATION OF CALCUTTA UNIVERSITY

The celebrations commenced on the 24th January, with the Chancellor H. E. Sir John

Anderson presiding, in a specially erected stadium in the maidan just in front of the Government House, students and staff of almost all Calcutta Colleges participating. Loud-speakers were installed for the reception of the Chancellor's and Vice-Chancellor's speeches.

A procession of students, led by girls, marched past the Chancellor, who, with the Vice-Chancellor took the salute.

His Excellency was loudly cheered, when he referred to the benefactors of the University, Taraknath Palit and Rashbehary Ghosh and its greatest Vice-Chancellor, Sir Ashtosh Mukerjee, and also Bankim Chandra Chatterjee, Sir Gurudas Banerjee, Mahendralal Sarkar, Sir Jagadish Bose, Sir P. C. Roy, Sir Brojendralal Seal and Dr. Megnath Shah.

The University drums and fifes were in attendance.

CALCUTTA MEDICAL COLLEGE CENTENARY

The centenary of the Calcutta Medical College, the oldest institution of the kind in this country, was celebrated on the 28th January last. The Governor of Bengal laid the Foundation Stone of a new Casualty Ward in the hospital.

The exhibition of Medical and Surgical appliances, drugs, etc., was opened by Mr. Nalini Ranjan Sircar, Mayor of Calcutta.

GOLDEN JUBILEE OF SIR J. C. BOSE'S PROFESSORSHIP

The 50th anniversary of Sir J. C. Bose's in connection with the Presidency College was celebrated along with the 115th anniversary of the Presidency College Old Boy's Day. Sir J. C. Bose was very much honoured with appropriate presents. Khan Bahadur M. Azilul Huq, Minister for Education, presided on the occasion.

BOMBAY

AGRICULTURAL RESEARCH

The Government of Bombay have re-constituted the Provincial Agricultural Research Committee with a view to give greater facilities for the examination of the programme of development for agricultural research by the provision for inclusion of at least one scientific

expert from the Agricultural Department and one Biology professor from one of the Colleges affiliated with the Bombay University and a strong non-official element.

GRANTS IN AID: KARACHI CORPORATION

That no indivious distinction should be made in the matter of giving grants to educational institutions was the verdict of the Karachi Corporation which throughout, by a large majority, the motion sponsored by Mr. Kazi Khuda Bux, Deputy Mayor, urging an annual grant-in-aid of Rs. 3,000 to the Sind Maressah.

The Mayor, Mr. Tikkamdas Wadhmal, opined that the Sind Madressah did not differ in any special way from other institutions and added that it should be unfair to other schools if any distinction were made. He further said that the Corporation was doing its best for muslim education by introducing compulsory primary education in the Lyari quarter, which is mostly inhabited by Muslims.

BOMBAY UNIVERSITY

The Bombay University considered on the 15th instant the proposal for the revision of the University Act 1928 so as to enlarge its scope and make the University to be of a more representative character by including in it commercial, industrial and other interests.

U. P.

NAINI INSTITUTE'S BROADCASTING

It is understood that the proposal of the Naini Institute of Agriculture to set up a transmitter for rural Broadcasting will materialise, when Mr. Pande and Mr. Verma, research students in Physics in Allahabad University, who are engaged upon the construction of a transmitting set, have completed their labours.

They are very near the end of their task and transmission, when completed, will fulfil all conditions laid down by the Institute. It will have the power of 100 kilowatts and its wave-length will be 280 meters. It is expected that it will be able to broadcast messages to every corner of the province.

FEMALE EDUCATION

Important recommendations regarding women's education are made by the Committee appointed by the Government Inter-University Board, and the proposals have been accepted by the Executive Council of the Lucknow University.

The committee recommended co-education in the primary stage up to the age of nine or ten, and think that it is desirable to have a considerable number of women teachers in primary schools, even for those meant for boys. In the secondary stages, however, the Committee considered that boys and girls should be educated in separate institutions, but in a place, where there was only one school, girls should not be excluded.

C. P.

PROTEST AGAINST ARREARS OF SALARY

A procession of nearly 250 primary teachers of the Wardha District Council, who have resorted to strike in consequence of the failure of the Council to pay off arrears of salary, marched to Nagpur in a body towards the Council Hall, but were stopped at the gate by the City Superintendent of Police. They then squatted on the road outside the gate.

Mr. N. M. Deshmukh, Bar-at-law, who presided over the Primary Teachers' Conference at Wardha, last month, subsequently induced them to disperse on an assurance that the opposition would table a motion for adjournment of the House the next day to discuss the situation.

BEHAR - ORISSA

PATNA UNIVERSITY

That the teaching of literature in the B. A. Classes should not be compulsory for all students and that the test of fitness in English for the B. A. students should be their fitness to write and speak correct and idiomatic English was what was suggested in the resolution moved by Sir Courtney Terrell at a meeting of the Patna University Senate some time back. The resolution was referred to a special committee which, before concluding its labours, decided to consult the Board of Studies in English.

CONFERENCE OF INSPECTING OFFICERS

"Education meant the process of growth of what was in a boy, and their duty lay in providing him with the right sort of surroundings. There should be a practical application of what a boy had learnt." This was the advice given by Mr. Dippie, Special Officer in charge, Primary Education in Bihar and Orissa, at the Conference of Inspecting Officers held at Patna on 14th, 15th and 16th Jan.

Mr. Dippie threw light on the shortcomings that existed in the primary education of children and stated to what extent the Inspecting Officers were responsible for them. He emphasised on special attention being paid to infant classes where the teaching should be effective. It should be rather attractive to induce the children to attend schools of their own accord.

NORTH - WEST FRONTIER

DEVELOPMENT OF BROADCASTING

Considerable progress has been made with the broadcasting scheme, which the Government of the North-West Frontier Province have taken in hand as an experimental measure.

Along with Colonel Hardinge of the Indian Village Welfare Association in England recently arrived in Peshawar a British Engineer of the Marconi Company, Mr. Knob, who has already installed a Broadcasting station in Norway and another in Spain. Both of them are devoting their energetic attention to the installation here of various apparatus connected with the scheme.

HYDERABAD

MEDIUM OF INSTRUCTION

In connection with the educational enquiry for the reorganisation of education in the State, a meeting of the Standing Committee of the Andhra Ladies' Conference was held on the 20th January, when a resolution was passed thanking the Government for the scheme to reorganise education "with the mother-tongue of the pupils...Telugu in the Primary and Secondary stages." The Committee requested the Government to bring the scheme into effect at an early date.

PUBLIC OPINION

PRINCIPAL SESHADRI ON 'WHAT IS WRONG WITH OUR TEACHERS?'

Writing in the Roy's Annual, Principal P. Seshadri says that want of well trained teachers and even when well trained their intellectual stagnation, poor payments leading to private tuitions, etc., overwork at school, insecurity of tenure and inferiority complex are some of the causes which make the teaching profession what it is today.

"The teacher's profession," he says, "is not the best paid any where in the world, but the teacher should not be allowed to be cajoled into the belief that he is somehow inferior to others because he is not rich in worldly treasures. He must feel that he belongs to a profession which is the noblest in the world; being nothing short of the proper moulding of youth which is the foundation of all rational progress. His is also the privilege of superior knowledge and a life of right conduct, unless he has failed woefully in his ideals as a teacher."

"At conferences of teachers," he goes on to say, "there are often pathetic appeals for a higher social status for the teacher. This is no place to enter into an analysis of the community's assessment of social values and India cannot be freed of accusations in this matter. But have teachers always lived up to their ideals? Have they been centres of joy and affection to the children entrusted to their charge? Have they endeavoured to give the necessary lead to the country in educational progress? Have they convinced the community that they are really laying the foundations of national progress in their class-rooms? To the extent to which they are able to answer these and similar questions in the affirmative, will they be honoured and be in a position to silence those who have the courage to ask; what is wrong with our teachers?"

MYSORE D. P. I. ON "VILLAGE RECONSTRUCTION."

Inaugurating the Education Week at

Hassan last month, Mr. N. S. Subba Rao, D. P. I. of Mysore dwelt on the Reconstruction of Villages. In the course of the lecture he said:

Although there was no dearth of fresh air and sunshine in villages, yet the fact remained that human life was endangered by lack of drinkable water, insanitary conditions, and exposure to epidemics, which are grossly neglected when they appear. Secondly, the poverty and the indebtedness of the peasant were proverbial whatever might be the reasons therefor. Thirdly, his apathy, which by the way was attributed to malnutrition, stood in the way of his appreciation of the rights and duties of citizenship as well as of the need for social change. Fourthly, villages lacked healthy amusements and amenities of life, though it was true that festivals and social ceremonies provide some diversion from the drab monotony of life. Lastly, there was the deep ignorance of the villager, which denied him the pleasures of a cultivated life, while it was also at the basis of the other shortcomings of village life. Any scheme of Rural Reconstruction should, therefore, make it its aim to see that the peasant was an able-bodied person, earning at least enough for the normal needs of life, taking interest in what was happening, not merely in the village but in the larger world which was pressing upon him.

VILLAGE EDUCATION

Speaking about the importance of village education, he remarked that the comprehensive services of the village school, to the life of the village could be performed in three ways: The work in the school itself, might be so organised as to train pupils to fit themselves in a satisfactory manner to the life in the village. This was mainly a question of adopting the curricula to the needs of the village community, and efficient teaching. The school could become a community centre and offer attractions to the adult folk of the village either in the shape of formal instruction or of amenities of life. The village school master

might be engaged in work of extra educational character, without his main work as the teacher of the young being affected seriously. Such work by him would naturally receive the co-operation of other agencies, such as the Departments of Public Health, Medical Industries and Commerce and so on.

Then there was the important matter of food values. It was well-known that some of the cheapest articles of diet were of great nourishing value. It was true that poverty was an important cause of malnutrition of children, but it was also true, that ignorance contributed its own share and by no means a small one. Epidemics and contagious diseases took their toll of lives in the villages, and the children must be taught very early to know what precautions were to be taken, and these must be brought home to the parents also. In particular, the course of water pollution in villages must be eradicated by persistent propaganda in schools as well as out of them. Schools in villages were mostly primary schools, and the absence of sports fees denied to the children in these schools opportunities of playing organised games. There was some apology for physical training in the shape of drill, but it was to be hoped that in the curriculum for primary schools under revision a prominent place would be found for systematic physical training.

Prof. VENKATARANGAIYA ON MASS EDUCATION

Presiding over the Sixth Annual Conference of the Vizagapatam Teachers' Association on the 26th ultimo Prof. M. Venatarangaiya drew attention to the need for compulsory Mass-Education. In the course of his address he said:—

The attitude of the Government towards mass education had not been altogether desirable, for the duty of introducing free and compulsory mass education has been shirked. There might be some difficulties, no doubt, but the same difficulties had existed in other countries and had been easily overcome. "We might profitably take a leaf out of educational reform in other countries; in Russia in 1917 only 5 per cent of the people were literate but to-day about 95 per cent of the people are educated." Compulsory education was surely not impossible in India, if only the Government

were to deem it necessary. Even as things stand at present, the Government must be prepared to spend more money on grants-in-aid, etc. Greater inspection by the Educational Department, as well as a change in the methods of inspection, were needed. The existing schools for training of teachers should be considerably improved and there was an urgent need for refresher courses for teachers, at least once every three or four years. A change in the syllabuses and courses of study in a manner that would best suit the needs and requirements of rural life was urgent and there should be an intense agitation in regard to this matter.

The main pillar on which the entire edifice of mass education rested, he concluded, was the teacher who had occupied a glorious position in ancient times and it was not impossible to make him such even to-day, provided there was the necessary leadership in the country to undertake urgent educational reform.

Dr. COUSINS ON THE PLACE OF RELIGION IN EDUCATION

In one of his recent extension lectures at the Osmania University, Dr. James H. Cousins in the course of his address on a Ground-plan for Future Education referred to religious education and said:

From the point of view of a complete education the aspirational nature of humanity needed attention. It was impossible, he said, to omit religion from education, since it was a fundamental human hunger that needed satisfaction. Its present neglect in Indian education was, he believed, one of the prime causes of the observable decline in reverence and discipline in youth.

The exclusion of religion from education had been advocated on the ground of the separative tendencies of the various faiths. But this plea would annul all activities on which there was not unanimity, and make life impossible. His own experience was that it was possible to begin the day's work in schools and colleges with an act of common aspiration that sweetened and uplifted the work of the day. There should also, he held, be instruction in the tenets and observances of the faith of the student. He believed that an education which included religion would ultimately bring the religions together in joint efforts to apply

their fundamentals to the solution of the vexed problems of daily life.

Dr. GOPALASWAMI ON EDUCATIONAL REFORM

The need for remodelling the present system of education and to develop the character of students was stressed by Dr. M. V. Gopalaswami, Professor of Psychology and Logic, in the Maharaja's College, Mysore, in his address as President of the Education Week celebration at Tumkur.

"The chief defects of the present day Education system," he said "appear to be; (1) that it is unrelated to the economic life of the country, (2) that it sets up ideals and expectations in the students which are incapable of realisation in a very large majority of cases, (3) that in its preoccupation with imparting information it fails to inculcate in its students correct and efficient habits of thinking, and (4) that almost no attention is paid to the formation of desirable character traits, such as, courage, truthfulness, sociability, grit, etc.—traits which will stand them in good stead in any profession that they may enter."

Continuing, Dr. Gopalaswami said: "Many parents complain, perhaps rightly, that education tends to raise the standard (shall we say cost) of living, while at the same time reducing their earning capacity. Many of the so-called uneducated are better equipped to face the rough and tumble of life than the delicately nurtured hot-house plants of our schools and colleges. This again points to the need for paying greater attention to character formation, than has been found hitherto. Agriculture has been and will continue to remain for long time to come the basic industry of India. Yet the effect of education has been to create a dissatisfaction in the minds of our young men with simple agricultural life. Perhaps, it is time for the educational authorities to seriously consider how far it would be feasible to introduce compulsory agricultural work on land as part of the school and college work."

If our educational authorities can remodel the courses and render conditions favourable for teachers to pay more attention to the development of character traits such as, enterprise, initiative, perseverance, tact, etc., our educated men will not find themselves in such miserable plight in the matter of finding suitable positions.

Mr. L. B. BHOPATKAR ON PHYSICAL CULTURE

In the course of his presidential address at the Maharashtra Physical Culture Conference which met at Akola, Mr. L. B. Bhopatkar dwelt at length on various aspects of Physical Culture and the Youth of the Nation.

He deplored the present low standard of health of the youths and said that although young people of to-day possessed strong minds, they did not possess strong bodies like those of their forefathers. He also rebuked the Press for giving undue publicity to petty quarrels and frivolities in the so-called literature but did not find enough place for such an important subject as physical culture. People in other nations are proud of their youths and they encourage their young men and women in their enterprise of various physical activities such as flying, swimming and other games. But our India Government and our people do not encourage such things but depreciate such activities of the youths.

Mr. H. B. GUNDAPPA ON RURAL EDUCATION

Mr. H. B. Gundappa, President of the Central Committee of the Hassan District Education Week in the course of an address referred to Rural Education and said:—

Efforts were necessary to make the present available educational facilities more useful to the rural population. Economically the people were very hard up and they looked up to their children as helping hands to eke out their livelihood even in their tender years. The system must be such that both the educational demand and the parent's demand were met though partially. They were considering whether it would not be in the interest of the people if there should be only morning classes in the rural parts, so that the children might attend in the afternoons to the agricultural process and lend a helping hand to the parent. The question of going through the whole course could be solved by reducing some of the unnecessary holidays and subjects of study for the rural folk. Again, summer holidays were given to the students when practically the summer had almost passed and instead of that they might profitably consider the question of giving holidays during the months of January and February which comprised the harvesting season.

OUR WOMEN'S PAGE

Citizenship

By Mrs. K. Sathianadhan, M. A.

RAJ Kumari Amrit Kaur Sahiba has written an illuminating article in the *Stri-Dharma*, which we shall do well to think over. She defines a citizen as one "who rules and is ruled in turn, and one whose aim is the salvation and safety of the community, its being and well-being. Civics, or the theory of citizenship can, therefore, be described as a science of civilization, meaning the right ordering of our several loyalties, and the proper performance of our functions and duties in life, and the correct balance and adjustment thereof." This science should be more of the old Hindu type, which was more humanitarian and spiritual, than political. It should, therefore, be first a study of what is really good for the individual, the society, the country and the world in general; and secondly the co-ordination of this knowledge with past culture and present circumstances.

Citizenship means rights; but rights also mean responsibilities and service to ourselves and to outsiders, not only in our country, but in all the world. Every individual or group of individuals should take up its task; and we, as women of India, cannot lag behind in our recognition and execution of duties. Especially should this be the vocation of those, who have been so fortunate as to receive some education, and chiefly the younger generation, who are most thought of by others in present days and hence should be the most to think for others.

Our first duty is to attain equilibrium in modern days of stress and speed. As the Archbishop of Canterbury lately said in his New Year message: "All or almost all, the things of which I have been speaking of are in themselves good, or capable of good. They increase not only the pleasure but also the resources and opportunities of life. But they have outstripped the capacity of man's

character to adjust itself to them and to control them. We must restore a right balance. The most urgent need of modern life is to make time to recover the soul, time to recollect and bring into action all the deeper emotions and convictions which are latent within the soul; time in a word, to be still and know God."

Our second duty seems to be to learn to do team work. Co-operation and union are needed everywhere. It should be remembered that each is co-member with another of one body; and therefore that the good or bad of one affects several others equally. Especially is this to be remembered in the fight, which the women of India are waging against communalism in politics. This was stressed on lately at a public meeting in Madras, by Mrs. Hensman and Mrs. Lakhmipathi.

"While men had got into the groove of communalism, women differed from men in that respect. If women were given franchise on a non-communal basis, the men of the future would come to think of all problems from a non-communal point of view. The present political life was so saturated with communalism, that it was up to women to tell their children that political freedom could not be got if the communal poison was allowed to spread in their midst. It was unfortunate that under the proposed reforms separate electorates had been proposed for women. It was, however, good to note that in the various conferences of women held all over India women had made it perfectly clear that they were opposed to separate electorates."

Then, there is the great field of social service in which it was lately actually said at Alleppey that women could work more successfully than men. Social reform as we know, is much needed. Women should make time to interest themselves in voluntary work in schools, hospitals, maternity and child welfare centres, industrial factories, among servants, labourers and earning women, and chiefly in villages, where there is a crying need for help,

and a ready response to interest taken. There is also work to be done, as Mrs. Hensman pointed out is the case in Madras, in juvenile courts, where means are sought to reform delinquent children, and in homes for the mentally defective. And there is much service to be done, as we all know, against the evils of early marriage, purdah, polygamy, the dowry system, immoral traffic in women and children, and what is known as untouchability. There is again sanitation and public health to be considered, for which women can never do enough. "We need women to work in teams to see not only that their houses are clean, but also that the whole city is kept clean."

There is educational reform to be done, much of it in villages, and much in the homes themselves. Children should be first trained in the home into ways of "love of country love of humanity, hatred of wrong", and the following of paths of virtue, sacrifice and truth. Then, outside home, opportunities must be sought to provide proper educational opportunities for sons and daughters.

Then, there is that great duty of womanhood to perform, viz., the proper management of home and the domestic routine, as well as true and useful companionship to men. And all, as Rani Amrit Kaur said should be done, for the sake of constructive and ideal principles, which should in themselves become a great moral agency. Devotion and self-denial should be the incentives. Religious thought should form a basis, not the religion of conversion and dogma, but the religion of love and faith. "If this spirit of love dominates our lives, if it will be born the spirit of service," service in the sense of sharing our gifts with others, "and that faith which can move mountains. It is through the religion of love that I would fain hope and believe that India's women will rise to their full stature and become worthy citizens not only of our own loved country, but of the world. For it is the gospel of the brotherhood of all men that must inspire and guide us, so that, rising above the man-made barriers of caste, creed, community and race, we may make our humble but lasting contribution towards the ushering in of a new era of peace and happiness into a stricken and a suffering world."

HERE AND THERE

FILMS IN GERMAN SCHOOLS

Over two thousand schools in Germany have been equipped with installations for the showing of films. This is part of the plan of Herr Rust, the Reich Education Minister, to supplement book-learning by a form of instruction which appeals more vividly to the children's imagination. He intends to have all the 50,000 schools throughout Germany equipped in the same way during the course of the next four or five years. Already ten instructional films have been "shot," and 6,500 copies made. Eighty more such films are planned for production this year.

THE EXPANDING UNIVERSE

The Hon. Sir Shah Muhammad Suleiman, Chief Justice, Allahabad High Court, who is working on a new mathematical theory of the Universe is reported to have submitted to the U. P. Academy of Sciences the next instalment of his paper, which now deals with the problem of the expanding universe.

Sir Shan Suleiman, it is said, claims that the recession of nebulae can be explained on dynamical grounds without Prof. Einstein's assumption of the cosmical force of repulsion, acting at a distance and increasing with distance and without the necessary assumption that the Universe is exploding away and all its parts are scattering.

INDIAN SCIENCE ACADEMY

Forty-three scientific papers of which twenty were from research centres in Northern India were presented at the 6th Scientific Meeting of the Indian Academy of Sciences on 26th January in the hall of the Indian Institute of Science, Sir C. V. Raman presiding.

The Universities of Aligarh, Agra, Andhra, Benares, Madras and Mysore, College of Science, Nagpur, Royal Institute of Science, Bombay, Meteorological Section, Poona, Agricultural Research Institute, Combaratore, Indian Institute of Science, Bangalore, and Goa in Portuguese India contributed reports of many and varied activities in the field of scientific research.

BOOK REVIEWS

RAPID READING SERIES—Reader VI by Llewelyn Tipping, M. A. Macmillan & Co. Price Re. 1/- (pp. 246)

The Reader is the last of the "Rapid Reading Series" from the pen of Mr. Tipping. The books are planned so as to enable the average teacher to give his pupils a very complete and thorough grounding in idiomatic English, and to teach them with the least effort and in the shortest possible time to read and understand English, and to write and speak it with ease. The reading matter is carefully graded, and new words are introduced at regular intervals so that a pupil who is taken through the whole series should have, within five or six years after the start, a good working vocabulary of at least 5,000 words.

Each new word is repeated several times in different contexts so as to impress it on the mind of the pupil. Only words in everyday use are introduced, and throughout the language is simple, clear and idiomatic so that a student has nothing to unlearn.

The lessons are progressive, each being built up on the words learnt in preceding lessons. After every four or five lessons is a Revision Lesson which gives the pupils practice in using the words they have learnt in the preceding lessons.

In this series more stress has been laid on reading than on conversation, though this has by no means been neglected. It forms part of every lesson, and the pupil is taught from the beginning to talk readily about what he sees around him. Interspersed among reading lessons are a few poems which, though for the most part simple, are a little beyond the range of the pupils.

Both teachers and pupils will find in the series all they require in order to get a real grip and understanding of the English language in its everyday use. The books may be safely recommended for use as text-books in our High Schools.

—D. N. S.

THE ART OF ESSAY-WRITING AND OTHER ESSAYS by R. Kapur, M.A. (Ald.), B. Litt. (Oxon.), Lecturer in English Literature, Andhra University, with a foreword by Prof. Amaranatha Jha. PP. 342. Vaish Book Depot, Bareilly.

There is a universal complaint at the present day that there is a steady deterioration in the attainments of students of Indian Universities in English. Many of them are not able to express themselves in correct and idiomatic language; very few know the secret of good style; and fewer still are capable of arranging their ideas in proper sequence and developing them. It is to help the students in understanding what a good essay exactly means and how it has to be written that Prof. Kapur of the Andhra University has brought out the above book of Essays. The introductory essay on "The Art of Essay-writing" makes a most delightful and valuable reading. It gives a well-reasoned analysis of the qualities that make a good essay and bears ample evidence of the wide study and the versatile ability of the author. There are thirty-eight other essays on a large variety of subjects—political, social and literary—and every one of them is characterised by vigour and wit. Prof. Kapur displays powers of keen observation and extensive scholarship. His style has a natural fluency about it. The value of the book is enhanced by its containing twenty other essays written by some of the masters of English Prose like Goldsmith, Addison, Lamb and Leigh Hunt. It is a book to be read and enjoyed not merely by students in Universities but by every one who is anxious to have as his companion a volume of real beauty. —M. V. R.

THE MUNICIPAL HIGH SCHOOL MAGAZINE, CUDDAPAH—Vol. I; Nos. 1 & 2.

In these days of growing faith in the efficacy of School and College Magazines to foster a spirit of *esprit de corps* among the pupils and provide a common medium for Old Boys, Present Pupils, and Members of the Staff to express their well considered thoughts, this new venture is bound to receive adequate literary and financial support from all quarters.

We trust that as time progresses, the Magazine will be improved in quality and quantity and set a valuable example to be followed by other High Schools.

—C. B.

THE EDITOR ANSWERS

Q. 14. Was not Plato right when he said that the teacher's duty was to present the light to the soul and leave it at that for the soul to respond to it as it should?

Answer:—The assumptions underlying this great dictum of Plato in Education represent a certain amount of truth, but not the whole truth. Plato assumes the ability on the part of the teacher to present the truth in the way it ought to be presented and on the part of the student he assumes that his nature being a truth-loving one will naturally and automatically respond to the truth. It is like saying that to the normal adult with good vision and no mental or physical defect, the fact that the sun shines need not be argued about and instilled into his mind. In such cases seeing is believing. All the same it is not the whole truth, because many relevant and important circumstances are ignored in such assumptions. For example, it is very easily assumed that a teacher knows the truth and can present it in the best way possible to his students. Was not Socrates the better teacher, when, through his interlocutory method, he sought to lead his students to work out a knowledge of the truth for themselves step by step, aided by the teacher? This, however, does not mean that the teacher is simply to be a 'Finger Post', but must be a guide and a fellow searcher after truth. Socrates did not start with the assumption, that he knew the truth and that he had only to dump it on his pupils. Socratic irony is that in which wisdom

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. Teachers' co-operation will be invaluable.

lay in knowing and yet not assuming what is to be collectively enquired into and found. This double attitude of conviction and open-mindedness on the part of the teacher made him the guide, (because he had previously thought out the problem) and at the same time a fellow student (because he was open-minded enough to modify his position if necessary and develop the solution in and through the difficulty of the student). Knowledge thus acquired will not sit lightly on the students. On the contrary, it will become part and parcel of their very being.

Again Plato assumes that the soul or the instinct for truth is equally alive in all. It is not true that our souls have gone to slumber? True they can be awakened, but they may need a rude awakening to respond to the truth that is being presented. That is why a disciple of Plato improving upon his master's dictum said that we need to not only present the truth to the soul, but also give it 'a dig in the ribs' to make it see the truth. Part of our failure in education is due to our not adopting such methods as will enlist the genuine interest of the students. How important an element interest is, in imparting education, is known to all teachers. Interest can be enlisted in ever so many ways. Let not the teacher fail to exploit all those valid ways of awakening interest in the student. If one should fail in this matter, however good the lesson may be, the result on the student will be most disappointing.

SPORT FOLIO

INDIA AND BERLIN OLYMPIAD

THE question of the participation of India in the 1936 Olympic games was decided at a meeting of the Executive Committee of the Indian Olympic Association held on 30th December at New Delhi, with Mr. Moinul Haq in the chair. India will participate in athletics, wrestling, gymnastics, swimming and water polo. The cost of sending representatives of the requisite standard was estimated at Rs. 45,000 and the Committee resolved to issue an appeal to raise the necessary funds to meet the expenses.

The Committee took up the consideration of women's swimming events and decided to institute a Women's Swimming Championship at the next Indian Olympic Games.

The next venue of the Indian Olympic Games in February 1936 would be either Gwalior or, if Gwalior could not stage the Games, then athletics, basket-ball and wrestling would be held at Lahore and swimming at Calcutta.

INTERNATIONAL 'VARSITY GAMES

THE International University Games Association has sent, through the Hungarian Association and the Indian Olympic Association, an invitation to the Universities of India to send representatives to the VI International University Games to be held at Budapest from the 10th to the 18th of August, 1935.

The sports included in the programme are as follows:—Athletics (for men and women), Swimming (for men and women), Water polo (for men), Fencing (for men and women), Lawn Tennis (men's singles and doubles and women's singles), Association Football, Rowing, Basket-Ball, Rugby Football, Gymnastics (for men and women).

The Honorary Secretary, Indian Olympic Association has accordingly circularised the Indian Universities asking for information from each University on the following points:—Whether the University is in favour of participating in the International University Games; what steps it would suggest to select

representatives for the Games; and what steps the University would suggest to collect funds for the expenses of these competitors.

INTERNATIONAL RACE

A 3,000 miles international air race across Canada with a pot of pure Canadian gold for the winner, and a pot of silver as second prize, is proposed for next summer.

The recent London-Melbourne race has given impetus to the scheme and it is thought that many world-famous pilots would enter the Canadian race.

The proposal has been made by Mr. William Templeton, manager of the Vancouver air port. His idea is to focus attention on the future of aviation in the Dominion and to stimulate interest in a trans-Canada air mail service. The route of the race would be from Halifax (Nova Scotia) to Vancouver—from the Atlantic, across the great wheat prairies and over the Rocky Mountains to the Pacific.

COLOUR BAR AGAINST INDIANS

IT is notorious that certain London hotels refuse to admit Indians and the treatment accorded on 7th inst., to the Indian Table Tennis Team which is to compete in the world's championships at London, suggests that the ban is more general than was suspected.

When the Indians, who constitute one of 19 world teams for the table tennis contests, went to the hotel booked for them, they were surprised to be told they could not be accommodated. The syndicate which owns this particular hotel offered alternative accommodation elsewhere and this had to be accepted temporarily.

The English Association announced that it would withdraw certain English players to provide accommodation for the Indians, but the hotel manager then stated that although this would make room, the Indians could not be admitted. But later on it was announced that the hotel concerned had withdrawn its objection and had provided accommodation for the players from India.

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.

MADURA DT. HEADMASTERS' ASSOCIATION

The 10th session of the Madura District Headmasters' Association was held on Saturday, the 26th of January, 1935 at 9.30 A. M. in the Madura College High School Building when 17 Headmasters from the District, the District Educational Officer, Mr. Balraj along with the Deputy Inspector of Schools Mr. T. N. Krishnamoorthy Ayyar, M. A., L. T., and a few visitors were present.

The D. E. O. paid a glowing tribute to the Educational Experiments conducted and research work sincerely attempted and done thus far in this District under the presiding genius of his predecessor, Mr. R. M. Savur and made a very fervent appeal to the members of the Association and to all teachers in the District to continue the method in the spirit in which it was launched and record still better achievements in Educational Work.

He ably expounded how a child which is a living human organism should be dealt with by the teachers with a view to tap its potentialities for all round and harmonious development. He was really opposed to machine like ways in educational work. He enlightened the members on his own conception and understanding of 'The Individual Method.' He rightly laid stress on the spirit of the teacher which is far more important than the method itself. He was in favour of evolving truly Indian method of teaching taking the best in the educational methods of other advanced countries. Mr. Balraja's address was listened to with rapt attention throughout, coming as it did from a patriotic and philosophic Indian.

The meeting was presided first by Rev.

Santhappa Samiar of Dindigul and then ably by Rev. Father Ammalorpavam, ex-president of the Madura District Teachers' Guild.

Mr. M. R. Rangasami Ayyangar, Headmaster of the V. M. High School, Periyakulam, thanked the two presidents of the session for their able conduct of the meeting. He paid at the same time a fitting tribute to Mr. Balraj for his edifying message to all teachers and promised to answer certain issues raised by him relevant to the New Method at the next Annual Session.

The special 10th Session proved a remarkable success and the secretary Mr. James can congratulate himself on it.

WOMEN'S EDUCATIONAL TOUR TO EUROPE

The International Student Service has asked Mrs. S. K. Datta to organise a second tour to Europe under their auspices for Indian women students and teachers this summer. Austria, Czechoslovakia, Germany, Belgium, Holland, England, Scotland, France and Switzerland will be visited during June and July, the party leaving Bombay at the end of May and returning in August. The programme contains many interesting features, including attendance at international student conferences, etc.

Further particulars regarding programme, cost, etc., are now available and may be obtained on application to Mrs. S. K. Datta, Foreman College House, Lahore.

KISTNA DT. BOARD AND J. P. C. REPORT

A resolution was passed at a Meeting of the Board on 6th inst., with the Raja Saheb of Chahpalli in the chair to the effect that all Board Schools should be closed for 10 minutes on the 15th inst., in disapproval of the recommendation of the Joint Parliamentary Committee, in the matter of the proposed transfer of Berhampore, Parlakimidi and some Taluks, and the Jaipur Agency, from Madras to the Orissa Province to be newly constituted under the J. P. C. Scheme, and that the Board do make a representation to H. E. the Governor of Madras, H. E. the Viceroy and the British Government praying that the above recommendation of the J. P. C. be made to be dropped.

APPROVED BY THE TEXT BOOK COMMITTEE

THE GOLDEN BOOKS OF PROSE AND VERSE

WITH INTRODUCTION, NOTES AND EXERCISES ON GRAMMAR AND COMPOSITION

"In compiling these books we have kept in view the entire needs of our Indian students and have taken care to include such pieces as are likely to interest the reader."

"Besides interesting narrative—descriptive, didactic, humorous and pathetic—we have taken care to include lessons in Classical Mythology, Travel, Biography and History."

"The books allow the teacher a wide range of subjects."

BOOK I: FORM IV

PROSE: Ali Baba—Friday's Frolic with a Bear—The man with an axe to grind—Castle Building—The Tempest—The Prodigal Son—A Lion Hunt—The Peasant and the Soil—Cowper's Letter to the Rev. John Newton—The Auto-Biography of a Shilling—The Patriots of Calais—Both sides of the Question—Work and Wages—The adventure with the Windmills—Alfred the Great—The Credulous Brahmin—Sir Issac Newton—Moses at the Fair—Arriving in England—Mahadev Govinda Ranade—The Bed of Procrustes.

POETRY: Casabianca—Abou Ben Adhem—The Nightingale and the Glow-worm—The Inchcape Rock—To Blossoms—To the Cuckoo—The Olive-Tree—Harmoson—Alice Fell—The Priest and the Mulberry Tree—Boadicea—The Village Blacksmith—Yussouf—The Village Schoolmaster—The Rainbow—King Canute—The Chameleon—Hassan: or the Camel-driver—The Eastern Tale—The Pied Piper.

Price As. 12/-

BOOK II: FORM V

PROSE: Whang, the Miller—The Amusements of a Scottish King—Sancho Panza is his Island—The Parable of the Talent—Eudoxus and Leontine—The Widow and her son—Letter to Lord Chesterfield—Perseus—An Equestrian Adventure—Boswell first meets Dr. Johnson—A Bully served out—Siege and Defence of Arcot—The Personality of King Alfred—Letter to his Mother—The death of Nelson—Ilyas (parable)—The Desert—From 'As you like it'—A visit to a Girls' School—The League of Nations.

POETRY: The Scholar—The Character of a happy life—Dora—The Solitude of Aiex. Selkirk—Death, the Leveller—A Psalm of Life—The Victim—The Soldier's Dream—Dara—Patriotism—The Plate of Gold—The Village Parson—The Annals of the Poor—The Bell of Atri—Jaffar—Ring out, Wild Bells—Say not the struggle naught availeth—The Daffodils—Stanzas on Freedom—Simon Lee—Lead, Kindly Light—King Arthur's last words—The Quality of Mercy—The Ocean—Wolsey—The Hermit.

Price Re. 1/-

M. SESHACHALAM & CO., HINDU PRESS, MASULIPATAM

THE LATEST PUBLICATIONS OF WIDE RENOWN

Raman Series

Revised Scheme

A UNIQUE PRODUCTION
DESIGNED

UNDER THE DISTINGUISHED GUIDANCE OF

Prof. V. Viswanadha Sarma, M.A., L.T.,

Government Training College, Rajahmundry.

GENERAL SCIENCE

English and Telugu Editions

FOR FORM IV
English Edition
Price Re. 1/-



FOR FORM IV
Telugu Edition
Price Rs. 1-4/-

BOARD OF EDITORS

Mr. K. V. Siva Rao, Headmaster, Board High School, Nellore Dt.
Mr. B. Pattabhiramiah, Lecturer, Govt. Training College.
Mr. Chinta Deekhitulu, Headmaster, Govt. Training School.

1. The book faithfully follows the syllabus and no topic is wholly omitted.
2. Elaboration of every topic is properly restricted to the present interests and powers of understanding of the pupils.
3. The material is made as concrete as possible by neat and helpful illustrations, diagrams, charts etc.
4. The biographies of scientists and the history of their discoveries are given wherever found necessary.
5. In writing the lessons, careful attention is paid chiefly to their practical and utilitarian aspect.

M. SESHACHALAM & CO., HINDU PRESS, NASULIPATAM

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.

"WIDEN YOUR KNOWLEDGE"

:: HERE ARE SOME HELPS ::

Ten Years of World Co-operation	...	Rs. 7 0 0
Essential Facts About the League of Nations	...	0 11 0
Aims and Organisation of the League of Nations	...	0 9 0
School Broad-Casting	...	5 8 0
Text Book Revision and International Understanding	...	6 14 0
Why War? (Open Letter Series)	...	3 2 0
A League of Minds (")	...	3 7 0
East and West (" Gilbert Murray & Rabindranath Tagore)	...	1 12 0
Educational Role of the Press	...	1 12 0
Reorganisation of Education in China	...	1 12 0
Educational Survey (annual)	...	2 12 0
Information Bulletin of the League of Nations Intellectual Cooperation Organisation—Annual Subscription	...	6 14 0
Monthly Review of Educational Cinematography, (' Intercine ')	Annual Subscription	23 0 0

Obtainable from

The Indian Bureau of The League of Nations,

Improvement Trust Building, Esplanade Road,
BOMBAY.

Just Published!

For Libraries!!

A Unique Work on the Story of the Ramayana

RAMA THE GREATEST PHARAOH OF EGYPT

BY

MALLADI VENKATA RATNAM, B.A.,

Late Vice-Principal

GOVERNMENT TRAINING COLLEGE,

RAJAHMUNDY (South India)

"Your thesis is a most interesting one and I am sure that I shall enjoy reading your book."

(SIR) FRANK NOYCE, I. C. S.,

Member, Viceroy's Council.

SIMLA, 24-9-34.

Crown 8 vo. Printed on Antique Paper.

Vol. I. 370 PAGES, 30 ILLUSTRATIONS—Rs. 10/-

Vol. II. 246 PAGES, 6 ILLUSTRATIONS—Rs. 5/- net.

UPTAINABLE FROM:

M. Seshachalam & Co.,

MASULIPATAM.

DECIDEDLY THE BEST PRODUCTIONS

In Telugu

Edited by

IV Form

Prof. M. Venkatarangaiya, M.A.,

Head of the Dept. of History, Politics, etc., Andhra University.

Remarkable
for Style and
Subject Matter



Profusely
illustrated
with maps etc.

HISTORY OF ENGLAND ఆంగ్లదేశ చరిత్రము

Price Re. 1/-

BRITISH INDIA బ్రిటిష్ హిందూదేశము

Price As. 12/-

In Telugu

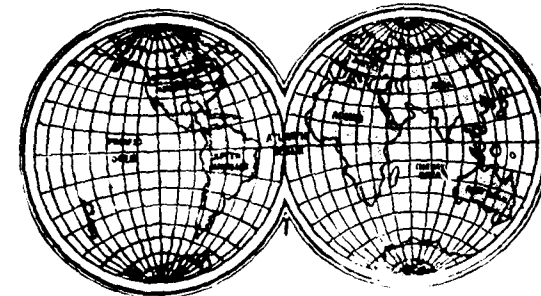
Edited by

IV Form

Prof. V. Jagannadha Rao, M.A., L.T.,

Head of the Dept. of Geography, Government Training College.

Every lesson
is aptly
illustrated



Based on
practical
Teaching

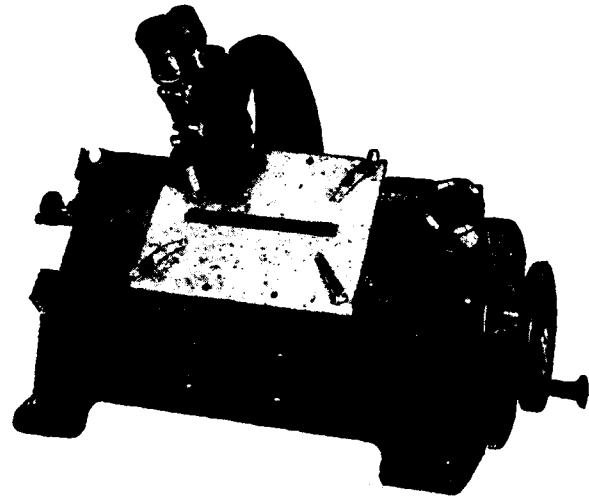
GEOGRAPHY భూగోళశాస్త్రము Price Re 1/-

AUTHORS

Prof. V. Jagannadha Rao, M.A., L.T., Govt. Training College, Rajahmundry.
Mr. P. Suryanarayana, M.A., B.Ed., Board High School, Ramachandrapuram.

M. SESHACHALAM & CO., HINDU PRESS, MASULIPATAM

PRECISION INSTRUMENTS



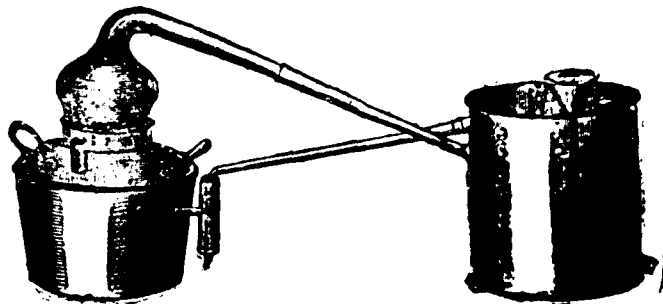
For Research and
Laboratory work
OF
Gaertner Scientific
Corporation, Chicago.

SOLE AGENTS FOR MADRAS
PRESIDENCY

THE ANDHRA SCIENTIFIC CO.,
Masulipatam, (S. India).

Complete Laboratory Equipment

Standard
Glassware,
Pure Chemi-
cals,
Industrial
and
Research
Apparatus



All kinds of
Scientific
Instrument;
Water and
Gas Taps
and
Fittings

FOR PARTICULARS APPLY TO :

The Andhra Scientific Company,

Direct Importers and Manufacturers,
MASULIPATAM, (S. India).

Teachers advise
EVERY STUDENT TO USE



AMRUTANJAN

for all aches and pains

why not you ?

Amrutanjan Depot,

Madras

Bombay

Calcutta

The Indian Library Journal

BEZWADA

The official organ of the All India Public Library Association. Expounds the various phases of Library Science, and the Library Movement in India. *Annual Subscription Rs. 3.*

Apply to : I. VENKATA RAMANAYYA, Manager.

Sadhana Aushadhalaya, Dacca (Bengal)

ADHYAKSHA : Joges Chandra Ghose, AYURVEDA-SASTRI, M.A., F.C.S. (LONDON).

Formerly Professor of Chemistry, Bhagalpur College.

Saribadi Sarsa

Branches :— Calcutta, Chittagong, Patu-
atuly, Manikganj, Dinajpur, Bogra, Tinsukia,
Shore, Burdwan.

Guaranteed absolutely Pure and Genuine.
Medicines prepared strictly according to the
Ayurvedic Sastras. Catalogues free on appli-
cation.

On describing the nature of diseases, pre-
scriptions are given gratis with great care.

Makaradwaj (Pure with Gold)
Rs. 4 per tola.

A wonderful specific for all diseases. It
regulates the nerve, bile and phlegm, increases
vitality mental and physical vigour and tones
up the system.

A wonderful, infallible medicine for
Syphilis, Mercurial Poisoning, Gonorrhoea,
Urinary troubles and all sorts of blood impuri-
ties. Rs. 2/12/- per seer.

Sukra Sanjiban

A very powerful and effective medicine for
the restoration of lost vitality and energy. It
immediately puts into you all the vigour that
every man should have Rs: 16 per seer.

Abala Bandhab Jog

A great remedy for all female diseases, as
leucorrhoea, pain in the waist, back or womb,
irregular monthly courses, sterility etc.

16 doses Rs. 2/-; 50 doses Rs. 5.

EFFICIENCY AND ECONOMY
ARE THE WATCH-WORDS OF THE
ANDHRA INSURANCE CO., Ltd.,
Masulipatam

OFFERS MOST UP-TO-DATE AND ATTRACTIVE SCHEMES WITH LIBERAL
POLICY CONDITIONS

Prompt Settlement of Claims—Permanent Disability Benefit
2½% Rebate on annual Payments

ARE SOME OF OUR SPECIAL FEATURES
FOR SAFETY AND SECURITY OF YOUR HARD EARNED SAVINGS
INSURE WITH US

WANTED AGENTS
IN UNREPRESENTED
AREAS

Apply to:—
Y. MANGAYYA, B. A., B.L.,
SECRETARY

THE INDIAN LADIES' MAGAZINE

Published once in two months

Editor: **KAMALA SATTHIANADHAN, M. A.**

CONTAINS MANY
Valuable Articles and Illustrations

ANNUAL SUBSCRIPTION

Island
Rs. 3-8-0

Foreign
Rs. 5-0-0

Apply to: **The Editor:** **Mc NICHVEL ROAD, CHETPUT**
MADRAS.

PRINTED AND PUBLISHED BY M. SESHACHALAM, B.A., AT THE HINDU PRESS, MASULIPATAM

EDUCATIONAL INDIA

GLISH IN INDIAN
EDUCATION p. 348.

SELF-CONTAINED STAGES
IN EDUCATION p. 349

THE INDIA FOR WHICH WE SHOULD EDUCATE, p. 345.

New Education - What it Means: By Prof. D. S. Gordon
Education and New Psychology: ... By Principal M. T. Vyas
The Teaching of Factors: ... By Mr. S. R. Diddi
The Educational Efficiency: ... By Prof. M. S. Srinivasa Sarma
Improving the Ability to Read: By Mr. A. Somasekhara Rao

FOR DETAILED CONTENTS AND SPECIAL FEATURES SEE INSIDE

*"Elephant Brand papers are
the best"*

Made by

THE TITAGHUR PAPER MILLS CO. LTD.

Makers of High Class Papers
CALCUTTA

Detailed Contents for March, 1935

	PAGE		PAGE
NEW EDUCATION AND WHAT IT MEANS		Sind Campaign Against Illiteracy ...	353
By D. S. GORDON, M. A., LL. B., B. T., A. M., DIP. Ed...	327	All Bengal Teachers' Conference ...	353
EDUCATION AND NEW PSYCHOLOGY		Physical Education ...	354
By M. T. VYAS, M. A. ...	332	Separate Curriculum for girls ...	354
THE TEACHING OF FACTORS IN Std. V		Medium of Instruction ...	354
By S. R. DIDDI, B. SC., B. T. ...	336	Physical Training for Lady Teachers ...	354
THE TEST OF EDUCATIONAL EFFICIENCY		Progress of Education ...	354
By M. S. SRINIVASA SARMA, M. A. ...	339	The Aligarh University ...	354
IMPROVING THE ABILITY TO READ		Progress of Education ...	354
By A. SOMASEKHARA RAO, M. A. (HONS.), L. T. ...	343	Anglo-Indian Education ...	355
EDITORIALS.		Primary Education ...	355
The India for which we should Educate ...	345	Primary Education in Bengal ...	355
English in Indian Education ...	348	Educational Reform ...	355
Self-Contained Stages in Education ...	349	Reduction of School Fees ...	355
Sir J. C. Coyajee's Retirement from the Andhra University ...	350	Education Society in Ceylon ...	355
The Teaching of Factors in Standard V ...	351	PUBLIC OPINION	
PERSONAL NOTES ...	351	Dr. Mackenzie on the Media of Instruction ...	356
THROUGH DIFFERENT PROVINCES		Mr. N. S. Subba Rao on the Rural Uplift ...	356
Inter-University Board ...	352	Mr. S. E. Ranganadhan on the defects in Secondary Education ...	356
Grant for Broadcasting Station ...	352	Mr. Shyamprasad Mukherjee on the Task Before Youth ...	357
Delhi Jamaia Islamia ...	352	Rev. Fr. Provoust on Sex Education ...	357
A Deputation of S. I. T. U. ...	352	Harold J. Laski on the Function of Universities ...	358
Government Relief Scheme ...	353	Dr. Sir S. Radhakrishnan on the Essence of Religion ...	358
Diploma in Military Science ...	353	OUR WOMEN'S PAGE ...	359
Syndicate's Report Criticized ...	353	HERE AND THERE ...	360
Deccan College Buildings ...	353	BOOK REVIEWS ...	361
		THE EDITOR ANSWERS ...	362
		SPORT FOLIO ...	363
		CORRESPONDENCE ...	364

Vol. I: No. 9

March, 1935

EDUCATIONAL INDIA

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

Edited by M. Venkatarangaiya



EDITORIAL BOARD

M. VENKATARANGAIYA, C. SWAMIKANNU PAUL,
M. SESHACHALAM, C. B. KRISHNASASTRY,
D. NITYANANDA SASTRY.

The Educational India Office
MASULIPATAM (S. India)

INLAND
Rs. 3-8-0

Single Copy As. 6

FOREIGN
Rs. 5-0-0

"EDUCATIONAL INDIA has taken a leading place."

—Dr. JAMES H. COUSINS

Officially Recognised by

The Directors of Public Instruction

OF

**Madras, Hyderabad, Bombay, United Provinces,
Punjab, Central Provinces and Berar etc., etc.**

Original contributions ; Several regular features every month.

Subscription : INLAND Rs. 3-8-0 ; FOREIGN Rs. 5-0-0

Apply to: **The Manager,**

"EDUCATIONAL INDIA,"

Masulipatam, (S. India)

"WIDEN YOUR KNOWLEDGE"

:: HERE ARE SOME HELPS ::

Ten Years of World Co-operation	...	Rs. 7 0 0
Essential Facts About the League of Nations	...	0 11 0
Aims and Organisation of the League of Nations	...	0 9 0
School Broad-Casting	...	5 8 0
Text Book Revision and International Understanding	...	6 14 0
Why War? (Open Letter Series)	...	3 2 0
A League of Minds (")	...	3 7 0
East and West (" Gilbert Murray & Rabindranath Tagore)	...	1 12 0
Educational Role of the Press	...	1 12 0
Reorganisation of Education in China	...	1 12 0
Educational Survey (annual)	...	2 12 0
Information Bulletin of the League of Nations Intellectual	...	
Co-operation Organisation—Annual Subscription	...	6 14 0
Monthly Review of Educational Cinematography, (' Intercine ')	...	
Annual Subscription	...	23 0 0

Obtainable from

The Indian Bureau of The League of Nations,

*Improvement Trust Building, Esplanade Road,
BOMBAY.*

NEW EDUCATION—WHAT IT MEANS

By **D. S. GORDON, M. A., LL. B., B. T., A. M., Dip. Ed.,**

Assistant Professor of Education, Mysore University.

ONE of the most remarkable phenomena at the present time is the use of the word "new" in connection with various branches of human knowledge. We speak, for example, of new psychology, indicating thereby the modern experimental, objective investigation allied to the biological sciences, as distinguished from the old introspective psychology, which is more closely related to philosophical knowledge. We speak of the new physics in order to indicate, among other things, the revolutionary researches of recent times into the structure of the atom and other developments connected with the great name of Prof. Einstein. We speak of the new civics to show that it is concerned with the all-round welfare of ordinary people, and not merely with the institutions of local and central government. We speak of the new geography, indicating the change that has come over the organization of its subject-matter as well as the methods of teaching. Prof. J. H. Robinson has written a valuable book entitled "The New History" wherein he points out how thoroughly the modern conception of history has altered, not only since the days of Macaulay and Gibbon and Carlyle, but also since the more recent

days of Freeman, Seeley, and Lord Acton. The old order has everywhere changed, yielding place to new.

But nowhere has this change been more in evidence than in the field of education. New education implies not only important changes in the methods of teaching and training the young in school, but also changes in the outlook and methods of solving the problems of society outside the school. During the past half-century our traditional ideas about education have undergone very critical and thorough examination, and several new philosophies of education have been evolved. Among these philosophies probably the best known throughout the world is that of Prof. John Dewey. This pragmatist philosopher described the educational process as a "continuous reconstruction of experience." According to him education is not

so much a preparation for life, as life itself. Education is growth; it is the all-round development or unfolding of the individual.

One of the most widespread misconceptions regarding the school is that it is a place where the young acquire a certain

amount of knowledge which would be useful to them in later life. The human race in its march from barbarism to civilization had found certain kinds of knowledge beneficial. This knowledge, or racial heritage, society desires to conserve and pass on to succeeding generations, and the chief instrument for the accomplishment of this purpose is thought to be the school. From society's point of view this conception of the function of the school may be regarded unexceptionable; but from the educationist's point of view it is inadequate. For, after all, the most important factor is not the knowledge to be imparted, but it is the pupil who has got to be educated. It has been well said that the twentieth century is the century of the child. The traditional school was a teacher-centred school, whereas the modern school is trying to be a child-centred one. The child is at last coming into his own. But all this would appear to be meaningless phrases unless their practical implications are fully realised. So long as we stress the idea that the main function of the school is to convey some useful information, we are apt to forget the fact that information is useless unless it contributed to the natural development of the child. The older educationists believed in a more or less rigid curriculum the utility of which was predetermined by adult experience. They forgot that the curriculum existed for the child, and not the child for the curriculum. The new educationists, on the other hand, attempt to subordinate the curriculum to the needs of the child. They do not want to make a fetish of it.

Another important respect in which new education differs from the old is in regard to the relative weight attached to interest as distinguished from effort in the learning process. To the old school master learning was not learning unless it was unpleasant. Spare the rod and spoil the child was his motto. We have travelled a long way from this position. We no longer believe that the rod provides the chief inducement for study. Most of us do

not even think that corporal punishment has any place in school life, except perhaps in very rare cases of extreme moral turpitude. We stress, on the other hand, upon the principle of interest as the important motive in learning. Improved methods of teaching have always been the result of careful investigation into the interests, aptitudes and needs of pupils. The question has always been, how can I present the subject matter to the child in such a way that he will learn it through interest and not through external compulsion and fear?

New education, however, has got to be very careful in explaining this standpoint, for it has been accused of sugar-coating all learning, of following the primrose path. Life, its critics say, is not all plain-sailing; it is full of drudgery. Therefore, if the pupil of today is to get on well in the rough-and-tumble world of tomorrow, then the best way to prepare him for life is by accustoming him in the school to unpleasant things, and not by carefully safeguarding him from them. With this contention new education has no quarrel, except to say that it is not a correct statement of its position. The new teachers are quite aware of the fact that life is full of ups and downs, hardships and difficulties, and that the pupil, when he emerges from school, should be capable of meeting life's realities; but at the same time, they insist that learning shall not be rendered a needlessly dull business, that the teacher shall not escape from his responsibility to make it as interesting as possible. The moment one puts the emphasis upon effort one tends to make too much of the subject-matter, whereas in education it is not knowledge or information that is the most important thing, but it is the child who is to develop. Information is only a means to an end. In the words of Sir John Adams, schools are not knowledge-shops and teachers are not information-mongers.

So much for what new education implies from the standpoint of classroom technique. But its implications are even

more fundamental and revolutionary from the standpoint of modern psychology. The importance of psychology in education had been recognised at least since the days of Pestalozzi who spoke somewhat vaguely, of "psychologising education". His great successor in educational reformation, Herbart, even wrote a book on psychology. But if the truth were to be told, psychology as a science did not exist in those days. The ideas which men possessed then about the workings of the mind, were derived from subjective introspection, which is an extremely unreliable method. The birth of modern psychology, therefore, dates from the time when attempts were first made to render mental processes amenable to objective measurement. The close alliance between scientific psychology and educational principles is today probably the most outstanding and significant development in new education. It is true that in India the older teachers are still fighting shy of mental and educational measurements. Many of them do not even care to get acquainted with the important findings of the new psychology. They content themselves with traditional methods. But the time is not far distant when every classroom teacher will be expected to order his teaching in the light of psychological research and also to possess a fair knowledge of the technique of administering intelligence and achievement tests.

Having noticed briefly a few of the outstanding features of new education we now turn to Indian schools and to Indian society in order to examine them in the light of these progressive ideas. The basic criticism of Indian education is that it does not educate. Our pupils acquire a great deal of information from books and from teachers' notes, but they do not, as a rule, come out of schools and colleges as educated men and women. Real education is more than mere knowledge. Real education transcends knowledge and shapes the attitude and outlook of a person. But unfortunately Indian education, seems to end with mere knowledge; it seems to

be something that stands outside of a person. Education and life in this country do not touch each other; they run in parallel grooves. We commonly believe that a man who possesses a university degree is necessarily an educated man. But this is not so, for there are many uneducated graduates around us. There is no difference between their mentality and the mentality of the millions who never went to school at all.

If one desires to know what is the most fundamental difference between an educated person and an uneducated one, it may be said that it is the ability to think. This, indeed, is also the great distinction between men and lower animals. Lower animals are endowed with certain fixed instinctive responses to stimuli, and they go through life with this simple equipment. But not so with man; he is able to adjust himself to changing circumstances. He is able to think and to learn. In short, he is educable.

It must not be imagined, however, that thinking comes naturally to man. On the other hand, the majority of men hate thinking. They like to have their thinking done for them by others. In every age, therefore, we find certain leading men who have thought for all the others, while these others have been simply content to follow. But in addition to contemporary thinking, there is the legacy of past thinking which oppresses us at every turn. At the present moment, mankind has such a vast accumulated stock of past thinking behind it that the majority of people do not at all feel the need to think for themselves. They only follow tradition, for it is the line of least resistance. And it is a remarkable fact that nowhere in the world has tradition, or past thinking, obtained a more powerful hold upon men's minds than in India. In every detail of life we are governed by custom and *mamool*. We are unwilling and incapable of striking out new paths. We are still in the middle ages as regards intellectual advancement.

In medieval Europe the men who dared to think about science and about the problems of life were often ridiculed and abused, and sometimes cruelly persecuted and put to death. Galileo who said that it was the earth that moved round the sun and not the sun round the earth, as was believed in those days, was summoned to Rome, and tortured until he retracted his discovery. Giordano Bruno and Servetus were actually put to death for their advanced opinions. Socrates was made to drink poison for "perverting youth". Jesus was crucified for "perverting religion." Instances such as these can be cited without end. It is true that now-a-days nobody is put to death for his opinions, nevertheless the persecution still remains, in perhaps a milder form, but not less effective on that account. The man who thinks freely and fearlessly on social and political questions today is bound to get into trouble with society and with the Government. Some one has said "Blessed is the land that has no history". One is inclined to agree with this pious wish, for if we had no history behind us, we can plan our lives and create institutions entirely untrammelled by the network of tradition and custom.

One of the most curious phenomena of human existence is the fact that man has always been more ready to inquire into the secrets of nature than to enquire into the secrets of himself. Man has made enormous strides in agriculture, manufacture, transport and communication. But when it comes to a question of applying knowledge to his own life and conduct, his beliefs and social customs, he hesitates. Thus, for example, he may know that over-population is one of the most pressing problems of India at the present moment; but yet he would not practise or advocate birth-control. He may know that the traditional explanation of the eclipse is a merely fanciful one, but yet he will not omit to perform his puja or other ceremonies on that day. He may know that miracles are contrary to human experience and that they are not borne out by scientific know-

ledge, and yet he would continue to believe in them. He may know that child-marriage is sapping the vitality of India, and yet he would oppose the Sarada Act and work for its repeal. He may know that some at least of the allegations in Miss Mayo's notorious book are true, but he would not do anything about them.

The trouble with man is not his ignorance but it is his knowledge that remains unused. It is not so much the fear of external dangers and difficulties which most often prevent men from thinking boldly and acting according to their convictions, as their innate unwillingness and inertia. We are frequently told that man is a freedom-loving animal. But this is not a fact. Man loves to surround himself with all sorts of taboos and restrictions. Without some such bounds and fetters he does not feel like a responsible animal. It is true that some of these bonds are for his own good, but there are many which are not so. At the time that these restrictions were inaugurated they were probably beneficial, but with changing conditions of life they have ceased to be so. And yet man has continued to observe these restrictions until today. He has failed to do the rethinking that is necessary in order to retain the useful customs and throw overboard the useless ones.

People often talk about the "good old days" in the distant past, implying thereby that in former times the human race had a happy existence and that we have now fallen upon evil days, in spite of our vaunted civilization and material progress. Such people look to their ideals in the past. They see a golden age there. But the truth is far otherwise; the phrase should really be "bad old days". If history is read aright, it abundantly proves that in spite of the many defects in the present civilization mankind on the whole leads a freer, happier and more enlightened life today than at any time before. Sometimes scholars have attempted to paint the past in glowing colours. Thus, for

instance, the middle ages in Europe, a period so full of misery and degradation for a common man, is shown off as a glorious time, when knights in glittering armour roamed about the land redressing non-existent wrongs, rescuing imaginary maidens and fighting innumerable tournaments and battles, all for public good and not at all for gratifying their own vanity. Similarly, in India, there are people who are never tired of referring to India's ancient glories as if all our ideals lie in the past. But, as a matter of fact, these are merely cases of distance lending enchantment to the view. The true patriot is not he who looks backward to the past, but it is he who looks to the future for his ideals and does his little best to realise some of them at least in the present.

All this, however, does not mean that we are ungrateful to the past. We are, in fact, standing on the shoulders of those who have gone before us. Without them we cannot be what we are now. But on that account we should not become insensible to our own contribution to progress. The right attitude to the past is not to think of it as a millstone tied round our necks, but rather as a stepping stone for ascending into the future. At the present time, our excessive respect for the past has resulted in a widespread conservatism which militates against all progressive ideals even when we know that they are good. We turn a deaf ear to truth. At any rate, most of us desire to do nothing to realise the good ideals in practice, and sometimes we even obstinately fight against it. When Galileo said that heavier bodies do not fall to the ground more quickly than lighter ones, he was not believed. When he subsequently gave a demonstration of the fact from the famous leaning tower of Pisa, large crowds of people, including scholars, saw it; but yet when they went home they still said that what their eyes saw cannot be true, because Aristotle, the great philosopher, had written to the contrary some centuries before. Such is the mentality of the vast majority of the Indian people to-

day. They would quote the ancient writs against modern discoveries, and would continue to believe in them against all reason.

Unfortunately our education has so far not been such as to clarify men's minds and enable us to fight this danger. On the other hand, education has merely enabled men to find out reasonable reasons for supporting unreasonable customs. Indeed, education, all over the world, and especially in India, has become a matter of indoctrination. The schools are being used in order to teach people to believe in the very same things in which our ancestors have believed, rightly or wrongly. At the present time the Church and the State are competing with each other in order to get control of the schools for purposes of indoctrination and propaganda. The Church wants the young minds to get accustomed to believe in those superstitions, ceremonials and dogmas in which most people would refuse to believe when they reached years of discretion. The state is equally anxious that people must be made to believe in the traditions for which it stands. In this manner, modern education does not really educate; it only indoctrinates. Our schools have become centres of propaganda by interested parties.

Against all these dangers new education fights in the school as well as in the community at large. In this connection no one is rendering more signal service to India than Mahatma Gandhi. No doubt his work is not definitely educational in character, but still it has a tremendous educational value in the broader and truer sense of the term. Mahatma Gandhi has started rethinking into Indian social and religious usages. He believes that exclusion of over 60 million untouchables from the Hindu fold is utterly against the spirit of the Hindu religion. He believes that the caste system is not a divinely ordained institution. He is certain that welfare of India is bound up inextricably with the wel-

Continued on next page

EDUCATION AND NEW PSYCHOLOGY

By M. T. VYAS, M.A., Education (Lond.),

Principal, The New Era School, Bombay.

THE NEW AND THE OLD EDUCATION

NEW education, both in its theoretical and practical aspects, differs widely from the old education. Old education emphasised everything except the child. The book, the subject, the time-table and ever so many factors engaged the attention of the educator and not the child. The child was taken for granted. As a result, various errors crept in and affected the progress of the child. But, fortunately, the New Education has recognised the import-

Continued from preceding page

ance of the poor ryot in the seven lakhs of Indian villages, whom he so beautifully symbolises with his one single loin-cloth spun and woven by himself.

The magical personality and appeal of Mahatma Gandhi today is at bottom due to but one thing, namely, fearless thinking. Thought is the powerful electric search-light which dispels the darkness of ignorance superstition and hidebound conservatism. And if there is one motivating principle which is at the base of new education, it is right and fearless thinking. Not thinking alone, but acting. The world, and especially India, is in great need of persons who can think and act properly. It is here that teachers can render the greatest service to their motherland. Most of us teachers are no doubt immersed in our daily duties of teaching the various subjects. There is no question that we should discharge these duties to the best of our ability. But, at the same time, let us not forget that new education implies something above and beyond this. It implies the production of generation of young persons who will learn to think justly and rightly upon the many problems that surround them.

ance of the child and attempts are being made to understand and explain child psychology. Verily, the New Education stands for freedom, for self-expression.

THE SCOPE OF THE OLD PSYCHOLOGY

The New Education is based upon the New Psychology. If New Education stands for 'freedom,' New Psychology makes out a case for freedom. This talk of freedom is not a sentimental cry nor a pious wish, but is an indispensable condition for the growth of the child's individuality. The old psychology dealt only with the consciousness of an individual. It discussed all the problems connected with the instincts, the emotions, heredity, behaviour, and such other factors. It had for its material experiences drawn from the 'waking consciousness' of an individual.

THE SCOPE OF THE NEW PSYCHOLOGY

On the other hand, the New Psychology exhausts all the regions and sources of an individual's experience. To do this successfully, it cannot rest content with the infinitesimal part of the experience found in the 'waking consciousness.' It has to dive deep and search in the regions below the consciousness. These regions are namely the 'Pre-Conscious' and 'Unconscious.' Thus, compared to the 'Old Psychology,' the 'New Psychology' is more exhaustive in its inquiry, and hence likely to be more correct in its conclusions.

CONSCIOUSNESS, PRE-CONSCIOUS, UNCONSCIOUS

The 'Waking Consciousness' is the state of mind of a normal individual, who, at a given moment, is not conscious of any other past experience, but is busy only about a present purpose. Take the example of a person who is attending a lecture. For

the time being only the idea of the lecture and the words spoken by the lecturer engage his attention. He has apparently forgotten his other experiences. But suddenly if he were to think of a certain appointment he had fixed, this idea would begin to compete with the ideas of the lecture for a place in the consciousness. This new idea emerges from the 'Pre-Conscious.' This new idea emanating from the pre-conscious, though real and important, was not as important as the idea of the lecture. The 'Pre-conscious' is a mental process of which one is not aware, at a given moment, but, it is possible, more or less readily, to recall to the consciousness. The ideas indicated by the 'Pre-Conscious,' are not remote from the region of the consciousness, and they fight for a place in the Consciousness. If the 'Pre-Conscious' is something near to the 'Consciousness,' the 'Unconscious' is something remote, and, in many cases, the individual has no knowledge of it. The 'Unconscious' stands for all the mental processes not in the 'Consciousness' at a given moment, and specifically those that cannot be brought into the 'Consciousness' by any effort of the will or act of memory. The 'Unconscious' includes many impulses and memories which remain buried in the depths of the mind, and never, except in dreams, rise to the level of the 'Consciousness'—unless dragged to the surface by psycho-analysis. It is the store-house of the past intellectual, emotional and psychic experience.

FREUD—AND THE UNCONSCIOUS

The New Psychology—rather Psycho-analysis—is largely due to the work of Freud, a medical man of Vienna. According to him, man's life, intellectual, emotional and psychic, is mostly guided and determined by forces of which he has no direct or immediate knowledge. It is only a tiny fraction of the ideas that experience has given us that can be present in the 'Consciousness' at any one time, the remaining potential forms, the submerged portion of the ice-berg. It is this submerged

portion of the ice-berg of 'Unconscious' that exercises an important but often unrecognised effect on the life of the person. A child in a most healthy environment and company does something shocking and criminal. The outside good environment does not help him to become good. The inner forces are too powerful. This is like an ice-berg floating along in the teeth of wind, because of the under-currents. This explains why people sometimes seem to act in a perfectly inexplicable way. The unconscious is the result of repression which takes place through the conflict between the claims both of outer and inner demands and of opposing internal impulses. The contents of the unconscious are not necessarily all 'evil'. It includes all the good as well as the evil effects of personal experience.

If once we concede the proposition that the 'irresistible' past affects the present in a perceptible degree, it is not very difficult to understand that a knowledge of the past, of the Unconscious is indispensable. A knowledge of past enables one to handle the present carefully. The child is not merely a mechanism. It is a human being with a potentiality for modification. The development of the various traits depends on a careful and delicate handling, and could never be achieved by rigidly following the requirements of a time-table. Hence the necessity of studying each case separately and not merely the 'child' in the abstract. The moment the unhealthy, undesirable and repressed influences are brought in some manner or other to the healing range of the consciousness the problem is almost solved. The individual in many cases suffers on account of causes over which he has no control whatsoever. The moment these hidden influences are dug up from the mind and brought to the 'Consciousness,' the mind becomes unburdened.

What then are the various ways of probing the 'Unconscious'?

First and foremost comes the habit of

self-analysis and honest introspection. Make the child face the reality of life.

The study of the fantasy is of very great help. Fantasy is an expression of unfulfilled wishes, but is also a compensatory activity whose function is to lessen the pain of unfulfilled desires.

A study of the particular complex which dominates the individual helps one to detect the facts of the 'Unconscious.' The Communists hate the capitalists because they themselves want to be capitalists. Again, if a man talks of Purity Leagues very often, it is because he needs them very badly.

Each individual by means of his own unconscious reads instinctively the unconscious of others.

Sometimes the study of certain symbolic actions reveal the 'Unconscious.' A certain woman became mad. She was for the whole day making movements like those performed by cobblers while sewing shoes. It was afterwards discovered that she went mad because her lover—a cobbler—had jilted her at the last moment.

Sometimes the study of the symptomatic acts reveals the 'Unconscious.' These are acts done without 'thinking' or by 'chance.' They are, however, the symbolic expression of some suppressed wishes. A woman, not of course deliberately, kept playing with her wedding ring, taking it off, replacing it and finally taking it off. She finally got divorced from her husband. Holding the lips tight and fingering the moustaches have a great meaning to the psycho-analyst.

The study of dreams is again a great aid to the student who analyses the 'Unconscious.' It brings to the forefront the repressed contents of the mind. They are the expressions of the unfulfilled wishes. The conscious mind avoids facing facts, and these repressed facts have their free-play in dreams. The analysis of dreams takes various forms. The following instance

of a dream is to the point. "A patient of Dr. Ernest Jones, a man aged thirty-seven, dreamed that he was being attacked by a man who was armed with a number of sharp weapons; the assailant wore a dark moustache. The dreamer struggled and succeeded in inflicting a skin wound on his opponent's left hand. The name Charles seemed to be related to the man, though not so definitely as if it were his name. The man then changed into a fierce dog, which the dreamer succeeded in vanquishing by forcibly tearing his jaws apart so as to split his head in two."

"The patient was astonished at his dream, being himself a most peaceable man. He was asked to say what was suggested by the name Charles. The word recalled several men of that name: first, a Dr. Charles Stuart, who was a dentist, and had, a week before, extracted a tooth from the mouth of the patient's wife, in his presence. The dentist, however, wore a beard, and the incident of tooth-extraction hardly seemed to account for the intense fear, the revengeful biting of the hand, and the tearing of the jaws of the dog. Dr. Jones therefore asked for other associations. The name Charles now recalled the Stuart Kings, and then a former family doctor named Stuart Rankings, who had died when the patient was only nine years old. Finally, there came to mind a very painful scene, previously quite forgotten, in which the doctor had roughly extracted two teeth from the terror-stricken patient, after forcibly gagging his mouth open; before he could accomplish this, the doctor had his left hand badly bitten. The date of this occurrence could, from extrinsic evidence, be referred to the patient's fifth year." Further analysis made it clear that the dream thoughts were all connected with this, which were to the child, terrifying experience, and the dream itself was accompanied by intense fear. 'The assailant in the dream,' concluded Dr. Jones, 'was

*The Psychology of the Un-conscious—Valentine—Page 49.

no other than the doctor, whose treatment of the patient was nearly thirty years after his death thus fearfully avenged in the dream. The play on his name, Stuart Ranking (Rank-kings) which enabled him to become identified with the Stuart King Charles, is quite characteristic of the play upon words so frequent in dreams. The symbolising of the doctor by a dog is explained by the fact that he was a noted dog-fancier, and had given the patient a fine collie; also he led a very irregular life, and the patient recalled that he had often heard his father refer to him as a *gay dog*.† As in the above illustration, in many of the dreams a recent event serves to revive and complicate past experiences.

Last, but the most frequently used method, is the analysis through 'word-association'. "A number of words disconnected in meaning such as 'poker', 'friend', 'street', 'tomato' and so on is read aloud to the patient. Each of these 'stimulus' words will call up some associated idea in the hearer's mind. Usually, after a little practice, the length of the time taken for one word to suggest another becomes a fairly regular period for a given individual. The interval between the stimulus word and the response is called the reaction time. Sometimes, however, the stimulus-word takes a long time to produce another word; there is hesitation and even confusion."* This is a clue to the analyst. The following sample illustrates the value of this method in psycho-analysis. "One of his patients, a woman, was suffering from severe nervous breakdown. No one had been able to discover the cause or a means of cure. The doctor submitted the patient to a long word-association test. To nearly all the words she gave responses of ordinary length, but two words gave very prolonged reactions. One was 'ship', and the other was 'luggage.' Luggage, after a prolonged pause, gave 'porter'. The patient could not give any reason why these words gave

† The Psychology of the Unconscious—Valentine—Page 50.

such prolonged reactions. The doctor asked her to go home, and let her mind dwell upon them and see what occurred. She came back a day or two afterwards in a state of great indignation. She accused the doctor of plotting to disturb her peace of mind, and she said had recalled, through the means he used, events which she had completely forgotten, and which had occurred before her marriage. It thus came to light that she had at that period passed through certain experiences which caused her intense mental distress. They were associated with an individual named Porter. The mental worry had been at its highest on her honeymoon journey on board the ship. Upon that journey she had resolved to put these distressful thoughts out of her mind, and to try to forget them, and she had succeeded in suppressing entirely the memory of them. Nervous breakdown, however, had followed. By a lucky hit the doctor had included in his long list of words two which were intimately connected with this experience, and had thus recalled it to her mind.....and following this removal of the long repression gradually of painful memories, the nervous debility disappeared, and the patient was cured."*

Sometimes the unconscious gives itself away in everyday life, in speaking, writing, etc. Slips of the tongue are not really slips of the tongue, but the expressions of the repressed forces struggling to come into the region of the waking consciousness.

REPRESSION Vs. SUBLIMATION

Repression, it has already been told, is unhealthy and results in a pathological state of mind. If repression is unhealthy then how to deal with the unhealthy tendencies? This is achieved by means of a process known as 'Sublimation'. In the process of 'sublimation' the energy of the 'instinctual sex-forces' is turned aside from its sex-goal and diverted towards other ends no longer

Continued on next page 13

* The New Psychology of the Unconscious—Valentine—Page 58.

THE TEACHING OF FACTORS IN Std. V.

By S. R. DIDDI, B.Sc., B.T.,

Municipal High School, Haveri, (Dharwar).

THERE are two distinct methods by which factors are taught. (1) Firstly, the teacher takes up factorisation as soon as the corresponding general results of multiplication are established. E.g. When boys can work out examples of the type of $(x+a)(x+b) = x^2 + (a+b)x + ba$, the teacher tells the boys to notice that $(x+a)$ and $(x+b)$ are the factors of the above expression. Then he deduces the rule in each case. This method is practised in very few schools.

There is no motive in asking the boys to look upon the reverse process of multiplication, as the process of factorisation. Hence there is no interest. The teaching of factors becomes mechanical and dull.

(2) Secondly, the teacher tells the boys to take out the common factor and to bracket the remaining ones. In another

case he tells the boys to find out two numbers such that their algebraic sum is equal to the coefficient of X and that their product is equal to the constant term, etc. This is in vogue in many schools.

In this case Thumb Rules are given by the teacher. The result is that boys, after a little time forget to notice that, taking out a factor common, is to divide each term of the expression by that factor. They always try to subtract or get clumsy. All this is due to the fact, that they have learnt without doing, which means no learning at all but Rote Memorising.

Of course, factors are to be taught to and studied by the pupils. Quinine is to be administered to suppress malaria, no doubt. But why should we administer quinine in its bitterest form? Why not give them sugar-coated quinine pills? Similarly, why not the teaching and the learning of factors be begun through Life Problems?

THE NEW METHOD

In order to remedy this state of unhappy affairs, I have tried to arrange all the type of factors for Std. V, in the form of Life Problems. The boys are suggested problems by the teacher and they try to solve them. Hence they have something to do. The problems suggested are Life Problems. Hence there is spontaneous interest. Each set of factors is arranged in the form of a plan of a house, arranged at random, and the boys are asked to convert it into a rectangular one without losing any area. Thus a challenge is given to their mental faculties. Afterwards, the teacher will solve the problem with the help of the boys by properly selected questioning. Two or three plans of the type are taken. The results of the areas in

both the cases are to be equated. Then, from the above, the rule is to be elicited from the boys by suitable questions. Four or five examples are to be worked out on B. B. with the help of the class. About ten selected and graded examples are to be set for being worked out. The whole set of examples from the Text, is not to be given as assignment but only a few selected ones.

THE CURRICULUM IN FACTORS

If we analyse the course of factors in Std. V. we can classify them according to the following types:

1. Expressions of the type of $ax \pm bx \pm ax \pm \dots$ etc.
2. The Quadratic trinomial, $X^2 + pX + q$, and its specialities.
3. Expressions of the form of Difference of two squares. $a^2 - b^2$.
4. Expressions of the form of Sum and Difference of two cubes. E.g. $a^3 \pm b^3$.

Taking the above course into consideration, I have arranged the lessons in the following order:—

- Lesson 1. Expressions of the type of $ax \pm bx \pm cx \pm \dots$ etc.
- Lesson 2. " $lx \pm mx \pm ly \pm my \dots$ etc.
- Lesson 3. " $a^2 \pm 2ab + b^2$
- Lesson 4. " $X + px + q$
- Lesson 5. " $pX^2 + qx + r$
- Lesson 6. " $a^2 - b^2$
- Lesson 7. " $a^3 - b^3$
- Lesson 8. " $a^3 + b^3$
- Lesson 9. " Expressions of the combinations of the above types, being mainly a revision lesson.

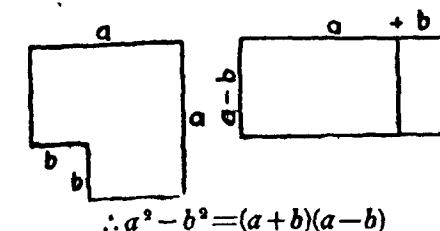
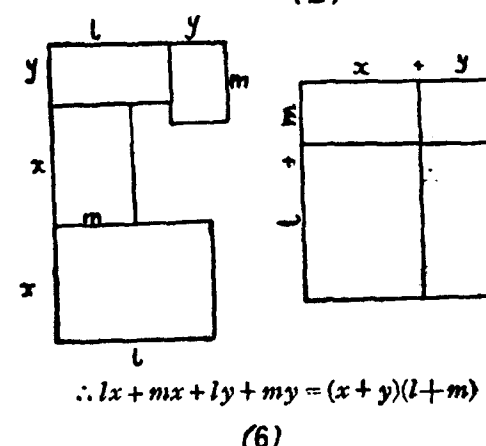
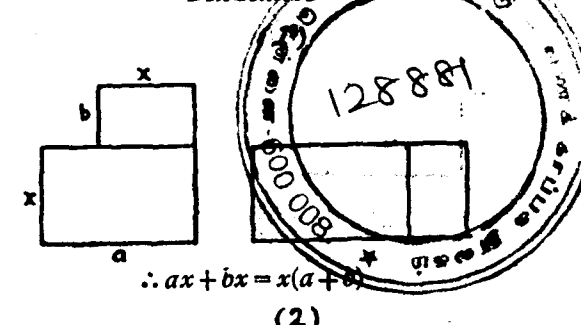
E.g. $a^2 + 2ab + b^2 + a + b : X^2 + (p+q)X + pq + X + p$.
 $a^2 - b^2 + a + b ; a^3 \pm b^3 + a \pm b$. etc.

The above lessons are to be taken up by means of rectangular ply-wood pieces, pinned to the board at random, to represent the plan of a house, which, afterwards, are to be shifted to form a complete rectangular plan.

A BRIEF SUMMARY OF THE LESSONS

Lessons 1, 2 & 6. These lessons are to be taken up by means of rectangular ply-wood pieces, pinned to the board at random, to represent the plan of a house. The boys are to be asked to convert them into rectangular plans without losing any area. The rule is to be elicited from the boys after taking 2 or 3 plans of each type.

DIAGRAMS



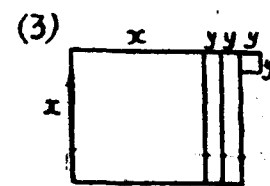
Lessons 3, 4, & 5. These are to be taken up with the help of ply-wood pieces. The boys are to be told to convert the

Continued from preceding page
 sexual, though psychically related and socially more valuable. 'Sublimation process' is an un-conscious activity. In this process there must be an accurate and specific transference of energy from one given field of interest to another. Ball-room dancing is an illustration to the point. A child, quarrelling, unsocial and peevish should be asked to play the leader of games. There is, in such a process, an accurate and specific transference of energy from one given field of interest to another.

Thus it is clear that sublimation is positive and productive of healthy results, while repression is negative and would create anti-social tendencies. Repression is the keeping away from the consciousness of mental processes that would be painful to it, whereas sublimation is the deflection of the energy of a sexual impulse to a non-sexual and socially useful goal.

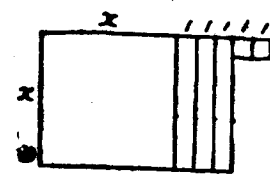
plans into rectangular ones without losing any area and also without spoiling the shape of (3) the two square rooms; (4) the big square room; (5) the same as in (3). Again the rule is to be elicited after dealing with 2 or 3 plans of each type.

DIAGRAMS



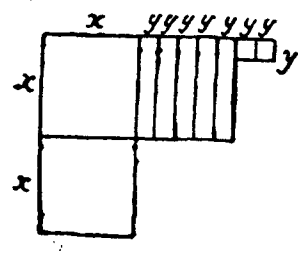
$$x^2 + 2xy + y^2 = (x+y)^2$$

(4)



$$\therefore x^2 + 3x + 2 = (x+1)(x+2)$$

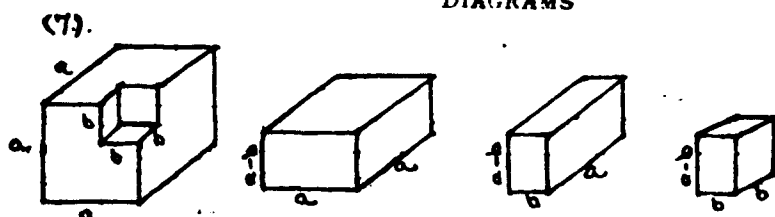
(5)



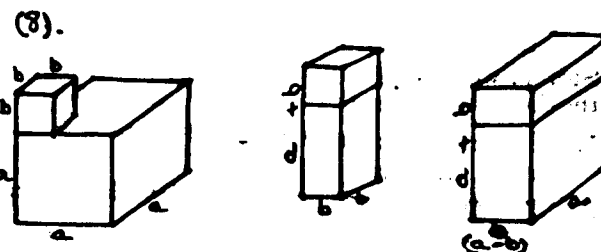
$$\therefore 2x^2 + 5xy + 2y^2 = (x+2y)(2x+y)$$

Lessons 7 & 8. These lessons are to be taken up with the help of wooden cubes, specially prepared. The boys are to be told to cut the cubes into (7) three cubes of the same height; (8) Two cubes of the same height. The rule is to be elicited from the boys after two or three dissections are tried.

DIAGRAMS



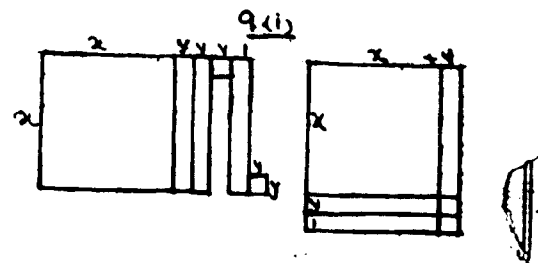
$$\therefore a^3 - b^3 = a^2(a-b) + ab(a-b) + b^2(a-b) \\ = (a-b)(a^2 + ab + b^2)$$



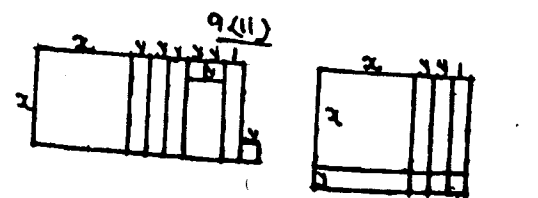
$$\therefore a^3 + b^3 = b^2(a+b) + (a+b)(a-b)a \\ = (a+b)(a^2 - ab + b^2)$$

Lesson 9. This is to be taken up mainly as a revision lesson. The expressions that can be factorised by the combinations of the above types are to be dealt with, etc.

DIAGRAMS



$$\therefore x^2 + 2xy + y^2 + x + 2y = (x+y)(x+y+1)$$



$$\therefore x^2 + 3xy + 2y^2 + x + y = (x+y)(x+2y+1)$$

to secure the interest of the class. When the interest is aroused once, the teaching becomes easy and effective.

Full sets of examples from the Text are not to be given for Home Work but only a few selected ones. Excessive drill is unnecessary, as the speed attained by a fair number of examples of the same type remains nearly the same though hundreds of examples of the same type are worked out. This fact is revealed by the shape of the Learning Curve which shows no signs of progress after some time of work.

All the above 9 lessons were taken up in Std. V. of our High School, exactly on the same plan. The results have proved to be satisfactory.

It may not be necessary to take up all the nine lessons on such an elaborate plan. The first 4 or 5 lessons may be taken up in the way indicated and during the rest, a reference to the previous lessons may be all that is necessary.

Full lesson plans will be sent on request to those who want to test the efficacy of this method. The charts and models also may be supplied by me at nominal cost.

In this lesson, in many cases, the boys will be able to work out the examples. However, for the benefit of the backward boys, demonstration, one of each type, may be found necessary. This is to be demonstrated to them by specially prepared plywood pieces, etc. A complete and thorough drill is to be given.

At the end of each lesson, a chart that is prepared showing the original plan and the newly converted one, is to be hung up in the class room for the benefit of the backward boys and absentees.

Thus I have spared no pains in making the lessons as concrete as possible by taking up Life Problems. Much is also left to the intuition of the boys as I have taken only the cases for positive signs. Cases for negative signs are not dealt with.

Hence I have made all possible effort

THE TEST OF EDUCATIONAL EFFICIENCY

By M. S. SRINIVASA SARMA, M.A.,

Professor, National College, Trichinopoly.

PLATO suggested only one method for the realisation of the ideal state. To him, provision for and maintenance of a standing army, measures for economic self-sufficiency, methods for producing an eugenically sound population and similar other appurtenances of a perfected state were all of subordinate interest. He was profoundly convinced that "If by good education the guardians be made reasonable men, they would readily see through all these questions, and would have little difficulty in discovering

all the legislation required." His dictum has greater relevancy and more profound appropriateness today than at any other time in history. The modern age is characterised by universal clamour for deep-rooted democracy, widespread individuality and all-round equality. But these sublime and excellent ideals would become empty and meaningless words if ample opportunities and sufficient facilities are not afforded to all the members of society to make the best of themselves by the

of discovering their solutions. Facts by themselves are valueless unless they are co-ordinated with living problems, daily situations and underlying principles.

Thirdly, the most powerful accessory to realise the psychagogical aim is the re-making of the teacher and a radical re-orientation in the working of the school. The stock of information that is supplied in schools should not be for the purpose of passing a deadening examination conducted on a mechanical and uniform plan, but must call forth responses in the children capable of developing into a "live" character marked by initiative, industry, self-confidence and creative joy. The growing glamour for institutions like Santiniketan, and for courses of training in German and English Universities is indicative of a healthy and deep-seated dissatisfaction with the existing system of officialised education which cares only for uniformity, examination results and strict conformity to the departmental red-tape. But the psychagogic method requires the teacher to become not a mere furnisher of information but an inspiring collaborator, not a stern taskmaster but a helping friend, not the forbidding standoffish pedagogue but the generous guide and sympathetic adviser. Learning is directed growth, and consists in the joyous expansion of personal powers. But this growth is dependent on the personality and enthusiasm of the teacher who inspires and brightens the pupils with the romantic and exciting color of the information he divulges.

Lastly, it should be carefully borne in mind that play is the most valuable means

to moral culture. Physical education is mental discipline. Play is the nursery of virtue. Plato tells us that "the soul of a child should be guided through his play towards the pursuit of excellence in ways that he will need when he is grown up." Muscle-culture is brain-building. Muscles are in a peculiar sense the instruments of the will and vehicles of habituation and character. Play is the school of morality. It gives not only strength but courage and confidence, and contributes energy, decision and promptness to the will. If psychagogy is the art of being good and doing good, then play is the most powerful incentive to it. It is the making of the social man, and generates a sense of fellowship. It encourages a friendly intercourse and a healthy rivalry, and tends to the increase of mutual understanding and sympathy. Thus it has a social value. It is instructive to remember in this connection, the shrewd observation of a Japanese visitor to America that "Universities here are athletic associations in which certain opportunities for study are provided for the feeble-minded." The implication is obvious.

It is a sign of happy augury that the right of each individual to spiritual self-development and self-possession and the duty of society as a whole in seeing that each of its members has an opportunity for education are being increasingly recognised in all progressive countries; after all is it not a fact that in the last analysis as Prof. Dewey wisely remarks, the cause of the infinite improvement of humanity and the cause of the little child are inseparably bound together?

The truth remains that to-day nothing stands in the way to the attainment of universal freedom and abundance but mental tangles, egocentric pre-occupations, obsessions, misconceived phrases, bad habits of thought, subconscious fears and dreads and plain dishonesty in people's minds—and especially in the minds of those in key positions.

—Wells.

IMPROVING THE ABILITY TO READ

By A. SOMASEKHARA RAO, M.A. (Hons.), L.T.,

Headmaster, Board High School, Parvatipur.

IT is a matter of common experience to teachers in Secondary Schools that even an average pupil of the sixth form is not able to read with ease and comprehension a book of his own standard either in English or in his own Vernacular. The reason is not far to seek. Very little is done in our schools to cultivate in the pupils the habit of reading. This is due partly to the lack in most of our schools, of reading rooms suitably equipped with books and magazines, creating for the pupils an atmosphere to induce them to read and partly to the absence of enthusiasm and method on the part of teachers in this direction, as they are most interested in coaching up pupils for the examinations than in fostering in them a cultural interest in books. A well-equipped reading room for every school and a change in the teacher's angle of vision are the first steps in the direction of creating an inducing atmosphere for the pupils to read.

In the first two or three years of the study of a language, the pupils are to be taught the mechanics of reading. They are to see words as totals composed of certain sequences of letters, to identify them and to distinguish them from words which look similar when written or sound similar when uttered. When a sufficient store of vocabulary is thus given, the pupils may be taught to read sentences composed of the known words, so that the reading will be facile and the sentences meaningful to the pupils.

In the next higher stage, the pupil should be made to enrich his store of vocabulary by recognising as a visual symbol each new word he hears his teachers, parents and others use, and by understanding its meaning and usage. In

the first three years, the pupils would have learnt the simple sentence forms. In later years, the teacher should teach the pupils partly through the medium of the text-book for detailed study and partly through oral compositions, the complex and the complicated sentence forms, so that, after five or six years of the study of a language, the pupil is rich in vocabulary and familiar with all the reputable constructions in the language.

In this stage of language learning supplementary readers are of undoubted value. But these readers should present to the pupils interesting material—stories of boys, birds and beasts, of travel and adventure—in the words and sentence form known to them. Every book intended for supplementary reading should give a detailed statement of words used in it. Words unknown to the reader should occur only rarely, a reasonable standard being not over one word in two hundred. The existing books written by deservedly famous writers should be modified according to definite psychological principles. Words probably unknown should be replaced by words probably known, until the number of the unknown words is down to the desired limits. Of course, words deliberately chosen by the author or used with characteristic flavour should not be changed. Unknown constructions have to be replaced by known constructions. Moral and learned disquisitions likely to prejudice the reader may be omitted. In short, all changes which answer the claim of interest should be effected so that the books may be within the comprehension of the pupils.

One of the most important aids to the pupil's cultivation of the habit of reading is the Dictionary. "A great dictionary," says Edward L. Thorndike, "is a master-

piece of science and scholarship and also of system and organisation, condensing the experience of millions of hours of reading into pithy epitomes and apt illustrations of a word's meanings. It is a treasure house of conveniently arranged information for an educated adult." The School dictionary, on the other hand which is an adaptation from it, does not perform a corresponding service for the school pupil, as it contains thoughtless condensations. If, in a dictionary for the adult, the meanings of words are made clear by pictures and illustrative sentences, these are, for the sake of abridgement, omitted from a school dictionary and such abstract and incomprehensible descriptions as 'A battlement is an indented parapet surmounting a wall,' are given. A picture and an illustrative sentence would serve better. So school dictionaries abounding in pictures and illustrative sentences, should be placed at the pupils' disposal to assist them in their supplementary reading.

Last but not least comes the teacher as a factor in improving the pupil's ability to read. He has to select for his pupils books presenting interesting matter in a

readable form. He has to possess beforehand a thorough knowledge of the words and sentence forms familiar to the pupils so that he may select for them books which are intelligible to them both in matter and in manner. He has to watch the pupils at work and guide them when difficulties arise.

Thus the reading habit can be cultivated in the pupils by a suitably planned scheme from the outset. The books placed in the hands of the pupils for supplementary reading should be properly graded in respect of matter and manner. The school must create an atmosphere conducive to the fostering of interest in reading. The dictionaries and the other books of reference must be within the physical and the mental reach of the pupils. Above all, the teacher, who is to be the pupils' friend and guide, must have an enthusiastic love for the work he does and the pupils entrusted to his care.

Note.—This article owes its ideas to Edward L. Thorndike's article on "Improving the ability to read" published in the "Teachers' College Record" of the Columbia University. —A.S.R.

HISTORY AND THE CHILD

A plea that the chaos of the over-burdened child in Secondary education should be ended was made by Dr. Norwood, President of St. John's, in a striking address to the Oxford Education Society recently.

He declared that it was absurd that boys and girls should spend their main efforts on the Anglo-Saxons and Plantagenets, the Hundred Years' War and the Wars of the Roses, and leave school with their minds totally blank on all that had happened since America broke away from us.

The call of citizenship demanded that there should be a scheme for all whereby they should spend their earliest years in the study of the remotest part, but that the last two years of the course should be spent on as careful a study as might be feasible on the making of the modern world—the world in which they had to live.

A different kind of English; less mathematics; a different kind of science were among

the demands which modern life made.

But there were others. A more thorough training of the eye, the ear, and the hand than were given at present. We needed a change of attitude towards these things; a change of the spirit in which we regarded them.

Art, music, and handicraft had come into the curriculum through pressure from without. But they had received a grudging welcome. They were subjects which had received a bare pittance of time, and they were frequently dropped altogether when what so many schools regarded as a real test came near—the examination.

Dr. Norwood declared he was anxious about these things, because they were of enormous importance at the present time when we were surrounded by ugliness on all sides, and trans-atlantic vulgarities were corrupting the cinema, music, and the dance halls and the newspapers to which the public had access.

NOTICE

Articles for publication and Books for Review should be sent to the Editor, Educational India, Waltair.

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

EDUCATIONAL INDIA MASULIPATAM, MARCH, 1935

The India for which we should educate

EVERY one recognises that the primary aim of education is to enable the individual to lead a good life in the community of which he happens to be a member. All schemes therefore of educational reform must be based on a correct understanding and analysis of the wider community to which the individual belongs. Mal-adjustment arises when the system of education is in conflict with the needs and the requirements of the social and political order surrounding the individuals that are being educated in schools and colleges. It should never be forgotten that real education consists in the deliberate training of the youth of the land for living harmoniously within a particular social and political order, and changes in education should be brought about whenever changes are going on in this order. As social and political conditions are never static, it follows that educational systems also can never be stationary if their aims are to be properly fulfilled.

THE India for which the youth of this country are to be educated has now entered on a new epoch in her history.

The old order has changed and a new one is being brought into existence. It is now no longer a question whether there should be a change at all. Changes have been forcing themselves for some time on the attention of the people and now a definite shape is being given to them by the English Parliament to the extent to which legislation can embody changes. This is just the time for one to consider what the general framework of Indian Policy and Society would be under the new dispensation, so that all agencies engaged in the work of education may consider what kind of young men and women they should produce.

THE India of the future will be an India in which political power will be increasingly exercised by Indians themselves. Over a large sphere of governmental work in the Provinces Indians will be their own masters. This has always been the case in the Indian States and it is now to be extended to the Provinces in British India. Indians will, in future, not be merely called on to carry out the orders issued by others, but they will be required to issue orders themselves. They will have to formulate policies, raise taxes and spend them wisely in the interests of the provinces as a whole. They have to prove themselves to be statesmen and not subordinate civil servants. A heavy responsibility will thus be thrown upon them and they have to prove themselves equal to this task. It will be the duty of Schools, Colleges and Universities to so alter the character of their educational work that they will be able to train the youth to discharge these new responsibilities.

A more important feature than this is the transfer of power into the hands of persons elected by the masses of people on a fairly wide-franchise. This is something quite novel to the experience of the country. It is the first step in the introduction of a democratic form of government. It may be that democracies and republics flourished in Ancient India, but they disappeared long long ago and their character was entirely different from the character of modern democracies. Every Indian with some property or income qualification will be called upon to choose his representatives on the Provincial Legislatures and judge about their work and their policy from time to time. It is known that in many countries of the west the democratic form of government has not proved a complete success. Dictatorships have taken its place in Italy, Germany and many other countries in Central and Eastern Europe. It is at this juncture that democracy is being introduced into India. Every form of government requires a particular type of citizenship appropriate to it. Authoritarian States require absolute unthinking obedience on the part of the citizens. In a democracy the qualities which they should have are of a different character. The citizen must be critical; he should be able to discriminate between right and wrong policy; he should be keenly watching the results of the policy pursued by legislators and ministers; he should have the knowledge, the willingness and the sense of duty required to enable him to say what is desirable and what is not for the welfare of the country. In a land where for ages obedience to authority was regarded as the highest virtue, it now becomes necessary to develop other virtues of a diametri-

cally opposite character. The task of the educationist consequently becomes complicated by a hundred-fold.

A third feature of the India that is now taking shape is that it is a nationally united India. The polity that is now being established starts on the basis that behind all the differences that exist between the people of the Indian States and the British Indian Provinces, between the majority Hindu community and the Minority communities of Muslims, Christians, Sikhs and the Europeans, between the caste Hindu and the Depressed classes there is unity of common interests and a bond of common patriotism. The new political order will not succeed unless every Indian feels that there is much in common between him and every other Indian, that though language, religion, caste and class may appear to be real, there is also at the same time a higher reality of the Indian nation in whose cause all the people of the country should work together. Mutual misunderstandings now exist between the people in the Provinces and those in the Indian States. The former are apt to think that the latter are slavish, conservative and even reactionary while they themselves are politically advanced, progressive and even radical in their outlook. Such misunderstandings have to disappear. In many other countries of the world—Switzerland, Canada, South Africa, etc.,—national feeling exists even though there are religious, linguistic and other differences. In India also the youth should be trained to see that while it is not possible to destroy these differences it is not difficult to rise above them. It is the consciousness of a common purpose that creates unity every where. Education should

aim at developing this consciousness and giving it a proper direction. Each individual and each group within the country should be made to feel and understand that the differences that make him or the group somewhat unique have their value only to the extent to which they can be made use of to promote the common aims. Rivalry should consist in the amount of contribution which each group by its individuality can make to the welfare and the prosperity of India as a whole.

A fourth feature of the New India is that it is becoming an industrialised country. People are dreaming of a time when there will be no starvation, no nakedness and no houselessness, when every man, woman and child are in a position to get command over the necessities and comforts of life and when the general standard of living will be fairly high. Their aim is to have plenty in place of the present grinding poverty; health in place of the large incidence of sickness; longevity in place of the short average duration of an Indian's life at present. The land should be made to yield much more than what it does now. Productivity of all industrial undertakings has to be increased. Labour-saving appliances have to be introduced on an increasing scale. Economic methods of work should take the place of primitive methods which are in vogue everywhere. All this requires manipulative skill on the part of the country's workers, spread of scientific knowledge and the expert handling of machines and of men. In an age when in some countries people find it unnecessary to work for more than six hours a day and enjoy an average income which is hundred times as much as the average income per

head in India, the labourers in this country have to work for ten to twelve hours a day and be satisfied with starvation wages. A New India is now being brought into existence where economic conditions will become entirely different. Education has to be so remodelled that it will be possible to produce in large numbers men and women who can make use of up-to-date machinery and labour-saving tools, direct large-scale businesses and increase the national income.

RECONSTRUCTION is in the air. Co-operative Societies, Rural Uplift Centres, Panchayats, etc., are being started in increasing numbers everywhere. But these have not been giving the results expected of them. They are even pronounced to be failures in many cases. This is chiefly due to the lack of proper human material—honest, business-like, and public-spirited. Many who have worked in these movements are growing cynical. It is the duty of educationists to put an end to this state of affairs and make it possible for honest and public-spirited youth to come and settle in villages and take up work of a nation-building character.

YOUTH have therefore to be educated for an India in which political power has to be exercised by the Indians themselves, elected by the masses of people and possessing a spirit of patriotism and a love for the nation as a whole and determined to make the country rich and prosperous. It is man that can do all this and not inanimate things like natural resources and other environmental factors. The transformation of the youth for these purposes is the great task of education. Can schools and Universities do this? This

is the question which requires an immediate answer.

English in Indian Education

NOTHING has proved so injurious to the cause of true education in modern India than the dominant position occupied by English. No one will have any reason to complain if it is merely recognised as a highly developed modern language with a rich and varied literature and as a language which can serve as the best means of commercial intercourse with many countries in the world. That would only mean that it should be studied as a valuable second language by every Indian. But the irony of it is that it has become the first language in all Indian educational institutions while the mother-tongue is regarded as a second language with subsidiary or no importance. The sole object of education in India is to obtain a complete mastery of the English language. Everything else—the acquisition of knowledge, the building of character, and the appreciation of beauty in literature or art—is sacrificed to this. Very few people have a correct idea of the enormous cost at which Indians are made to obtain mastery over the English language. There are many who feel it even blasphemous to think of questioning the usefulness of English or giving a higher place to the mother-tongue.

Even at the age of five or six, children are compelled to learn English. It involves them in physical and mental strain to an extraordinary degree. Things would have been better if teachers had been made to acquaint themselves with the latest methods of teaching foreign languages and if

schools had been well-equipped for this purpose. It is regrettable that such is not the case. The early age at which the language is taught and the crude methods adopted for the purpose create a positive distaste for the language among the majority of children and this becomes a real obstacle in the way of their progress. Even with ten to twelve years of instruction pupils are unable to express themselves correctly and clearly and their command over vocabulary is meagre. It is to produce such poor results that children are made to neglect their mother-tongue and the acquisition of those treasures of knowledge which science, history and geography can impart.

No one can be said to be truly educated unless one is able to understand and appreciate his social and cultural environment. This is the heritage left to him by the past and it is only through a sympathetic understanding of it that he can take a forward step in the path of progress. All this heritage is embodied in the language and literature of his country. The study of mother-tongue is of value not because it is merely a language but because it contains the only key to the treasures of the past. There is no substitute for it. The neglect of the mother-tongue and the exaggerated importance attached to the English language have made Indians look at things Indian from the point of view of Englishmen. We have lost the insight into the soul and spirit of our institutions, of our religious, cultural and social system. We have been adopting a negative attitude towards them all, condemning them without studying them, criticising them because they are not like English institutions and systems. We have lost our soul without

even the consolation that we have gained the earth. We have become aliens in our own land and lost our kinship with the masses of our people.

Giving evidence before the U. P. Unemployment Committee Mr. S. T. Hollins, the Inspector-General of Police, correctly interpreted the situation, when he said that classical and modern languages of the country were thrust to the background by making English the medium of instruction and that Indians excelled in the literature and philosophy of the west at the expense of the literature and philosophy of the east.

It is therefore a matter for surprise that so sane and so clear-visioned a nationalist like Mrs. Sarojini Naidu should have advocated the continuance of English as a medium of instruction in her recent speech before the Punjab Students' Conference. Like so many other protagonists she is labouring under a confusion of thought. She seems to entertain the apprehension that with the mother-tongue as the medium of instruction, Indians will be deprived of all possibilities of coming into contact with the Western literature of liberty and of having a common language of intercourse for the whole country. But neither of these results need follow the adoption of the mother-tongue as the medium of instruction. All advocates of the mother-tongue are keen on making the study of English compulsory in schools.

There is however no room for pessimism. Educational reformers are now agreed that the mother-tongue should be restored to its natural place and that English should be made to take a secondary place. In these schemes of educational reconstruction that have been recently outlined by

statesmen and educationists like Sir Akbar Hydari, A. H. Mackenzie, Sir George Anderson and several others, it is recognised that in the primary and secondary stage the mother-tongue should be the medium of instruction; and it is hoped that in the near future all controversy on this subject will cease and that everywhere the mother-tongue is accorded the honoured place which is its due.

Self-Contained Stages in Education

THE idea is now gaining ground that in any remodelling of the system of education in India, provision should be made for different stages of education, each self-contained and complete in itself. This is the natural result of a reaction against the present system under which all grades of education are made to subserve the needs of the University. The new idea is based on a number of sound principles. In the first place, it recognises that every child entering a school is not destined to proceed to the University. The large majority of young men and women leave school at a very early age in their lives. Even those who stay at school for seven or eight years do not wish to go to the University. It is therefore necessary that each stage should be regarded as an independent unit, so that one who passes through it can get a kind of education which is complete in itself and which is appropriate to one's age and requirements. The new idea recognises also that while all those that aspire after higher education should be given equal opportunities for realising their ambition, it does not follow that the opportunities must be identical. The needs of one individual are bound to differ from those of another; their

tastes and talents also differ. It is therefore wrong to think that by higher and advanced education is meant only the University type of education. Independent pursuit of knowledge through original research and investigation is the characteristic feature of University education in the real sense of the term. It is a mistake to suppose that every one is fit for this kind of education or that this is the only highest kind of education. The world will not be a place fit to live in if all are engaged in nothing else except the pursuit of research. The propagation of the results of research, their popularisation, and their application in practical life are quite as essential, and men and women should be educated and trained for purposes like these. Many who do not possess talents for University education have talents of a high order for these other equally necessary and useful purposes. Education should therefore be of a varied character to satisfy different persons, different tastes and aptitudes.

Considerations like these are responsible for the view that the primary stage should provide the child with the essential tools of education—reading, writing, arithmetic, knowledge of the primary laws of health, etc., that in the secondary stage pupils should according to their talents and aptitudes, be provided not merely with literary education as at present but with technical and practical courses which will give training to their hand and eye and ear, and that in the collegiate stage provision should be made for intensive training in arts and science, in agriculture, in commerce and industries, and that the University must be the final stage of education. Reconstruction on these lines will give a complete training of a proper character to every one whether

he leaves school at the primary or the secondary or the collegiate stage. He will not be left stranded without any thing to lean upon as many young men are left at present. Public opinion should be educated to think that literary type of education is not the only proper and dignified kind of education.

Sir J. C. Coyajee's retirement from the Andhra University

IN the retirement of Sir J. C. Coyajee, B. A., LL. B., the Andhra University loses the services of a great and experienced educationist. He has been the Principal of the University College of Arts and Commerce, and Professor of Economics for the last three years. He was also the acting Vice-Chancellor of the University for a short time. He has also been the Chairman of the Board of Studies in Economics, Commerce and Geography, a member of the Board of Studies in History and Politics, and a member of the Senate and the Academic Council. He is one of the few economists possessing an All-India reputation. He made himself very popular with the students through his learned, impressive and lucid lectures. His administration as Principal has been marked by a great deal of tact. His polished manners, genial courtesy and easy accessibility have endeared him to one and all of his colleagues. We wish him long life and sound health and many years of useful activity in his special field of economic study.

In a measurable time mankind has to constitute itself into one state and one brotherhood or it will certainly be swept down cataracts of disaster to an ultimate destruction.

—Wells.

The Teaching of Factors in Standard V.

We have very great pleasure in giving due publicity to Mr. S. R. Diddi's paper on the above subject. As a teacher in the Municipal High School, Haveri, (Dharwar), he writes with an intimate personal knowledge of student difficulties in mathematics. An original attempt of this kind is particularly opportune at this moment when an ever-increasing number of students are specializing in mathematics. It is generally presumed that a very special aptitude is necessary for doing well in mathematics. While that may be true to some extent, may we not ask whether the particular method of teaching mathematics has not as much, if not more, to do with failures in mathematics as the aptitude factor? In this connection the remarks of Sir George Anderson on the position of mathematics is well worth noting. He says, quoting the Bombay Report,

"Mathematics continues to be a stumbling block to many pupils, although to others it presents comparatively little difficulty. Perhaps there is no subject in which greater variation in ability is shown by different pupils. There has been some improvement in the methods of teaching, but comparatively few teachers seem able to make this subject interesting, while the average pupil relies more on his memory than on his powers of reasoning."

Under the circumstances we heartily commend the new method of Mr. Diddi, to the careful consideration of teachers in mathematics. The opinions he has won from competent authorities would show how valuable his effort in that direction is.

One of them says, "The method adopted therein, in the teaching of factors, are very interesting. The examples suggested are life problems where the pupils are led to think and suggest solutions themselves. The concrete illustrations presented are sure to bring Algebra, which is being considered a science of symbols, wholly devoid of interest and applicability to human life, nearer to human life and human interest."

We hope this paper of Mr. Diddi will enjoy the popularity that it deserves, and we also hope that Mr. Diddi and others interested in the subject will take it up and keep on improving it till it is perfected to the maximum extent possible.

We shall be interested to hear from Mr. Diddi about the number of pupils benefitted over and above the numbers benefitted by the old method. In any case, a careful experimenting and documenting of results is necessary for further advance.

[ED., E.I.]

Personal Notes

DR. JOGENDRA CHANDRA BARDHAN AND SIR RASH BEHARI GHOSE will represent the Calcutta University at the sixth International Congress of Scientific Management to be held in London in July.

MR. W. TURNER, who has been Acting-Principal of the Nizam College for a long time, has been confirmed as principal. And Prof. QADER HUSSAIN KHAN, Ex-Director of the Information Bureau, is appointed as Vice-Principal.

DR. IBN HASSAN, M.A., Ph.D., Professor of History of the Osmania University died on the 10th Instant at the Osmania General Hospital. He received the Ph. D. Degree from an English University only recently and was engaged on a History of India when he succumbed to his ailment.

MR. V. N. CHANDRAVARKAR, present Vice-Chancellor, Bombay University, has been reappointed by the Governor for another year.

MR. STATHAM, Director of Public Instruction, Travancore, has been granted an extension of his term of office and is not availing himself of the leave granted to him.

MR. F. G. PEARCE, Principal, Sindhia High School, Fort, Gwalior, is appointed by the Govt. of India as a corresponding member of the Indian Historical Records Commission for the Gwalior Centre, for a period of three years.

THROUGH different PROVINCES

DELHI

INTER-UNIVERSITIES BOARD

The tenth annual general meeting of the Inter-Universities Board was held in Calcutta on the 26th, 27th and 28th of Feb., last and the agenda contained 48 subjects. Prof. Wadia of Bombay presided. On the question of co-education, which has been engaging the attention of all educationists all over the world, the Board came to the conclusion that it should be encouraged at the Primary and University stages, separate schools for boys and girls being arranged for in the Secondary and Intermediate stages, and where separate schools for girls are not available to admit such girls as are desirous of continuing their education in boys' schools. With regard to interchange of professors between the Universities, the Board opined that any general scheme was impracticable and that it can be brought about only by mutual arrangement. The Board further resolved that an institution for Physical Training should be established in every province, that military training should be introduced as an optional subject in the Intermediate and B. A. stages, and that the institution of a Degree in Journalism is not warranted under the existing conditions.

Another important subject dealt with most satisfactorily by the Board was the one relating to the disposal of the Antiquities. They resolved that relics of religious and historical importance should remain the property of the government and should be retained in this country.

GRANT FOR BROADCASTING STATION

At a meeting of the standing Finance Committee, a non-recurring amount of Rs. 3,45,000 has been sanctioned for constructing a Broadcasting station at Delhi and the creation of a small attached office, under the Department of Industries and Labour to deal with broadcasting.

DELHI JAMAIA ISLAMIA

The Foundation stone of the permanent building of the Jamaia was laid on the 1st instant by the youngest student of the Jamaia, Milia Islamia, whose family has been connected with the institution for two generations. The buildings are near Okhla, a place about seven miles from the city on the right bank of the Jumna from where the Agra canal branches off.

About hundred acres of land has been acquired at a little over Rs. 10,000 and the cost of the buildings is estimated at about Rs. 2 lakhs and will be ready within one year.

Dr. Zakir Hussain, Principal, who traced the history of the Institution, said that despite opposition, economic and other difficulties, they had one of the finest little institutions which produced true Muslims and Hindustanis.

MADRAS

A DEPUTATION OF S. I. T. U.

A deputation of the South Indian Teachers' Union consisting of Messrs. C. Basudev, Prof. S. K. Yegnanarayana Aiyar, Prof. M. S. Sabeshan, the Rev. M. G. Kuolt, Messrs. K. S. Chengalvaroya Aiyar (Krishnagiri), A. Gurmurti (Bezwada), J. Ganganna (Rajahmundry) and Pandit M. S. Seshadri Acharya, Secretary, Vidwat Siromani Mandalam (Mylapore) waited on the Hon., the Raja of Bobbili, Chief-Minister, in connection with the revised scales of salaries for teachers in the Local Board schools and pressed for the appointment of a Committee to make a thorough investigation of the question.

Chief Minister's Reply

The Chief Minister gave a sympathetic hearing to the deputationists and promised to consider the question of retaining the old scales to the incumbents, but made it clear that in the present financial condition it would be necessary to impose a cut till the finances improved.

With regard to Pandits and Commercial Instructors, the Chief Minister promised to consider their claims favourably. But he was not willing to revise or reconsider the new scales generally, nor did he agree that it was desirable to appoint a Committee as demanded in the resolution passed by the special Conference of the South Indian Teachers' Union held at Madras, on the 24th November last. He promised to investigate the question of the higher cost of living in urban centres and of making allowances for the same, if possible.

GOVERNMENT RELIEF SCHEME

A scheme for improvements of the irrigation tanks in the Presidency has been formulated by the Government as a means of relieving unemployment among the rural population due to the present economic depression.

The programme which provides for an ultimate expenditure of Rs. 50 lakhs on a three year plan, would be primarily directed to strengthening bunds and other portions of irrigation works.

BOMBAY

DIPLOMA IN MILITARY SCIENCE

The Bombay University Senate discussed in its last meeting, the proposal to institute a diploma in Military studies with the object of training Indians in Military science to fit them for Commissions in the Indian Army.

But an amendment was moved and carried referring the matter to the Syndicate for report, as it was feared without a proper investigation, the scheme might not be successful.

SYNDICATE'S REPORT CRITICIZED

The Syndicate's Report for 1933-34 was adversely criticized by some members, when it came before the Senate for adoption.

It was said that the University in spite of large funds spent little in proportion to other Indian Universities on Research and that, therefore, the work done for this department was poor and that the large funds lying idle in the Banks should be utilised for hostels, Gymnasium, swimming baths and other purposes of recreation.

DECCAN COLLEGE BUILDINGS

After a debate lasting for 4½ hours, on the proposal to secure the Deccan College Build-

ings and properties with the object of starting a Teachers' Training College and Post-Graduate Research Institute at Poona, the Bombay University Senate threw out the motion and adopted the amendment of Rev. (Dr.) Duhr, referring the proposal back to the Syndicate for further consideration.

SIND CAMPAIGN AGAINST ILLITERACY

A scheme to wipe out illiteracy in Sind within a period of ten years, has been chalked out at the recent Sind Literary Conference, held in Hyderabad.

According to the scheme, honorary workers will penetrate into the villages and conduct a simple course of six months in the case of children and three months in the case of adults, on the basis of an hour a day. In the beginning, simple reading and writing will be taught. Every worker will be entrusted with ten students.

For supervision of work, model Literary Leagues will be started in every District. Interested College students will devote their long vacations to this work.

To prevent the literates from lapsing once again into illiteracy, story books and newspapers will be made available to them.

BENGAL

ALL BENGAL TEACHERS' CONFERENCE AT DACCA

The fourteenth session of the All-Bengal Teachers' Conference will be held in the old historic city of Dacca, the second capital of Bengal, on the 20th and 21st April, during the coming Easter holidays.

Important subjects such as the contemplated reduction in the number of High Schools, Formation of the Board of Secondary Education, Restoration and increase of Educational Grants, Amendments of some provisions in the School Code, Representation of teachers on the Senate, Boards of Studies and other topics will have prominent place in the discussion.

Sjt. Kishori Mohan Banerjee of K. L. Jubilee school and Sjt. Jogesh Chandra Sen of Pagose School have been elected Joint Secretaries. Eight Sectional Committees have been formed to manage various functions such as Finance, Accommodation, Board and Refresh-

ment, Publicity, Education, Amusement and Sanitation.

PHYSICAL EDUCATION

The Government of Bengal has, it is understood, allotted special grants for physical training of students for all aided Colleges in the Province. The Colleges must have on their staff, graduate instructors who hold the diploma of the Madras College of Physical Education, or of the Bengal Government Training Centres in Physical Education. During the year 1935-36 special stipends of Rs.20 each per month will be available for young graduates of proved athletic ability deputed by aided Colleges for training at the Government of Bengal Training Centre in Physical Education at Calcutta.

SEPARATE CURRICULUM FOR GIRLS

At the last Senate meeting, the Calcutta University adopted a resolution allowing for girls a separate curriculum which includes besides literary subjects, needle-work, music, drawing, etc.

MEDIUM OF INSTRUCTION

The new Matriculation regulation providing examination in all subjects other than English through the medium of the major vernaculars was finally approved and will come into force in 1939.

PHYSICAL TRAINING FOR LADY TEACHERS

The Calcutta Corporation decided that in future all lady teachers to be appointed in the free primary schools run by the Corporation should give an undertaking to undergo the course of physical training in the Corporation Training College or such other place as the Corporation might arrange.

U. P.

PROGRESS OF EDUCATION

"Depressed class education receives special attention and is continuing to do so. The Universities are being invaded by women," states Mr. Harrap, Director of Public Instruction, in the report on Public Instruction for the year 1933-34. It is in the sphere of girls that the greatest relative progress has been made. A hostel has been built for them at the St. John's College, Agra; the Universities of Allahabad

and Lucknow are making arrangements for hostels for women. This gives a very promising hope for happier conditions in these provinces in time to come. The number of girls in schools has increased by 13,000.

Figures on record show that boys to the number of 11 per cent of the male population are attending schools, where the system of Compulsory Primary Education is in force. It is a matter for regret that in areas where compulsory primary education is not in vogue, the number of boys on roll is only about 5 per cent of the total male population. The Universities showed a continued increase in numbers.

Among educational activities, the Boy Scout movement, the St. John's Ambulance and Junior Red Cross have shown definite development. Music and the introduction of handicrafts, the latter in vernacular schools in particular, have met with encouraging success.

THE ALIGARH UNIVERSITY

The Aligarh Muslim University Amendment Act, whereby the post of the Pro-Vice-Chancellor shall be permissive and not obligatory, is now passed into an Act.

C. P.

PROGRESS OF EDUCATION

The Report of the Director of Public Instruction for 1933-34 is published. In spite of the prevailing financial depression, education expanded appreciably during the year. The number of Institutions increased by 131 and the number of pupils by 14367.

With regard to compulsory Primary Education the progress is far from satisfactory. The blame is placed upon the attendance authority and the attendance officers. The former are generally ignorant of their powers and responsibilities, while the latter, as a rule, are ignorant of the provisions of the Act, careless and incapable of offering any real assistance to the authorities.

It is reported that the Teachers in Ele. Schools evince little interest in their legitimate work in the class room. They have learnt to seek their reward not by discharging their legitimate duties as teachers but by meddling in the affairs of the bodies that employ them.

THROUGH DIFFERENT PROVINCES

ANGLO-INDIAN EDUCATION

The Central Provinces Government have constituted a provincial Board for Anglo-Indian and European education, consisting of nine members, with the Minister of Education as the Chairman and the Director of Public Instruction as the Secretary. The Board will make recommendations to the Government in order that effect may be given to the recommendations of the Inter-Provincial Board.

BIHAR & ORISSA

PRIMARY EDUCATION

'Free and compulsory primary education first for boys and then for girls, should be the goal' is one of the main recommendations contained in the Report of the Committee appointed by the Government to consider important questions relating to improvement of primary education in the province.

The Government while reviewing the report expressed their regret that universal application of compulsory education cannot be within real practical politics, at least for some time to come. Compulsory education even now is in the experimental stage and unless the experiment succeeds in areas to which the Bihar and Orissa Primary Education Act 1919 applies, the Government will not be justified in extending it to other areas.

MYSORE

PRIMARY EDUCATION IN BANGALORE

The local Educational Authority, has already applied for a loan of Rs 4 lakhs for the purpose of providing suitable buildings and play-grounds for primary schools in Bangalore City. In this connection the School Board Officer has forwarded a scheme to the D. P. I. and the Government.

The principle of the scheme is the amalgamation of schools wherever possible and the provision of each amalgamated school with a building sufficiently large for its potentialities on the basis that the 1st and 2nd year primary classes which will contain children of comparatively tender age are to be held during 3½ hours in the morning and the other classes, of which the pupils will be slightly older, during 4 hours in the afternoon—

the entire building being available for each shift. This arrangement, it is stated, is educationally unexceptionable and will secure unity of control and has been tried with success in Ceylon.

The scheme will provide accommodation for nearly 15,000 children. The number under instruction at present in the city is about 8,500.

HYDERABAD

EDUCATIONAL REFORM

In connection with the proposals now under the consideration of the Educational Reorganisation Committee, recently set up by H. E. H. the Nizam's Government, and the evidence recorded by that Committee, the Convenor of the Standing Committee of the Hindu Subjects of Hyderabad submitted on 21st Feb, to the Director of Public Instruction (who is the Secretary of the Enquiry Committee) a memorandum containing the representation of the Hindu public regarding the medium of instruction etc.

COCHIN

REDUCTION OF SCHOOL FEES

A resolution urging the reduction of school fees was carried in the Legislative council on the 12th instant in view of the difficulties of the pupils owing to the economic depression, though it was opposed by the D. P. I. on the ground that the reduction of school fees would seriously affect the financial position of the Department and render its operations increasingly difficult.

CEYLON

EDUCATION SOCIETY OF CEYLON

This Society was inaugurated in January last. It has on the rolls 169 members consisting mostly of Principals, Managers and Teachers of Schools and a few members of the general public.

"The Society is instituted for promoting Co-operation among those interested in educational problems applicable to Ceylon and for studying the form and content of education suitable for Ceylon." The work of this Society will be watched with interest by all educationalists in India and Burma too.

PUBLIC OPINION

DR. MACKENZIE ON THE MEDIA OF INSTRUCTION

The value of imparting instruction in the Vernacular of pupils for developing the thinking habit was well stressed by Dr. A. H. Mackenzie, in his address at the Convocation of the Osmania University held on the 4th inst. His personal observations will serve as an eye-opener to some of the doubting minds. He said:

"I must confess that before I came to Hyderabad, I was one of those educationists who while whole-heartedly agreeing in theory that instruction should be through the medium of the Indian languages doubted whether in practice this was possible anywhere above the high school stage. My experience at the Osmania University has completely banished my doubts. In order to satisfy myself in the matter I have broken with tradition and have trespassed into class-rooms, where I have listened to lectures on a variety of subjects.

My personal observations have convinced me also that the Osmania University students in general are much more responsive to the lecturers, more mentally alive and more interested in the work in hand than students in the class-rooms of Northern India where English is the medium of instruction. Thus I have verified from knowledge gained at first hand what the advocates of instruction through the medium of the Indian languages have urged, that free interaction between the minds of teachers and students is possible only where the vehicle of thought is a language with which both are thoroughly familiar.

MR. N. S. SUBBA RAO ON THE RURAL UPLIFT

In his recent valedictory address to the Mysore University Union, Mr. N.S. Subba Rao, Director of Public Instruction, Mysore, exhorted the students on Rural Uplift.

He pointed out that if the educated young men wanted and really meant anything like national advancement, they should concentrate

their attention on the villages. There was no use of talking about democracy, until they knew what the fundamental issues were. In any country, unless the people were prepared to recognise the rights of the common citizen, there could not be anything like real democracy.

Continuing he said, "If you believe in anything like a real change in the affairs of our country, our first task lies in the improvement of the individual, in raising the level of culture and therefore ultimately of the well-being of the average citizen. The average citizen lives in the village. Go forth into the village and meet the people there and offer to work for them. They will meet your demands. This will mean honest living and excellent service."

In conclusion, Mr. Subba Rao asked the students to look upon life as a whole. If one wanted really to become a good citizen, he must be one with good visions. Religion, philosophy and science were the different ways whereby man attempted to integrate his experience. "Each of us will have passed through our University life in vain, if we have not found one great master, whose ideas somewhat give us reasonable happiness and also something like guidance and investigation of that hereafter."

MR. S. E. RANGANADHAN ON THE DEFECTS IN SEC. EDUCATION

Dewan Bahadur S. E. Ranganadhan, Vice-Chancellor, Annamalai University, addressing the Madras Rotarians on the 25th January, referred to the Secondary Education and said:

Secondary Education is fundamentally defective because it is still too literary and bookish and is largely dominated by the requirements for entrance to the university. Being under the bondage of a rigid external examination, it concerns itself with the imparting of information rather than with the all-round training of the student.

NEED FOR CHANGE OF OUTLOOK

If the Indian boy does not learn much, the blame should be placed on the whole system rather than on the teacher. The aim of education is not merely to impart knowledge and information but to develop personality and character and such development implies physical and intellectual activity, thinking, willing and doing things. The school system in India should aim particularly at developing in the students an independent and enquiring mind, the power of initiative, a better balance between thought and action and a new sense of the value of work. For this purpose two things are necessary. You require in the first place a large body of well trained teachers with high ideals and better status than they have at present, for though an old platitude it has to be repeated that the teacher makes the school. In the second place, the present School Certificate Examination should be replaced by a simpler test which should not be competitive but relative to the school as well as to the individual student. As the aim of the reorganised school course would be to prepare the majority of students, either for occupations or for training in technical institutions, it should be possible to include businessmen and others connected with industries on the boards for inspection and examination.

MR. SHYAMPRASAD MUKHERJEE ON THE TASK BEFORE YOUTH

Addressing the annual Convocation of the Calcutta University on the 2nd inst. Mr. Shyamprasad Mukherjee, the Vice-chancellor, observed:

"The future of Bengal, nay India, lies to-day with the younger generation of men and women and shall be only what they shall make her to be."

Continuing, he said that they were struggling hard to grapple with the situation which was the result of the system of education handed down to them from the previous generation. He strongly felt that the door of the University should be thrown open wider still so that it might elevate the nation and rouse the self-respect of the people of this land. The influence of the University in this democratic age could not be safely limited to the period of youth but must include systematic

and organised effort for education of adults. In the present state of their national existence, he could not but emphasise the reality and greatness of this need.

Finally, the Vice-Chancellor said that he had abundant faith in the glory of youth and what he asked from the authorities in the name of the students of Bengal was that they should be given a chance to live, an opportunity to enjoy life and the amplest facilities for the development of their health and character, so that in the days to come they might be real assets in the furtherance of the highest interests of their Motherland.

REV. FR. PROVOUST ON SEX EDUCATION

In the course of an interesting address delivered on the 4th inst., at the Bourdillon Y. M. C. A. Hall at Bangalore, Rev. Fr. Provoust, Principal of the St. Joseph's College, said:

If books, papers and pictures were what they ought to be, they would supply wholesome information, develop a taste for the beautiful in the works of nature or in the productions of man, they would train the mind, shape the character and provide healthy recreation for the young generation. Unfortunately, they were neither literature nor art. They stifled the desire for wholesome reading and for study, filled the imagination of the young with objectionable pictures, shattered the nerves and undermined the character.

Continuing he said, that for sexual conduct it was ever so much more important to avoid sex incentives of various kinds than to have any amount of information imparted on the question of sex. The people were allowing the purely animal element to invade their intellectual life. It was time that brakes were applied and the force of reaction set in operation.

Then touching on the duty of parents in this connection, he said: "Attention should be called not only to the prohibitions with regard to the sex, but also to the value of the virtue of purity, the importance of keeping one's mind off such subjects as far as possible. In imparting instruction in sex matters, one should above all instill in the child a sense of shame

and a respect for the body, inculcate the law of modesty, satisfy the curiosity with frank, yet discreet answers, avoid carefully the distortion of the conscience through prudish severity, which created the obsession of evil through exaggerated precautions, and provoked in him an anxious and disturbing bent towards sex.

PROF. HAROLD J. LASKI ON THE FUNCTION OF UNIVERSITIES

The Government as well as the educated people of India are thinking whether universities ought to undertake "bread and butter education" or confine themselves to power learning, whether in the Arts or in the Sciences. A different aspect of the *raison d'être* of Universities is laid stress upon by Professor Harold J. Laski in an article in *The New Republic* of America. Says he:

Universities exist for the promotion of learning, and to that end their obligation both to teach and to research is, no doubt, essential to their life. But their function is not complete when they have performed these tasks. A university's title to respect is a function of its insistence that it can neither teach nor research save in the atmosphere of freedom. To the degree that it fails in its service of freedom, to that degree also it destroys the indispensable condition of creative achievement.

The enemy of the University without therefore, is orthodoxy. It may present itself as the servant of wealth, of a political or economic creed, of a religious faith. In so far as any university submits to the demands of these, it prostitutes its power to serve truth. For, by such submission, it limits, both for its teachers, and its students, that power to let the mind range unimpeded over fundamental questions through which alone essential discoveries can be made. Academic freedom is the nurse of intellectual inventiveness.

As orthodoxy is the enemy of the university without, so are inertia, love of power and lack of courage the enemies within. The only duties the teacher owes to the university are the duties to think hard, to think freely and to think independently. He has the obligation to allow no convention to stand in the way of announcing the truths to which his instructed judgment may lead him. He has the obligation, finally, to call no man, be that man party or government or church, his master. Those

who are silent because the truth within them, may be inconvenient or costly or dangerous, in the end will become silent because they have nothing to say. The man who suppresses the thing he believes he knows to be truth will in the long run neither teach well nor research well. For neither task can be performed when one has the lie in one's soul.

[Modern Review]

Dr. Sir RADHAKRISHNAN ON THE ESSENCE OF RELIGION

Presiding over the annual day celebration of the Mysore University Union on the 17th Feb., Dr. Sir S. Radhakrishnan said:

The truth of life consisted in the fervour of conviction, in the force of sentiment and in the capacity to express it in everyday life. These constituted the true essence of religion. Religion might use many dialects but it had one authentic voice and that was communion with spirit. These things constituted what might be regarded as the central truth of religion. When they proceeded in their life it was not success that would give them true satisfaction but it was the spirit of consecration and dedication to service with set purposes. If their soul was clear, they would live to some purpose. Never were purposes to be found in larger numbers than now. There were Hindu-Muslim problem, touchables and untouchables, contradictions between theory and practice in the midst of much talk about equality. If they saw people at Guindy races, they would never feel that this was a poor country. In economic and political spheres where there was chaos, they had one ideal preached and another practised. There was a gap between their high ideal and low practice. If those who knew that there was this chaos could not help forward the reintegration of their national life, who else could do it? Most of them were corrupted in their soul and should plead guilty to that kind of charge. Unless they were able to transcend that low plane and have the intellectual consciousness to perceive the contradictions and unless they tried to do their best to overcome the contradiction, they would not be worthy of the education that they received.



OUR WOMEN'S PAGE



Education for the Mother

: The Love that Fails :

By Mrs. K. Sathianadhan, M. A.

I came across an interesting article the other day, in the *Parents' Magazine*, treating of a side of parental love, which we do not often take into consideration. The love of parents, especially of mothers, to children, is an undoubted fact; the power of it cannot be questioned. And also, it cannot also be doubted that the return of it is never so great as expected. "Our children eventually leave us; their tie to us grows weaker with the years, while our concern for them grows daily". And yet, be it added for the consolation of parents, their love is never lost, just as energy is never lost. It is merely passed on, from our children to their children; and they in their turn suffer as we have done.

Children, however, do love their parents, do return a goodly part of what they have received, and it is possible to hold, this love throughout life. The secret seems to be in the repression of parental love, so that it does not appear as dominant, as tyrannical, and as smothering, as it would naturally like to be, and as it sometimes actually is.

The article I am talking about gives as the first axiom that the best thing to do is not to love your children all the time. The love of mothers is often too overpowering. Either loudly and stridently, or sweetly and gently, it is always seeking to guide, to advise, and to protect, so that there is no getting away from it, unless through absence. And the motive of this is not the satisfaction of the mother, but the welfare of the children. "Long years have made it the main life-business of mothers. They are practising love from

the time they get up, until the last light is turned out at night."

The result of this love is a destruction of individuality. "Love and instruction not only seek to guide continuously but they want to shatter the recipient to bits and remould him nearer to the heart's desire. Love is often devouring, and consequently disturbing, if not completely exhausting. This is especially so in Indian house-holds. I have often heard Indian mothers complaining that their boys give them a lot of trouble; on enquiry, you will find that this trouble has been more or less harmless, an indulgence more or less in forbidden, but comparatively safe gaieties. What harm in this, I ask? Should not mothers allow their growing sons to go their own way sometimes? Of the same kind is the dislike of Indian parents for their sons to smoke or drink in their presence. The result is that these are done all the more behind them. No doubt, this outward respect is a good Indian tradition, which gives dignity to parenthood; but does it not, at the same time, kill much of the confidence and companionship which exists in the West between parents and children?

The strict hand kept by parents over their daughters in India, is another point in question. It often happens that, when marriages are arranged for girls, the suitors are seldom allowed to talk to them, to take them out, in fact to learn to know each other as those ought to, who are to be life-long partners later. After the parents have consented and the matter is all but settled, then only is the consent of the girl perfunctorily asked. Is this not absurd?

There is also the reluctance of some parents to allow their children to take part in rather rough games, lest they should be hurt or injured. I know an Indian father, who did not wish his grown-up

boys to take to hockey and cricket, lest they should be hurt! Is this also not absurd? It is here that the love of the mother should show itself. She must sacrifice herself, conquer her fears and never even show them, lest her children should become nervous and not learn the courage that comes from the conquest of fear. "If she is at all timid, negative or nervous it is tremendously difficult for her to let her children find out what danger and risk and pain mean."

The best thing, therefore, is to conceal this love. Resolve to keep aside certain times, in which love is neither shown, nor exacted. Keep love in its place; give the children their leisure to themselves, without interfering. Let their individuality grow. "The perfect adjustment is to love just enough to make it a pleasant experience for youth, a thing to be remembered without the least hint of annoyance; and, when in later years they brag how you trusted them and let them go their way often, although you did not wholly agree with them, and let them come in without any too persistent questionings, and let them waste their time occasionally when they were young, and read foolish books and play silly games—"Good sports, mother and father," they will say proudly—why, then, you will know that you have not given them the love that fails, but that, because you have respected the individuality of their personal living, you have held them to you by the strongest of all terrestrial bonds, one that never fails to pay dividends, the bond of fair dealing." A theory propounded at present in America and elsewhere is that, since mothers do not make proper guides and teachers for their children, owing to this excess of love and zeal for their welfare, the children must be brought up by specialists appointed for the purpose. This certainly seems a drastic view to take. The only way to stand up against it is for mothers so to adjust their view-point that they can show others that they can be after all the best people to look after their young ones.

There is another point of view, which has to be considered here, viz., that, while

HERE AND THERE

LORD HALIFAX ON INDIAN EDN.

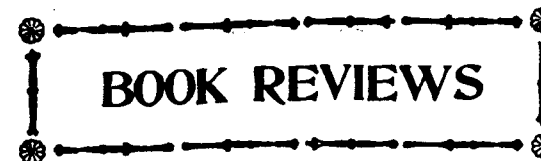
Lord Halifax, presenting awards at the Mansion House in the London Chamber of Commerce examinations, commented with gratification on the number of examining centres in India and said that he had been constantly told that whatever the success of the British administration in India, it had failed in education, owing to the excessively academic bias the curriculum was supposed to have.

THE THEORY OF RELATIVITY

The new mathematical theory of Relativity presented recently before the U. P. Academy of Science, by Sir Shah Mahomed Suleman, Chief Justice, Allahabad High Court, appears to have attracted attention in Europe and America, and it is reported that investigators are checking the mathematics of the theory, as they consider it to be the same on the border line between the classical mechanics of Sir Issac Newton and the newer concepts of Professor Albert Einstein.

forcing themselves to show less zeal for their children for the sake of the latter, mothers will be benefiting themselves in a way. It is well known that babies take up a good deal of time. Indeed, it has been estimated in America that a baby under one year of age requires five hours of care from the mother! What then is the poor mother to do? Why, she must adjust her time, revise her arrangements, alter her house-hold processes and arrange her mental standpoint, so that she can attend to her baby, or babies, to her house and husband, and finally to herself and to her field of work outside home. It is so sad to see in India that many young mothers gradually give up their own hobbies or pursuits, like reading, music-practice, painting, etc., just because they can find no time for them. But they must not do that. They must adjust everything thoughtfully, and be sure that the necessary time will be found for everything.

"Where there's a will, there's a way."



LONGER POEMS — Old and New. Selected and edited by A. S. Cavincross, M.A., D. Litt., Macmillan & Co. F'cap. 8vo. Price Rs.1-11-6. (pp. 304)

This is another volume in Macmillan's 'Scholar's Library', a series of books very well printed and in a delightful format. Mr. Cavincross makes his choice from every period of English Literature, from Chaucer in the 14th century to living poets as young as Roy Campbell who was born in 1901. He claims with justice that the poems chosen provide the reader with 'deeper pleasure, inspiration, or consolation' than any short lyrics can do. Dealing with subjects as diverse as metaphysics, social and political affairs, history and psychology they are yet not formidable even for the young reader as prose essays on such subjects might be. In fact, for variety of interest, it would be difficult to have a better anthology of the same type. The selection opens with part of the 'Pardoner's Tale,' one of the most exciting of all the stories told by the Canterbury Pilgrims. Then in contrast come polished lines by Milton, Dryden and Pope. Similar effective contrasts appear between the transitional poetry exemplified here by Goldsmith, Cowper and Crabbe and the realism of Wordsworth or the supernaturalism of Coleridge. The Victorians also are well represented. Then come a striking ballad by Hardy, an elegy by Bridges and Chesterton's famous intoxicating lines on 'Lepants'. Finally there are five other modern poems as different in appeal as Abercrombie's magnificent ode on Indignation and Aldous Huxley's half satirical recreation of the atmosphere of a Variety Theatre.

The book is provided with clear notes both on the authors and on the poems themselves. There are also ten pages of questions chosen to draw attention to the special characteristics of each poem in turn. In every respect this is an admirable book both for personal and for scholastic use.

—A. Bagshaw.

DECISIVE BRITISH BATTLES—from 'The Fifteen Decisive Battles of the World' by Sir Edward S. Creasy. With Introduction, Notes, Diagrams etc., by N. B. McKellar, M. A., Macmillan & Co. Price Rs. 1-3-6 (pp 173.)

Macmillan's 'English Literature Series' of which this volume is No. 134 is well known for neat and attractive binding and capable editorship. The present addition to the series is no exception to the rule. Sir Edward Creasy was Professor of History at London University and in 1860 Chief Justice of Ceylon. His best known contribution to literature is "Fifteen Decisive Battles of the World" published in 1852. As history it is accurate and detailed, as literature it is clear, vivid and enthralling. Mr. McKellar says that "the aim of this little volume is to present a kind of bird's eye view of each of the great British battles described by Creasy. Much of the preliminary and incidental matter has been omitted in each case, the plan being to get into the heart of the conflict and depict the crisis of each of these vital struggles in our history." Thus the excitement and interest is retained while parts less appealing to a young reader are omitted. The admirable plans and illustrations provided and the full notes make this volume all that could be desired for a High School or College text.

—A. Bagshaw.

HAVE YOU SUBSCRIBED FOR EDUCATIONAL INDIA

APPROVED FOR SCHOOLS AND COLLEGES
THROUGHOUT INDIA

Subscription Rs. 3-8-0 only

Send in your order to-day

THE MANAGER,

Educational India,
Masulipatam.

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. Teachers' co-operation will be invaluable.

Q. 15. What should the educational institutions do in regard to the Communal Problem in India?

Answer:— In connection with this question it is necessary to face on the one hand the facts, and on the other hand keep the ideal steadily in view. Then only can we hope to solve the problem in a satisfactory way. In regard to the facts, everyone must recognise that there are communities which have social, religious and economic differences amongst them. So long as such communities exist, it is the duty of everyone to aim at communal justice. Monopolies and special favours ought not to be allowed. Representation in public bodies and distribution of posts in offices should be secured for all without seriously lowering efficiency. In doing communal justice, nobody should be treated as a mere thing, but everybody ought to be treated as a person with a higher destiny of his own. This in its turn would mean not giving to a person because he is somebody, but because he is a member of a society and in the interest of that society it is thought fit that he should enjoy certain rights and privileges. The best way to do this is by so arranging conditions in society that everyone will find ample opportunities for developing his powers and talents and for consecrating them to the service of society. Students should, therefore, be taught to put service before privileges. The only justification for anybody enjoying any privilege or right is the recognition by that individual of the social obligations that go with such rights. Rights and obligations are strictly correlative and no one should be allowed to enjoy the one without accepting the other. Schools have a special duty in imparting this very

valuable lesson to their students. To the extent schools succeed in impressing this lesson on the minds of the students, they would ensure a happy, well-adjusted and progressive society.

In our India, outside the schools, the demon of communalism is at large. There is so much communal rancour, bitterness and hatred, fomented by misguided communalists to further their own selfish ends that the schools in India are called upon to wage a perpetual war against this evil that is tarnishing the fair name of India. It is often thought that religion is at the bottom of this communal clash and the abandoning of religion as such is the only hope of getting rid of communalism. No idea can be more erroneous than this. It must be admitted that religion of a kind had been responsible for this opinion, but, religion rightly understood is the only hope of national solidarity and progress. Hence in the name of true religion, false religion ought to be exercised and true religion ought to be installed in its place. Religion has such an elevating and ennobling influence that we can ill-afford to give it up at any stage in our social life without detriment to progress, individual and social. Let us not allow ourselves to be so alarmed by the havoc done by false and fanatical religion as to ignore the beneficial influences of true religion. Let schools that have hitherto tended to make education purely secular henceforth seek to base all education on religion that is true and broadbased. Then only the pathetic sight of men flying at each others throats, in the name of religion, could be avoided. Then only the mischief makers will not be able to exploit religion in rousing the baser passions of the masses. Religion should be the main

Continued on next page 15



SPORT FOLIO



VALUE OF GAMES

PRESIDING over the first anniversary of the White Blues Football Association, Pudukottah, Sir Alexander Tottenham, Kt., C. I. E., Administrator, observed that undue importance might be and even 'is' attached to games and athletics; but none the less their importance in promoting the welfare, moral and physical, of those who took part in them especially boys and the young men was certainly very great. The hackneyed phrase with which they were all so familiar, learning to play the game and the value of team spirit were none the less true for being somewhat threadbare.

Games, he added, encouraged the spirit of friendly emulation that was quite different from ill-natured rivalry. They also inculcated discipline, ready obedience to orders and willingness to combine with others. Such lessons were, in his opinion, not yet superfluous in India. They also taught that success was not the most important thing in life, but, on the contrary, they showed the right spirit of observing the rules, written and unwritten. Games led to the development of friendly rivalry and co-operation with a spirit of comradeship and toleration and mutual respect.

AUSTRALIAN TEAM'S VISIT TO INDIA

A special cable to *The Times of India*, this week says that Frank Tarrant is understood to have obtained the permission of the Australian Board of Control to bring out a private Australian team to India. The team is

Continued from preceeding page
stay of all—young and old, educated and uneducated.

If we develop along these lines, then the ideal of a unified human society above the limitations of communal and caste groups can be realised. Schools and Colleges should steadily strive towards this great consummation in Indian national progress.

reported to include some new cricket talent.

It may be recalled that the Maharaja of Patiala has commissioned Frank Tarrant to spend up to £10,000 to secure a team of Australians to tour India.

It is expected that the team would sail in October under the captainship of Mr. Woodful.

THE STATUS OF AMATEURS

WHETHER the receipt of certain amounts, from the South African Indian Football Association by the Manager and some players of the Indian Football team that visited South Africa last year, is right or wrong is the subject of a prolonged discussion at the recent meeting of the Indian Football Association. It was alleged that the members of the team took a sum as bonus at the end of the tour and thus infringed their amateur status. But the contention of the Manager was that the payment was made "as out of pocket expenses and not as bonus".

After a three hours meeting, the following resolution was carried:—"The Council considers that certain payments were made to and received by the players and the Manager of the South African touring team in error. It considers that, if such moneys received by the players and the Manager are refunded to the I. F. A., no further action need be taken.

"The Council considers that the amount to be refunded is £41 by the Manager and £21 by each player, which amounts must be in the hands of the Joint Honorary Secretary of the I. F. A., by April 5."

POLO TEAM FOR ENGLAND

THE Maharaja of Kashmir's team's Polo Ponies, according to a London message, will reach England by the end of this month, and will be stabled at the Home Farm, Westonbirt. Exhibition games for the Kashmir team will be arranged at Norton during May.

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.

NELLORE DT. TEACHERS' GUILD

The Fourth Conference of the Nellore District Teachers' Guild was held on the 22nd of March, Mr. M. S. Raghavan, M. A., Principal, V. R. College, Nellore, presiding. Mr. T. V. Sivaramaia, B.A., B.L., opened the conference. There were about 40 teachers present from all over the District.

Mr. S. Natarajan and Mr. M. A. Ramamurthy represented the S. I. T. U. at the conference and Mr. Natarajan explained the provisions of the Service Conditions Bill. Mr. G. V. Subbaramaia, M. A., Lecturer in the V. R. College, delivered an interesting address on 'Wastage in Education and How to avoid it.'

RESOLUTIONS PASSED

1. This conference requests the President, District Board, Nellore,

(i) to remove the disabilities that still operate upon the Elementary School teachers in the service of the Board in the form of cut in salaries etc.

(ii) to increase the number of Higher Grade Elementary Schools in the Board, as the present number is insufficient to meet the growing requirements of the people in the matter of educational facilities.

(iii) to permit the Elementary Schools to enjoy the full term of the Christmas vacation.

2. This Conference regrets that, in spite of the option granted by the Department of Education, many schools in the presidency have not yet adopted the mother tongue as the medium of instruction in all non-language subjects and requests the managements and

the authorities to enforce such adoption without further delay.

3. (a) This Conference while welcoming the general plan of the Revised S. S. L. C. Scheme of 1934, suggests the following alterations as conducive of better training and equipment of the candidates:—

(i) Introduction of Algebra and Geometry in optional courses

(ii) Corresponding lightening of the course in Ele. Mathematics

(iii) The removal of the obligation to choose the two optionals with not more than one from each of the three groups.

(b) This Conference is strongly of opinion that frequent changes in the courses of study of the S. S. L. C. are detrimental to the general progress of Secondary Education in this Presidency.

4. This Conference requests the Government to ensure the security of tenure of teachers in aided schools by introducing in the Madras Educational Rules provisions relating to the conditions of service, scales of pay, leave rules, appointment and punishment.

5. This Conference submits to the Government that, with the progressive fall in interest allowed on Provident Fund deposits of teachers in aided schools, the benefit to the subscribers is little or nothing and requests the Government either to treat Teachers' Provident Fund Deposits as a special kind of deposits bearing 4% interest or to increase the Government share of contribution from one-third to two-thirds of the amount to the credit of the subscribers.

6. This Conference urges upon the Legislative Council and the Government to recognise the principles underlying the South Indian Teachers' Union Service Conditions Bill and to take steps to place the same on Statute Book.

7. This Conference urges upon the S. I. T. U. and the A. T. F. the need of working in co-ordination with each other and requests both the organisations to so alter their rules as to enable the general opinion of the teachers of the Presidency to be expressed through one Provincial body, provision at the same time existing for local expression of opinion through linguistic units like the A. T. F.

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 42" x 32" 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.

**GVOT. OF INDIA
AND
GOVT. OF MADRAS
Publications**

ARE OBTAINABLE FROM

M. Seshachalam & Co.,
PUBLISHERS AND BOOK-SELLERS,
Masulipatam

"YOUNG CEYLON"

A widely circulated and popular Monthly Magazine Published in English containing brilliant articles, topics of local, Indian and International interests. Special Literary, Educational and Health Supplements, Women's page and Historical Novel and Gleanings.

ANNUAL SUBSCRIPTION RS. 3/ or 6 Sh.

MANAGER,
'Young Ceylon,'
167 Hultsdorp, Colombo,
CEYLON.

APPROVED BY THE TEXT BOOK COMMITTEE

**THE GOLDEN BOOKS
OF
PROSE AND VERSE**

WITH INTRODUCTION, NOTES AND EXERCISES ON GRAMMAR
AND COMPOSITION

"In compiling these books we have kept in view the entire needs of our Indian students and have taken care to include such pieces as are likely to interest the reader."

"Besides interesting narrative—descriptive, didactic, humorous and pathetic—we have taken care to include lessons in Classical Mythology, Travel, Biography and History."

"The books allow the teacher a wide range of subjects."

BOOK I: FORM IV

PROSE: Ali Baba—Friday's Frolic with a Bear—The man with an axe to grind—Castle Building—The Tempest—The Prodigal Son—A Lion Hunt—The Peasant and the Soil—Cowper's Letter to the Rev. John Newton—The Auto-Biography of a Shilling—The Patriots of Calais—Both sides of the Question—Work and Wages—The adventure with the Windmills—Alfred the Great—The Credulous Brahmin—Sir Issac Newton—Moses at the Fair—Arriving in England—Mahadev Govinda Ranade—The Bed of Procrustes.

POETRY: Casabianca—Abou Ben Adhem—The Nightingale and the Glow-worm—The Inchcape Rock—To Blossoms—To the Cuckoo—The Olive-Tree—Harmosan—Alice Fell—The Priest and the Mulberry Tree—Boadicea—The Village Blacksmith—Yussouf—The Village Schoolmaster—The Rainbow—King Canute—The Chameleon—Hassan: or the Camel-driver—The Eastern Tale—The Pied Piper.

Price As. 12/-

BOOK II: FORM V

PROSE: Whang, the Miller—The Amusements of a Scottish King—Sancho Panza is his Island—The Parable of the Talent—Eudoxus and Leontine—The Widow and her son—Letter to Lord Chesterfield—Perseus—An Equestrian Adventure—Boswell first meets Dr. Johnson—A Bully served out—Siege and Defence of Arcot—The Personality of King Alfred—Letter to his Mother—The death of Nelson—Ilyas (parable)—The Desert—From 'As you like it'—A visit to a Girls' School—The League of Nations.

POETRY: The Scholar—The Character of a happy life—Dora—The Solitude of Aiex. Selkirk—Death, the Leveller—A Psalm of Life—The Victim—The Soldier's Dream—Dara—Patriotism—The Plate of Gold—The Village Parson—The Annals of the Poor—The Bell of Atri—Jaffar—Ring out, Wild Bells—Say not the struggle naught availeth—The Daffodils—Stanzas on Freedom—Simon Lee—Lead, Kindly Light—King Arthur's last words—The Quality of Mercy—The Ocean—Wolsey—The Hermit.

Price Re. 1/-

M. SESHACHALAM & CO., HINDU PRESS, MASULIPATAM

Just Published!

For Libraries!!

A Unique Work on the Story of the Ramayana

RAMA THE GREATEST PHARAOH OF EGYPT

Vol. I: Rs. 10] BY [Vol. II: Rs. 5

MALLADI VENKATA RATNAM, B. A.,

Late Vice-Principal

GOVERNMENT TRAINING COLLEGE,
Rajahmundry (South India)

"Your thesis is a most interesting one and I am sure that I shall enjoy reading your book."

SIMLA, 24-9-34.

(SIR) FRANK NOYCE, I. C. S.,
Member, Viceroy's Council.

Crown 8 vo. Printed on Antique Paper.

Vol. I. 370 PAGES, 30 ILLUSTRATIONS—Rs. 10/-

Vol. II. 246 PAGES, 6 ILLUSTRATIONS—Rs. 5/- net.

OBTAINABLE FROM:

M. Seshachalam & Co.,
MASULIPATAM.

THE LATEST PUBLICATIONS OF WIDE RENOWN

Raman Series

Revised Scheme

A UNIQUE PRODUCTION
DESIGNED

UNDER THE DISTINGUISHED GUIDANCE OF
Prof. V. Viswanadha Sarma, M.A., L.T.,
Government Training College, Rajahmundry.

GENERAL SCIENCE

English and Telugu Editions

FOR FORM IV
English Edition
Price Re. 1/-



FOR FORM IV
Telugu Edition
Price Rs. 1-4/-

BOARD OF EDITORS

Mr. K. V. Siva Rao, Headmaster, Board High School, Nellore Dt.
Mr. B. Pattabhiramiah, Lecturer, Govt. Training College.
Mr. Chinta Deckhitulu, Headmaster, Govt. Training School.

1. The book faithfully follows the syllabus and no topic is wholly omitted.
2. Elaboration of every topic is properly restricted to the present interests and powers of understanding of the pupils.
3. The material is made as concrete as possible by neat and helpful illustrations, diagrams, charts etc.
4. The biographies of scientists and the history of their discoveries are given wherever found necessary.
5. In writing the lessons, careful attention is paid chiefly to their practical and utilitarian aspect.

M. SESHACHALAM & CO., HINDU PRESS, MASULIPATAM

DECIDEDLY THE BEST PRODUCTIONS

In Telugu

Edited by

IV Form

Prof. M. Venkatarangaiya, M.A.,

Head of the Dept. of History, Politics, etc., Andhra University.

Remarkable
for Style and
Subject Matter



Profusely
illustrated
with maps etc.

HISTORY OF ENGLAND ఆంగ్లదేశ చరిత్రము
Price Re. 1/-

BRITISH INDIA బ్రిటిష్ హిందూదేశము
Price As. 12/-

In Telugu

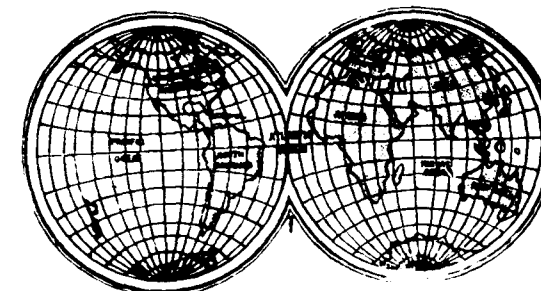
Edited by

IV Form

Prof. V. Jagannadha Rao, M.A., L.T.,

Head of the Dept. of Geography, Government Training College.

Every lesson
is aptly
illustrated



Based on
practical
Teaching

GEOGRAPHY భూగోళశాస్త్రము Price Re 1/-

AUTHORS

Prof. V. Jagannadha Rao, M.A., L.T., Govt. Training College, Rajahmundry.
Mr. P. Suryanarayana, M.A., B.Ed., Board High School, Ramachandrapuram.

M. SESHACHALAM & CO., HINDU PRESS, MASULIPATAM

Advertisement Tariff for Educational India

A DISCOUNT of 16½% will be allowed if space be taken for more than 6 months.
PAGE SIZE: 8"×6" (two columns); one column 8"×3"; Half page 4"×6";
¼ page 4"×3"; ⅛ page 2"×3".

A FREE VOUCHER COPY is supplied for every contract advertisement.

ORDINARY POSITION

PER INSERTION:

Full page or two columns	Rs. 12
Half page or one column	7
Quarter page (for 3 insertions)	9
Quarter page or half column	4
One-eighth page	2

COVER PAGE

PER INSERTION:

First page (below contents 3"×6" space)	Rs. 20
Second page	15
Third page	15
Fourth page in two colours	20

Apply to: The Manager,
"EDUCATIONAL INDIA,"
Masulipatam, (S. India)

◦ COMPLETE LABORATORY EQUIPMENT ◦ For Schools, Colleges, Universities, Etc.

Stockists

Precision Balances and
Weights.

Microscopes.

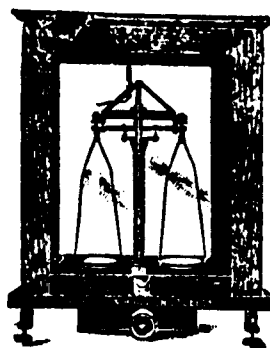
Optical Instruments.

Thermometers of all kinds.

Laboratory Glassware.

Pure Chemicals.

Porcelain sinks and fittings
etc. etc.



Manufacturers

Distilled Water Plants.

Thermostats.

Electrical Resistances and
Switches.

Scientific Instruments
and apparatus.

Water and Gas fittings
etc. etc.

The Andhra Scientific Company,
MASULIPATAM (S. India.)

Teachers advise
EVERY STUDENT TO USE



AMRUTANJAN

for all aches and pains

why not you ?

Amrutanjan Depot,

Madras

Bombay

Calcutta

The Indian Library Journal

BEZWADA

The official organ of the All India Public Library Association. Expounds the various phases of Library Science, and the Library Movement in India. Annual Subscription Rs. 3.

Apply to: I. VENKATA RAMANAYYA, Manager.

Sadhana Aushadhalaya, Dacca (Bengal)

ADHYAKSHA: Joges Chandra Ghose, AYURVEDA-SASTRI, M.A., F.C.S. (LONDON).

Formerly Professor of Chemistry, Bhagalpur College.

Branches:— Calcutta, Chittagong, Patu-
atuly, Manikganj, Dinajpur, Bogra, Tinsukia,
Lahore, Burdwan.

Guaranteed absolutely Pure and Genuine.
Medicines prepared strictly according to Ayur-
vedic Sastras. Catalogues free on application.

On describing the nature of diseases, pre-
scriptions are given gratis with great care.

Makaradwaj (Pure with Gold)

A wonderful specific for all diseases. It
regulates the nerve, bile and phlegm, increases
vitality, mental and physical vigour and tones
up the system. Rs. 4 per tola.

Saribadi Sarsa

A wonderful, infallible medicine for
Syphilis, Mercurial Poisoning, Gonorrhoea,
Urinary troubles and all sorts of blood impuri-
ties. Rs. 2/12/- per seer.

Sukra Sanjiban

A very powerful and effective medicine for
the restoration of lost vitality and energy. It
immediately puts into you all the vigour that
every man should have Rs. 16 per seer.

Abala Bandhab Jog

A great remedy for all female diseases, as
leucorrhoea, pain in the waist, back or womb,
irregular monthly courses, sterility etc.

16 doses Rs. 2/-; 50 doses Rs. 5.

EFFICIENCY AND ECONOMY
ARE THE WATCH-WORDS OF THE
ANDHRA INSURANCE CO., Ltd.,
Masulipatam

OFFERS MOST UP-TO-DATE AND ATTRACTIVE SCHEMES WITH LIBERAL
POLICY CONDITIONS

Prompt Settlement of Claims—Permanent Disability Benefit

2½% Rebate on annual Payments

ARE SOME OF OUR SPECIAL FEATURES
FOR SAFETY AND SECURITY OF YOUR HARD-EARNED SAVINGS
INSURE WITH US

WANTED AGENTS
IN UNREPRESENTED
AREAS

Apply to:—

Y. MANGAYYA, B. A., B.L.,
SECRETARY

THE INDIAN LADIES' MAGAZINE

Published once in two months

Editor: KAMALA SATTHIANADHAN, M. A.

CONTAINS MANY
Valuable Articles and Illustrations

ANNUAL SUBSCRIPTION

Inland
Rs. 3-8-0

Foreign
Rs. 5-0-0

Apply to: **The Editor:** Mc NICHVEL ROAD, CHETPUT
MADRAS.

EDUCATIONAL INDIA

MADRAS S.S.L.C.
HEME p. 385

G. O. ON TEXT BOOKS
p. 388

THE TEXT-BOOK
COMMITTEE p. 389

Extra-Curricular Activities: ... By Principal M. S. Raghavan
Educational Expansion: ... By Mr. K. G. Warty
German Universities: ... By Dr. Adalbert Ebner
Organization of Education: ... By Mr. C. Sundararamiah
Scouting in Schools: ... By Mr. A. L. Narayana Rao
Education and Culture: ... By Mr. M. Nageswara Rao

FOR DETAILED CONTENTS AND SPECIAL FEATURES SEE INSIDE

*'Elephant Brand papers are
the best'*

Made by

THE TITAGHUR PAPER MILLS CO. LTD.

Makers of High Class Papers
CALCUTTA

Detailed Contents for April, 1935

	PAGE		PAGE
EXTRA-CURRICULAR ACTIVITIES OF STUDENTS		Progress of Vernacularisation in Andhra University	... 391
By MR. M. S. RAGHAVAN, M. A., (HONS.)	... 367	School Text-Books	... 391
'SCOUTING IN SECONDARY SCHOOLS'		Summer School of Physical Education	391
By MR. A. L. NARAYANA RAO, B.A., L.T.	... 371	Corporation's Grant	... 391
EDUCATIONAL EXPANSION IN INDIA		Standard works into Bengali	... 391
By MR. K. G. WARTY, M.A., B.T.	... 373	War Against Illiteracy	... 391
REORGANISATION OF EDUCATION IN INDIA		Legal Education Committee	... 391
By MR. C. SUNDARA RAMAYYA, B. A., B. L.	... 376	A Deputation to Minister	... 392
EDUCATION AND CULTURE		Depressed Classes Education	... 392
By MR. M. NAGESWARA RAO, B. A., B. ED.	... 379	Industrial Classes at Amritsar	... 392
LIFE AT THE GERMAN UNIVERSITIES		Recognition of Private Schools	... 392
:: THREE FUNDAMENTAL GUIDING LINES ::		Munificence of Behar Minister	... 392
By DR. ADALBERT EBNER	... 381	Progress During 1933-34	... 392
SECONDARY EDUCATION: 'A CHILD'S PLAY'		Medical Inspection of Schools	... 393
By PROF. M. VENKATARAMIAH, M.A.	384	Art Gallery for Travancore	... 393
EDITORIALS		Progress of Education	... 393
The Madras S. S. L. C. Scheme	... 385	Direct Payment to Teachers	... 393
G. O. on Text Books	... 388	PUBLIC OPINION	
The Text-Book Committee	... 389	Sir Philip Hartog on Indian Education	394
PERSONAL NOTES	389 & 401	Dr. Ziauddin Ahmed on 'The Need for Educational Plan	... 394
THROUGH DIFFERENT PROVINCES		Prof. Yagnanarayana Ayyar on Madras Text-Books G. O.	... 395
Federal University Scheme	... 390	Bishop Waller on the Aim of Education and Vernacularisation	... 395
Film Group of the Central Legislature...	390	Sir Mirza Ismail on the Role of the Pandit	... 395
Educational Policy	... 390	Prof. Kuppuswami Sastriar on Vernacularisation	... 396
Progress of Education	... 390	Mrs. Hensman on Physical Education	396
		OUR WOMEN'S PAGE	... 397
		BOOK REVIEWS	... 398
		THE EDITOR ANSWERS	... 400
		SPORT FOLIO	... 402
		CORRESPONDENCE	... 403

Vol. I: No. 10

April, 1935

EDUCATIONAL INDIA

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

Edited by M. Venkatarangaiya



EDITORIAL BOARD

M. VENKATARAMIAH, C. SWAMIKANNU PAUL,
M. SESHACHALAM, C. B. KRISHNASASTRY,
D. NITYANANDA SASTRY.

The Educational India Office
MASULIPATAM (S. India)

INLAND
Rs. 3-8-0

Single Copy As. 6

FOREIGN
Rs. 5-0-0

"EDUCATIONAL INDIA has taken a leading place."

—Dr. JAMES H. COUSINS

Officially Recognised by

The Directors of Public Instruction

OF

Madras, Hyderabad, Bombay, United Provinces,
Punjab, Central Provinces and Berar etc., etc.

Original contributions ; Several regular features every month.

Subscription : INLAND Rs. 3-8-0 ; FOREIGN Rs. 5-0-0

Apply to: The Manager,

"EDUCATIONAL INDIA,"

Masulipatam, (S. India)

"WIDEN YOUR KNOWLEDGE"

:: HERE ARE SOME HELPS ::

Ten Years of World Co-operation	...	Rs. 7 0 0
Essential Facts About the League of Nations	...	0 11 0
Aims and Organisation of the League of Nations	..	0 9 0
School Broad-Casting	...	5 8 0
Text Book Revision and International Understanding	...	6 14 0
Why War? (Open Letter Series)	...	3 2 0
A League of Minds (")	...	3 7 0
East and West (" , Gilbert Murray & Rabindranath Tagore)	...	1 12 0
Educational Role of the Press	...	1 12 0
Reorganisation of Education in China	...	1 12 0
Educational Survey (annual)	...	2 12 0
Information Bulletin of the League of Nations Intellectual	...	
Co-operation Organisation—Annual Subscription	...	6 14 0
Monthly Review of Educational Cinematography, (' Intercine ')	...	
Annual Subscription		23 0 0

Obtainable from

The Indian Bureau of The League of Nations,

Improvement Trust Building, Esplanade Road,
BOMBAY.

Extra-Curricular Activities of Students

By Mr. M. S. RAGHAVAN, M.A. (Hons.),

Principal, Venkatageri Raja's College, Nellore.



IT has been recognized all along and more fully in recent years, that the purpose of true Education is to develop every phase of the student's nature, so that, after his period of tutelage he may be rendered mentally alert, physically strong and morally efficient. Although it cannot be said that the training given to the young at our Educational Institutions is wholly or entirely intellectual, it must be admitted that the instruction imparted within the four walls of their Schools and Colleges caters more to the intellectual needs of the scholars, than to their social, physical or moral requirements. The object of the so called Extra-curricular activities is to make up this deficiency and to enable those in charge of these institutions, to produce the best type of a well-balanced student, thoroughly fit to play his manly part in Life's great venture.

By Extra-Curricular activities, are meant those activities of students outside the college and beyond the class hours, when they have a large measure of freedom and when they are not under the strict supervision or direct control of the higher authorities. There are no syllabuses or curricula or text-books for these and each student is left free to Judge for himself whether he would participate in them or no. These include, among other items, the following :— Sports and games, Debating Societies, Dramatic associations, Social Service Leagues, Excursion Parties and College Hostels. Most, if not all, of the above mentioned organizations are invariably adjuncts to our educational institutions but the activities of the students in those directions, have been so irregular and spasmodic that as much benefit as ought to flow from them, has not accrued. In most cases they are merely ornamental and not useful and the intention of this article is to

give a few helpful hints by which the extra-musal activities of students may be properly regulated and directed.

SPORTS AND GAMES

In every School and College, there is no doubt, provision made for Games and Sports. There are Football or Cricket fields, Tennis or Badminton Courts and there are some students playing these games. Games fees are regularly collected and trouble is also taken to see these amounts are properly expended. But the question is what proportion of the entire School or College takes advantage of these facilities? Is there any attempt made to see that every student takes his share of exercise? To say that Drill classes are held in the High School for all the students, at least once or twice a week, is no answer to the question. It is an open secret that these classes are poorly attended, if at all, and the kind of exercise through which they are taken is so dull, mechanical and uninspiring, that one feels that students may be forgiven for abstaining from such lifeless classes. The replacing of the old fashioned and poorly paid Drill-Masters by the Physical Directors who are usually graduates and also decently paid, is a step in the right direction. But this innovation has not become universal. Many of the institutions are still sticking on to their rusty old Drill-Masters, with the result that, in those places, students go on without any exercise worth the name. The fact that the new Physical Director has the same general qualifications as other members of the teaching staff, goes a long way towards securing him proper respect at the hands of his pupils and this must enable him to exercise necessary control over them and do his best for them. But the appointment of well-qualified Physical Directors alone is

not enough. They must be allowed to draw up a programme by which *everyone* of the students is made to take some exercise or other day by day. Attendance in the playground must be made as compulsory as attendance at class-lessons. Failure to keep up a proper percentage of attendance in the play-ground (which may be kept at 80%—5% higher than that required for class work) must entail detention in the same class. So far as the kind of exercise the students would like to take is concerned, a wide choice must be given. Provision must be made for the practising of *Suryanamaskars* and other indigenous kinds of exercises, so that those that are inclined to give these things a trial may well do so. Under this scheme, there must be more play-fields and more Physical Directors and these must be forthcoming, if we are not going simply to tinker with the problem of physical Education.

The system of periodic Medical Inspection of students, introduced some years back but recently given up as a measure of retrenchment, ought to be reintroduced, without delay, for without it we cannot have a proper idea of the health of the students and especially when we are advocating the idea of compulsory physical instruction for all, we ought to have expert advice as to the fitness of some students to take exercise and also the kind of exercise that would suit them.

The idea of compulsion with regard to physical instruction must be extended to the Colleges also, for it is here that the tendency to neglect the health of the body is greater than at school and this must be effectively counteracted. If in addition to compulsory physical instruction, it is possible to give some of the students at least, an opportunity for receiving military training, as was done some years back in the Madras University by the formation of University Training Corps, it would be an excellent thing.

THE DEBATING SOCIETY

This again is a fashionable appendix to

every College and High School, but the question is how many of these organizations turn out solid or substantial work throughout the year. Perhaps one or two in a hundred. Most of them are really active but for two days in the year—the first day being the occasion when the Society is brought into existence by a fanfare of trumpets, when some local luminary or metropolitan big-wig, delivers a stirring Inaugural address, and the 2nd and the last day being the Anniversary Day when again an entertaining programme is gone through and another celebrity sports out the valedictory address with gushful eloquence—and then there is an end of the Society and its work—at any rate for that year. But what about the work of the students between these two important events? Those that have experience of these things and would not like to mince matters, know that the interval is a period of sleepy inactivity or suspended animation. The scheduled number of debates and discussions does not take place and even those that do come off are sorry dismal affairs, attended by almost none, beyond the inevitable trio—the Secretary, the President and the Lecturer. The Secretary begins to feel that he had not been very wise in standing and getting elected for the exalted place of the Secretary. Going about fixing up Lectures is trying enough but what fills him with despair is the chilly indifference of his friends who have to be entreated in to attending these meetings. Especially when he has made the mistake of inviting some outside-gentlemen (other than their own Lecturers or teachers) to preside, he has reason almost to curse himself for having in a mood of mistaken enthusiasm, tried for the thankless job of the Secretary. In a word, these so called weekly or fortnightly meetings, are sombre melancholy gatherings where no benefit accrues to the students and no joy comes to those that, at some inconvenience, preside over or lecture at them. These meetings must be made brighter and more attractive and the holding of oratorical contests and recitation competi-

tions gives some loveliness to the proceedings no doubt but these are occasional occurrences and they can come but once or twice a year. That does not suffice. Here as in the matter of physical instruction, compulsion is the only way to salvation. Every one of the students must be insisted upon to have an active share in the meetings conducted week after week. A rule must be made by which each student shall have to speak or read out a paper at least twice a year. Without doing this much at least he should not be regarded as having completed his course at the College. The critic who has been reading this, is sure to pounce and thrust his fangs on the present writer and protest against compulsion being used in a matter like this, where complete autonomy ought to be allowed to the students. But the answer is that we have tried this experiment all these years and we have come to the sorry conclusion that self-determination in this sphere has not been productive of salutary results and the conviction is forced on us that the enlightened self-interest of students cannot be depended on, to do them good in this matter.

In some Colleges we have a multiplicity of associations—one for each subject and language and there is some difficulty about these different associations turning out proper work, for the students interested in them all sometimes seem to be the same and like a stage crowd, they have got to be moving from meeting to meeting. It is therefore desirable to limit these associations, and to see that they work well. One or two well-managed and properly working associations are much better than a dozen ill-managed Paper-associations. Of course if there are different sets of students genuinely interested in different subjects, like Science and History and Philosophy, there may be a justification for different associations but where this is not the case, mere number is a danger to be guarded against.

The fact that meetings are held in the evenings, may, possibly account for the

student's lack of interest in these meetings for evening is the time when the normal type of healthy student wishes to go out into the open air and have some exercise. Hence something must be done to shift the hour of these meetings. They ought to be arranged earlier in the afternoon and except on very rare occasions, no meetings should be fixed in the evenings. The students must be left free at that hour to go about in the open and not sit in crowded rooms or lit up halls.

THE DRAMATIC ASSOCIATION

There are some Puritans who would like to taboo this branch of activity altogether from schools and colleges, but that is not correct, for a good drama properly enacted has an ennobling and uplifting influence on the minds of the young and to rule it out entirely from the students' scheme of life is to make his life poorest. A dramatic association for a school or college is a useful thing, provided it is properly managed. Membership must be optional and even in the case of those that come in very great care ought to be exercised, for, the fascination of the Drama often makes youngsters forget everything else and this is ruinous to their best interests. If their enthusiasm is bridled and kept well within bounds, a dramatic association is a nice asset for an educational institution, for, it gives an opportunity for the students, to show their appreciation of certain characters and situations in a graphic and vivid way. To make the students enact once in a way things taught to them in the class, is of great educational value and that apart, the enthusiasm which the young evince in the affair is itself a very happy and joyous feature and a Drama is good, if not for anything else, at least for the exuberance of spirits it evokes.

In some institutions the Drama enacting is a regular craze and it eclipses all other activities and then it is a menace to the well-being of the students. It must be within the knowledge of some if not all of the readers, that no anniversary of a

school in our part of the country can come off without the enacting of a few scenes. Ill-prepared or well-prepared, the students, make it a point, on such occasions, to put on paint and strut on the stage. If this item is omitted, they feel greatly dissatisfied and think that the whole function is a flat insipid affair. This irrational fondness for Drama must go. The sooner it goes, the better.

THE SOCIAL SERVICE LEAGUE

This would be an excellent appanage to every institution, for it serves to test the capacity of students for showing in practical way that love and affection with which at this age they are brimming over. The idea of service appeals to their noble impulses and they respond generously to the call for help. The school authorities must use these good impulses by starting Social Service Leagues and guiding them to do philanthropic work. Night Schools where illiterate adults busy earning their livelihood in the day, may be taught, may be started and the students might be made to work by turns day by day. Visiting hospitals and helping the poor patients to write letters or reading stories for them or going about collecting money for Famine relief—these and many other kinds of humanitarian work—can be undertaken by such associations. There are some Colleges and Schools doing this kind of unselfish work but more are wanted. Every institution must have a League of this kind where some of their students helped by their leaders, learn to do social service. The larger the number of such Brotherhoods, the better for the future of our country.

EXCURSIONS

The importance of these occasional trips in which the teachers and the taught, join, cannot be exaggerated. They serve to bring the students and the teachers into intimate personal contact—a thing which is impossible in these days of large classes. To have at least a day off—when the teachers mingle freely with the students and all of them spend some time joyously

together—is very desirable and every institution must arrange for one excursion at least every year. If we could be as rich as America or Australia and afford to take batches of our students on continental tours, we should be doing a very fine thing by our students but ours is a poor country and we must at present be content with less ambitious tours. But the point to remember is that no year's work for a school ought to be regarded as complete, without a sojourn to some neighbouring sea coast villages or hillock top.

THE HOSTEL

This has been regarded as an essential auxiliary to every School or College. Most of these Homes work well but the complaint made is that they are too costly for average middle-class parent. Something must be done to keep the cost within reasonable bounds, so that it must be possible for every student to be an inmate of the hostel. If provision is made for the teachers also living close, it will be an ideal state of affairs and the whole place will have the look of a colony, animated by one common purpose and working towards one common goal. In the hostel itself there ought to be a common mess. That will serve to solve many of your social and even political ills. Communalism which is the bane of our national existence is sure to disappear under these conditions and in the very near future, we can have harmony and good will among the different castes and communities of our land and all that is sure to augur well for the future. It must be possible for every student of the institution to be in the hostel itself and the management of the hostel must be so economical that the cost must be the same whether a student stays at home with his parents or with his friends in the hostel. If all our students could live in the hostels. Our hostels will be like busy bee-hives humming with happy community life and there cannot be a grander sight than that of a vast concourse of students, living together, in their care-free fashion and preparing in their

innocent manner for the enterprise of life that soon awaits them.

These then are some of the ways in which all the impulses of the students, may be harnessed to advantage. The question that is likely to be asked at this stage is—where is the time for all these diverse activities?—The answer that the present scheme of work from 10 A.M. to 4 P.M. must go. Work must be arranged only in the morning, from 7 to 10-30 A.M., in summer and 7-30 to 11 A.M., in winter. The whole of the after-noon must ought to be made available for these extra-mural activities and in a hot country like ours, getting up early in the morning and working them, ought to be a source of real pleasure. If again it is asked how all the 5 hours work is going to be done within 3½ hours the answer is that, according to the new plan suggested, Saturday also will be working day and then there will not be much

difference between the hours of work then and now. Instead of 25 hours, we shall have 21 hours and the difference is negligible. In the High School classes there is a complaint that the courses are heavy and need to be curtailed. If they are, the present scheme ought to suit admirably and as for the Colleges, 25 hours are not all lecturing periods. Many of the classes work only 20 hours or so, most of the classes being let off. So the present plan ought to be acceptable to the Colleges also.

Much good can come out of the Extra-Curricular Activities of students, only if they are effectively controlled, wisely guided and properly directed. If they are left entirely to the sweet will and pleasure of the students, the present state of affairs will continue and the products of our schools and universities will be lop-sided—having more brain than brawn, and devoid of moral excellence or social grace.

'SCOUTING IN SECONDARY SCHOOLS'

By Mr. A. L. NARAYANA RAO, B. A., L.T.,

Head Master, Board High School, Chodavaram; and Assistant,

District Scout Commissioner, Vizagapatam.

SCOUTING has proved itself to be one of the most useful of the extra-curricular activities of a school since it exercises a very wholesome influence on the boy's character and makes him reliable and self-reliant. Almost every secondary school has now a Boy Scout Troop attached to it, with one or more teachers as scoutmasters who give as much of their spare time for the working of their troops as they possibly can. A very large number of scout troops in our presidency are controlled and managed by the school authorities, and the number of private Troops carried on by enthusiastic Scoutmasters who are not schoolmasters, are comparatively very few. It is true that a private troop run by an enthusiastic Scoutmaster will be more efficient than a

School Troop run by a schoolmaster-scoutmaster. But so far as schools are concerned, school scout troops run by schoolmaster-scoutmasters are not only assets but necessary institutions for an all-round and healthy development of mind and body of the pupils.

There are, however, several difficulties which hamper and cripple the efficiency of School Scout Troops. First of all, there is the constant leaving of the old boys from the troop and new ones coming in. Every year, when the school begins to work after summer holidays, many old scouts leave the school and new recruits come in, the entire troop has to be re-organised and a new start made. The result is that, year after year, the school scout troop remains at practi-

cally the same level of efficiency in scouting without many of the scouts reaching even the First Class. No scout is really good unless he is at least a First Class Scout; and for a boy to be in a Troop for years together and still remain a tenderfoot or a second class scout, does him little good. The enthusiasm of the older scouts gradually wanes away and many of them leave the Troop.

Then there is the prepondering importance of the school examinations, the passing of which is everything to the boy and to his parent. If for any reason the Boy Scout fails in his school examination, the entire blame is thrown on scouting and his being a Scout. So, weeks before the examination, the scoutmaster has perforce to stop the normal working of his troop, because, forsooth, both the boys and the parents firmly believe that scouting stands in the way of passing examinations, though, as a matter of fact, scouting is essentially a spare-time activity and can safely and with advantage be pursued even during the all-important examination season.

In long vacations, during which scouting can be pursued without this disturbing scare of examination, the School Scout Troop cannot usually be run because many of the boys in the Troop (and probably the Scoutmaster too) leave the locality for other places. Thus, on the whole, in a School Scout Troop a regular and sustained programme of work cannot be usually run so as to make the troop as efficient as it ought to be.

Further, what with the indifference, nay, antipathy of some of the headmasters, the lack of enthusiasm and capacity in the scoutmasters, the undue importance attached to examinations, the chilling influence of the generality of school pupils to whom scouting is all showy and waste of time, and the erroneous notions about the aims and methods of scouting still prevalent in the minds of the general public, School Troops are unfortunately, in many cases, Troops only in name,—showy ornaments

to be turned out and paraded on important public occasions.

By this I do not mean that efficient Scout Troops do not exist at all in schools. School troops do exist, run by self-sacrificing and enthusiastic scoutmasters who surmount all obstacles and by patient and persistent toil turn out the boys in their troops to be scouts in the real sense of the term. My plea is twofold, — to the parents and to the teachers.

To the parents I say that scouting is a valuable supplement to schooling, that it takes the boy away from the evil influences of idleness and bad comrades, and makes him hardy and healthy in body and pure in mind. To the teachers I say that scouting offers them a valuable means of character-training for their pupils, and a hobby which is twice-blessed, — blessing him that takes it up and those who are trained under it. The schoolmaster who is also a scoutmaster knows more about his boys,—their tastes, their merits and their foibles,—much more than he could know if he merely remained a birch-wielding pedagogue who teaches his pupils a few lessons in a few subjects for fixed hours in the day according to a departmental syllabus, within the four-walls of a brick-and-mortar class-room, to prepare the boys for a particular examination. How different is scouting from schooling both in its methods and its practices! It is a game, a well-planned, serious game suited to the boyish temperament and calculated to bring out all the best in the boy and kill all the evil. The scout troop is a happy family under the leadership of the Patrol Leaders and the Scoutmaster, whom the boys look up as their bigger brothers and guides. An efficiently run Scout Troop in a school conduces no little to a better discipline among the pupils and to giving a healthier tone to school life. The great pity is that Scoutmasters and scout troops are so few that the majority of schoolboys remain away from the healthy and life-giving influences of scouting.

EDUCATIONAL EXPANSION IN INDIA

By Mr. K. G. WARTY, M.A., B.T.,

Head Master, High School, Gokak (Bombay)

AN educated mass is an essential condition for the success of any democratic government. History provides instances to show that education of the masses has either preceded or followed political reforms. Countries that enjoy some kind of democratic constitution have invariably introduced compulsory education at least to the primary stage as a safeguard against the failure of their government. The Commonwealth constitution of England was a failure because the masses were not educated. The Republic of France was changed into a despotic government only when the masses were uneducated. Recognition of this fact made every statesman with a liberal idea of the constitution of his country to take more interest in matters educational. It has now been recognised on all hands that an illiterate democracy is 'a danger not only to itself but also to the world.' Higher the degree of literacy, the greater is the possibility of government by the people being conducted on foundations of right, justice and truth.

India is now on the threshold of democracy. In fact the first instalment of the "Responsible Government" was introduced as far back as 1921. With the extension of the franchise, it was believed, there would be a special incentive to the expansion of education. But the unfortunate situation is that the illiteracy in India stands even after a lapse of fifteen years as

high as 92 percent. Recognising that Education was the nation-building department, it was transferred to the popular control under a Minister, an elected member of the Council and responsible to the legislature. As an earnest effort towards the realisation of what was expected of

these reformed legislatures, all provincial legislatures passed Acts transferring the control of primary education to the more popularly elected bodies, the District Local Boards. It was hoped at that time that elementary education would be compulsorily imparted to all children in the locality free of charge. The hopes were not, of course, in any way fulfilled. But on the other hand, wastage, stagnation, irregular attendance due to various economic causes, and tendency towards communalism have all combined to limit the spread of

literacy which is so essential for the political awakening and intelligent vote in a democratic government.

Lack of funds has been the main excuse for this state of affairs. But it should be admitted and it has been admitted by many an educationist even from the Government side, that even more essential than money is "a well directed policy carried out by effective and competent agencies determined to eliminate waste of all kinds." The Hartog Committee have clearly shown that throughout our educational system there is waste and ineffective-



ness. In the primary system, they say, which should be designed to produce literacy and the capacity to exercise an intelligent vote, the waste is appalling.

The most effective remedy to stop this huge waste of money, energy and time lies in the introduction of free and compulsory elementary education throughout the country. As the Education Commissioner with the Government of India would say: "If efficiency and organisation are so perfect and the attendance of pupils so regular that all boys of school going age complete the primary stage in four years, the cost would be far smaller than it would be if, in consequence of inefficiency of teaching, defective organisation, and irregular attendance, no pupil completed the primary stage within six years and even left school illiterate. In other words an effective system of compulsion is an economy, but an inefficient system is an extravagance." No amount of expenditure but a proper agency, adequately staffed and sufficiently authorised to see that the financial resources at the disposal of these bodies are spent both wisely and effectively would arrest this huge waste. In the absence of such a desirable control over these local bodies in education matters, efficiency has already suffered and expansion has found no scope. We have at present, neither efficiency nor expansion.

Compulsion in elementary education is perhaps a question that depends upon the financial position of the Government, who are, as some believe, in a position to spare that much amount by effecting retrenchment in other departments. The Hartog Committee recommends that the primary education should be given at the expense of the Central Government and not of the Provincial Government as at present. The State is the real trustee of this vitally important national service on the efficiency of which the future of India depends. But taking the situation as it is, it is possible to carry out certain reforms without any additional expenditure. Money could also

be saved by cutting away the dead wood and the ineffective expenditure which have hitherto obstructed the salutary and economic growth of education. Moreover some of the innovations may even help us to reduce the expenditure. It may not be impossible to achieve our end of compulsory primary education if some simple but far reaching remedies are adopted; and that too without further expansion of funds and within the present financial resources.

Simplification of the curriculum of the lower primary standards so as to confine the instruction to three R's is the first reform that can be brought about without any additional expenditure. It is possible to do away with all other subjects such as History, Geography and Nature Study, which are merely crammed without understanding. The actual state of things at present is that a pupil of Standard IV does not know even the elementary subjects, namely, Reading, Writing and Arithmetic perfectly. A simple problem in Arithmetic was once set for a class of that standard by the writer, and he found that only a dozen out of a total of 40 could solve it to some extent. It is also possible and desirable to include the elements of these other subjects in the reading book itself, and devote more time to reading, writing and arithmetic. If the pupils are made to read more, they are sure to develop a taste and grow thirsty for more knowledge. The present curriculum is undoubtedly beyond the capacity of an average pupil.

Reduction of number of years spent in lower primary standards to four is also a desirable reform. The child has to spend about six years to reach the end of his lower primary stage, studying as a rule for two years in an infant class. Simplification of the curriculum will help us to reduce the recognised five years of the lower primary to four. We shall, thereby save about one fifth of the total expenditure on this account. The higher primary stage should be of three years as at present. But the

curriculum should be such as would be simple and helpful to develop ideas of citizenship in the minds of the pupils. Study of English should be introduced with advantage in the fifth standard so that the pupils may have some knowledge of the language by the time they reach the end of the higher primary stage. The present duplication of standards as higher primary and lower secondary should be immediately stopped and a lot of money saved in that way.

Introduction of shift system throughout the primary stage of seven years deserves to be favourably considered. The system is tried with success in Ceylon and some other countries and also in the city of Bombay. There is no doubt that the introduction of this system will be availed of by the local authorities in removing some of the teachers who are not in the good books of the members, of course under the plea of retrenchment on superfluous staff. But against this immediate disadvantage the innovation would carry some redeeming features with it. The hours of instruction at present in primary schools are too long for the pupils as well as for the syllabus. Continuous sitting for not less than six hours in premises which are ill-lighted and ill-ventilated tires out the minds of the pupils and makes them unfit for any work. It tends to stifle the imaginative power of the children. A release from the tyranny of the school routine and unhealthy surroundings is quite essential. Three hours' study in a school and the rest of the day for play and free movements would not only improve the health of the children but also enrich the energy of their brains. The shift system, moreover, would help to economise the space. A sufficiently large school may be assembled in parts in the same rooms half the classes assembling in the morning and the other half in the afternoon. It may also help to improve the single teacher schools, in the number of which India abounds. In Bombay Presidency alone out of about 12000 primary schools managed by local bodies nearly 5600 are single teacher schools, which have

been recognised by the department as an important defect in our educational system. If such schools are inevitable, let us at least try to improve them. Shift system in such schools would result in closer attention of the teacher towards the pupils, as he would have to instruct two classes at a time instead of four as at present.

Indeed, serious effort should now be made to liquidate illiteracy by such means as we have suggested. History of the growth of education in other countries shows that they first tried to create a fair percentage of literate persons in the countries and then devoted themselves to improve the standard of attainment or quality of teaching. It may be a good suggestion also to increase the number of pupils under the care of each teacher so as to enable a larger number of pupils to take advantage of the school instruction. But it may not be advisable to adopt the suggestion immediately in the absence of compulsory primary education. Yet there are other means by which we may make an earnest effort to expand educational facilities in the country. It is an unfortunate thing that members of our legislatures, from among whom Ministers are appointed by the Heads of the provinces are themselves mostly elected by illiterates, and many a time illiteracy proves to be their stronghold in elections. Not a few of them are for all practical purposes interested in keeping the people in darkness. The idea of national regeneration through the medium of educational expansion has not yet touched the fringe of their minds. How then can we expect them to compel the Ministers of Education to take definite steps to stamp out illiteracy from the country?

But if the legislatures cannot realise their responsibility, the Government at least is expected to do. The responsibility of mass education primarily rests with the State. And the Government as the Executive should take the initiative in the matter. One feels the urgency of it the more, because of the impending political reforms in India.

Reorganization of Education in India

By Mr. C. SUNDARA RAMAYYA, B. A., B. L.

EDUCATIONAL reorganization is in the air. The impending constitutional reforms involving a huge extension of franchise and the grim spectre of the Educated unemployed stalking over the land have forced public attention on an early solution of the problem. The questions that are raised do not refer as hitherto to simple and isolated aspects of the vast subject either administrative machinery, or university reform, or spread of literacy or provision of vocational instruction, but comprehend the whole policy underlying the various branches of education in the Indian sub-continent and their inter-relation to one another in accomplishing the mighty task of national uplift.

It is now increasingly recognised that effective reform of universities depends on a radical reconstruction of the school system and that pupils must be enabled to divert themselves at various stages to professional careers or further literary studies as it suits their inclination or capacity, but with a comprehensive back-ground and liberal outlook that will stand them in good stead in their life whatever form it may take. The Punjab University Enquiry Committee has considered the matter and submitted its report for public criticism. The United Provinces are actively discussing the problem. The Nizam's educational advisers are broadcasting suggestions for all round reform of the educational system, and the Madras Public Services Commission has now complained that the standard of education among those that present themselves before them is low, though they are qualified according to rules and that they do not retain what they had learnt at school, but are ignorant of the general conditions of their country and of even the district wherefrom they hail. Just in the nick of time the Oxford University Press has published a small thought-provoking booklet on

'Educational Policy in India—a neglected aspect' by Mr. F. F. Monk, M. A., formerly of the St. Stephen's College, Delhi, with a foreword by the Government of India Educational Commissioner, Sir George Anderson—a veteran educationist. Bishop Waller is asking the question whether our education fits us to find our place in society. There is no doubt that radical changes are necessary if things are going wrong and there is no use of invoking the doctrine of gradualness as the Simon Commission do in political matters.

First and foremost is the question of producing a literate society within a reasonable limit of time. It will be the electorate of the future constitution and it only will largely eliminate fraud and dishonesty from society. It is the foundation on which the super-structure of a well-ordered and efficient community can be raised. The huge waste going on in the primary schools where the ultimate output is completely out of proportion to the total enrolment has been ably disclosed by the Hartog Committee. The syllabus of our elementary schools is no doubt ambitious but it is patent that it is not followed in practice. It cannot be enforced for the simple reason that those in charge of our primary schools are themselves educated only upto the primary stage and they have neither the capacity nor the inclination to impart to their pupils things they themselves insufficiently know about. Graduates and trained matriculates must be encouraged to settle themselves in towns and specially in villages and must be aided by public authorities to gather children in limited numbers round about them and instruct them in matters of daily life by making them cultivate habits of observation and do things by themselves. Books should not come in at this stage. By knowing names of things in daily use or contact they

should be made to learn the component sounds and their symbols.

A simple phonetic alphabet will do much to spread literacy in the land. A common alphabet is a distinct and near possibility for India though not a common language and will do much to ensure national solidarity. Larger grants may be made in case the teacher takes an educated wife as his assistant in teaching children. The happy couple will not only give culture to the seedlings of the race but also impart education to the adult masses in their leisure hours. Thus educated unemployment will find an easy solution and rural reconstruction will become an accomplished fact.

At about the age of 8 years the regular schooling would begin and it has to run for 6 years from a standard corresponding to the present 4th class to one corresponding to the present 4th form. This may be styled the elementary or secondary course as names do not matter and it must be made compulsory and practically free for every boy and girl between 8 and 13 years. This education will of course be only in the vernacular language and include training in Elementary Science and Mathematics, Indian History and World Geography. This course must give a good grounding in the vernacular literature and at the end equip the student with a rudimentary knowledge of English, so that those who wish to proceed further have a ready medium of higher instruction to hand. The pupils must be taught to take part in games and be made to interest themselves in gardening and agriculture in rural areas and gardening and manual training in urban areas. Co-education is desirable and unobjectionable in this stage and will render easy the establishment of any number of schools without fear of duplication to provide for pupils of different sexes. A large proportion of the school-going population can equip themselves for life and afford to stop their general studies at the stage of the 4th form. There will be no specialization and the same teacher can take charge of each class in all subjects and intimate contact will be esta-

blished between master and pupil, throughout the year. The school may be made to work in 2 shifts of 3 hours each with different sets of pupils in each shift, thus reducing the cost of education per pupil and preventing divorce between pupils and home influences and activities. Trained graduates must be employed in those institutions along with trained undergraduates, and they must be given standard scales of pay so that they can work with devotion and contentment.

From fourteen to eighteen years of age is the formation period of life in respect of physical capacity as well as intellectual alertness and formation of character and so special care has to be taken of boys and girls in the next stage of education. It is with reference to this as distinguished from the previous stages of education that Mr. F. F. Monk thinks that "it is very necessary to avoid the all too common confusion between functions of control as exercised by votes in elections or in representative assemblies and those of administration as exercised in directive service under the state" and develops his theme that Britain has failed to train to rule though she has promised to transfer ruling powers to Indians and to make good that deficiency. Government should transplant as far as possible the roots from which British services have sprung and establish institutions like the public schools and grammar schools of England where the individual is trained to 'take charge.' He urges therefore that the gap between the production of clerks which was the prime objective of education hitherto and 'popular education' to which Government has turned under the influence of the prevailing democratic impulse, should be filled by establishing higher secondary schools linking both the later classes of the present high schools and the present Intermediate college classes. These would lead both to the creation of a directing class for the Government and trades and industries and the entry into professional colleges and University courses. This is the stage of differentiation and specialization. Only those would take up these courses,

who would be able to afford them and profit by them, while those who are content with general education would stop at the previous stage instead of encumbering higher classes in an indeterminate and therefore indifferent mood. Special attention should be paid at this stage to physical culture and medical direction. This is the period when separate institutions may be provided for boys and girls as the trend of educational expert opinion is not certain of the benefits of co-education at this age as it is of Primary and University education.

The Universities' Conference at Delhi resolved only last year that a practical solution of the problem of unemployment can be found only in a radical readjustment of the present system of education in such a way that a large number of pupils shall be diverted either to occupations or separate vocational institutions thus helping the Universities to improve their standards of admission. It will thus be seen that their higher secondary schools or collegiate high schools are the pivot of the whole scheme of a national education and have their repercussions both on the antecedent educational stages and on the subsequent University careers. The Government should do its duty in the matter by making large capital grants for building and equipment and substantial recurring grants for maintenance through a Board of Intermediate and Secondary education on which all concerned interests—Government, Universities, trade, agriculture and industries are represented and take part in shaping educational policy as recommended by the Sadler Commission, about 15 years ago.

Such a reorganization of education will leave the Universities free to develop higher studies and research and professional facilities. The general trend of opinion is that the University Course should extend to three years. The Universities will thus become national centres and the Government of India can help in the process by having a say in the disposal of grants to Universities, through a representative University Grants Committee as in England.

The scheme is not utopian or financially impossible. A presidency like Madras now spends about 2 crores of Rupees on education and it need not do much more than raising the percentage of the educational budget to the general revenue from 12½ per cent to 15 or 16 percent. In a district like Kistna, with a population of one million people and 1000 villages, a thousand educators have to be settled with families to look after infant education and adult enlightenment. If the Government makes a grant of Rs. 15 per month, especially in the case of the wife also being educated, it will have to spend Rs. 1,80,000 on the Kistna district which works at about 80 lakhs per year for the whole presidency. The educator will act as the disseminator of agricultural, sanitary and civic information from the concerned Government departments and he can supplement his income by taking Rs. 3 or a bag of paddy from the parent of each infant per year, to which the village as village can add Rs. 5 a month, of course through its panchayet where there is one, for his services to the village. Each compulsory primary educational school with 6 classes of 30 each in each shift can educate 360 pupils who can be expected to pay Rs. 15 per year on the average at least in the case of 50 per cent of them, the other 50 per cent being exempted from fees on account of inability to pay. This will cover more than half the annual cost of the school which will be about Rs. 4000 per year and the balance can be contributed by the Local bodies concerned and the Provincial Government in equal proportions. This will work at over 2 lakhs per year for the local bodies of a district like Kistna which will have to provide for about 300 such schools, and 1 crore of rupees for the Government for the whole Madras Presidency. The secondary schools will be mainly self-supporting if each pupil pays Rs. 60 per year as school fees after granting free studentships to competent poor scholars to the extent of 25 per cent, and the Government will have to provide only

Continued on next page

EDUCATION AND CULTURE

By Mr. M. NAGESWARARAO, B.A., B.Ed.,

Government Secondary Training School, Bimlipatam.

The aim of education has been defined in a variety of ways; and one of the chief of them is that education is primarily intended for culture, and secondarily for other purposes. Let us now examine what is meant by culture in its comprehensive sense. The culture of a person, to be complete, must cover the following aspects—the physical, mental, moral, and spiritual.

Modern educationists have recognised the value of physical culture, and have given a prominent place to games and drill in the school and college curricula of studies. Organised games and sports go a long way in inculcating habits of good behaviour and sportive attitude towards life in general, among young men.

Continued from preceding page

for an efficient special inspectorate and medical inspection besides granting building grants and reasonable maintenance grants. Towards higher secondary education Government will have to spend not more than 20 lakhs per year on the basis that four secondary schools each educating 480 students in 4 classes and 16 divisions are provided for million of population. Normally for University education, Government will have to spend per year less than 20 lakhs even on a liberal calculation. So including provision for technical schools and professional colleges Government's commitments for a province like Madras in the field of education need not exceed 2½ crores per year, under such a scheme as that outlined above. 2. 7 millions of infants, 4. 8 millions of (higher) primary pupils, 80 thousand (higher) secondary students will get education besides the adult masses, trades, school students and University scholars. And over a lakh of educated men will have congenial employment.

The curricula of studies taught at school subscribe mostly to mental culture. In fact, strong criticism is levelled against the present educational system in that it contributes in a large proportion to intellectual culture to the detriment of others. I do not wish to dilate here on the intellectual and emotional values of the various subjects taught at school. So, mental culture, under the present conditions obtaining in schools, needs no more emphasis.

The third aspect—the moral aspect of culture needs some examination. As matters stand at present, educationists are of opinion that direct moral instruction in schools is inadvisable and unnecessary in as much as the teaching of such a subject depreciates into a dead and didactic teaching of morals with the result that the pupils do not take kindly to the subject, and fall into inattention the moment such teaching is begun in the class. Moreover, the teacher of morals can never successfully undertake his job unless he is a man of exemplary character who puts into practice every principle that he advocates in his teachings. We know, to our bitter experience that such men are rare in the ranks of the teachers of the present day. So, an attempt to teach morals direct in schools will not prove a success.

Let us examine how else we can impart moral culture in schools and colleges. The teaching of the humanities—literature, biography, and history fulfils the purpose to a very great extent. Biography and history point out clearly how virtue will be rewarded and vice punished. Biographies of the greatest people of the world belonging to the various nationalities, if presented and taught to the pupils in the right spirit, sublimates the emotions and direct them into proper channels. So, proper ideals will be cherished by the pupils in the most impressionable period of their lives, and

hence very strong foundation can be laid for their future life. The teacher of literature can do most in this direction. He should not consider his work a task. He should not spend most of his time and energy in teaching the language and grammar of the piece he is doing in the class. He should consider his literature lesson as the greatest opportunity given to him in awakening the children's minds to the beautiful net-work of ideas artistically woven into the piece, and drawing their attention to the situation described therein. The children's hearts vibrate in harmony with the tunes of emotion released from a good study of the literary piece. So, literature forms the most important subject in the school curriculum to lay down a good basis for the moral culture of the pupil.

I wish to offer a few suggestions as to how the teaching of the sciences also can be made to serve the same purpose. The teaching of the fundamentals of geography and astronomy, for instance, shows to the pupils how immense this universe is, what a tiny speck of dust our earth is when compared to the innumerable stars, planets, comets, and nebulae stretching themselves in the fathomless sky. Such a tiny particle of dust—our earth contains so many continents, countries, and oceans. The variety of animal and vegetable life it contains, as well as its mineral wealth, is, by itself, so stupendous defying our comprehension. How insignificant our life is when we once recall to our mental eye, the immensity of such a big universe as this! The teacher of this subject should always impress this point on the pupils almost in each of his lessons that the creator of this mysterious

universe is worthy of our devotion to him, and we should never feel proud of our achievements in the world, however great they may be, for what are they when compared to the great creative genius of the Almighty!

The teacher of Nature Study should like-wise utilise every lesson of his in exploring the mysterious ways of God. Every object in Nature should be approached as being the work of art of God, and hence the study of every such thing should fill the pupils with more and more devotion towards him. The perfect balance and symmetry that we find in every phase of nature, and the interdependence of one kind of life with another explains to us in unmistakable terms the inimitable wisdom of God and his creative skill. The teaching of the other sciences also — namely the physical and the natural sciences, affords very many opportunities when the resourceful teacher can indirectly realise his moral aim by impressing on the pupils the mysterious creative skill of the Almighty.

Spiritual culture is closely related to moral culture. Standard religious scriptures of all religions are pre-eminently suited for providing spiritual culture to the pupils. But, in a country like ours which contains so many religions and in which religious tolerance has not yet improved to such a degree that instruction in religious scriptures cannot be safely undertaken in public schools—the teaching of scriptures is not possible on a large scale. So, this aspect of culture that can be realised in schools, is rather limited, as it can be realised only through indirect moral teaching that can be attempted in schools as outlined above.

It is exceedingly difficult, yes, almost impossible, to judge an historical character (or for that matter, any of our immediate neighbours) without a profound knowledge of all the many motives which have inspired him to do what he has done or forced him to omit doing what he has omitted to do.

— Vaa Loon.

LIFE AT THE GERMAN UNIVERSITIES

:: Three Fundamental Guiding Lines ::

By Dr. ADALBERT EBNER

WITH the reorganization of political conceptions and economic ideas there also arose a new type of citizen in the Third Reich. The type of student and, at the same time, life at the universities have also changed. National Socialism as a view of life has broken with individualistic thought, and replaced it by the idea of the community, of which the great final aim is the nation. The community idea demands good order and discipline; the community involves a leader and a following.

It is the task of the German universities to serve the purpose of realising the National-Socialist cultural idea by research, instruction and education. Science itself will be bound up with the nation in order to draw all inspiration for its questions and thoughts from this connection with the people. The student is to be educated at the university as a National-Socialist German, and to be given his scientific professional training there. The vocation of the academic youth is to become the leaders in the formation of the future of the nation and the state, and to carry out the material reconstruction of the Father-land. The nation wishes the students to be German men with the virtues of honour, honest pride, enthusiasm, readiness to make sacrifices, and faith so valuable for a community life.

Within this framework three fundamental guiding lines in the life of the German student may be recognised.

Owing to his association with the people, his life has been given an aim which, however, he cannot learn as knowledge, but must acquire through experience of Socialist community life. He thus becomes a national student.

Their own distress and their own fate has made politicians of the students. They, the section of the nation with the greatest vitality, were driven to the limit of endurance in the wretched struggle with the idea that there were no prospects of obtaining employment. In their despair they were filled with the fighting spirit when National Socialism once more provided them with faith and hope in the future. They thus became the pioneers and storming parties of the new Reich, and are now the guardians of its ideals. Hence the German student is a political soldier.

The students' life is governed by work. In the struggle for vocational training based on genuine scholarly methods, they seek to increase the knowledge and ability necessary for their vocations. This work is marked by academic freedom in the National-Socialist State too. All that it recognizes is the voluntary pressure born of inner moral strength which is a wonderful idea in student life. Hence the German student is a worker.

The realisation of these liners of guidance indicated in general terms is provided for by newly created institutions:

Before the young student enters the university he must have gone through a period of labour service. The fundamental form of this labour service is the camp. Students, peasants and workers are to live along side of each other in these camps, do the same work, and get to know and understand each other for the general good. In this comradeship the students gain experience of Socialism. He is not to find regular employment in the labour camp but a task and a serious duty. The camp is to provide him with the idea of work as "service to the nation as a

whole." Here he will gain experience of the sufferings and the longings of the people.

In order not to let the impressions received during this period evaporate with the young student come to the university the "Kamaradschaftshaus" or student's hostel was created. Community is the means that is to be used to educate the young people, and consequently it must also be their form of life.

The purpose of hostels is political education which will be achieved by means of schooling, political reports on the events of the day and suitable books. They pursue a course of physical training by means of games and discipline, but their real task is the educational work which is systematically included in the whole programme of the day's work. Besides this, social work for students will also be done in the "Kamaradschaftshaus" or students' home, which therefore maintains exchange relations with instructors drawn from the nation. The "Kamaradschaftshaus" is managed by a leader, and the student stays here for his first year.

As a political soldier, the student is a member of one of the Storm Troops or Defence Squads. In these formations he is the guardian of his ideals, practises comradeship and discipline, and has an opportunity of taking physical exercise.

His position at the university is regulated by the students' law. The responsibility for and leadership of the entire body of students is undertaken by one of their comrades as leader, who maintains absolute discipline among the rest. Along-side of the leader, is the League Chamber in which the students corps are represented. The principal member is the speaker who is in close touch with the leader. The leader himself has a consultative voice in the Senate of the University with regard to matters affecting the students.

The professional corporation is also represented as a constitutional link in the body of German students. The professional

corporation has its own legal rules and regulations. Every student is obliged to join it, and does so as a rule during his second year at the university. The task of the professional corporation is to continue the political education in the spirit of National Socialism. Its work is done by means of lectures which the university officials are requested to arrange, delivered by specially appointed lecturers or also by a working community established by the professional corporation itself. The curriculum includes national-political National Socialist schooling, training in history and knowledge of Germany, and an introductory course in philosophy and art.

A suitable part is also played by life in the students' corps in the Third Reich. While the students' corps were already firm supporters of the State before the war, a fresh phenomenon is the Socialism which has now found its way into them and forms a tie between them and the people. The independent student who belongs neither to a political formation nor to a students' corps is not provided for in the Student's Law. The students' corps have thus assumed a fresh importance. Students' duels have also been retained, and what was formerly forbidden or yet tolerated by the State is now permitted as an effective means of education in self-control, resoluteness and formation of character. The idea of honour, which the armed student has always defended with his weapon in his hand, will also be cultivated in the new state as a valuable asset in the student's character, but this idea has assumed a fresh form, for it includes both personal and professional and also national honour.

Games play a great part in the life of the young student, but these forms of exercise are also a means of completing his educational principles. Sport is not practised for its own sake, and is to be nothing superfluous. The students intend to awaken the virtues inherent in the

German character by means of sport. The students are really represented in every branch of sport, in light athletics, matches, and in ball and lawn games. But other forms of sport are also practised which are very popular with German students, namely, mountaineering, gliding and aquatic sports.

The life of the students does not overlook the art of the nation. They take part in the creative art of the nation as in other genuine art owing to the necessity of satisfying their feeling for the beautiful. In addition to this, they turn to art for other reasons. After all, art is not isolated. It awakes problems in the mind of the individual, and is developed here as the meaning of life itself that knows no end. In this way the life of a student also plays a creative part in art. The State, however provides the student with the possibility of going to the theatre, listening to music, and seeing works of art all the year round at small cost.

The student arranges his life in accordance with the profound seriousness of the times, but in this connection it is not forgotten that youth is still youth, and demands its rights. The self-discipline of the modern student only permits him to enjoy happiness. The cultivation of gaiety is now one of the features of the students' festivities and is expressed in gay students' songs as clear as the wine in a glass.

Sociability is also a part of the students' life. It finds its finest expression in mutual respect and good behaviour, and harmless but genuine gaiety.

Three forms of life also find expression in the external appearance of the students' life at the universities. The community idea leads them to make huge demonstrations an independent unit. The streets are filled with these political soldiers who wear

their brown garb of honour with pride, but alongside of them the gay colours of the students' corps have retained their place. Their common profession of faith is demonstrated outwardly by the German greeting and realised afresh in their hearts.

The life of the student in the Third Reich is no easy task. It includes the whole being, and demands the whole of his strength but it is supported by the fact that belief is the source of strength. The "amalgamation of German youthful gaiety with the moral feeling of responsibility connected with God and the nation" leads to a form of students' life which is "gay, German and upright."

The German universities too not only receive German but also foreign students. As homes of research, knowledge and teaching, the gates of the Alma mater are still, as they were in the past, for every foreign student the entrance leading to unusual treasures. As a member of this community, the foreigner enters the university as a guest, and the exercise of hospitality is an eminently fine characteristic of the German universities in the Third Reich. Just as the foreigner is free from all the obligations imposed upon the German student. He merely enjoys the rights derived from his academic citizenship. In addition to this, the new community to which he belongs will exercise its honourable obligation as host in tireless endeavours to show him the beauties of the country, the national treasures and the life of the people. The academic offices for foreigners at the universities undertake the organization and execution of this desire, and at the same time provide an atmosphere of home for the sons and daughters of all countries who have met on the basis of attachment owing to their common experiences at the university. The spirit of comradeship at the German universities will, however, be the bridge leading to general friendship.

SECONDARY EDUCATION: "A CHILD'S PLAY"*

THE system of secondary education in our country is dominated by the S. S. L. C. scheme, and it is a matter for regret that it has not been possible so far to frame a scheme which is educationally sound. Things have been going from bad to worse ever since the institution of the S. S. L. C. Board. It does not seem to know its own mind and it has been treating the education of boys and girls in secondary schools as child's play. An old scheme was given up and a new one introduced in 1929; this was again given up and a fresh one introduced only last July; and now, it is proposed that this should be kept in abeyance and that schools should revert to the 1929 scheme. Such frequent changes are really harmful especially when the changes are not always for the better.

In regard to the aim of secondary education, I believe it is the absence of a clear and definite aim that is responsible for the frequency with which the S. S. L. C. scheme is being changed. Originally the aim was to enable young men to obtain a tolerably good standard of proficiency in English so that they may enter the ranks of Government service as clerks. A reaction arose as the result of a large increase in the number of people receiving secondary and university education and it became impossible to provide all of them with employment in public service. It was then recognised that there should be a change in the aim of secondary education; and many spoke vaguely that it should be regarded more as a preparation for life than for Government service. The defect, however, lay in the authority controlling secondary education not enunciating or perceiving this aim clearly with the result that everything has been drifting, no one knowing in which direction.

PLEA FOR THE VERNACULAR

He asserted that without vernacularisation there could not be a real teaching of the general knowledge subjects in the class-room. He also deplored the secondary place given to the mother tongue at present and urged that unless it was given a prominent place the pupils could

*From the report of his Presidential Address at the West Godavary Teachers' Conference held at Ellore on 20th inst.

Prof. M. Venkatarangiah's Appeal

not be able to understand the social environment. "Our traditions, our way of looking at life, the principles on the basis of which our institutions were built—all these can be learnt from the study of our literature alone. But what is the place that the S. S. L. C. scheme gives to the study of this subject? Three to four hours a week perhaps. Contrast this with the position that English occupies in our timetable or which the mother-tongue occupies in all the advanced countries of the world. We have not realised the cultural value of its study. It is this that makes the S. S. L. C. scheme quite defective. It has far reaching consequences in so far as it makes us ignorant of the nature and meaning of our social system and leads us to a wholesale condemnation of it. It is this attitude that makes us criticise Hinduism, not because we studied it but because we studied the Bible and we think that Hinduism does not contain the truths that Christianity contains. The negative view that we have all along been adapting towards life is to be attributed mostly to ignorance born out of our neglect of indigenous literature.

S. S. L. C. BOARD TO BLAME

Summing up his address, Mr. Venkatarangiah said that the defects in the present scheme of secondary education in the province would have to be traced ultimately to the failure on the part of the S. S. L. C. Board to define clearly the aim of secondary education and to formulate a scheme in accordance with it. "The question therefore that the Board will now have to take up for consideration is not merely whether we should revert to the scheme of 1929 or 1909 but whether we should not remodel the whole system of secondary education with a view to enabling it to fulfil all the aims which it is expected to fulfil to produce young men and women of whom any nation and any country can be proud." Although this task could not be done by the S. S. L. C. Board alone, it should make it clear to the other parties interested in secondary education the Board's objective. It should, then, decrease its demands on the time of the pupils so as to enable the other agencies to impart instruction.

NOTICE

Articles for publication and books for Review should be sent to the Editor, Educational India, Waltair.

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

EDUCATIONAL INDIA

MASULIPATAM, APRIL, 1935

The Madras S. S. L. C. Scheme

IT is reported—and the report appears to be correct—that the Secondary School Leaving Certificate Scheme that was recently revised and introduced into schools in July last is going to be kept in abeyance and that the earlier scheme of 1929 will again be put into effect. No announcement has as yet been publicly made on this subject either by the Director of Public Instruction or by the Government. It gives one an idea of the way in which the most important questions of public policy affecting the lives of thousands of boys and girls are disposed off in the country at the present day. Most schools are already closed for the summer vacation; in many cases Headmasters and Managements must have already arranged the work to be done in their schools during the next school-year, settled their time-tables, their staff-requirements, their text-books and equipment. Throughout the whole of last year enterprising authors and publishers were busy bringing out text-books at a great deal of cost in accordance with the new scheme now proposed to be suspended. Everything

is now once more unsettled. At any moment may be issued the *Fiat* of the Education Department cancelling all the existing arrangements and calling on schools to introduce new ones even though they may not be prepared for such a change. Pupils that entered the High School last July and prepared for one year in accordance with the new Scheme are now to adjust themselves to the old one whatever hardship this may cause.

BEFORE the new scheme is suspended, the Education Department will have to decide one important question: and that is the course which the pupils entering Form V in 1935-36 and Form VI in 1936-37 will have to cover and the kind of examination they will have to face in March 1937. It is well-known that the Scheme of 1929 provides for a study of (1) English (2) A Second Language (3) Elementary Mathematics (4) History of England and India and Geography (5) Elementary Science and (6) one Optional Subject. Under this Scheme there are thus Six subjects for the final examination and the course of their study is spread over three years. In the scheme of 1934 the number of subjects is reduced to five. There are only three compulsory subjects viz. (1) English (2) Second Language and (3) Elementary Mathematics; and there are two optionals besides these. The examination in the optionals is restricted to the course covered in the two years immediately preceding the final examination. In a sense, therefore, the scheme of 1929 to which it is now proposed to revert is a more difficult one both in respect of its range and of its intensity. As regards English, it requires a study of non-detailed text-books which is dispensed with in the

new scheme and the mode of teaching 'formal grammar' is different in that scheme from what it is in the new scheme. The reversion therefore to the scheme of 1929 really means that the pupils that were in Form IV last year and that were trained for a lighter course are now to proceed with a heavier and a more complicated one. And with only two years of preparation—in Forms V and VI—they will have to equip themselves for the examination of 1937.

THIS is the immediate issue to be faced and the Education Department will be doing bare justice if it deals sympathetically with the pupils in regard to it. Every one is aware that the scheme of 1929 with its ambitions and extravagant Syllabuses was felt to be too heavy even for a three-year course. The best, therefore, that can be done now is that in the case of the pupils who were in Form IV in 1934—35 and who will be appearing for the final examination in 1937 the ground to be covered should be reduced by at least a third in all the subjects. The Pre-Tudor Period in the History of England and the Hindu Period in the History of India may be omitted. In the case of Elementary science and Geography the portions which under the scheme of 1929 are expected to be taught in Form IV may be excluded from the examination of 1937. This is the least which the Department should do in the interests of equity. Otherwise, the pupils will find the educational burden too heavy to bear and crumble down under its weight. It is reported that some head masters are being consulted by the Director on this question and we feel sure that they will strongly put before him the point of view of their pupils.

ALL this deals only with a temporary difficulty. There is however a more important issue that has to be taken up for consideration. A reversion to the scheme of 1929 should not be regarded as a final settlement of the problem of Secondary Education in this Province. It should be thought of only as a transitional measure to be replaced by a sounder one in the course of a year or two. This scheme of 1929 was condemned for various reasons by all those that could speak with authority on educational matters. The Andhra and the Madras Universities were against it from the very beginning. They came forward with several constructive suggestions to remodel the scheme—suggestions which were formulated after mature deliberation by committees specially appointed for the purpose. Headmasters of Schools as well as Guilds and Associations of Teachers were equally hostile to that scheme. In spite of so much opposition, the Department introduced it in 1929 relying as it always does on the authority which it possesses over the educational system. The more unfortunate thing about it is that when the Department and the S. S. L. C. Board took up the question of its revision in 1931 the whole question was finally disposed off in a hurried manner—very little heed being paid to the opinions of other educational bodies and the new scheme of 1934 was introduced without waiting for what others had to say on it. It is this hurry that has now brought its own nemesis on it. Even before it has been tried for one year the Department proposes to keep it in abeyance; and the scheme of 1929, bad as it was, is going to be introduced. It is not known why instead of reverting to the scheme of 1929 the Director has not thought of

introducing the scheme that preceded it which many consider to be much better. What has now to be done is to undertake the Reconstruction of the whole System of Secondary Education in the Province and this requires vision, statesmanship and boldness.

ANY reconstruction of the system of Secondary Education cannot be a success unless it is undertaken in consultation with a body which is more representative and more autonomous than the existing S. S. L. C. Board. For the main defect with secondary education at present is that it is not sufficiently varied in its character. It is not adapted to the needs and requirements of pupils with different tastes and aptitudes. It attaches exaggerated importance to mere theoretical and bookish knowledge, to a study primarily of language and not of the subject-matter expressed through language and it ignores the importance of practical work and the acquisition of skill through the disciplined use of the hand, the eye and the ear. It is old fashioned and medieval in character and is nearly a century behind the systems obtaining in Europe, America and Australia. Our Directors of Public Instruction who exercise dictatorial control over the S. S. L. C. Board are not always persons who have made a systematic study of the problems of secondary education or who have had opportunities of observing the working of the systems of education in different countries. Members of the S. S. L. C. Board are more or less of the same character. Being Head Masters of schools and District Educational Officers some of them have acquaintance with the existing system of secondary education but they cannot be said to possess an

acquaintance with the wider needs of the country—agricultural, industrial and artistic. The representatives of the University are not in a much better position. This is the reason why every revision of the S. S. L. C. Scheme has centred itself on removing a subject from Group A to Group C and *Vice Versa* and not on giving a new orientation to the system as a whole. What is therefore required is a body which is representative not merely of Schools and Universities but also of those who are connected with agricultural and industrial interests and also those who from their study of books or from personal observation can speak with some authority on educational matters.

IT is also worth while considering whether a single S. S. L. C. Board can accomplish this task. Education should be intimately related to environment—both physical and human. In this respect there is a good deal of diversity between one part of the Madras Province and another. A rigid uniformity which is inevitable when the whole system is controlled by a single board makes education quite artificial and unconnected with the physical and the social and the economic needs of the different areas in the Province. Three or four regional committees will better serve the purpose. To start with, the three Universities may be given the authority to formulate schemes of secondary education in their respective areas or in other specially prescribed areas. This will bring about a certain amount of decentralisation and a closer study of educational questions. Precautions may be taken against the danger of University requirements dominating the secondary education. Each University may be

called on to have a separate Secondary Education Committee to deal with problems of secondary education.

IT is high time that the Government takes up this question seriously. Reconstruction is now being attempted by the Governments of U. P., Hyderabad and several other Provinces and States. Delay will introduce more of demoralisation than what exists now. It is not any tinkering or patch work that is required but an all-round reform of the whole system in the light of the latest experience of the different advanced countries of the world and of our own requirements.

G. O. on Text Books

ONE serious blunder committed by the Education Department of Madras is contained in the recent G. O. which prohibits any change in text-books used in schools within five years from the date of the introduction of such books. It is said that the Government was put to the necessity of issuing such an order because the freedom to change text-books has been very much abused in the past by teachers and managements and that the poorer class of parents suffered a great deal in consequence of frequent change. It appears that in many cases publishers have been bringing all kinds of indirect pressure on managements of schools in getting particular books prescribed, that in some cases corrupt and objectionable methods have been taken recourse to and text-books were changed not because better books than those already in use became available but simply because certain publishers and their agents could succeed in influencing managers and head-masters of

schools. There is a substantial amount of truth in this; and to a great extent it may be said that publishers, and managements are themselves responsible for the G. O.

But the real question is whether the G.O. will succeed in putting an end to this corruption and jobbery. It is not likely to succeed. As the change in text-books will come about once in five years the forces interested in bringing about the change will become better organised, the pressure will become stronger and therefore more irresistible and the object of the Government is bound to be defeated. This is not matter where external orders can produce any effect. Men cannot be made moral by means of legislation. The proper remedy in cases like these is the growth of healthy public opinion through institutions like Parents' Associations and Teachers' and Students' Guilds.

The G. O. punishes the honest publishers who are sincerely anxious to produce books of superior quality and rely on such quality for getting an extensive sale for their books. Their business is bound to come to a stop in consequence of the G. O. Moreover there are cases where bad books have been prescribed because better books were not available for the time being and it is most uneducational to compel pupils to make use of those bad books for a number of years even when it is possible to replace them by better ones. We are not among those that think that no restriction whatever should be placed on the freedom of individuals when such freedom is abused. But we regard that care should be exercised in choosing the means by which such abuse can be prevented. The G.O. is not at

NOTICE

Due to Summer Vacation, the next number of Educational India will be a Double Number for May and June and will be published on the 15th June.

—EDITOR

all a good means for this purpose. There are so many ways of evading it and the best course under the circumstances is to withdraw the G. O. and think of other devices for preventing the abuse. As it is, Publishers, Authors, Teachers and Managers are perfectly justified in protesting against the G. O.

The Text-Book Committee

IT is proposed to reconstitute the Madras Text-book Committee which will be entrusted with the duty of drawing up lists of text-books for use in recognised schools. In selecting the members of the committee it is absolutely necessary that those who are familiar with modern methods of teaching the different subjects in schools should be given adequate representation. They are the persons who can judge to a great extent whether books sent for the approval of the committee came up to the required standard. There are two Training Colleges in the Province and the Department of Education will do well to select from among the lecturers in these colleges persons to serve on the committee. Care should also be taken to see that all subjects in the school curriculum and all the principal vernaculars are well represented. Provision should also be

Personal Notes

THE HON'BLE KUNWAR JAGDISH PRASAD, I. C. S., is appointed as member of the Viceroy's Council in charge of Education, Health and Land. He had a distinguished career at Cambridge and has occupied several positions of trust and responsibility in U. P., including the Home Membership of the Government.

MR. C. R. REDDI AND SIR S. RADHA KRISHNAN are elected as life-members of the Andhra University Senate

MR. S. E. RANGANATHAN'S term of office as Vice-Chancellor of the Annamalai University expires shortly and the question of his successor is being considered.

DR. BIRBAL SAHNI of Lucknow, a fellow of the Indian Academy of Sciences, will represent the Academy at the International Congress of Botanists at Amsterdam which is to be held in September this year.

BHANWAR LAL RAWAT, M. Sc., of Ajmere-Merwar has been awarded the Central State Scholarship by the Govt. of India to enable him to do research work in Zoology at the University of Cambridge or London.

RAO BAHADUR K. V. RANGASWAMI IYENGAR, M. A., of Trivandrum has been appointed Principal and Professor of Economics of the Benares Hindu University from July next.

MR. H. LAMBERT, Principal of the Patna College, on the eve of his retirement, has been conferred the degree of Doctor of Philosophy by the Patna University at a special Convocation held on 30th March.

LALA DHANIRAM KAPILA will be the first Indian to officiate as Principal of the Aitchison College, Lahore which is a Training institute for the sons of princes and chiefs and nobles of the Punjab, in place of Mr. C. H. Barry who is now going on leave.

made to secure the opinion of experts on particular subjects in case when there is no member of the committee competent to express such an opinion. It is hoped that these points will be kept in mind in reconstructing the new Text-Book Committee.

THROUGH different PROVINCES

DELHI

FEDERAL UNIVERSITY SCHEME

The authorities of the Delhi University, it appears, have reached definite conclusions regarding the Federal University Scheme.

It may be remembered that when the scheme was first proposed, the Delhi University mentioned certain conditions which should be fulfilled if the scheme should be successful. The conditions refer to the grant of facilities to be given to the University by the Government. The authorities state that the federating units should have equal status for registration of students and that a Standing Committee should be formed for allocation of grants to constituent colleges. They consider that the Government's proposal to shorten the degree course from four to three is not a practicable proposition, considering the fact that neighbouring universities have not done so. They urge that the Board of Secondary Education should be reconstituted by the Government, in the first instance, to help the university authorities to carry out new proposals and that provision should be made for a three years' higher secondary course for pupils, before changing to the university course and finally that adequate provisions should be made by the Government in the first instance as regards vocational schools. It is proposed also in this connection that the Lady Irwin College should be affiliated to the University of Delhi.

FILM GROUP OF THE CENTRAL LEGISLATURE

A new society called the Film Group of the Central Legislature was formed on the 10th inst. with a view to promote the cause of and safeguarding the Indian Film Industry, at the instance of Mr. Hirlekar of the Motion Picture Society.

The Society aimed at convincing the public of the utility of the Cinema as an educative means and persuade the Govt. to use it for educating the masses.

MADRAS

EDUCATIONAL POLICY

At the recent Budget debate in the Legislative Council some important questions were raised with regard to the educational policy followed in the province. Dissatisfaction was expressed at the new Amending Act introducing a new method of compulsion and at the Champion Scheme which is considered a check to the expansion of Elementary education. But the Education Minister told the house that the Government did not intend to introduce the Champion Scheme at the point of the bayonet. Then departmentalisation of elementary education was proposed in order that a ten-year scheme may be chalked out to remove illiteracy.

In regard to Secondary education, the Minister announced that instructions were issued that text-books should not be changed more than once in five years, and that the Government had decided to cancel the retrograde order issued by them last year in regard to half-fee concessions. Then as regards grants he assured that more grants would be given in the course of the year.

PROGRESS OF EDUCATION

The Government Review on the D. P. I's report for 1933-34 states: In the year under review the cut in teaching grants was restored and the restriction placed on the admission of new building and equipment schemes to aid was relaxed. Though there was a fall in the total number of public educational institutions, the number of pupils attending school increased by 3.6 per cent. This increase occurred mainly in elementary schools. The necessity for replacing a large number of small schools by a smaller number of schools with full classes is well recognized and the Government note with pleasure that the increase in attendance referred to above indicates progress in this direction, in other words, towards concentration and consolidation.

There was an appreciable increase in the

number of pupils in public elementary schools for boys. Detailed instructions were issued during the year for the preparation of schemes for the consolidation and concentration of elementary schools in the Presidency. The schemes, so far as they relate to municipal areas have since been received by Government and are under consideration.

It is gratifying to note that there was a large increase in the number of girls under instruction in all grades of schools.

There was also an appreciable increase in the number of pupils belonging to the depressed classes studying in educational institutions generally—a gratifying increase of 15 per cent over the previous year's figure.

PROGRESS OF VERNACULARISATION IN ANDHRA UNIVERSITY

Replying to a question as to how far in pursuance of the vernacularisation scheme text-book writing in vernacular had progressed, the Vice-Chancellor said that the University had appointed various committees to write in Telugu text-books suitable for the Intermediate classes in Mathematics, Physics, Chemistry, Zoology Botany, Logic, Roman History, Greek History, Modern History and Indian History, and that the committees had met and chalked out definite lines on which the work should proceed.

SCHOOL TEXT-BOOKS

The five-year period fixed for change of Text-Books evoked an emphatic protest from the publishers of the Province. It was submitted to the Director of Public Instruction that the proposal to prevent frequent changes in school text-books which was under contemplation would have an adverse effect on publishing firms, if it was adopted without giving them sufficient time to take steps to protect their interests. A time limit for text-books of three years instead of five might, it was suggested be fixed.

BENGAL

SUMMER SCHOOL OF PHYSICAL EDUCATION

The Executive Committee of the All-Bengal Teachers' Association has sanctioned as in previous years the opening of two centres of the Summer School at Calcutta and Comilla for five weeks from the middle of May. No

fee for tuition and lodging will be charged, but teachers selected for training will have to meet their messing and other expenses. The candidates must not be above 35 years.

CORPORATION'S GRANT

The Calcutta Corporation sanctioned a sum of Rs. 3 lakhs as grants to 600 institutions, including primary schools, educational sections of charitable institutions and industrial schools for the next financial year.

STANDARD WORKS INTO BENGALI

The Senate of the Calcutta University has accepted the offer of Rs. 30,000 from Prof. Profulla Ghose of the Presidency College, for the translation into Bengali of standard works in Sanskrit, Pali and other Oriental classic languages.

BOMBAY

WAR AGAINST ILLITERACY

To drive away illiteracy from Maharashtra, Prof. S. R. Bhagawat of the Poona Grama Sangatana Mandal, has now come out with a scheme.

The outline of the scheme given by him, in short, is to train workers who can master the methods of Mr. Muley and carry the work of making people literate. Those workers are also to be trained in the general work of village uplift, because in Prof. Bhagavat's scheme, the ultimate end of the whole effort is village organization. These workers are to be active in the village centres that are to be opened soon. It is estimated that if every adult villager contributes Rs. 3 either in money or kind it will suffice to make him literate and to enable him to retain his knowledge. He will be provided with the necessary literature also to satisfy his appetite when once it is roused.

The scheme has been well received by all and the Chief-sahib of Aundh, who is well known for his broad sympathies in this cause has promised to place at the disposal of Prof. Bhagavat, villages in his state with every monetary help needed.

The experiment will be watched throughout India with special interest, as the removal of illiteracy is the problem of the hour.

LEGAL EDUCATION COMMITTEE

A Legal Education Committee has been appointed by the Chief Justice of the Bombay

High Court to consider the problem of legal education in the Bombay Presidency and to suggest improvements for effording facilities for training and admission of advocates.

U. P.

A DEPUTATION TO MINISTER

A deputation of the Secondary Education Association led by Dr. Tara Chand was received by the Hon'ble Sir Jwala Prasad Srivastava, Minister for Education on the 8th of February last. Mr. H. R. Harrop, I. E. S., the Director of Public Instruction, U. P. was also present. The Deputation represented to the Hon'ble Minister the desirability of bringing into effect at an early date the proposals in regard to the establishment of Arbitration Committees to deal with cases of breaches of the agreements between teachers and Headmasters of aided institutions and their managing bodies. The object of the Deputation was to obtain better conditions of security of tenure for teachers in non-Government schools and thus ensure favourable conditions for the general improvement of education. The Deputation pointed out, among other things, the fact that an influential section of school managers had definitely given their approval to the proposals. The Hon'ble Minister for Education gave a careful and sympathetic hearing to the Deputation.

DEPRESSED CLASSES EDUCATION

The Education department of the U. P. Government has decided to constitute a provincial advisory committee, for the education of Depressed Classes, consisting of five members, with the Deputy Director of Public Instruction as ex-officio Chairman.

PUNJAB

INDUSTRIAL CLASSES AT AMRITSAR

A sum of Rs. 2 lakhs has been set apart by the Nankana Sahib Gurdwara, Amritsar, of which Sardar Bahadur Metab Singh is the President, for starting industrial classes in the Amritsar Khalsa School. The Committee have further decided to raise the local Girls' Primary School to the standard of High School.

RECOGNITION OF PRIVATE SCHOOLS

Strong criticism of the rules recently framed by the Government to regulate the recognition

of private schools so as to eschew undesirable influences in the management, to protect the interests of the staff as well as of the pupils and to ensure financial stability was voiced in the Punjab Legislative Council when a non-official resolution was discussed recommending modifications of rules and exemption from their application of those schools which were in existence already.

The rules make recognition conditional upon certain financial guarantees in respect of staff's salaries etc., and members of the management and staff, not engaging in agitation against the authority of the Government or dissemination of disloyal opinions or feelings of hatred between the different parties. But the resolution was withdrawn, after an explanation from the Minister.

BEHAR & ORISSA

MUNIFICENCE OF BEHAR MINISTER

Sir Ganesh Dutt Singh, Minister for Local Self-Government, Bihar and Orissa, has made a further contribution of Rs. 20,000 to the Patna University for educational purposes.

This brings his total contributions, including the endowment of Rs. 3 lakhs he created for the University, to Rs. 4 lakhs. He has been giving away the bulk of his salary as Minister for public purposes since he took office in 1923.

MYSORE

PROGRESS DURING 1933-34

The question whether the ten-year programme of elementary education on a voluntary basis adumbrated by the Mysore Elementary Education Regulation can be fulfilled and whether the local Education authorities entrusted with this task will be in a position to do so is now engaging the attention of the Department of Public Instruction and the local Education authorities.

Mr. N. S. Subba Rao, Director of Public Instruction in Mysore, in the course of his report, surveys the position in regard to primary education at some length and states that as there is not much likelihood of the financial conditions improving in the next few years to such degree as to make any large expansion of primary education possible, efforts must be

concentrated on consolidation and reorganisation if larger results are to be achieved in this field of education. He suggests the following methods for improving the efficiency of primary education in the States:

(a) The central school system, according to which the pupils of 3rd and 4th year are gathered together in a central school, enabling the time and effort of the teacher in the other schools to be diverted entirely to the needs of the pupils in the 1st and 2nd year classes; (b) the shift system, according to which, instead of two sessions each day, the children of only one class attend either in the morning or in the afternoon, and instead of having to manage all the four classes of a primary school, the teacher will teach only two classes, two in the morning and two in the afternoon; (c) improving the quality and qualifications of the teacher; (d) improving the environment of the schools to ensure that the work of the schools is better in quality and more enduring; and (e) improving the education of girls, which is of special importance both as an end for the education of one half of the community and as a means for supplying the background and a favourable environment of the other half.

The above suggestions, the Government observe, will have to be carefully examined in consultation with the Local Education Authorities. The Director has been requested to obtain the views of the Local Education Authorities and formulate definite and detailed proposals if any and submit them to the Government for orders.

HYDERABAD

MEDICAL INSPECTION OF SCHOOLS

It is understood that H. E. H. the Nizam's Government has been pleased to sanction the scheme for the medical inspection of schools which Col. Norman Walker, Director of the Medical Department, explained in the address which he delivered at the 8th Annual Conference of The Hyderabad Teachers' Association. By sanctioning the scheme, Government has supplied a long-felt want.

TRAVANCORE

ART GALLERY FOR TRAVANCORE

It is understood that the Travancore Government have decided to establish a State

Art Gallery and Picture Palace and that Dr. James H. Cousins is in all likelihood to be invited to organise it.

Collections of pictures from various palaces and temples will be made and it is learnt there are number of specimens of ancient and modern painting and pictures. Further, the Art Gallery will contain specimens of modern art from Bengal, Andhra and Bombay as also of Europe.

PROGRESS OF EDUCATION

The report for 1933-34 is now published. The attempt to give effect to the recommendations of the Education Reforms Committee presided by Mr. R. H. Statham forms the main feature of the Report.

The report says that it was not possible to bring into effect several of the major recommendations, such as the amalgamation of colleges, practical courses in schools etc. However less costly recommendations were put into effect.

The reorganisation of the Inspectorate was effected. Steps were taken to enforce the rules of the Education Code relating to conditions of service of private teachers as safeguarded by their licenses and relating to the improper dispensing with teachers' services.

The Advisory Education Board was set up during the year, which discussed several of the suggested reforms. Co-education was adopted in all primary schools. Women teachers are being employed for Elementary schools. The education of the backward classes received better attention. Schemes for mid-day meal to poor and depressed class pupils were started in several departmental schools.

Instructions were issued for the introduction of the vernacular as the medium of instruction in High School classes. A new scheme for medical inspection too was drawn up.

CEYLON

DIRECT PAYMENT TO TEACHERS

The State Council has decided to make direct payment of salaries to Teachers in Assisted Schools. This is a step in the right direction, says 'young Ceylon'. For too long have the teachers been at the mercy of unscrupulous Managers.

PUBLIC OPINION

SIR PHILIP HARTOG ON INDIAN EDUCATION

Sir Bhupendra Nath Mitra, High Commissioner for India, presided at the second of the Joseph Payne Lectures by Sir Philip Hartog at the Institute of Education, University of London. The lecturer took as his subject "Some Aspects of Indian Education."

Discussing primary education in India, Sir Philip Hartog said that at its best the primary school might have books and pictures and maps, and even a workshop. At its worst it remained what it was, according to reliable authorities, 100 years ago, a mockery of education with a teacher who knew little more than his pupils. Undoubtedly, the best schools, paying the highest salaries, were on the whole those which were aided and inspected by Government. The worst were to be found among those which were purely voluntary. But among the voluntary schools there were splendid exceptions, such as the schools run by missionary effort and some private schools run by Indian enthusiasts.

The policy of devolution of management to local bodies had been carried out far beyond any system of devolution we knew in this country and was without that measure of central control which was exercised here. Large sums were voted for both primary and secondary education, over which, in some cases, the Ministers and Legislatures had scarcely any control. Nothing could be less in accordance with democratic principles.

With all the enthusiasm and expenditure of the past few years the results were in some ways disappointing. There had been enormous waste of energy and money. The direct causes were the premature withdrawal of pupils before the end of the primary course and the retention of pupils in a class for much more than a year. The indirect cause was the relatively small number of literate mothers.

DR. ZIAUDDIN AHMED ON 'THE NEED FOR EDUCATIONAL PLAN

'We are on the eve of a revolution in education with which the Government, the people and parents are all dissatisfied,' was the opinion expressed by Dr. Ziauddin Ahmed, M. L. A., in the course of his presidential address delivered at the recent All-India Muslim Educational Conference held at Agra.

Discussing the question of an educational plan and the period of instruction in schools of different grades, he said that in his opinion, education up to the degree stage should be divided into following four grades: (1) Primary education. Its period of study should be four years and education should be imparted in the mother tongue. Religion should be a necessary part of primary education; (2) Middle stage. Its period of study should be three years and instruction should be in vernacular. English language should be an optional subject, and provision should be made for the study of technical subjects. Public examination at this stage may be optional; (3) High school stage. Its period of study should be three years. Instruction should be in vernacular and English language should be a compulsory subject. It should have a variety of professional subjects as alternatives to some liberal subjects. There should be a public examination at the end of this course, which should qualify candidates to join a University. (4) College stage. Its period of study for the degree course should be three years; and it should have only one examination at the end of the degree course. The medium of instruction should be both English and vernacular.

Dr. Ziauddin Ahmed emphasised the fact that the change in periods of instruction, if made at all, should be made simultaneously in the whole of India. This question should be taken up by the Provincial Governments and by the new Educational Advisory Board which the Government of India are now setting up.

PROF. YAGNANARAYANA AYYAR ON MADRAS TEXT-BOOKS G. O.

Prof. S. K. Yagnanarayana Ayyar, a prominent member of the South India Teachers' Union, has issued a statement expressing disapproval of the Madras Government's order that text-books introduced in schools should not be changed within five years of their introduction. He states:

The evil which the Government Order seek to remedy is exaggerated. We are not sure that the Department of Education can make out a case that the school authorities have been acting in an irresponsible manner. Granting for argument's sake that there is a tendency to change books for no valid or sound reasons, it should be regarded purely as a local question, to be tackled by the staff of the school and the management. The parents in a locality can easily bring such instances to the notice of the management, and the remedy lies in their own hands.

Educated men should be presumed to know that there are books and books, and that it is the duty of the teacher to place suitable books in the hands of the pupils. Usually, books are changed only at intervals and in the interests of the education of the pupils. It is not wise to attempt to solve the difficulties of poor parents by restricting the freedom in regard to the selection of books. On the other hand, the authorities and public men should consider ways and means to enable children of even poor parents to use good books. To think of protecting the poor parents against the frequent change of books appears to us to be guarding against an imaginary evil.

A laissez-faire policy, with provision for the approval of books by a recognised official body (the Text-Book Committee), has stimulated book production, with the result that better and cheaper books are available to-day. A good number of teachers also have ventured successfully to write text-books. In spite of certain objectionable practices in regard to the prescription of books publishers feel that there is equality of opportunity under the existing conditions.

It is our firm conviction that any direct action by the Department is uncalled for and highly detrimental to sound instruction in schools.

BISHOP WALLER ON THE AIM OF EDUCATION & VERNACULARISATION

"Education should not only build up a man's mind but also his character and should be such as would not demoralise people. The standardisation of education in India which exists to-day is soul-destroying" said Rt. Revd. E. H. M. Waller, Bishop of Madras, in the course of a thought-provoking address recently delivered at Secunderabad.

He said that education generally understood was a commercial job-ridden thing and not betterment of oneself which was the essence of education. He complained that the present system of education was not wholly good as it was divorced from religion and he therefore thought that it could not possibly turn out a complete man. The real aim of education was the formation of character. By religion, he added, he did not mean Catholicism or Protestantism or any other such denomination. What he meant was that the student should be so taught as to enable him to have some definite faith in his innermost heart which would give a new meaning to truth and love and right progress.

Proceeding, Rev. Waller said that primary education in India had been the worst sufferer. Unless education was given a rural bias it would not be worth its name. Blind following of methods obtaining in England would not help India. In the desire for standardisation of education, the claims of vernaculars were overlooked. To get rid of cramping effect of the present system of education, he would abolish the system of examinations, and would not only introduce vernaculars as the medium of instruction in the primary and secondary stages but also in the University. In this connection, Rev. Waller complimented the Osmania University on its enterprise in introducing the vernaculars as the medium of education and congratulated it on the success which it now made of the experiment.

SIR MIRZA ISMAIL ON THE ROLE OF THE PANDIT

On the occasion of the opening of the Pandits' Conference at Bangalore on the 5th inst., Sir Mirza M. Ismail, Dewan of Mysore observed:

The Pandit class in our society is the repository and guardian of the accepted pattern

of life, which innovation is ceaselessly trying to recast. Whether it be in the domain of literature, where I understand a keen controversy is going on between the guardians of the old, and the advocates of the new, modes of diction or in other departments of life, there must have been a time when what is now considered the orthodox and correct mode must have been an unorthodox and novel one. After a long struggle perhaps, which history does not always record for us, the new established itself and came to be tolerated by the guardians of social heritage, and was finally incorporated in the body of the sacrosanct tradition. This is a process which has been going on ceaselessly, and will continue. We should, however, be lacking in a sense of history, if we did not do justice to the role of the Pandit class in the preservation of the cultural life of the community."

Continuing he said: "It fills me with keen pleasure and a lively sense of artistic appropriateness to see the Pandits with their time-honoured dress and dignified bearing at the Palace Durbars, to the colour and a picturesqueness of which they add a striking and welcome element. But it would be a great pity if the Pandits always regarded the old as good and the new as evil."

"The Pandits should make strenuous efforts to keep themselves actively cognisant of the new forces in society, and come to terms with them, while the innovators should deeply consider whether every change they propose to effect is really in the interests of social uplift."

PROF. KUPPUSWAMI SASTRIAR ON VERNACULARISATION

Presiding at the recent Annual function of the Model High School attached to the Teacher's College, Saidapeta, Prof. S. Kuppaswami Sastriar observed thus:

The most important feature of the report referred to the experiment of vernacularisation. It was a bold and courageous experiment and he was glad to see that the school had started it in right earnest. Even if the vernacularisation, he said, affected the percentage of passes for some time, it was an experiment worth being tried and worth being persisted in. He was not for eliminating the study of English. The Indian conception of education was to

receive everything that was good, whatever might be the source, and to assimilate and use that to the best advantage. That had been the essential feature of the Hindu culture and Hindu religion. But the use of alien language had led to many complications. One great disadvantage was that educated men found that they had to play a double role and they found themselves to be misfits in society. There should be a flexible and elastic list of Tamil equivalents to scientific and other terms containing a number of reasonable, acceptable and good alternatives. He hoped that the great experiment would be continued and persisted in, in years to come by the school.

MRS. HENSMAN ON PHYSICAL EDUCATION

In the course of an address at the Anniversary of the Y. M. C. A. College of Physical Education, Mrs. Mona Hensman said:

Physical education should go hand-in-hand with book learning. It was in the hands of the physical educators, she said that the future of the national life in India lay. It was the sportsman's spirit that was very much needed in national life—to meet with defeats and yet to face those defeats with cheerfulness. It was left for the physical educator to make the life of boys and girls enjoyable and happy. The spirit of comradeship fostered in the sports field was sure to stand in good stead in a citizen's life, and the physical educator was responsible for the creation of that esprit de corps. On the sports and training ground discipline was taught and if physical educators had succeeded in inculcating ideas of self-discipline, self-guidance, and self independence in Indians, then they would have done a great deal towards the achievement of Swaraj in India. Physical educators could also help to improve the social life of a country. While many schools could not afford a physical educator, there were others which had not realised the need for a physical educator and if such of those physical educators who had leisure, could help those schools, then they would have made their contribution for the improvement of the social life of a community. The wealth of a nation was its healthy citizens and as the duty of building up the health of a nation rested in the hands of physical educators, their responsibility to national life and national improvement was very great.

OUR WOMEN'S PAGE

Educative Ideals in Nursing

By Mrs. K. Saththianadhan, M. A.

I WAS much interested in reading a nursing sister's address to student-nurses at a hospital in Bombay. She stresses the fact that nursing is to be regarded as a great calling and vocation, to which all natural gifts should be willingly brought. For such a trade, it is often unfortunately necessary to make sacrifices. Well then, there should be no grudging in such. The heart must be put into the work and there must be real liking for it, a real source of happiness and a satisfaction of self-respect for the worker.

Then, training in technique is very necessary to secure the wonderful efficiency, which alone can make nursing a perfect art. Nurses should always be ready and willing to obey rules, however strict. Discipline must be followed and responsibilities and burdens carefully undertaken. There must be no laziness, no slacking even in arduous work, such as night nursing; and no discouragement should be allowed to creep in.

Again, sympathy and imagination are needed in nursing. The comfort of the patient should be sought for, not only as it appears on the surface, but also as it can be gauged by accurate observation, careful tact, real love and sympathy, infinite patience and perfect confidence. And it must be remembered that the poorer the patients are the greater the attention that must be paid them; for very often the only time they are really considered is when they are ill in a good hospital.

As a matter of fact, the highest ideals should always be aimed at and worked for, not for consideration of wages or promotion. Nursing is really public service and one of the

noblest of professions. As the lecturer, I have spoken about, says:

"Be thankful for all those who have worked in the past for the good of nursing. Matrons, doctors and surgeons, they worked hard and we enjoy the fruit of their labour. No work is worth doing without discipline. We nurses live under responsibility, the fear of making mistakes that may mean so much. Our work is with people not with things; we work with lives. It is quite true our patients may die, and all our care fails. But we have done our best, given our love, sympathy and care to the end, and God accepts our service.

An old French doctor has said 'I dressed him, God cured him.' God does bless our work and He gives us much happiness in the doing of it. So we must go on doing our best in our work and striving after the highest ideals of our profession."

INDIAN WOMEN'S UNIVERSITY

It is well-known that from 1923 the executors of the Sir Vithaldas Thakersey's will withheld the annual grant of Rs. 52500 which accrues as interest on the donation of Rs. 15,00,000 made by the late Sir Vithaldas towards the running of the Indian women's University. All efforts at reaching an amicable understanding and narrowing down the points of difference between the executors and the managers of the University had so far proved unavailing and the matter went to the Bombay High Court for decision. Mrs. Iravati Karve, Registrar of the Indian Women's University appearing as complainant. Fortunately for all concerned through the mediation of counsel on both sides notably Mr. Bhulabhai Desai a compromise was arrived at between the parties to the dispute with the result that the University will receive the annual grant as heretofore as also the last three years' balance of Rs. 1,60,000.

BOOK REVIEWS

Mysticism and Education

MODERN MYSTICS—by Sir Francis Younghusband. (Murray 1935.)

SIR Francis younghusband is one of those few foreigners who have understood the spirit of India and who have made it their life mission to bring about a union of East and West, by promoting a spiritual understanding among the different parts of this increasingly interdependent world. His "Dawn in India," has interpreted Indian aspiration to the west and emphasised the spiritual background of the Indian Renaissance, as exemplified in the life and teachings of 4 typical Indians—Sadhu Sundar Singh, Rabindranath Tagore, Mahatma Gandhi and Sir Radhakrishnan.

The latest book of his entitled "Modern Mystics," is a study of mysticism as exemplified by modern mystics "from India and Persia, from France, England and Wales, from among Hindus, Moslems and Christians."

In the preface, he points out how mystics are still suspect and mysticism is confused with mistiness. Mysticism is explained in the Introduction, as an experience of "a mode of living intenser, more joyous, more assured and far more vivid than ordinary life." It is "an experience of direct correspondence with the power behind the creative activity—with the spirit of the universe with God."

Of course, the mystical state is a highly emotional state. But we cannot dispose it of as mere hysteria or hallucination. "It is scarcely probable that men of great intellect like St. Thomas Aquinas in ancient times and Father Poulain and Dean Inge in the present day would have devoted so much intellectual energy to its interpretation if in their opinion it had not possessed real worth." Nor is the objection valid that it is a purely subjective experience. It is subjective—objective. The mystics are exposed to the outside influence of the whole universe. That universe "is a coherent whole of diverse parts interdependent upon each other and manifesting the existence of a Personality energising, controlling and

directing all." The mystics, in the great moments of their experience are being in a special degree acted upon by this central power—the creative spirit—and feel in those moments that this very earth is the Kingdom of Heaven.

The Hindu mystics selected are Keshub Chander Sen, Ramakrishna and Vivekananda. Of the Moslem mystics, the Bib and his followers. Of the Christian mystics, the Catholic men, St. Therese, a Protestant society lady, and a Welsh miner Evan Robert, whose name is associated with the Mass mysticism of Wales.

All these mystics suffered intensely, and endured patiently. One writes, "when painful and disagreeable things come my way, instead of looking gloomy, I greet them with a smile. At first, I did not always succeed. Now it has become a habit." The society lady "was outwardly an ordinary woman living an ordinary life but deep within her was something very very different from what she ever allowed to appear upon the surface." She was highly sensitive and her sensitivity heightened her suffering. There was a terrible conflict between her intelligence and her heart. The former said, "Give yourself up to the world. Console yourself with material achievements." The latter said, "Abandonment to the world is impossible. There is no consolation to the heart without God." Of the Welsh mystic it is said that "the more he strove to purify his thoughts and life the more conscious he became both of his own shortcomings and of the evils of the world about him and the more he yearned to better it."

But "suffer as they did, they displayed unbounded joy and serenity which nothing on earth could ever ruffle." And "joy through suffering had engendered in them the dearest love of the world."

The most perfect example of charity and love was St. Therese, also, known as the Little Flower. Her supreme ambition had, from childhood been "to love God as He had never been loved before." "But love proves itself by deeds.....Through little acts of charity practised in the dark, missionaries would be helped, plentiful alms would be obtained and churches would be built.....The little way to the Throne of God is the way of little sacrifices, little kindnesses.....She was great enough to see that to do to perfection the little things of

every day life and do them with the glow of love in the heart and a smile on the lips is the sure and certain way of reaching Heaven."

The precious result of the short heroic life of St. Therese is that "she had been the means of imbuing thousands of others with the spirit of God."

All these mystics tried to communicate the truth that "a common humanity was also a common Divinity," that "all were children of a Heavenly Father."

In the last chapter, Sir Francis answers the question, of what practical value is Mysticism? ".....if a man is given certitude at the centre, poise to his whole being and made at peace with himself, that must clearly be something of untold value to him in the tossings and turmoils of life. If in addition, he is set brimming over with an abounding joy which buoys him up, enables him to buffet his way against the fiercest storms, to breast wave after wave and carry him triumphantly through seas of misfortune, then that value is redoubled. And if this invigorating joy goes further still—gives a mighty impetus to all he does, attracts men to him, unites them together and shines from him with a radiance that dispels fear, avarice, jealousy, hatred and all uncharitableness, then that value is again redoubled. If lastly, he discovers that something new has come to birth in his soul, that his whole soul is set going out to others, that he has become endowed with a new truthfulness of spirit and an intuitive insight which enables him to look straight into the hearts of his fellows and instantly detect the real thing in a man—that hidden best thing about him which is much more truly real than that worst which is so glaringly obvious on the surface—if a man finds himself possessed of such intuition, then the value of the mystical state is once more redoubled. Such surety, such serenity, such all-conquering gladness, such insight must necessarily be a supreme asset to a man in practical life....."

Sir Thomas makes a strong plea for the inclusion of Mysticism as a course of study in universities. "In most European and American homes, schools and universities attention is paid to bodily health, to training the mind, to forming character and to fostering patriotism but how much is there given to the fundamental things of the soul and to that wider patriotism—

the love of that whole great world which gave humanity birth?..... Where is that highly expert and prolonged education of the soul which the progress of mankind so urgently requires." Sir Thomas goes on to describe the several steps by which the mystic attains perfection and looks forward to a golden age of the future and to the spiritualisation of the whole universe.

This may look purely speculative but it is the line of thought, that is becoming increasingly common among the greatest thinkers of the world today. Is not Sir Francis' plea for the spiritualisation of the whole universe, the same as Sir Radhakrishnan's appeal for "a more vivid, a deeper sense of the one Universal God as the profoundest need of our age." In his book, "the Present and Future of Religion." C. E. M. Toad makes the same prophecy: "the future of religion is one in which the experience of the mystic will become the experience of the ordinary man."

—S. Hanumantha Rao, M.A., L.T.

"YOUNG CEYLON"

A widely circulated and popular Monthly Magazine Published in English containing brilliant articles, topics of local, Indian and International interests. Special Literary, Educational and Health Supplements, Women's page and Historical Novel and Gleanings.

ANNUAL SUBSCRIPTION RS. 3/ or 6 Sh.

MANAGER,

'Young Ceylon,'

167 Hultsdorf, Colombo,

CEYLON.

Personal Notes

MR. H. G. RAWLINSON, C. I. E., M. A., I. E. S., (Retd.) formerly Principal, Deccan College, Poona is now reappointed as a corresponding member of the Indian Historical Records Commission for the London centre for another three years.

DR. T. N. JACOB, Professor of Education, Mysore University who has been there for some time will now revert to Travancore Educational Service.

SIR C. V. RAMAN is renominated as a member of the Syndicate of the Andhra University for a further term of 3 years from 10th March 35.

MR. A. RANGASWAMI AIYAR, a leading Advocate and Theosophist of Madura gave a munificent gift of Rs. 25,000 to the Building Fund of the Madura College and another Rs. 25,000 for the upkeep of the institution.

BEGUM SHAH NAWAZ, representative from India to the child welfare committee of the League of Nations has left India on the 11th instant.

Continued from preceding page
credit. For example in some honours examinations if $\frac{3}{4}$ of the paper is answered exhaustively and the bare outline for the remaining $\frac{1}{4}$ is given, full credit is given for the whole paper. The same principle with slight variation is commendable in the case of most examinations. Again it should not be necessary for a student to loose a year, if owing to ill health or other legitimate causes he is not able to attend or do well in an examination. As in Oxford and Cambridge the teachers certifying that the candidate concerned has done enough honest and qualifying work during the year, ought to secure for the student at least a pass in the examination. Finally no examiner should start off with the idea that only a certain percentage should pass. No doubt all will not pass in an examination. But as many as qualify according to the test ought to go up whether it is above or below the conventional percentage. In these and other ways the examinations can be made to give better and better results.

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. Teachers' co-operation will be invaluable.

Q. 16. Are examinations the best test of student's ability? Can you think of any other test? If not how best can we improve upon the existing system of examinations.

Answer:—Examinations are not certainly the best test either of the student's ability or of the nature of education imparted to him. At the highest stage and the lowest stage it ought to be possible to do without this kind of test. That is why the doctorate degree is based on writing a thesis and a *vivo voce* examination. In the lowest classes also examinations ought not to be emphasised too much. It may be better even to abandon them. If proper care is taken to allot a limited number of children to a teacher and if that teacher would enlist the interest of every one of his pupils and impart knowledge to them according to the best methods known, then it will be possible to promote students to the higher classes without feeling the need for an examination at the end of the course or at periodic intervals. There were conditions in the ancient world, when education was sought for its own sake and those who sought it were few, which made it possible for the teacher and the taught to work together and dispense with the need of an examination or its corollary, a degree or diploma. Whatever examination there was, was mainly to test the student's ability to benefit by the studies he was seeking, rather than to determine at periodic intervals the amount of knowledge the student had imbibed.

In modern times conditions have changed. The bread and butter problem has become so acute that one stands to loose in the struggle for existence if he does not possess a hall mark of some kind or

other. With the advance of democratic conditions the numbers seeking education have outstripped a state's ability to provide adequate facilities in the number of qualified teachers or suitable equipment and building. Large number of students, fewer teachers and the consequent lack of personal attention and contact between teachers and taught, have made examinations in schools and colleges a necessary evil. Expert educationalists have all acknowledged the drawbacks in an examination system but under the existing conditions are unable to suggest a suitable alternative. Still, as you have suggested, there are ways in which the evils of the examination system could be mitigated to a large extent. The main aim of an examination should be to test how much a boy knows rather than how much he does not know. This means that those setting the paper should select questions that will not lay a trap to the student. On the contrary the questions should be of such a nature that any average student could do well on it. To this end there ought to be a wide choice in the questions from which a student may select and show himself at his best. The questions should be so worded that it will admit of only one clear interpretation. That is, the paper setter ought not to seek to show his originality in setting the paper. Questions should not be of such a nature that they put a premium on rote memory. We cannot avoid time limit in an examination, but the effect in it may be overcome if the examiner would give credit to students who have shown marked ability in the main though, for want of time, they were unable to finish the paper. In other words originality and intelligence on the part of the examinee ought to be given due

Continued on next page

Durham University has conferred the degree of M. Ed. on Mr. CHINTAMANI N. PATWARDHAN.

Mr. T. M. ANKLESARIA of India passed in Chemistry in the recent examinations held by the conjoint board of the Royal Colleges of Physicians and Surgeons.

THE NEW EDUCATION

There are three main, definite and outstanding changes in modern educational practice. In the first place, we now see that we must educate the whole child, not just his mind, but his body and his spirit. This has inevitably brought about a widening of the curriculum; far more stress has been laid on physical development, on hygiene, fresh air, exercise; room has been found for drama and art and music, so that emotional avenues for self-expression are opened up. It is recognized that mental ability is not simply developed by learning by rote, but by following individual interests by free discussion, by spontaneous activity, by co-operative endeavour. We have come to understand that each child has his own individual rhythm of growth, and that we must allow different children to develop at different rates, and hence that we must give plenty of opportunity for individual work.

Secondly, the subject matter of the curriculum should be linked with life. Even ordinary skills, reading, waiting, arithmetic, should not be allowed to become dead matter: they should be charged with interest by being related to the actual needs and problems of everyday life. It is interesting to see, how this principle is applied alike in the curriculum of small rural schools in Italy and in the geography and number lessons of many of our own elementary schools.

But the biggest change of all is the change of attitude towards the children we teach. It is based on the new psychology which helps us to see each child as an individual whom we must respect, without striving to mould him to our pattern. It bids us seek the cause of abnormal behaviour rather than to punish it and use sympathy rather than force. And so the modern teacher has an exacting task; each child is a separate problem only to be understood after careful consideration of the child's environment, his parents and his home.

"New Era," March 1935

SPORT FOLIO

HOCKEY

THE All India Hockey team has left for Newzealand. The team as usual is well selected and has in its forward line the new world famous brothers Dhyanchand and Rup Singh. They have already made history for themselves as the highest scorers in any match. Though the Newzealand Hockey standard is supposed to be fairly good, the Indian Hockey team may be expected to give a good account of itself. They are accompanied by Mr. Bertram Doctor as manager of the team and Mr. Gupta. Dr. Subbarayan, president of the Madras Hockey Association entertained them at a tea in the Madras United Club.

BRIGHTON CUP

Madras Province represented by Adie, Nainakannu, Masilameni, Bashyam, Cullen, Yakoob, D'Costa, Mahboob, Mc. Mara, Sutoor, and D'Plorais defeated Allahabad by 4 goals to 2 and thereby qualified themselves for the Fourth Round.

FOOT BALL

ARSENAL have won the League Championship by defeating Huddersfield by one goal to nil. This is the second time they win it in succession.

ASSOCIATION CUP

This year's final in the Association final is to be played between Sheffield Wednesday and West Bromwich.

In the Wembley Stadium, everything is in readiness for the Cup final at which, weather permitting H. M. the King will attend.

Four hundred police and 450 Football Association officials will marshal a crowd of 93,000 which will include Lord Derby, Mr. J. H. Thomas, the South African cricketers and representatives of the Dominions and Colonies. The railway are running 140 special trains carrying over 50,000 from the provinces and Scotland.

The Wembly pitch whereon only one match has been played since last year's Final is perfect and resembles a mammoth billiard table.

Sheffield Wednesday are in a happy position with no team worries. They will be represented by a very strong team as follows:

Brown, Nibloe, Catlin, Sharp, Millership, Burrows, Hooper, Surtees Palethorpe, Starling and Rimmer.

West Bromwich have several problems through injuries to their players. They will be selected from the following:

Pearson, Shaw, Trentham, Murphy, Richardson, Edwards (or Sankey), Glidden (or Gale), Carter (or Jones), W. G. Richardson, Sandford and Boyes.

LAWN TENNIS

THE Ceylon player, Sansoni beat T. B. Balagopal in the semi-final of the Ceylon Tennis Championships at Nuwara Eliya, 6-1, 6-4.

Speed was a feature of Sansoni's play, which forced Balagopal constantly to the back-court. In the first set Sansoni conceded the Indian only one game, the first of the match, which Balagopal took with his service. Balagopal improved considerably in the second set, but could not find an effective method of checking Sansoni's vigorous onslaught.

N. Krishnaswami, in the other semi-final, had comparatively easier task over Pichaud, whom he beat 6-0, 8-6.

MIXED DOUBLES FINAL

In the final of the Mixed Doubles, Miss Sansoni and Pinto beat Miss Vanderspaar and Krishnaswami, 6-4, 9-7.

RAJA OF RAMNAD AND BALAGOPAL IN DOUBLES FINAL

The Rajah of Ramnad and T. B. Balagopal reached the final in the Nuwara Eliya Men's Doubles Open championship. They beat Pinto and Gunasekere 6-4, 6-4.

In the other semi-finals, Krishnaswamy and Sivaswamy lost to Samson and Nicholas (6-6, 6-0). The winners attacked right from the start of the game and did not concede a single game.

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.

TEACHERS' PROTEST AGAINST G. O. ON TEXT-BOOKS

A special session of the V. M. High School Teachers' association, Periakulam was held on 10th instant to consider the G. O. relating to text-books, and also the proposed amendments of the S. I. T. U. rules by the Trichinopoly District Teachers' Guild.

Mr. M.R. Rangasamy Aiyangar, M.A., L.T., President of the association started the discussion and opined that the retention of a text-book for five long years is not educationally sound, especially in the light of improved text-books which are published from time to time on the basis of the findings of experimental and research work done. At a stage when educational methods are being discussed and improved and when teachers and educationists of standing and experience are working hard at the publication of improved and suitable text-books a drastic ruling on the subject would give a set back to educational efficiency.

There is again the question of academic freedom in educational matters. It is not wise on the part of the Government to issue a G. O. of the kind. It would have been perhaps wiser if certain general principles had been enunciated and certain recommendations made which can be borne in mind at the time when text-books are prescribed in special conferences convened for the purpose.

A real disservice would be done to parents when suitable and improved text-books are not put into the hands of their boys. Hence it is unsound educationally to give a drastic ruling on the subject on the part of the department which will impair general educational efficiency. Whatever may be the equipment of the teacher, it is the boy who has got to learn a good deal

himself by making an intelligent use of the text-books and other suitable reference books in the library.

As a result of further discussion on the subject, the impression gained ground that the duration of the use of a text-book may be confined to a much shorter period of two years and that much greater freedom may be given to the teachers in the choice of text-books. It was also strongly felt that Non-educational considerations should not be allowed to interfere with the course of the choice of text-books and that the five years' ruling will not give scope enough to vernacularisation and educational efficiency.

The amendments proposed by the Trichinopoly District Teachers' Guild to the S. I. T. U. rules were found to be wise.

JUNIOR RED CROSS RURAL WELFARE WORK IN BELLARY

The Organising Secretary, Indian Red Cross Society, Madras Provincial Branch writes:—

I have recently returned from a tour in the Bellary District where what I have seen of the work of the 12 Junior Red Cross groups in schools, in rural areas under the able guidance of the Junior Red Cross District Organiser Mr. Krishnamoorthy, Head master of the Board Middle School Alur, has made me realise what great potentialities for the development of a sense of a citizenship in children be in this movement when properly understood and effectively carried out, as in the Bellary District.

The spirit of co-operation is the first essential and Bellary is fortunate in having as the President of the District Board, a gentleman who is actively promoting the establishment of groups in the board schools and showing personal interest in their activities. The officials of the Education, medical, and public health departments give every encouragement to the Juniors; without this it would not be possible to achieve the social work outside the school which is such a strong feature of the Junior Red Cross work in Bellary.

It seems to me that this practical form of health work is worth more than all the theoretical teaching which at present seems to bear

so little fruit improving the cleanliness and hygiene of our villages.

It costs little or nothing over and above the enthusiasm of the teacher and the goodwill of the outside agencies and yet how full of promise for the future.

It seems that there is already, being fulfilled the belief of our President, Lady Marjorie Erskine, who speaking recently at a Red Cross meeting in Madras, said that the children were the hope of the future and that she felt quite confident that given the right opportunities they would make a better world than the present generation has succeeded in doing.

With her words which were warmly applauded, our visit ended and I came away filled with new hope for our younger generation.

(Miss Simon, Organising Secretary of the Red Cross Society of the Madras Provincial Branch stayed in Bellary District for three days and visited important high schools and addressed several gatherings of the teachers in the District. Her eloquent speeches were very much appreciated by the teachers and the public in general. She gave some excellent suggestions on the work of the Red Cross and the Junior Red Cross.)

THE 1ST NELLORE DT. SEC. GRADE TEACHERS' CONFERENCE

The First District Secondary Grade Teachers' Conference was held on 16th March 1935 in the premises of the Municipal Middle School, Mulapet under the presidency of M. R. Ry. M. Seshachariar Avl., B. A., Headmaster, Rama Krishna Middle School, Allur. There was a large attendance and the conference was representative of Secondary Grade Teachers working in Secondary and Elementary schools under different kinds of management.

The conference was opened by M. R. Ry. K. S. Sreenivasa Chariar Avl., M. A., L. T., Headmaster, Government Secondary Training School, Nellore.

In the course of his presidential address, Mr. M. Seshachariar referred to the grievance of the Secondary Grade Teachers and expressed that want of proper organisation among themselves is the cause of their unfortunate lot and their apathy is their own enemy. Throughout his address, he emphasised the fact that in

respect of pay and prospects, these teachers are not shown that special consideration which they are entitled to by virtue of their professional training and professional qualification. He observed that an underfed and overworked teacher would become a social menace due to his discontent being driven underground and urged that the entire Teaching Profession should be a State Department, if such a situation is to be averted.

The president concluded his address with a reference to the Champion Scheme about Elementary Education. He opined that the consolidation of schools and provision for co-education according to the scheme would release a considerable amount of money and that it also might be earmarked for the amelioration of the lot of the Secondary Grade Teachers.

RESOLUTIONS

Resolutions were passed to the effect that suitable provisions be made in the Madras Educational Rules regarding security of tenure, pay and prospects, discipline and privileges for leave; to fix one scale of pay to all Secondary Grade Teachers irrespective of their service in the secondary or elementary schools, Government or Non-Government; to reconsider the G. O. No. 4619 dated 20th October 1934 which adversely affects many Secondary Grade Teachers and does not seek to redress their legitimate grievance; that the scale laid down for the Secondary Grade Teachers in G. O. No. 4619 is utterly incompatible with their work, responsibility and dignity and therefore requests the Government to raise the starting pay to at least Rs. 40, to make the small increment of Rs. 2 annual and to fix Rs. 90 as the maximum; to appoint Secondary Grade Teachers only to the posts of Junior Deputy Inspectors of schools; that, in the interests of efficiency of instruction, the Government may be pleased to appoint Secondary Grade Teachers in Non-Government institutions also to the posts of Junior Deputy Inspectors; that for the advancement of education among the backward classes the opening of many more Higher Elementary schools is absolutely necessary; that the interest on Provident Fund be raised to at least 5% against the present 2½%; and to liberalise the revision of the Grant-in-aid Code to make ¼ of the net cost the basis for teaching grant.

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.

Just Published!

For Libraries !!

A Unique Work on the Story of the Ramayana
RAMA THE GREATEST PHARAOH OF EGYPT
 Vol. I: Rs. 10] BY [Vol. II: Rs. 5

MALLADI VENKATA RATNAM, B. A.,

Late Vice-Principal

GOVERNMENT TRAINING COLLEGE,

Rajahmundry (South India)

"Your thesis is a most interesting one and I am sure that I shall enjoy reading your book."

SIMLA, 24-9-34.

(SIR) FRANK NOYCE, I. C. S.,
 Member, Viceroy's Council.

Crown 8 vo. Printed on Antique Paper.

Vol. I. 370 PAGES, 30 ILLUSTRATIONS—Rs. 10/-

Vol. II. 246 PAGES, 6 ILLUSTRATIONS—Rs. 5/- net.

OBTAINABLE FROM:

M. Seshachalam & Co.,

MASULIPATAM.

o **COMPLETE LABORATORY EQUIPMENT** o
 For Schools, Colleges, Universities, Etc.

Stockists

Precision Balances and Weights.

Microscopes.

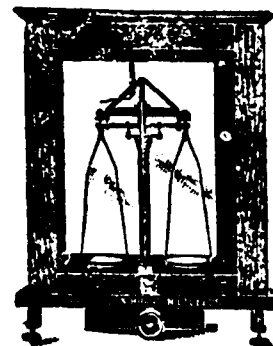
Optical Instruments.

Thermometers of all kinds.

Laboratory Glassware.

Pure Chemicals.

Porcelain sinks and fittings etc. etc.



Manufacturers

Distilled Water Plants.

Thermostats.

Electrical Resistances and Switches.

Scientific Instruments and apparatus.

Water and Gas fittings etc. etc.

The Andhra Scientific Company,
 MASULIPATAM (S. India.)

Advertisement Tariff for Educational India

A DISCOUNT of 16½% will be allowed if space be taken for more than 6 months.
 PAGE SIZE: 8" x 6" (two columns); one column 8" x 3"; Half page 4" x 6";
 ½ page 4" x 3"; ¼ page 2" x 3".

A FREE VOUCHER COPY is supplied for every contract advertisement.

ORDINARY POSITION

COVER PAGE

PER INSERTION:

PER INSERTION:

Full page or two columns	Rs. 12	First page (below contents	
Half page or one column	7	3" x 6" space)	Rs. 20
Quarter page (for 3 insertions)	9	Second page	15
Quarter page or half column	4	Third page	15
One-eighth page	2	Fourth page in two colours	20

Apply to: The Manager,
"EDUCATIONAL INDIA,"
 Masulipatam, (S. India)

The Indian Library Journal

BEZWADA

The official organ of the All India Public Library Association. Expounds the various phases of Library Science, and the Library Movement in India. Annual Subscription Rs. 3.

Apply to: I. VENKATA RAMANAYYA, Manager.

Sadhana Aushadhalaya, Dacca (Bengal)

ADHYAKSHA: Joges Chandra Ghose, AYURVEDA-SASTRI, M.A., F.C.S. (LONDON).

Formerly Professor of Chemistry, Bhagalpur College.

Branches:— Calcutta, Chittagong, Patu-
 atuly, Manikganj, Dinajpur, Bogra, Tinsukia,
 Lahore, Burdwan.

Guaranteed absolutely Pure and Genuine.
 Medicines prepared strictly according to Ayur-
 vedic Sastras. Catalogues free on application.

On describing the nature of diseases, pre-
 scriptions are given gratis with great care.

Makaradwaj (Pure with Gold)

A wonderful specific for all diseases. It
 regulates the nerve, bile and phlegm, increases
 vitality, mental and physical vigour and tones
 up the system. Rs. 4 per tola.

Saribadi Sarsa

A wonderful, infallible medicine for
 Syphilis, Mercurial Poisoning, Gonorrhoea,
 Urinary troubles and all sorts of blood impuri-
 ties. Rs. 2/12/- per seer.

Sukra Sanjiban

A very powerful and effective medicine for
 the restoration of lost vitality and energy. It
 immediately puts into you all the vigour that
 every man should have Rs. 16 per seer.

Abala Bandhab Jog

A great remedy for all female diseases, as
 leucorrhoea, pain in the waist, back or womb,
 irregular monthly courses, sterility etc.
 16 doses Rs. 2/-; 50 doses Rs. 5.

EFFICIENCY AND ECONOMY
ARE THE WATCH-WORDS OF THE
ANDHRA INSURANCE CO., Ltd.,
Masulipatam

OFFERS MOST UP-TO-DATE AND ATTRACTIVE SCHEMES WITH LIBERAL
POLICY CONDITIONS

Prompt Settlement of Claims—Permanent Disability Benefit

2½% Rebate on annual Payments

ARE SOME OF OUR SPECIAL FEATURES

**FOR SAFETY AND SECURITY OF YOUR HARD-EARNED SAVINGS
INSURE WITH US**

WANTED AGENTS

Apply to:—

IN UNREPRESENTED

Y. MANGAYYA, B.A., B.L.,

AREAS

SECRETARY.

THE INDIAN LADIES' MAGAZINE

Published once in two months

Editor: KAMALA SATTHIANADHAN, M. A.

CONTAINS MANY

Valuable Articles and Illustrations

ANNUAL SUBSCRIPTION

Inland

Foreign

Rs. 3-8-0

Rs. 5-0-0

Apply to: The Editor:

**McNICHOL'S ROAD, CHETPUT,
MADRAS.**

Reg. No. M. 3129

Educational India

EFFICIENCY AND ECONOMY
ARE THE WATCH-WORDS OF THE
ANDHRA INSURANCE CO., Ltd.,
Masulipatam

OFFERS MOST UP-TO-DATE AND ATTRACTIVE SCHEMES WITH LIBERAL
POLICY CONDITIONS

Prompt Settlement of Claims—Permanent Disability Benefit

2½% Rebate on annual Payments

ARE SOME OF OUR SPECIAL FEATURES

**FOR SAFETY AND SECURITY OF YOUR HARD-EARNED SAVINGS
INSURE WITH US**

WANTED AGENTS

Apply to:—

IN UNREPRESENTED

AREAS

Y. MANGAYYA, B.A., B.L.,
SECRETARY.

THE INDIAN LADIES' MAGAZINE

Published once in two months

Editor: **KAMALA SATTHIANADHAN, M. A.**

CONTAINS MANY

Valuable Articles and Illustrations

ANNUAL SUBSCRIPTION

Inland

Rs. 3-8-0

Foreign

Rs. 5-0-0

Apply to: **The Editor:** **McNICHOL'S ROAD, CHETPUT,**
MADRAS.

PRINTED AND PUBLISHED BY **M. SESHACHALAM, B.A.,** AT THE HINDU PRESS, MASULIPATAM.

1007/7

Volume, I:
Nos. 11 & 12

3662
May &
June, 1935

EDUCATIONAL INDIA

BENGAL TEACHERS'
CONFERENCE p. 435

REGIONAL UNIVERSITIES
p. 433

HIS MAJESTY'S SILVER
JUBILEE p. 430

Educational Reorganisation ... By Mr. K. G. Warty
Fastage in Education ... By Prof. Subbaramayya
nelley in 'The Cenci' ... By Dr. V. Ramakrishna Rao
Educational Training ... By Mr. C. B. Krishna Sastry
The Three Axioms ... By Mr. N. K. Venkateswaran
Co-ordinated Plan of Education... A. F. Rahman Esq.
Education during 1932-33 ... Sir George Anderson

FOR DETAILED CONTENTS AND SPECIAL FEATURES SEE INSIDE

DETAILED CONTENTS FOR MAY & JUNE, 1935

	PAGE		PAGE
NEED OF EDUCATIONAL RE-ORGANISATION		New Schools under Rural Development	... 440
By MR. K. G. WARTY, M. A., B. T. ...	407	Grants for Libraries	... 441
WASTAGE IN EDUCATION		Co-operative Education	... 441
By PROF. G. V. SUBBARAMAYYA, M.A.	409	All-Bengal Teachers' Conference	... 441
INTERNATIONAL STUDENTS ORGANISATIONS	... 412	Empire Universities' Congress	... 441
SHELLEY IN 'THE CENCI'		'Gentlemen Workers'	... 441
By RAO SAHIB DR. V. RAMA-KRISHNA RAO, M. A., L. T., Ph. D.	413	Karnataka Teachers on Matric. Scheme	442
VOCATIONAL TRAINING: A PLEA FOR ITS COMPULSION		School Admissions	... 442
By MR. C. B. KRISHNA SASTRI, M. A., L. T. ...	417	All-India Modern History Congress	... 442
THE THREE AXIOMS OF EDUCATION		University Teachers and Legislatures...	442
By MR. N. K. VENKATESWARAN, B. A., L. T. ...	419	Dr. Paranjpye again as Vice-Chancellor	442
A CO-ORDINATED PLAN IN EDUCATION: EXHORTATION TO BENGAL TEACHERS		Rural Uplift Scheme	... 442
By MR. A. F. RAHMAN, B. A. (OXON), M. L. C. ...	422	All-India Educational Conference	... 443
CHILD WELFARE AND THE CINEMA	... 425	Lahore Students' Strike	... 443
EDUCATION IN INDIA DURING 1932-33		Physical culture institutions	... 443
By SIR GEORGE ANDERSON ...	427	Education Cess	... 443
MR. SAVUR'S INDIVIDUAL METHOD OF TEACHING		To guide the educated youth	... 443
PASUMALAI SCHOOL'S EXPERIMENT	431	Technological studies in the University	443
EDITORIALS		Martandam Exhibition	... 444
Regional Universities	... 433	Registration of Doctors	... 444
The All-Bengal Teachers' Conference	435	Travancore Art Gallery	... 444
His Majesty's Silver Jubilee	... 436	Agriculture for Educated Youth	... 444
THROUGH DIFFERENT PROVINCES		PUBLIC OPINION	
Rural Development	... 439	Dewan Bahadur S. T. Kambli on 'History Teaching'	... 445
Reorganisation of I. M. S.	... 439	Dr. A. K. Sen on Medium of Instruction	445
Tokyo Educational Conference	... 439	Sir Radhakrishnan on True Culture	... 445
Delhi 'Varsity's Reply to Federal Scheme	439	Mr. Srinivasan on the Future of the Radio	... 446
Lady Irwin College	... 439	Mr. F. C. Laubach on the Removal of Illiteracy	... 446
Bureau of Industrial Research and Intelligence	... 440	Sir Raman on the 'Spirit of Research'	446
Pan-Kerala University	... 440	Bishop Waller's call to Youth	... 447
The School Leaving Course	... 440		447 & 453
Ten-year Plan for Education	... 440	PERSONAL NOTES	
A Letter to Education Minister	... 440	TOPICS FROM PERIODICALS	
		New Trends In Practical Education-	... 448
		Vacation courses for Teachers	... 448
		Educational Reconstruction in India	... 449
		HERE AND THERE	450 & 453
		OUR WOMEN'S PAGE	... 451
		BOOK REVIEWS	... 454
		FOREIGN CURRENTS	... 455
		SPORT FOLIO	... 456
		CORRESPONDENCE	... 457

Vol. I: Nos. 11 & 12

May & June, 1935

EDUCATIONAL INDIA

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

Edited by M. Venkatarangaiya



EDITORIAL BOARD

M. VENKATARANGAIYA, C. SWAMIKANNU PAUL,
M. SESHACHALAM, C. B. KRISHNA SASTRY,
D. NITYANANDA SASTRY

The Educational India Office
MASULIPATAM. (S. India)

INLAND
Rs. 3-8-0

Single Copy As. 6

FOREIGN
Rs. 5-0-0

"EDUCATIONAL INDIA has taken a leading place."

—Dr. JAMES H. COUSINS

Officially Recognised by
The Director of Public Instruction

OF

Madras, Hyderabad, Bombay, United Provinces,
Punjab, Central Provinces and Berar etc., etc.

Original contributions; Several regular features every month.

Subscription: INLAND Rs. 3-8-0; FOREIGN Rs. 5-0-0

Apply to: The Manager,

"EDUCATIONAL INDIA,"

Masulipatam, (S. India)

"WIDEN YOUR KNOWLEDGE"

:: HERE ARE SOME HELPS ::

Ten Years of World Co-operation	...	Rs. 7 0 0
Essential Facts About the League of Nations	...	0 11 0
Aims and Organisation of the League of Nations	...	0 9 0
School Broad-Casting	...	5 8 0
Text book Revision and International Understanding	...	6 14 0
Why War? (Open Letter Series)	...	3 2 0
A League of Minds (")	...	3 7 0
East and West (" Gilbert Murray & Rabindranath Tagore)	...	1 12 0
Educational Role of the Press	...	1 12 0
Reorganisation of Educational China	...	1 12 0
Educational Survey (annual)	...	2 12 0
Information Bulletin of the League of Nations Intellectual	...	
Co-operation Organisation—Annual Subscription	...	6 14 0
Monthly Review of Educational Cinematography, (' Intercine ')	...	
Annual Subscription	...	23 0 0

Obtainable from

The Indian Bureau of The League of Nations,

Improvement Trust Building, Esplanade Road,
BOMBAY.

NEED OF EDUCATIONAL REORGANISATION

By Mr. K. G. WARTY, M. A., B. T.,

Head Master, High School, Gokak (Bombay)

THE problem of educational re-organisation is now fortunately arresting greater attention of the educationists of the day. It was a pity that the system that was introduced full a century back and which served its ends in those days is still in operation though it has been repeatedly proved that it has outgrown its utility.

The quinquennial conference of the Universities held last year tackled this question and has recommended a scheme for the consideration of the authorities concerned. The Education Commissioner with the Government of India has also issued a circular inviting the opinions of the provincial Governments regarding such re-organisation. The question has not yet reached its final settlement and one is afraid the whole matter may be dropped and shelved altogether, as is usual with all Government findings and resolutions. On the strength of historical evidence from educational despatches, reports, resolutions and documents, one is easily led to believe, that the Government of the country do not intend to educate the people at all. The huge amount that is at present spent on education is only to make a show, that they are aware of the duty of educating the people as every civilised Government is expected to do. The very fact that the literacy figure stands what it was two decades ago is a proof of the inactivity and ineffectiveness of the Government and the system they have introduced. With all the

enthusiasm and the expenditure of the past few years, as Sir Philip Hartog would say, the results are in some ways disappointing. There has been enormous waste of energy and money and there seems to be no tendency to put a stop to this huge waste. The remedy lies, therefore in laying down a definite policy of educational expansion and reorganisation of the system.

The inactivity of the Government is mainly due to lack of initiative and financial stringency. The Governmental authorities never concerned themselves with educational experimentation and were content to carry on the established system. Even when adopting the measures recommended by committees and commissions, they were half-hearted in as much as superficial reforms were only adopted, while the main ones calculated to improve upon the exist-

ing state of education were studiously avoided. Financial stringency was indeed an important hindrance in the development of education. But it is believed by many, that some reforms could have been adopted by the Government, which would not have cost them at all; but on the other hand would have helped the Government by lessening the cost of education. One such reform is the re-organisation of the system.

Viscount Halifax, the former Viceroy of India and the present President of the Board of Education in England is reported to have dealt with the problem of Indian education recently, when he presided over a



prize distribution meeting of the Commercial Education Department of the London Chamber of Commerce. In his opinion the trouble with India's education was, that it had progressed too fast and had outstripped industrial and technical development. The remedy he suggested was two-fold: namely, a gradual development of industry on sound lines and the adjustment and relation of education to this industrial growth. People do agree with the views of Lord Halifax. But the question is whether that is the only trouble with our education.

In the opinion of many educationists, who have given a serious thought to this problem, the real fault lies in the present organisation of our system. It deserves to be overhauled and its decayed parts removed and replaced if necessary by fresh ones. This problem of reorganisation received, it seems, consideration at the hands of the Government of India, who have issued a circular inviting the opinion of the Provincial Governments on this question. It is also thought necessary to institute a Central Advisory Board, whose duty it will be to bring in line all provincial departments in educational matters by diffusing information about the activities of all Provincial Governments. What will come out of all this consideration, we cannot say. The whole matter may, as is usual with the Government, be dropped after going into its fuller details. We have only to wait to see, whether all the labours will have the same effect as the Hartog Committee and Hesketh Committee of Bombay had.

The resolution passed by the Universities Conference gives an outline of the way of reorganisation. One may not fully agree with what the resolution suggests. When we reorganise the system, it is absolutely essential to see that all the dead wood is cut and the huge waste of the present day is stopped. In the first place we notice that the policy of devolution of management to local bodies has been carried too far in primary education, "beyond any system of devolution." Even in England,

the measure of central control is greater than in India. In India large sums were voted for primary as well as secondary education, over which the Ministers and the Legislature had scarcely any control. Nothing could be less in accordance with the democratic principles, says Sir Philip Hartog.

Secondly more time than is necessary is wasted in imparting education to the pupils. In Bombay we find that a pupil requires not less than twelve years of instruction to reach the Matriculation stage. The Hesketh Committee appointed by the Bombay Govt. have clearly shown that it is possible to complete this course in ten years, as is done in some other provinces. There is lot of duplication of studies throughout the system. It is advisable to have a continuous course of primary education for seven years, English being taught as an optional subject in the higher primary stage. The secondary education should have a four years' course preparing for the Matriculation of the University. There should be a public examination at the end of the primary stage, and those who pass that examination only should be allowed to continue their course in secondary schools. The Matriculation should be the school leaving as well as the Entrance examination. Separate schools with separate courses in industrial and technical education should be started and Universities should award diplomas at the end of each such course. The diplomas that are at present awarded by the Government should all be incorporated as University diplomas to be taken after the Matriculation, which every student who wishes to prosecute his studies in any branch of line should pass. It is time that the Government and the Universities co-operate in this matter of reorganisation and readjustment. The Matriculation standard should immediately be raised and the University course may be of three years' duration. If measures are adopted somewhat on the lines suggested above, it should be possible for the Govern-

Continued on next page

WASTAGE IN EDUCATION*

By Prof. G. V. SUBBARAMAYYA, M. A.,

Lecturer in English, V. R. College, Nellore.

THE mere mention of 'wastage' need scare nobody away. In fact, some wastage is inevitable in any scheme of things and is even beneficent. All charity is wastage to the strict economist; all art and letters are wastage to the thorough-bred materialist; all sentiment is wastage to the severe rationalist. But without such wastage, would life be worth while? The rarest gifts of man are aptly described as but the wastage of Gods, while the wastage of man goes in a large measure to sustain the lower creation. Indeed, the Hindu religion enjoins wastage of various kinds as a sacred duty. Moreover, the notion of wastage varies with the view-point. The opening, for instance, of a course in Sanskrit with the necessarily small number of pupils would be to the teacher a welcome addition, but to the Manager a 'sheer waste.'

But it cannot be gainsaid that from all view-points is disclosed in the present day education, an excessive, abnormal waste not only of monetary investment but of energy and effort. The poverty of yield and outturn in the educational field is truly appalling. The wastage is observed not in Elementary education only but in Secondary and Collegiate courses also.

In Elementary education, wastage assumes the following forms. A good many pupils do not show any progress and so remain in the same class for several years. A great number drop away in the middle. Even among those that complete the course, not a few forget sooner or later, what little they learnt at school, and relapse into illiteracy. The main cause for this state of affairs is the

Continued from preceding page

ment to save a huge amount for spending it on the spread of education among the people of this country. Everything is possible if there is a will behind it.

utter lack of interest in the course on the part of the masses, for whom the Elementary education is intended. It has never been taken by them seriously. This may be due to several factors—hereditary disinclination, uncongenial environment, economic hardship, etc. The after-school relapse into illiteracy is largely owing to lack of facilities or inducement for the common folk to develop the studious habit. The remedy lies in making Elementary education interesting and attractive to the masses, who will regard it as worth their while and be drawn to it only, when it demonstrates its vital bearing upon the means of livelihood open to the locality. Mere praise of education in general, abstract terms they never understand, much less appreciate. The course of study must be such as appeals to their self-interest while 'enlightening' at the same time. To achieve this, the present system should be decentralised and its dead uniformity and redtape considerably relaxed. Closest contact should be established between the educational authorities and the representative local opinion as regards the vital needs of a locality. Full freedom should be secured to adapt the courses of study to the requirements of the place. Extra efforts should be made to overcome the bias and prejudice, born of age-long ignorance. *Cost what it might*, the State should make Elementary education *free and compulsory to all*. A *planned policy* to this end should be devised and enforced by the Government without further delay. The later reversion to illiteracy can be obviated by giving the first place at school to the formation and cultivation of the *reading habit* in the pupil and by helping the

* Resume of a lecture delivered at the annual meeting of the Nellore District Teacher's Guild.

preservation thereof in the adult with the provision of a public library and reading room attached to every school.

Wastage is equally manifest in Secondary Education. The High School course is like a hurdle race. Many students fail to secure promotion from form to form, and so drop away somewhere in the middle. Of those who pass these hurdles and face the S. S. L. C. Examination, only a third secure eligibility. The rest after some more invasions despair of the job, and in due course unlearn all the stuff put into their heads. They are then not much better than the illiterates. Even the fortunate few that go up for higher studies must needs forget a vast deal of matter, which is of absolutely no use at college. One potent cause for inadequate progress and failure is dire poverty of the pupil. Another is his wrong choice of subjects and consequent inaptitude. Still another is the burden of too many subjects and too heavy courses. A fourth is the enormous waste of time and energy involved in learning the foreign medium before getting at the subject proper. To this may be added the incubus of the S. S. L. C. Examination weighing down both the teacher and the taught, inadequate provision for tutorial work and last but not least, the utter lack of correlation between the S.S.L.C. course and the avocations open to most of its products. The economic problem is like a vicious circle and can be solved only by the state and the wealthy classes. Secondly to compel a choice of subjects by those who have not attained the age of discretion and cannot be expected to know their minds is patently irrational and unwise. The 'optional group' in the S. S. L. C. course should therefore be done away with. The number of subjects should be cut down and the portion in each lightened. The instruction should be in general and fundamental ideas and facts only, but not extend to statistical details and technical subtleties. Besides, the medium of instruction should be the vernacular, for it will not only obviate the waste of time and energy in

understanding foreign language but conduce best to make a deep and abiding impression of the subject in the mind of the pupil. Far greater attention should be bestowed upon general reading and essay-writing. *The present system* of examination should be overhauled. The domination of the University requirements should cease, and the courses should be strictly correlated to the avocations, which a vast majority of the S. S. L. C. holders will have to resort to.

Now the appalling wastage in the collegiate course will become evident, when we consider the output of our Universities in original work and research, which forms the summum bonum of University education. All our achievements in this regard must appear miserably poor compared to our expenditure in money and energy. The real contribution of our Universities to the sum of knowledge in any branch thereof is indeed precious little. The list of failures in the University examinations is unconscionably large and would swell much more, if the standard should be strictly enforced. In the case of most pupils, their studies are not kept up and no use is made of them in after-life. Every thing learnt is clean forgotten except what is necessary for daily bread. Worst of all no profession learned or lay seems to be open to the generality of our graduates and their present life must be described as aimless drift and woeful wastage. The root cause of all this wastage is the universal craze for the degree as a passport for Government service, which results in the huge rush of S. S. L. C.—holders for the University courses. From financial considerations, most of our colleges are compelled to give indiscriminate admission to all and sundry. No wonder then if a very large proportion of college students are misfits. Then, thanks to the clamour against the 'slaughtering of innocents,' the standard of valuation is perforce lowered. On the other hand, as in the Secondary stage, the courses framed are too ambitious. Too many subjects and too wide portions are the bane of our system and they leave no room for concentration and real study. The foreign

WASTAGE IN EDUCATION

medium of instruction adds heavily to the difficulty of understanding and assimilation. Indeed, not one in a hundred takes to study in right earnest and for its own sake. Nor are our Colleges—many of them at any rate—so equipped as to encourage such study. All eyes both the pupils' and the teachers' are fixed on the final examination success in which is "the be-all and end-all." What with the spectre of the present-day educated unemployment, the degree itself is shorn of its attraction and even the incentive of the examination is taken away. The cup is thus complete.

Only a firm and bold policy can save the situation. Our colleges should be endowed with adequate financial resources so as to be able to restrict admission only to those who have attained proficiency in the Secondary course and show genuine aptitude for higher education. The suggestion for reducing the numbers by making the cost of the collegiate course prohibitive is unsound, because it sets a premium upon riches and shuts the door against the poor but brilliant student. The standard should be fixed at a reasonable level. It should not be too high in design and too low in execution. The subjects should be restricted in number but concentrated upon and taught in the mother-tongue. They should be determined in relation to the possible means of livelihood. Tutorial work and hostel life should bring the pupils and the teachers into intimate contact, so that the former may feel inspired by the example of upright and studious living. Above all, as in the Secondary course, the present system of examination involving as it does the piling up of course for years together, the 'sick hurry' in the race against time, the terminal tea-drinkings and burnings of midnight oil, the eleventh hour cramming of text-examiners, the last minute hunt after 'tips' and hints, the nervous break-downs in the hall, the anxious look-out for the 'results' and the cruel disappointments—all leading to the ruin and even occasional loss of precious, young lives, involving in short

the *apotheosis of Memory and Chance*—should be abolished. Not that we can do away with examinations altogether. Some kind of test is inevitable in any system of education. Only it should be rational and sensible. The student himself should be enabled for the most part to measure the extent and pace of his own progress in relation to the *standard already fixed*. The present distrust in the teacher in charge, which vitiates the whole system should give place to complete confidence in the 'man on the spot,' whose duty it should be to help the student to know where he stands. Of course, the necessary safeguards may be devised against abuses of such confidence which ought to be drastically dealt with. The stages of stock-taking should be as frequent as possible. In short, *the college examinations and the University examinations should become one and the same; the tests should be continuous and coterminous with the course of study; and the candidate should literally decide his fate himself.*

To sum up, terrible wastage is noticeable in Indian education in all its stages, Elementary, Secondary and Collegiate. Its chief features are stagnation, premature discontinuance, repeated failures and rapid deterioration in after-life to the point of extinction. These are mainly due to economic ills, exotic and alien modes of instruction, wrong choice of subjects, complete divorce of the courses of study from the environment and from the exacting realities of modern living, and lastly the vicious system of examination. In a word, the present system of education is to blame for all this wastage. It should be radically reformed, should be rationalised and nationalised, if wastage is to be avoided. It should have a scientific basis; it should be brought into consonance with national culture; it should subserve the practical needs of modern life; and it should foster the all-round growth of the individual and the national. It is at present like a bad paint that sticks not but soon drops away. It should be—in accordance with its etymo-

logical significance—a “drawing out” of the latent faculties in man, a growth from within, a ripening of the soul. A reorientation of the educational system with a view to achieve this high destiny is the desideratum of to-day. Only then can it be said to obviate wastage and yield the ma-

ximum results. This it is impossible to accomplish unless the State, the parents and the Managements do their part and co-operate with the teacher. It is hoped that such co-operation will be forthcoming in an ample measure.

INTERNATIONAL STUDENTS ORGANISATIONS

(From the Indian Bureau of the League of Nations, Bombay.)

THE Committee of International Students Organisations which met in Geneva recently, concluding its session, drew the attention of competent bodies and institutes to certain points rising out of the problem of unemployment among young university graduates. Having recognised that this problem was part of the world economic depression, and resulted from an unsatisfactory distribution of labour among various activities and geographical areas, it held that limitations on the pursuit of studies should not be imposed against women or against certain classes of population on grounds of race or of opinion. It was also against restrictions on attendance at higher educational establishments through raised fees or reduced grants to needy students.

RESTRICTIONS OF EMPLOYMENT

The Committee held that measures tending to limit the combining of different posts and the lowering of the age of retirement should recognise the unsatisfactory economic position of intellectual workers which obliges them to accept more than one post and to continue working after the usual age of retirement. The view was expressed that there should be no restriction on the employment of women.

ORGANISATION OF THE LABOUR MARKET.

To remedy the shortage of employment for intellectual workers, the Committee recommended:

(1) the establishment of university and professional information centres in various countries;

(2) the undertaking by public authorities or co-operative or mutual aid institutions of the direction of certain branches of intellectual work for which private individuals themselves could not provide;

(3) the adoption of measures by universities or by students organisations, for training young intellectual workers for their professions in country districts or colonies, or in new countries (colonial instruction courses, “Social groups” in France, “educational missions” in Spain, “Frontier colleges” in Canada);

(4) the framing of bi-lateral or plurilateral agreements, on the equivalence of university degrees, on the exercise of professions abroad and on the securing of employment for intellectual workers from one country to another.

The Committee suggested that an information service for intellectual occupations be set up in the International Labour Office, to co-ordinate the work of national information centres, and expressed the hope that international organisation of students and intellectual workers would consider the possibility of establishing an international organisation for securing work, on the basis of the general information, which might be supplied by the International Labour Office. The Committee requested the League of Nations’ Institute for Intellectual Co-operation to make a report at its next meeting on this subject.

SHELLEY IN ‘THE CENCI’

By Rao Sahib Dr. V. RAMAKRISHNA RAO, M. A., L. T., Ph. D.,

Retired Principal, P. R. College, Cocanada.

“THERE is nothing which the human mind can conceive which it may not execute. Shakespeare was only a human being.” So wrote Shelley to his wife in 1818 with a proud quotation from *St. Leon*. And the succeeding year witnessed the production by himself of a tragedy of remarkable merit the composition of which in one and the same year with the lyrical drama of *Prometheus Unbound*, so essentially different from it in character, has been reckoned among the wonders of literature. A work like *The Cenci* on a subject and in a form entirely dependent for its interest upon incident and characterisation was in itself a striking phenomenon, a successful, if solitary, departure from the author’s accustomed flights into fairyland. Here, for once, a genius naturally wedded to the abstract and the ideal tried and proved its capacity to descend to the concrete and the actual and to touch with the plumb-line of reality the depths of human passion both in its hideous and in its benign aspects. No coloured vision is indulged in of what ought to be or may be; but a widely-known chapter of human history, brought home to the mind during the stay at Rome, is laid hold of for teaching the human heart a knowledge of itself through innate sympathies with, and antipathies to, what has been. Thus, unlike his other works, *The Cenci* is far from a reflex of Shelley’s own life with its clamant thoughts and aspirations for mankind through all the vicissitudes of that “miracle of thirty years.” Accordingly, not shadowy, unsubstantial phantoms but living, historical characters (represented as they probably were in life) form the *dramatis personae* of the play. The subtle contrast between the dark and bright sides of human nature is vividly brought out, respectively, in Francesco Cenci, the self-abandoned nobleman

with his brutish vices, and in the unfortunate members of his family, his wife and children, constant victims to his tyrannical passion. Pre-eminent among them stands Beatrice, the daughter, one of the loveliest specimens, as our artist calls her, of the workmanship of Nature. The plot itself, turning upon the unnatural, incestuous cupidity of the father towards the daughter, is distinguished by the peculiar delicacy of its treatment, the “nameless wrong” being throughout “scarce whispered, unimaginable, wrapped in hideous hints.” Again, as in the portraiture of his characters the ‘prentice hand’ of the dramatist displays a clear grasp of the varying moods of feeling through an uncommon crisis, so in the weaving of his art it moves, not at random, but in conformity with rule—passion and thought and imagery being exquisitely and harmoniously wrought together. Hence the qualities of sympathy and self-restraint on the part of Shelley are made distinctly apparent in this work of his, the former in the power to dramatise a situation, the latter in the capacity to curb the imagination. It is noteworthy, as the critics have pointed out, how the descriptions in the drama keep studiously close to the development of the story and, in fact, as Shelley himself observes, how there is the absence of “an overfastidious and learned choice of words” throughout. Eloquence there is equal to the occasion, especially in the last Act, but not the eloquence of words which hit beyond the passion and pathos of the plot. “*The Cenci* is a work of art; it is not coloured by my feelings, nor obscured by my metaphysics.”

Judging, then, of *The Cenci* as an avowed work of art, we look not in it for any didactic moral purpose but appreciate it as a poet-psychologist’s study of human

nature in the light of stirring events. The dreadful interest of "this eminently fearful and monstrous story" centres round Beatrice and her father; while the few remaining characters fall into their respective places in the whole perspective in relation to both or either. The opening lines of the play, in which Cardinal Camillo says to Count Cenci,

"That matter of the murder is hushed up
If you consent to yield His Holiness
Your fief that lies beyond the Pincian gate,"

introduce us straight to times and conditions in which religion, as the all too dominant force, was a 'refuge,' not a 'check,' to vice and wickedness under the bartered sanction of a corrupt Papacy. "A man believing in God, yet recking not of good or ill," Francesco, the profligate head of a noble family of Mediaeval Rome, has hardened his soul by repeated acts of wanton violence. And now he contrives by a ruse the banishment to Spain, and the removal by death, of his two eldest sons and inflicts horrible wrongs upon his beautiful daughter against the earnest pleadings of his wife, Lucretia, and to the terribly agonised resentment of the sufferer herself. Reckless in the infatuation of guilt, the Count strikes the key-note of his own character in the words,

"I please my senses as I list,
And vindicate that right with force or guile;"

"I bear a darker deadlier gloom
Than the earth's shade, or interlunar air,
Or constellations quenched in murkiest cloud;"

"Repentance is an easy moment's work
And more depends on God than me."

Against such abuse of natural relations, too infamous to bear or to complain of before man, Beatrice is driven by utter helplessness to seek revenge and redress by the only possible course of riddance through the murder of the foul fiend of a father. There is, too, by her side Giacomo, the elder of her surviving brothers, already reduced to destitution by the common oppressor and now further exasperated by the ruin of domestic

peace through "a specious tale" and thereby roused to declare of him,

"He has cast Nature off, which was his shield,
And Nature casts him off, who is her shame."

The unnatural inspirer of filial dread is strangled to death with the help of hired assassins. Then follows the execution, along with them, of Lucretia, Beatrice and Giacomo under the relentless fiat of the Vatican. Here, in the formation and fulfilment of the strange conspiracy as also in the facing of its consequences, we have afforded marked instances of the superiority of Beatrice's nature over that of the accomplices, although her disavowal of them does somewhat take away from her true integrity. Between the two attitudes denoted by the touches,

"That word parricide,
Although I am resolved, haunts me like fear,"
and

"O, speak no more!
I am resolved, although this very hand
Must quench the life that animated it,"
we find the index to the wavering vacillation of Giacomo, which it is part of the interested machinations of the wily Prelate, Orsino, to dispel. Close upon the deed, again, Giacomo yields to the urge of quick-rising remorse,

"Alas! Alas!
It was a wicked thought, a piteous deed,
To kill an old and hoary-headed father."
Likewise, "for pity's sake" he seeks to induce even Beatrice to confess; and anon, under her unbending countenance, he sobs away with the words,

"O weak, wicked tongue
Which hast destroyed me, would that thou
Cut out and thrown to dogs first!"

Giacomo's, then, is the irresolution of filial susceptibility. Lucretia's, on the other hand, is purely the agitation of feminine weakness. Full of genuine love for her step-children; 'loving them as her own, though not their true mother,' she remonstrates strongly with her husband against

his misdeeds. And nobly, too, does she throw in her lot with the victimised ones even unto death. Nay, she has such goodness of heart that she is simply unable to comprehend the veiled allusions of Beatrice to her wrong and only vaguely wonders with pain, saying to herself,

"It must indeed have been some bitter wrong;
Yet what, I dare not guess;"

until the miscreant's own direct reference makes her realise the horror of the idea! Quite woman-like, she more than once commits herself, though apparently with a view to self-defence, in the course of inquiry into the murder; so much so that the better judgment of Beatrice has to intervene in time and divert attention, as in the matter of the keys of Cenci's apartment and the interpretation of Orsino's convicting letter to Beatrice. And throughout the Trial Scenes, Sc. 4 of Act IV and Scs. 3 and 4 of Act V, she has constantly to be inspirited by the firmer will of Beatrice, verily "a protecting presence" to the others as to herself. Bernardo, Beatrice's little brother, exhibits all the innocence and spontaneity of unsophisticated childhood, though not

"free to live
In some blithe place, like others of my age,
With sports and delicate food and the fresh air."
He is simple enough to suggest,

"If indeed
It can be true, say so, dear sister mine;
And then the Pope will surely pardon you."

After the sentence of death has gone forth, he is still so far hopeful as to seek out the Pope

"and bathe
His feet and robe with hot and bitter tears."

And finally, as the curtain falls at his parting from the condemned, he is graceful enough to observe, "I cannot say, farewell." As for Beatrice, the soul of the whole story, her character drawn from Guido's picture in the Colonna Palace, she is the pink of feminine gentleness blended with more than masculine sternness. She knows

how to devise and how to execute, what to excuse and what to condemn, and when to pacify and when to stimulate. The prevision of prudence never deserts her: she is the first to foresee the danger of allowing Cenci to reach with her the lonely Castle of Petrella by night. Through vehement struggle, she slowly forms the firmer mind; and this once done, there is no more of the vacillation of Hamlet—"to be or not to be," to strike or not to strike. Rather, her deepest concern at first is, "Advise me how it shall not be again"; her nature cries out for "atonement" not only "for what is past" but also

"Lest I be reserved, day after day,
To load with crimes an overburthened soul."

She next says to herself,

"Some such thing is to be endured or done:
When I know what, I shall be still and calm,
And never anything will move me more."

Then, as the way defines itself before her mind's eye, she declares, "All must be suddenly resolved and done;" and "We must be brief and bold;" and charges her supporters to be cautious as they may but prompt—prompt after the manner of Othello. Lastly, during the trial as well as after the verdict, she conducts herself altogether unnerved, "as firm as the world's centre."

"Consequence, to me,
Is as the wind which strikes the solid rock
But shakes it not."

Beside all this dignity of bearing and energy of action and of endurance, how charming, again, is her tenderness of emotion as her "blood runs cold" on hearing the fate of her two brothers in Spain! But soon she recovers her fortitude, saying,

"Alas! I am forgetful of my duty,
I should preserve my senses for your sake;"

and, in the end, she even commands spirits enough to sing a tune, "not cheerful, nor yet sad," and lull her beloved kin to sleep in the prison-cell! Of Beatrice's character

Shelley rightly observes in the Preface, "It is in the restless and anatomizing casuistry with which men seek the justification of Beatrice, yet feel that she has done what needs justification; it is in the superstitious horror with which they contemplate alike her wrongs and their revenge, that the dramatic character of what she did and suffered consists." Beatrice herself furnishes the clue to the apparent incongruities of her nature, when she exclaims,

"sorrow makes me seem
Sternier than else my nature might have
been."

The strangeness of the situation, therefore, is toned down by that note of "self-anatomy," described by Orsino as a trick of the Cenci family, which leads Beatrice to feel,

"My pangs are of the mind, and of the
heart,
And of the soul; ay, of the inmost soul,
Which weeps within tears as of burning
gall
To see, in this ill world where none are true,
My kindred false to their deserted selves;"

and which, indeed, makes her declare as to her decision,

"I have prayed
To God, and I have talked with my own heart,
And have unravelled my entangled will,
And have at length determined what is right."

After all, Beatrice's resolve and the strength to stand by it belong to the consciousness that "the God who knew my wrong" "made our speedy act the angel of His wrath;" and, what is more high-minded,

"My father's honour did demand
My father's death."

Our judgment, then, in this regard must be,

in the spirit of Beatrice's own plea to Bernardo in the closing scene, to "err not in harsh despair."

With the exception, perhaps, of Orsino, whose delineation betrays, no doubt, the defect, pointed out by Symonds, of infirmity of conscience amidst calculating wickedness, the characters of the play, it will be seen, are, though few, yet clean-cut and well-defined. It must, therefore, be accounted somewhat of a detraction from the dramatic skill of the author that, nevertheless, he should have put into the mouth of each character some words directly descriptive of his or her own nature. The master-hand of a Shakespeare would have left his creations to interpret themselves wholly by their actions without recourse to such self-portraiture. Yet, the interest is, throughout, well sustained; poetic justice is duly vindicated; and the dramatic unities are properly maintained. *The Cenci*, though rapidly and carelessly composed, is thus a most popular drama relying, as already stated, upon subject-matter for success; while the lyrical element, so characteristic of Shelley's genius, is conspicuously abandoned in it to be resumed, however, in *Hellas*. It is a Roman theme handled with Greek austerity, as Prof. Herford puts it, but so as to appeal to every fibre of sympathy for heroism and for suffering womanhood. And if the characters here are living beings in human flesh and blood, unlike and other than the poet's more favourite, familiar images of cloud, plant or sunrise, maybe he is still so deeply moved by the story even because, as indicated by Taine, its sentiments "were so unheard of and so strained that they suited superhuman conceptions." The result, at all events, is, according to Stopford Brooke's high authority, "the greatest and noblest tragedy since Webster wrote."

Vocational Training: A Plea for its Compulsion

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

Lecturer in History, Hindu College, Masulipatam.

THE Greatest and the most obvious drawback, that will endanger not only the interests of the individuals but also of the nation as a whole, in the present educational system, is the absence of vocational training. Education as it is now being imparted to the millions of youths in India is purely literary and cultural and does not savour of a technical and vocational bias to any appreciable extent. Educational institutions as they are at present manned and run by Government, local bodies and private agencies serve the purpose of centres of training for turning out youths, who are solely desirous of seeking service in Government and other offices. Modern education opens out very limited avenues of employment such as the already overcrowded legal, medical, engineering and teaching professions. It does not assist them to contribute a great deal to individual uplift and the regeneration of the country, as its votaries are wholly lacking in mechanical skill and vocational training, which are absolutely necessary for a state of progress and prosperity.

Many do not seem to have realised the innumerable blessings of vocational training, which imparts the necessary instruction and provides the requisite experience and equipment for skilled artisans and manufacturers. It provides the pupils with opportunities for promoting their welfare and instills in them a keen desire for making our motherland not entirely an agricultural country but also an industrial and commercial centre. It makes India self-sufficient and enables her to maintain her economic equilibrium without being subjected to the exploitation of her resources by Japan, Germany, U. S. A., and other foreign lands. Moreover it chalks out some useful and remunerative careers and suitable means of employment for the sons of the soil.

Many eminent educationists and noteworthy educational commissions have voiced forth their views in favour of this much needed reform. Several convocation addresses delivered by eminent men have sounded a note of warning against the flocking of students round colleges with no definite end and aim and have pointed out the dire need for starting vocational schools with a view to divert the activities of a large number of students into more profitable channels. Sir M. Ramachandra Rao in the course of his recent convocation address at the Andhra University remarked that the education of our youth had been rendered fruitless owing to their inability to rush into the fields of commerce and industry. Sir C. V. Kumara Swami Sastry observed that the manufacture of graduates by thousands fit for the desk alone, with no higher ideals is not much needed, as they have already begun to consider themselves a burden to society and country. Again Sir P. S. Sivaswami Iyer in the course of his address at Lucknow University pointed out the need to show a way to our educated youngmen to eke out their living by giving them vocational training in subjects suited to their tastes, as Education has in no way benefited them, materially. The Inter-University Board also recommended, in March last, a reorganisation of Secondary Education with a view to create and cultivate the tastes of pupils in subjects of industrial, commercial, and technical nature, so that others who are really interested in the study of humanities and sciences may receive collegiate education, and elevate its tone a good deal. Further H. E. Lord Willingdon in the course of his inaugural address of the Indian Universities Conference held at Delhi remarked that from the point of view of the country the problem of ever increasing unemployment among the

graduates and matriculates was disastrous in that the labours and initiative of young men were running to waste and that the educational authorities should try to so adjust the general scheme of education, that the bent of the students might be turned towards agricultural and commercial occupations best suited to their conditions. Sir M. Visweswarayya, Messrs. N. S. Subba Rao and S. E. Ranganathan have also put forth an eloquent plea in its favour. Recently, Mr. R. Littlehales at Annamalai laid much stress on the need for technical and technological education in Indian Universities.

Above all, Sir George Anderson in his report on the Progress of Education in India during the last quinquennium pointed out the supreme need for revising courses of study in Primary and Middle Schools, with a strong vocational bias and suggested that even in the lowest classes a general training in some vocational subjects should be offered to give the pupils' bent of mind sufficient scope for specialisation at a later stage. The Punjab University Commission recommended that the means to reduce the numbers of the unemployed should be found in High Schools only. The United Provinces authorities are now contemplating the institution of vocational training courses in their newly proposed High School and Higher certificate courses. The Hartog Committee dealt at much length on the supreme need for the introduction of vocational courses. The Madras S. S. L. C. Board while making provision for compulsory training in some vocational subjects under Group B has not been enforcing its own recommendation on all the High Schools and most of the High Schools have been putting it off from year to year with the permission of the Educational authorities. Hence all eminent educationists are agreed that the curricula need not exclusively consist of subjects belonging to the categories of Humanities and Sciences as in days of old and that at least a portion of the time every day may be profitably devoted to imparting

training in some vocational subjects without serious detriment to the other subjects of study.

But opinions differ about the utility of devoting only a few hours every week for such subjects, interspersed between long hours of instruction in general subjects. Some object to it on the grounds that these subjects will be regarded as 'Soft options' by those students who aspire to enter college course, and that students whose bent does not lie in literary studies might be induced to prolong unduly their literary education by the temptation, that a small portion of their time would be spent in vocational training. Their apprehensions appear to be groundless in view of the undesirability of setting up an artificial barrier in the way of those, who wish to prosecute their collegiate education by imposing restrictions and diverting their attention into other channels. Every student may be encouraged to evince much interest and enthusiasm, as he will have ample opportunities to take up technical or technological courses after taking his First Arts Examination. Even if separate technical, craft or industrial schools are opened to enable pupils to devote their whole time and energy to practical pursuits, only very few students will seek admission into them and a large majority will have no chance left for them to discover their tastes and cultivate them in the proper manner during their period of study. Our ideal should always be to confer the benefits of vocational training on all the pupils undergoing instruction in primary, middle and secondary schools as a part of their courses of study, so that they may solve the bread and butter problem in the battle of life, even if they fail to secure decent jobs in the learned professions. If they prosecute their higher studies, provision may be made for them in separate technological colleges.

It will be highly beneficial for the country and its people, if compulsory vocational training is imparted as regards the manufacture of those articles, which are imparted from abroad such as sugar, cotton,

silk and woollen goods, hardware and cutlery, matches, soaps, candles, paper stationery and chemicals and the processes of scientific agriculture. This will not only relieve the students of the monotony of the courses of study and the nation of a lion's share of an annual drain of several crores of rupees to the manufacturing countries of the world, but will also make India a land of plenty capable of producing all necessities, comforts and luxuries at a comparatively low price.

Now that the two allied departments of industry and education have been transferred to the control of the provincial legislatures, it is far easy for the ministers to conveniently devise ways and means for introducing compulsory vocational train-

ing in some of the subjects at least and allocate larger grants to such institutions as will open courses, with special reference to the natural resources, climatic conditions, local needs and technical advice available in different areas. They can also lighten the courses of study in other subjects, and lay down a hard and fast rule, that every student should undergo training in at least one of the subjects, for one hour every day in the primary, middle and secondary schools. Thus every student who is equipped with a knowledge of Mathematics, Science, History, and Geography should also develop practical vocational skill, which alone will enable him to secure a decent, and honourable living like his brethren in all other civilised countries of the world.

THE THREE AXIOMS OF EDUCATION

By Mr. N. K. VENKATESWARAN, B.A., L.T.,

Martandam, Travancore.

EDUCATION is unloosening human power for the promotion of human welfare, general and individual.

Human power is indivisible, though we are accustomed to divide it in speech and thought and give each part a name. For example, it is next to impossible to build up a sound mind with an unsound body or a sound body with an unsound mind, because, strange as it might seem, the mind is everywhere in the body and the body everywhere in the mind. Education must, therefore, address itself to the whole child in order to fulfil itself, and a partially educated person, instead of being any improvement on nature's pattern, is apt to prove a fall-off, in some way or other, from it. It is true, we often meet with strong intellects with weak bodies and weak bodies with strong intellects, but such men or women are certainly not normal or healthy, let alone full or perfect. It would, therefore,

be harmful to educate children partially, though that is often done in the belief that it should do them good, but always with results which would not be the less mischievous because they may not be at once perceptible. One might even go further and say that it would be better to leave a child uneducated than to enforce on him an education that does call into play the blended texture of his life and personality.

Another important circumstance relating to education is that though children are all children, no two are alike either in their characters or in their capabilities. To be fruitful, education must then be suited to the distinctive nature of each child. Teaching a class without careful and constant reference to each child in it is about the same as teaching one in which there being really no children, they are taken for granted. That is the reason why the teacher should know before everything

else the peculiar ground-plan of each child in his class and see for himself that as long as he goes on teaching the class as a whole he will not be helping any one of his pupils, who most need his help, that, indeed, he can hardly take credit for helping anybody at all, since those few who might happen to be helped would be helped not because of his teaching, but because of their capacity to help themselves. And even in the case of those pupils who are in some way benefited by his teaching he will realise, when he comes to understand child-nature, that the benefit would be multiplied, if he were to give up the method of teaching the class as a whole in favour of individual guidance.

Again, just as every child is different from other children and should be treated by himself, instead of in combination with others, in order that he may really be educated, so in order that he may be well and fully educated as possible every child should be allowed and encouraged and impelled to educate himself.

Thus, we arrive at the three axioms of education, which may briefly be set down as follows :

1. Educate the whole child instead of any supposed parts or faculties of him since the human personality is one and indivisible.

2. Educate each child by himself since children are different from one another, each having his peculiarities of nature and temperament.

3. And since these two conditions can only be fulfilled by self-education, educate each child by gently drawing him into circumstances in which he will be sure to educate himself.

Although, therefore, teachers are thoughtfully trained to 'teach' the young, the wisest educational system would be that which can afford the most facilities for them to teach themselves. True teaching is the art of increasingly refraining from teaching, and the more a teacher thus

successfully refrains the better and greater he becomes as a teacher. For, how well are children fitted to educate themselves. How instinctively they seize what they need and how they delight in learning by themselves for themselves. The teacher's part consists surely not in choking up the forces of this self-education inherent in children but in guarding and nourishing them to the best of his abilities. Self-activity is the epic of child-life. We cannot overturn children in their natural impulses for their benefit. Their fancies and moods, their picturesque yearnings and adventurous imaginations, their make believe raptures, their dream-glories, are the immortal traditions of their nature, and since the teacher cannot give them these traditions, he has to take all the more reverent care of them, which is the beginning of common-sense in class-room practice. It is the reverse of education to indemnify children with false minds after disabling, or robbing them of, their own. True education arises from the child as flower and fruit from the plant under natural processes of self-activity.

And, therefore, the highest, purest and best method of educating children is to widen and heighten the range of their living activities. Activity is expression, by which and by which only functions may be fulfilled. Life is action, intellectual, physical or spiritual, a drama, doing. In brief, action or activity is pre-eminently the function of life. The function of the school is to promote the function of life, and no school can be deemed a school at all, that does not afford fuller and freer scope to the self-activity of its pupils. The true school will constantly enlarge the blended tableau of work and play, aiming to make it cover the whole living ground of juvenile life, so that the curriculum of studies, strictly so called, might not threaten the delicate contexture of the limbs. It will render work in terms of self-directed sports, and the refining influence of play thus interpreted in its daily life will lay a radiance on its efforts to open the heart and under-

standing of its pupils. In work as well as in play, the wise teacher leaves the child more and more to himself, for education goes forward in step with what he judiciously refrains from doing rather than in step with what he hastily or over-zealously may do. Personal occupation, intellectual and physical, original or reproductive, useful, gratifying or inspiring, is the first and greatest instrument of unfolding the juvenile mind and spirit. The highest discipline is that which affords the greatest scope to the children's impulses and functions, and when in a school the students become excitable or mischievous, dull or mechanical, idle or unambitious, it is a sure sign that the forces of their life have been unduly tied or repressed by the artificial way the educational ideal is discharged in it.

We cannot fit the pupil to the subject and call it education. We cannot hammer him into the shape we fancy and call it teaching. We cannot coach him and cram him, at the cost of his own nature, to get him to pass an examination, and congratulate ourselves on our instructional excellence. Whatever else it might be, education surely is not to violate the laws and rights of child-life, making children unlike themselves. In the daily tasks of education, it is far easier to forget than to remember that both study and play are for

the children and not the children for study and play.

This is the reason why the school-scheme should be founded on the needs and tendencies of child-life and why it should aim at skill no less than knowledge. Children live in their limbs no less than in their minds, and there is no higher wisdom in education than to vitalise book-learning and intellectual efforts by complementary occupations of the hand and eye in contact with the pure air and soil of the earth.

And if education is falling short of expectations today, if instead of forming them, it often deforms children; instead of kindling them with ideals, often fills them with prejudices; instead of throwing them open to the panorama of life and things, often closes their understanding; instead of helping them to become aspiring and creative, often employs them in mechanical pursuits and renders them unthinking and dull; instead of elevating them, each according to the merits implicit in him, into regions of greatness, often reduces them all to one stunted uniform measure of smallness, it is because the wheels of education are as often reversed in its own homes. If this said misapplication is ever to be guarded against, the teacher cannot know too well that he will be educating his pupils only, as he helps them to grow freely and beautifully.

College authorities rarely smile upon Professors who please the hearts of their students.

—Van Loon

Academic chairs are many, but wise and noble teachers are few, lecture rooms are numerous and large, but the number of young people who genuinely thirst after truth and justice is small.

—Einstein

Greatness in learning, like greatness in everything else, makes men as Ruskin said "endlessly, foolishly, incredibly merciful."

*A Co-ordinated Plan in Education: Exhortation to Bengal Teachers

By Mr. A. F. RAHMAN, B. A. (Oxon.), M. L. C.,
Vice-Chancellor, Dacca University.

TEACHERS of youth are the builders of Society; they build stone upon stone the whole pyramid of national life and it is in the fitness of things that they should have a voice and predominant voice in shaping and guiding the educational policy of this country, rather than working out something that is imposed on them by external authorities. In these days of frenzied planning, there is a plan for everything, but that which is of the mind, of the inner spirit, is without a plan and it is becoming increasingly necessary to review what progress has been made and in which direction the next step shall be.

MEDIUM OF INSTRUCTION

Perhaps the most important change that has taken place since this Conference last met is the introduction of Vernacular as a medium of instruction and examination. Education is essentially language work and language is synonymous with thought. It is through language that all our intellectual and much of our social heritage come to us. Our whole outlook on life, our behaviour, our character are profoundly modified by the use we are able to make of this language which is our chief contact with reality. If this is true, then the importance of the new regulation cannot be over-estimated. It was long overdue, but you should not be content with having gained a victory, because this imposes an obligation.



It is unnecessary to speak before you of the importance of retaining English as a subject of study. The teaching of English in all schools should not only be retained but effectively improved and the best teachers available should be recruited for this task. As long as the profession of teaching is regarded as the last refuge of the 'disappointed,' it will be difficult to improve the dignity and status of the profession. Competence and efficiency in teaching will go a long way towards restoring the prestige which rightly belongs to the teachers of a nation.

THE WASTAGE IN EDUCATION

There is another aspect of the educational question which has engaged our attention recently and practically every Government in India is considering seriously the prospect of educational reconstruction. The case for a reconstruction of the entire system is convincing enough and perhaps will bear recapitulation. The Hartog Auxiliary Committee in its review of the educational progress in India was rather disturbed that there is waste and ineffectiveness throughout the whole system. In the primary stage the waste is appalling. So many who attain literacy relapse into

* Extracts from the Presidential Address delivered at the 14th session of All-Bengal Teachers' Conference held at Dacca recently.

illiteracy but it is equally true that the congestion in schools and colleges is really overwhelming. There is consequent loss in the efficiency of these institutions and perhaps all this is due to the fact that all sections of the people, irrespective of their conditions of life and the aptitudes of their children, have a restricted choice of the mode of their education. The present type of High Schools so completely dominates the minds of the people that other forms of education are opposed and mistrusted and even primary schools are regarded as the first rungs of the ladder leading up to the High Schools and Colleges. The pupils aspire from a very early age to pass the Matriculation Examination at the earliest possible moment and consequently the schools are overcrowded by boys, who are unfitted for this form of training. Many persons are perturbed at this headlong growth in the number of students and by the grave suspicion that the standards of education have deteriorated in this process. The Hartog Committee uttered the warning that the percentage of failures in University examinations indicates that something is seriously wrong at an earlier stage. Much of the criticism that is levelled is true; it is admitted by all that the expansion of education has been so rapid, that there has been no opportunity of a co-ordinated plan. Ideals have been sacrificed for immediate gain and there has been much confusion of thought both among students and the promoters of the system. Our present day education freed from the restraint of religious influence and imparted, so long, in a foreign tongue has become out of touch with the lives, needs and thoughts of the people and the lives of pupils have become dissociated from their home lives. It has been said by a competent critic, that the accusation against the system of education in this country is that it does not make the best of the material at its command; the little boys are bright, happy and intelligent; the final product is often the reverse and seems to be without any real foundation of knowledge, leadership or sense of responsibility.

Admitting for a moment that all these defects due to swollen numbers are true, it ought to be our endeavour to see in which direction reforms should be attempted.

WHAT IS THE REMEDY?

Somewhere it has been suggested that the real remedy lies in a curtailment of numbers by withdrawing facilities for education. If it were a remedy, it would be acceptable, but may I suggest that the remedy proposed is more drastic than the malady itself. The curtailment of facilities that already exist may produce undesirable repercussions and especially when in the language of one of our distinguished ex-presidents "the country's education on modern lines was pioneered, initiated and carried on by private enterprise supplemented by feeble and often unwilling Government assistance." It may be conceded that *the machinery that controls this education is showing signs of strain, that its preoccupations with examinations has obscured the ideals of education: that a compact and efficient authority should be set up to direct and control secondary education.* But it cannot be admitted that all would be well, if the number of schools in the Province were limited to a fixed number. If the production of literacy by the sustained expansion of primary education is one of the principal duties of the State, it is equally its duty to make provision for the increasingly large number of pupils released from primary schools; and the remedy seems to lie in another direction altogether.

THE POSSIBLE SOLUTION.

We recognise that the purely literary education produces an aversion to return to ancestral occupations, that the present day unemployment is largely due to the extension of education to classes that previously did not aspire to service; and the Hartog Committee bearing all this in mind suggested the general directions in which a reconstruction of secondary education may be attempted. "We think" they said "that a large number of the pupils in high schools

would benefit more by training up boys to industrial and commercial careers at the end of the middle stage for which provision should be made by alternative courses after that stage, preparatory to special instruction in technical and industrial schools. It is an exception rather than the rule in India to find an educational system in which the industrial and ordinary schools are regarded as complementary to each other. All boys whatever their aim in life should first receive general education, but it should be open to boys at some suitable stage to branch off to craft schools or vocational classes. If once industrial training is given its proper place in the higher stage of the educational system, many of the boys who now waste time and money in a secondary school will be diverted to more fruitful forms of education and occupation.

THE POLICY OF RECONSTRUCTION

All that I have said is a possible solution and the policy of reconstruction should aim at redistribution rather than demolition. Perhaps it is true that there has been a tendency towards drift, but that is because the objectives of each stage of education have never been enunciated clearly. I suggest to you that the aim of the primary stage should be the attainment of literacy; on the completion of this stage pupils would return to humble vocations reinforced by literacy; after this primary stage, a shortened secondary stage should aim at giving a general education so that pupils may branch off to industrial and craft schools; and they may be qualified to obtain suitable occupations in life. At the completion of this stage many of the pupils would enter the higher secondary stage, which would be a preparation for University studies or higher technological training. But while I say all this, I do not wish to imply that I am pleading for the inefficiencies that have crept into the present system. As I have said before, the percentage of trained teachers in secondary schools is deplorably inadequate; in 1932

it was 19.7 as against 87.6 in the Punjab and 81.6 in Madras.

THE IDEALS OF SECONDARY EDUCATION.

It must also be admitted that the ideals of secondary education have been forgotten in the anxiety to prepare students for the only purpose of admission to specialised courses of study in the universities. I think it was the Haldane Commission that remarked that the intention of the Matriculation Examination was to ensure a sound general education and this implies accurate expression and orderly thought. These intellectual qualifications together with the formation of moral habits must be accompanied by a wide range of subjects at school. The range of the Matriculation Examination has been so restricted that the securing of a sound general education has been lost sight of. I ought to be acquitted of any unfriendly criticism, if I repeat what the Calcutta University Commission wrote "that the schools were too narrowly occupied with the preparation of boys for the Matriculation and hardly any influence was exercised by the schools on the character of the pupils." In a provoking passage they said — "the charge amounts to this that the schools have no spiritual life which touches a boy's inner nature, no corporate unity which appeals to and can sustain his affectionate loyalty, no moral or intellectual flame, which can kindle his emotions." May I very respectfully submit that the responsibilities of the teachers of youth are very heavy; their minds should be attuned to the spirit of the Age and much can be achieved by faith in the vocation, that they have chosen. However beneficial it may be in other directions, a college education is no substitute for good school education, with its school discipline, school games and school methods of work. If therefore teachers in schools are imbued with that zeal and spirit which triumph over difficulties and disappointments in the pursuit of an ideal, if they believe that they are the architects of a community,

then Bengal would be 'fit for the Gods to live in.'

GIRL'S EDUCATION

The education of women will release a wealth of capacity, which is largely wasted now and educated women can contribute in increasing measure to the wealth, culture and activities of the country. I agree with the view expressed in the recent Inter-University Board, that there may be co-education in the primary and University stages but in the formative and adolescent stages, this education should be imparted in separate institutions.

CONCLUSION.

I am neither a prophet, nor a seer; I am like you groping for the light, that will illumine. I have often wondered that in our country something must have happened

to dislodge from his pedestal the "Guru" and the "Ustad." A vocation that dispels intellectual darkness and commanded the highest respect from all, is to-day regarded as a last refuge of life's failures and whenever retrenchment is in the air, the axe falls heavily on this sphere of activity. Either we are afraid of expansion, or we have no faith in this task of intellectual regeneration. Perhaps the fault is ours, in our mental attitude or perhaps we work a faulty system, that is imposed from without and is not related to our life. Your association restores the confidence of teachers in themselves and brings help and relief to all, who need them. It is doing splendid service—a service to those who quietly, unostentatiously, wedded to poverty, are slowly changing the face of Bengal. I myself have no fear about your future and pray that Providence may guide you!

CHILD WELFARE AND THE CINEMA

[We have received for publication the following memorandum from the Officer-in-Charge of the Indian Bureau of the League of Nations, Bombay.—Ed., E. I.]

ANYONE interested in child welfare is bound to consider the influence of the cinema on the physical, mental, psychological and moral development of growing children.

THE PHYSICAL ASPECTS

The presence of children in picture theatres necessitates the fulfilment of the following desiderata: proper ventilation, adequate distance between the children and the screen to prevent eye-strain, and sufficient diffused lighting in the hall to ensure that the pictures thrown on the screen shall not dazzle. But even the most perfect equipment of the theatre itself cannot prevent certain nervous reactions, which may be inimical to health: late hours cause fatigue, often followed by loss of appetite, on the morrow; over-excitement leads to disturbed sleep; disregard of normal bed-

time may produce insomnia.

In the case of special performances for children there is also the danger of infection; this danger is particularly great, when large numbers of children are gathered together.

Then there is the question of safety; the Child Welfare Committee has on several occasions discussed the desirability of insisting on the use of non-inflammable films, particularly in the case of performances specially organised for children.

It may also be desirable to consider how the panics, which often occur amongst children may best be nipped in the bud. All countries should—taking the national temperament into account—decide how many adults are required to maintain discipline per 100 children, in case it may be necessary to clear the hall rapidly, and how such clearance should be effected.

THE MENTAL ASPECTS

The Child Welfare Committee is not called upon to consider the purely educational aspects of cinematography regarded as an aid to instruction. It will therefore refer only to a few general points.

From the standpoint of the mental development of children the educational cinema is a double-edged weapon. The value of the illustration or repetition by cinematography of some previous lesson is fully recognised by all, who remember the dryness of theoretical teaching and the dullness of the black-board. Nevertheless, an imprudent use of the cinema may lead to superficiality of knowledge, lack of concentration and even fatigue with consequent inattention. Teaching by films is in fact a method, which teachers must learn to handle.

The intellectual development of children is affected by all entertainments they attend. Films which have no educational aims react on the mental structure gradually, just as drops of water finally wear away a hole in the rock; the slightest deviations from logic, the least distortions of the truth, hardly perceptible exaggerations in the strict sequence of events, may by repetition cause irreparable harm. They may also undermine the child's artistic and literary feeling and culture. It is a fact that the children and young people of to-day often prefer the comic effects of animated drawings to all other shows; they prefer to see film based on a classic rather than to read that classic for themselves; they prefer the mimicry and particular gestures of the film artist to the talent of a great actor or musician. It may, of course, be said that in every age, the form of entertainment is that fitted to the mentality of the people. But man is only a continuation of the child, so that the question arises—have the tests of the child been directed into the proper channels?

On the other hand, films may be of great value in disseminating elementary

knowledge in rural districts which have never been able to enjoy the entertainments now ousted by the cinema in the towns. But if country children, whose intelligence and feelings may be moulded all the more readily in that they are practically virgin soil, are to be educated by these methods, every care must be taken to see that the pictures which will be impressed on their minds are not such as will warp their judgment or basic concepts. The danger is heightened by the fact that these children live in surroundings, which are less able to provide the necessary antidotes.

THE MORAL AND PSYCHOLOGICAL ASPECT

The moral and psychological influence of the cinema on children and young people is immense for various reasons, among them the following: (a) the absolutely "passive" condition of the spectator, who merely sits and watches; (b) the simplification of ideas owing to the elimination of all the constructive or deductive mental effort entailed by the drama or by reading; (c) the violence of the impression produced by objective scenes presented to the spectator without any call whatsoever on his imagination; (d) the rapid succession of events and the complete absence of intervals between them, during which excitement has time to die down and reason regains its hold; (e) the pleasure children experience in seeing people give way to instincts, which they have been taught to suppress, when the actors do things which the child's conscience or the law itself forbids him to do, or when he witnesses adventures of which he would love to be the hero but into which he has not the courage or hardihood to plunge.

In countless cinemas throughout the world the latent feelings of young children are being violated daily—the germs of the future ruination of souls are being bred. On the other hand, sometimes the seeds of fine and noble thoughts are being sown in fertile soil. But it is all pure chance and to leave the development of a child's per-

sonality to chance is an offence against the human mind, the consequence of which may adversely affect the whole human society. But how can these defects be remedied? By some form of censorship? By special performances for children and young people? By the production of special films? By measures restricting the attendance of children at cinemas? These are serious problems which call for very careful consideration.

CONCLUSIONS

The cinematography exerts a far-reaching influence on the development of the child in all its aspects. It may jeopardise his health and even his life, it may warp his intellectual development and also disorganise the mechanism of his psychological, sentimental and moral reactions. Would the Child Welfare Committee be really carrying out its task, if it attached only secondary importance to the examination of the numerous questions raised in the present note? And would adult men and women be carrying out the duty which natural morality enjoins upon them of watching over the young, if they were to abandon them, helpless and unprotected,

to the cinema, which the Second International Congress on Child Welfare (Brussels, 1921) described even then as "demoralising"?

But measures of protection are not enough; we must not only see that the film, like all other scientific inventions, does not harm, we must also ensure that it actually "serves"; that it becomes an instrument of harmonious development and health recreation, and a vehicle for the transmission of all such ideas, as may guide the rising generations to an ideal of broad-minded understanding, agreement and concord.

Whose is the responsibility for enabling the men and women of to-morrow to reap the benefit of the marvellous technical advance which the cinema represents, while at the same time bending it to educational uses? It devolves upon all those, who in any capacity whatever devote their thoughts and energies to the great work of the protection and education of childhood, and it is for that reason that the Child Welfare Committee of the League of Nations is anxious to co-operate ever more closely in the activities of the International Educational Cinematographic Institute.

EDUCATION IN INDIA DURING 1932-33

By SIR GEORGE ANDERSON

The following are extracts from the report of the Educational Commissioner with the Government of India. This report should be read in close connection with the Quinquennial Review (1927-32) on Education in India, which was published a few months ago.—Ed., E. I.]

IN many respects the statistics and observations contained in the Review were pessimistic, especially with reference to the setback in the quantitative advance of education; to 'wastage' in primary schools, resulting as it does in disappointing progress towards the attainment of literacy; to an ill-advised objective in secondary schools, which accentuates the drift of unsuitable pupils towards Matriculation; to lack of co-ordination in educational activities.

Many of these and other defects are deeply rooted in the past and cannot by any means be attributed solely to the shortcomings of those responsible for the charge of education in recent years; but they have become the more pronounced owing to the very rapid, and otherwise commendable, expansion made during the early years of the present political regime, and also to financial and other complications which have intervened.

The main causes of this depressing situation

were attributed to political and communal unrest, to the serious economic crisis, to the haphazard manner in which retrenchment had been carried out, to the lack of control by Provincial Governments over the educational activities of local authorities, to the failure of Governments to constitute a Superior Educational Service in place of the old Indian Educational Service, to deterioration in the inspectorate, to the absence of an authority which might have guided and co-ordinated activities in the provinces.

Notwithstanding these grave difficulties and complications, progress was made at any rate in certain directions. Many provincial authorities had begun at least to realise the disappointing results of primary education and had taken steps to render it less ineffective, efforts had been made in certain provinces to evolve a system of rural education, which would be in harmony with a rural environment and was calculated to improve the conditions of rural life; an inspiring impetus had been given to the education of girls; the children of the depressed classes were both seeking and receiving admission to the ordinary schools in place of segregate and separate schools, which merely accentuate the stigma of isolation and exclusion; the schools themselves were becoming happier and brighter places, as a result of improvements in physical training and the playing of games, of better-kept gardens and playing fields, of improved medical supervision.

Many of the adverse circumstances, which were described in the Review, persisted in 1932-33.

The set-back in the quantitative advance of education was even more pronounced than ever.

The fierce blast of financial retrenchment has now reached even the province of Madras, which records a decline of Rs. 36 lakhs in its educational expenditure, but every province with the exception of Delhi has suffered by retrenchment.

In every province, there was a reduction in Government expenditure.

On the other hand, discipline seems to have righted itself after the storm and stress of the Civil Disobedience movement.

In spite of this and other improvements, much of this report will appear depressing,

especially in view of the high hopes which were raised ten years ago; the only consolation is that the economic depression has been world-wide, and that India has not been by any means the greatest sufferer from its adverse effects.

On the other hand, many provincial reports reveal an earnest determination to grapple with grave educational problems; they provide far more stimulating reading than did those of even ten years ago. It is at least something that more and more the difficulties are being realised, for it is only by the realisation and understanding of difficulties that they can eventually be overcome.

UNIVERSITIES

The rapidly increasing number of students in universities, many of them ill-fitted to benefit by university instruction, and the ever-growing volume of middle-class unemployment were discussed in the Quinquennial Review. Though there has been a pronounced decline in numbers in Calcutta, Patna, Madras, and Andhra Universities, this ill-regulated advance still persists in spite of financial stringency in many universities. On an average, about 53 per cent of the students who pass the High School Certificate examination enter a university.

Many of the reports comment upon the serious problem of unemployment among graduates. There is evidence that sufficient advantage of possible opportunities is not always taken.

A remedy was suggested in the last Quinquennial Review by means of a radical reconstruction of the school system, which would encourage a diversion of students at an earlier stage either to occupations or to separate vocational institutions.

The urgency of this problem has grown apace in recent years; the economic revolution, which is now re-shaping the general attitude towards social and political institutions, has supplied the compelling force.

Provincial and university reports indicate that the activities of universities have been gravely embarrassed by financial stringency. There are, therefore, few new developments to record.

The urgent need of a suitable co-ordinating agency to guide the activities of universities is still evident. Some of the reports discuss

the future plans regarding the introduction of some form or forms of technological training. The urgency for such training is generally accepted, but universities should not overstrain their resources by attempts to do so in isolation. This important question has been referred to the Universities Conference for advice; it will be discussed in the next report.

SECONDARY EDUCATION (BOYS)

The general position of secondary schools (vernacular and anglo-vernacular) was discussed in the Quinquennial Review, and attention was directed to certain defects: in particular, to the large number of boys who unduly prolong their literary studies owing to the lack of facilities for other forms of education; to the faulty distribution of schools, especially in Bengal and the Punjab; to the paucity of trained teachers in certain provinces, notably Bengal and Bombay; to the unstable conditions of service in many privately managed schools; to confusion and ineffectiveness in the matter of control.

BASIS OF HIGHER EDUCATION

Whereas in Burma and, indeed, in all other provinces in which there is no formal Anglo-Vernacular Middle School examination, leniency in granting promotions tends to accentuate the drift to Matriculation, in the United Provinces an attempt is being made to stem the tide by the superannuation of those who are clearly unfitted for a purely literary form of education. The latter policy is in the right direction, but a policy of exclusion cannot by itself achieve entirely satisfactory results; it is manifestly unfair, that boys should be denied the benefit of education merely because they have little bent for a literary form of education.

The first deduction would appear to be that all boys proceeding beyond the primary stage, whatever be their bent and their aspirations, need a firm basis of general education; and that that objective should ordinarily be attained by the majority of boys by the time that they have reached the age of fifteen or sixteen. To go beyond that stage in their case would result in a weariness of the flesh, in waste of time and money. The Anglo-Vernacular Middle School examination or an equivalent should be a means of providing such boys with a certificate of general competence which would assist them in obtaining occupation in some form or another or in gaining admission to suitable

forms of vocational training in institutions, separate from those providing advanced school education of a literary type.

The second deduction is that, on the successful completion of the shortened secondary course, those boys having a bent for literary education should proceed to higher secondary institutions for further training preparatory to admission to a university for the purpose of taking a degree in arts and science or in a professional subject. These higher secondary institutions should as far as possible be separate from secondary schools; otherwise, the tendency to drift will continue.

The third deduction is that the complete assimilation of anglo-vernacular and vernacular courses would be an unwise measure. Though ample facilities and encouragement should be made available to boys of promise in literary studies, it is inadvisable that those whose bent lies in a different direction should drift from the countryside into the towns, merely for the purpose of receiving an education for which they are ill-suited; such a tendency would also be calculated to impoverish rural areas and to retard the development of village communities. This matter will be discussed later.

There are hopeful signs of improvement in the teaching of secondary schools.

THE VERNACULAR MEDIUM— ROOM FOR IMPROVEMENT

It was pointed out in the Quinquennial Review that, as far as possible school boys should be taught and trained to express themselves both in speech and in writing in the language, which is familiar to them and that the premature use of the English medium tended to result in many pupils being unable to express themselves in any language. It is disappointing, therefore, that the theory conflicts with practice, and that the effects of a more extensive use of the vernacular medium are still in many ways unsatisfactory.

In the United Provinces, "the first flood of enthusiasm inflamed by linguistic patriotism seems to be abating. English is undoubtedly suffering and the resultant improvement in other subjects is not apparent."

In Bombay, "the average matriculate is usually incapable of expressing his thoughts in correct English. At the Matriculation exa-

mination of 1933, 31 per cent of the candidates failed in this subject."

These disappointing reports do not provide conclusive evidence that the experiment has been a failure. Far more conclusive is the evidence that there is much room for improvement in the teaching of English and that unduly large classes resulting from retrenchment have proved a serious obstacle to good teaching.

RURAL EDUCATION NEEDED TO PREVENT DRIFT TO TOWNS

In many provinces there has been a further deterioration in vernacular middle schools. This unfortunate development accentuates the drift to the towns and the serious congestion in high schools and universities. In India, more than in most other countries, it is necessary to develop a system of rural education, which will be in harmony with village conditions and will train up boys and girls desirous of remaining in a part of the village and of spending lives of service for the progress of the countryside; but financial stringency has proved an obstacle to rapid development.

"WASTAGE" IN PRIMARY SCHOOLS

The position in regard to 'wastage' in primary schools is very similar to that of a year ago. Though certain provinces have slightly improved their position, the total percentages are practically the same as before.

The position cannot be regarded as satisfactory; on an average, only 21 per cent of boys enrolled in Class I reach Class IV (when literacy may be anticipated) three years later.

At the same time, it is possible to exaggerate the depressing significance of these figures. 'Wastage' is a difficult problem in all countries, especially in a country such as India, with its vast population scattered over innumerable villages; and with the prevalence of sickness of many kinds. Much that is unsatisfactory in the figures is also due to the practice of admitting pupils to school at any time in the year, especially towards the end of the school year. In consequence, a large proportion of pupils enrolled in Class I cannot be expected to gain promotion in the following school year.

A comparison of the present position with that of previous years will be of interest.

The fact that, in spite of increasing difficulties, the percentages are very similar to those in 1917-21 gives cause for satisfaction. Whereas efforts in pre-Reform days were directed mainly to providing education for the children of the intelligentsia, primary education has now become widespread in the villages, where the dangers of 'wastage' are far greater.

Standards of teaching.—Good teaching, however, is an essential to improvement and to the reduction of 'wastage.' Reports in this regard are disappointing.

There is frequent reference to the efforts of inspectors to improve teaching, but these efforts are liable to be frustrated by a general lack of discipline among teachers as well as by the faulty administration of local bodies.

NEED FOR MORE TRAINED TEACHERS

The percentage of trained teachers has advanced only from 50.3 to 51.9 per cent. Of the major provinces, the Punjab leads the way with a percentage of 77.8 trained teachers; and the position in the United Provinces, Burma, Madras and Central Provinces can be considered as generally satisfactory. The low percentages in Bengal, Assam, and, to a less degree, in Bombay and Bihar are for regret.

In many provinces, a courageous review of the policy regarding the training of teachers for primary schools is required. A larger supply of suitably qualified trained teachers is indispensable to the right progress of primary education.

COMPULSION

There has been very little change in the position regarding compulsion.

Reference has already been made to the evil effects resulting from the making of spasmodic 'drives' of children, all and sundry, into school; it is the adoption of this practice in compulsory areas, which is mainly responsible for the persistence of disappointing results. If a determined effort is made to ensure each year the enrolment of boys reaching the age of six and to provide that the attendance of these children shall be regular, the results would quickly become far less unsatisfactory.

The standard of teaching should also be high; children should not be compelled to attend school unless there is a guarantee that they shall benefit by their schooling and that their

health shall not be affected by attendance in insanitary buildings. A high standard of teaching can only be attained by the employment of well-qualified trained teachers; the organisation and distribution of the schools should also be such as to provide a sufficient, but not an excessive, number of schools in which no teacher shall teach more than one class and in which each class shall approximate thirty pupils. A well-planned policy of centralisation is essential to the success of compulsion.

MISCELLANEOUS

Improvement in the playing of games and in physical training has still continued.

Boy Scouting has also shown good progress.

Perhaps the most interesting aspect of the Boy Scout movement is its connection with a parallel movement for the improvement of village conditions.

Arrangements for the medical inspection of school children are being developed in some provinces, but in many instances are confined to inspecting and diagnosis and are not followed

up by effective measures for treatment.

Progress in the education of adults has also been retarded by financial stringency. Moreover, the difficulties attending this valuable innovation are immense.

CENTRAL ADVISORY BOARD SHOULD BE REVIVED

In spite of financial retrenchment and of the persistence of grave defects, there are signs of improvement in many directions. In reading provincial reports, however, an awkward impression is conveyed that each province is working too much in isolation and that, in consequence, there is danger of falling into a rut and of being content with a condition of affairs, merely on the ground that such condition has always existed. In each province there is also much ignorance of what is going on elsewhere. It is therefore unfortunate that, owing to financial stringency, the Government of India have as yet been unable to revive the Bureau of Education and the Central Advisory Board. Retrenchment is not the only form of economy.

Mr. Savur's Individual Method of Teaching PASUMALAI SCHOOL'S EXPERIMENT

Mr. M. R. Rangaswamy Iyyengar, M.A., L.T., Headmaster, V. M. High School, Periakulam, writes:—

UNDER the auspices of the Madura District Headmasters' Association, a conference of Headmasters was held on 20th April last at the U. C. High School, Madura. Besides the headmasters of the various schools in the district, representatives were present from Madras and Tinnevely to consider the scheme of Mr. R. M. Savur, District Educational Officer. Mr. Savur was present on invitation.

After prayer, Mr. P. S. Sankara Aiyar, Headmaster, Madura College High School who presided, welcomed the headmasters of various institutions and stated that the method of teaching recommended by Mr. Savur and introduced in several schools in Madura District had proved a great success.

He hoped that since Mr. Savur had now been transferred to Madras he would have the opportunity of extending the benefit of his method to the metropolis also and pave the way for its spread throughout the presidency.

THE SCHEME DESCRIBED

Mrs. Martin, the teacher in charge of the kindergarten work also illustrated the method, with the help of cards and other apparatus used in the conduct of the experiment. The following points were arrived at as a result of the experiment:—

(1) The teaching of the foreign language, English, did not in any way fetter the progress of the children in other subjects. This was proved with convincing statistics, the experiment having been restricted to only one of the 2 equal divisions in the first standard.

(2) The children took to it, as a very interesting game and they evinced a special liking for the English class

(3) Judging from the quality and progress of the work in a period of 5 months it became clear that some substantial progress in the learning of the language was possible even in the lowest standards.

(4) Continuing the method, remarkable progress would become possible in the acquisition of the language, besides securing thoroughness of work.

Mr. Savur said that the experiment had shown beyond doubt that children could do much more than what they were given credit for. Having regard to the diversity of ideas as to the aim of teaching English

and when to begin it, he believed that much of the diversity could be avoided and the study be made more leisurely and thoroughly, if the teaching of English on the lines described above could be taken up from the 1st standard. The audience was very much impressed by the results of the experiment, which pointed to the immense potentialities for the future of education, as a result of experimental research.

One cannot but remark here that teachers can never afford to rest satisfied with their old methods and beliefs without thinking on independent lines with a view to bringing in, more efficacious methods in teaching as a result of intelligent experiments and investigations in the science of pedagogy.

The Other Side of the Soviet System of Education

The Soviet Republic has made long strides in educating the children of the soil. But the sort of education they receive, is not at all without any defect. The following extract from the *Indian Review* will be illuminating:

Michail Koltzov, the gifted Communist journalist, recently discussed in an article in *Pravda* (Moscow) the present state of Soviet education in its various aspects. He says that a six-year old girl, Ludochka, educated in a children's home, knew "that it was disgraceful to be a slaker, that God was only for the bourgeois, that there was no revolution abroad, that rabbits were killed by being struck on the head, that in a certain store, felt boots were sold without special cards, that if a bag was stolen, the money was usually taken out, while the documents were left lying in a prominent place; she knew some swear words; she knew that if a nail was driven into a tyre, the truck could not move on."

She breathed heavily into my face in order to convince me that she had eaten onions. But she did not know that it was

wrong to drive the nail into the tyre, that you should not eat from a knife. She and her older playmates knew about international solidarity, but did not think of offering a seat in the car to an old man or woman. 'Why should I yield my seat? He has a ticket and so have I—and I sat down before him,' was the children's argument.

"Our children," laments Koltzov, "are not taught sufficiently the simple rules of collective life." He affirms that "bourgeois" rules constitute good proletarian ethics and wants Ludochka to be taught these rules. He wants Ludochka, when she grows up, not only to surprise people by her dialectical, practical mind but also not to breathe into people's faces, not to eat from knife, be less angular, become in short, a girl with whom one could fall in love.

But a Soviet teacher may anxiously ask: "If you teach children to pick up things dropped by elders, to help them in small things, politely to point out the way, when asked, not to interrupt in conversation, will not that be teaching rules of the old regime?"

NOTICE

Articles for publication and Books for Review should be sent to the Editor, Educational India, Waltair.

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

EDUCATIONAL INDIA MASULIPATAM, MAY & JUNE '35

Regional Universities

THE rapid multiplication of Universities in India in recent years has created a large number of problems and it is only now that their seriousness is being realised. The financial depression has affected almost all of them. Universities which have ceased to be mere affiliating and examining bodies and which have started teaching and research departments have been hit hardest. In some cases the number of students seeking admission has shown a tendency to fall. This not only affects the income of the Universities but also their general tone and atmosphere. It is difficult to have a well-developed University environment unless the student population is fairly large. That alone gives wide scope for the varied kind of activities which should characterise University life. In many cases the financial crisis makes it impossible to maintain the libraries and the laboratories at the highest level of efficiency and real work of a University type becomes difficult. Various plans are now being put forward for bringing about improvement in the situation and one such plan is that in respect of research and professional and technological courses, Universities should avoid

duplication as far as possible. This would mean that each University should specialise in one or two branches of study and learning so that it may not fritter away its limited resources. This will enable each University to bring up to the maximum point of efficiency the one or two departments it maintains.

THIS is a sound idea and it lies at the back of the whole movement for the establishment of regional Universities. The originators of the idea were influenced mainly by three or four circumstances. In the Indian Universities of the earlier type—Madras, Bombay, Calcutta, etc.,—it has not been possible to make an advanced study of the culture of particular regions as embodied in the regional language, literature, history, philosophy, art, etc. Where within the territorial area over which the jurisdiction of a University extends are found different regional cultures it becomes a matter of keen controversy as to which of the cultures deserves special study. Legitimate claims for instance have been put forward in Madras as to whether prominence should be given to Tamil, Telugu, Canarese or Malayalam; and nothing could be achieved so long as there was the possibility of this conflict. And if anything was done it was only in respect of one particular language and this was followed by the complaint that the claims of other languages were ignored. It was with a view to avoid such conflict and give to each regional culture its due that several of the modern Indian Universities were started. This is the principal motive behind the Universities like the Andhra and Annamalai. The work of these Universities has, to a great extent, been judged by their amount of success they achieved in this direction.

A SECOND motive behind the regional Universities is scientific research into the industrial possibilities of the region in which they are located. The aid which science can give to industry is a point which does not require any elaboration. The encouragement given by industrial magnates to research in the Universities of the West is a proof of the clear realisation by them of the importance of this kind of activity. India is a vast country and the natural and economic resources of one part of it are different from those of another. The detailed investigation into these resources and the prospects of their utilisation requires a large amount of knowledge of and familiarity with local conditions and the science and research departments of a regional University are placed in an advantageous position in carrying on work of this nature. Pure science is a subject which can be studied anywhere but applied industrial science cannot make much advance unless under favourable local conditions. It is therefore expected that regional Universities in India should direct their attention mainly to this branch of research and that the professional courses they start must have an intimate bearing on the economic possibilities of the surrounding area. This is the only desirable course not only from the utilitarian but also from the academic standpoint. In doing work of this nature students and teachers must have facilities for the direct observation of the industrial processes on the investigation of which they are engaged. There is no meaning in starting a mining or metallurgical course in a University which is very far away from mining centres or a Sugar Technological Course in an area which does not produce sugar. Where no industrial possi-

bilities exist it is best for the regional university to concentrate its attention on the purely humanistic side.

IT is also necessary that there should be a large number of regional universities so that the cultural life of the country may be distributed as widely as possible. There is a complaint in some countries that all intellectual life is centred in the capital city and that in the other towns and localities, life is dull and monotonous. This is an evil which has to be avoided and the one way in which it can be avoided is by having universities in different localities. This gives encouragement to local talent and abilities and enables a larger number of people to make themselves intellectually useful to their neighbourhood. Where there is a single University for a very large area the tendency always is for the persons in its immediate neighbourhood to dominate over it. By so doing they get a start over other people in the area, become the 'bosses' in the University, distribute among their own men whatever patronage they have in their hands and having acquired such an influential position they come to regard themselves as a superior set of persons and dub the rest as intellectually inferior. It is the growth of such invidious distinctions that have been responsible for the starting of some of the new Universities.

BUT it has to be confessed that so far much has not been done by the new Universities in realising the first two objects. In most cases men in authority are afraid of making new experiments and treading on paths so far untrodden. The study of indigenous literature and language is still left in the back-ground. Research in regional history and economics and administra-

tion is proceeding only at a very slow pace. It is forgotten that if Indians are to make any substantial contribution to knowledge, it is only by their turning their attention to Indian subjects that they can best achieve their aim. In the field of social sciences this is the only possible course. It is therefore necessary that this aspect is prominently kept in mind and that efforts are made to so shape the courses and syllabuses of the Universities that teachers and students are made to devote their efforts to this line of work. Universities must become primarily seats of Andhra, Tamil, Canarese, Bengali, Maharatta, Hindi and Gujarati learning. Each University will then naturally specialise in certain branches of study and the wasteful duplication that now characterises them will automatically disappear.

IN the field of scientific research also the paying of greater attention to research in local industries will lead to each University specialising in a particular field of its own and the present complaint that the same courses are repeated in all the Universities without any one of them doing complete justice to these courses will lose much of its force.

REFORM in these directions is possible through concerted action and the Inter-University Board is the body that is best fitted to take the initiative in the matter. It has to face the opposition of vested interests but no reform in any field of life is without its own difficulties. It is hoped that ere long a saner and a sounder view of the part that each university has to play in the larger interests of the country will be taken by the delegates sitting on the Inter-University Board and that practi-

cal effect will be given to such a view. No greater service can the Inter-University Board render to the cause of higher education in this country.

The All-Bengal Teachers' Conference

THE All-Bengal Teachers' Conference had a most successful session at Dacca under the distinguished presidency of A. F. Rahman, B. A. (Oxon), M. L. C., the Vice-Chancellor of the Dacca University. In the course of his presidential address, he laid special stress on Vernacular as a medium of instruction and on the importance of retaining English as a subject of study. Those who still hesitate to accept the Vernacular medium will do well to read his address. He also drew the attention of the public to the need for reconstructing the entire system of education with a view to avoid the appalling waste that now characterises it and also to bring it more in touch with the needs and thought of the people and with the home lives of the pupils. He was very emphatic against the idea that a drastic reduction in the number of schools is an effective remedy for inefficient system of education that now prevails. Not only in Bengal but also in several other provinces in our country the opinion is held by some reactionaries, that the remedy for bad education is 'no education.' There seem to be proposals made in Bengal that the number of High Schools should be reduced. Such a step will be a very retrogressive one. Efforts should be directed towards improving the system of education and not towards curtailing the facilities that now exist for education. The Conference took very properly the clue from the President and passed a resolution

entering its emphatic protest against the threatened reduction of the number of schools in the Province. The president also referred to the importance of girls' education in the general scheme, so that women may be in a position to contribute in increasing measure to the wealth, culture and activities of the country. But this, in his opinion, requires the adaptation of the courses of study to meet the special needs of women. These as well as the other reflections contained in his address deserve careful study by all educationists and statesmen.

His Majesty's Silver Jubilee

THE Silver Jubilee of His Majesty the King Emperor has been most fittingly celebrated in every part of his vast empire and we beg to offer our loyal congratulations to His Majesty on this, the successful completion of twenty-five years of a glorious reign. During this period our country has taken the first steps in the progress of popular education. The need for making the masses literate so that they may grow to be useful citizens was realised and in several provinces Compulsory Education Acts were passed. It is, however, a matter for regret that in spite of the deep sympathy that His Majesty evinces towards his subjects in all parts of the Empire, his representatives in India have not shown sufficient breadth of outlook and determination to give practical effect to his sympathetic interest. The first steps that were taken have remained only the first steps and they have not been followed by subsequent action, so that education is still confined to a small minority. It is necessary that the Silver Jubilee should become associated with something that

intimately touches the well-being of the school-going children and the appropriation of the funds collected towards the expansion of the Boy-scout movement and the improvement of the playgrounds will be of great use in this connection. The children of the present will be the citizens of the future and nothing will give them so much interest in the future as the feeling that the Silver Jubilee has contributed substantially towards their development. This will be in fitting accord with His Majesty's interest in the welfare of the children of the Empire, irrespective of differences in colour, race, religion and creed.

NEW YEAR

Begins from 1st July 1935

FOR

Educational India

AND

this is just the time for Schools,
Colleges and other institutions

TO ENLIST

AS SUBSCRIBERS

SUBSCRIPTION

INDIAN	....	....	Rs. 3-8-0
FOREIGN	....	....	Rs. 5-0-0



**Rao Bahadur THAKUR CHAIN SINGH
of Pookaran, M. A., LL. B.,**

Senior and Education Minister of Jodhpur, who has been elected to represent India at World's Conference of Educational Associations at Oxford in August next.

THROUGH different PROVINCES

DELHI

RURAL DEVELOPMENT

The Finance Department has been examining schemes for rural development which have been sent up by provincial governments in accordance with the principles enunciated by Sir James Grigg during the last session at Delhi. Most of the provinces have already formulated their schemes, though Madras has not yet done so. The original intention to appoint a Rural Development Commissioner for All-India is now dropped, since the work will be specially provincial in character.

REORGANISATION OF I. M. S.

The question of reorganisation of the Indian Medical Service will be shortly decided. As a result of the Ogilvie scheme the proposed reorganisation will result in the reduction in the number of I. M. S. members at present employed in the Civil side but not materially.

The principle already enunciated by the Secretary of State enjoins the employment of European medical officers to serve European civil servants. It is held in official quarters that the economic way of meeting the obligation is to continue to employ I. M. S. Reserve on the civil side, thereby relieving the Army of expenditure and unnecessary charge which is, however, necessary for maintaining the war reserve.

TOKYO EDUCATIONAL CONFERENCE

The Pan-Pacific New Education Conference will be held in Tokyo from August 7, the object of the conference being the interchange of ideas and experiences relating to the new mode of education and promotion of friendship and understanding among the nations bordering on the Pacific.

The countries which have been invited to participate in the deliberations of this conference include England, India, Australia, Canada, China, East-Indies, France, Holland, Java, Manchukuo, Mexico, New Zealand, Philippines, Straits Settlements, and the United States of America.

The All-India Women's Conference will be sending its representatives to the conference.

DELHI 'VARSITY'S REPLY TO FEDERAL SCHEME

The Delhi University has now replied to the Government of India's Federal University scheme.

The University shares the Government's view that all unnecessary duplication whether between the University and the colleges or among the colleges themselves should be avoided. The University is generally in agreement with the Government as to the future policy and endorses the opinion which is widely expressed throughout India that effective reform of Universities is dependent upon drastic reconstruction of the school foundations, as at present teaching and administration are overstrained by congestion with a view not only to affording relief to the University, but for diverting pupils at an earlier age from a purely literary form of education into a more profitable channel of vocational training. If the neighbouring Universities adopt these proposals, the Delhi University would gladly fall into line with them but it would be hazardous for the University to take a lead.

The University intends to supplement, not supplant, the teaching of colleges, mainly in subjects which are beyond the normal scope of the colleges or wherein centralised teaching is advisable.

The University emphasises further that financial assistance would be necessary to enable colleges to transfer themselves to the Viceregal estate at an earlier date and requests for capital grant of Rs. 1,00,000 in 1935-36 for building a Physics Laboratory and a student's hostel.

LADY IRWIN COLLEGE

As a result of the appeal for Rs. 5 lakhs required for the building and endowment funds of Lady Irwin College for women, a sum of Rs. 2,03,332 has so far been collected by the

committee specially appointed by the All-India Women's Education Fund Association. A beginning will be made very shortly with regard to the construction of the buildings.

BUREAU OF INDUSTRIAL RESEARCH AND INTELLIGENCE

Preliminary survey in connection with the working of the Bureau of the Industrial Research and Intelligence has been completed, and a meeting of the Advisory Council of the Bureau will shortly meet at Simla to determine the nature of work to be immediately taken in hand by the Bureau. Mr. N. Broadie, Director of the Bureau, has completed extensive tours in nine provinces and seven Indian States, namely, Hyderabad, Mysore, Baroda, Gwalior, Indore, Travancore and Kashmir, to study the conditions of industries there.

MADRAS

PAN-KERALA UNIVERSITY

At a meeting of the Kerala University Committee in Trivandrum it was resolved to enlist the support of the Governments of Madras, Travancore and Cochin for the establishment of a Pan-Kerala University. It was decided to lead deputations to the three Governments. The University is to be of the Federal type and the full scheme is to be worked out by a larger body representative of the three Governments and educationists.

It was resolved that marine engineering, zoology, forestry, agriculture, fisheries, Ayurveda and Malayalam language ought to be the special branches of study and research in the University.

THE SCHOOL LEAVING COURSE.

With regard to the S. S. L. C. scheme all the three Universities have concurred with the S. S. L. C. Board in their decision to defer operation of the 1934 scheme and to continue the 1929 scheme for two more years. Further steps are being taken shortly to devise a fresh scheme suited to the conditions and needs of secondary education in this presidency. To this end Mr. Champion, the D. P. I. is trying to elicit public opinion, particularly of Headmasters and the teaching profession generally.

In the course of a speech at Ooty recently Mr. Champion said: "It is essential for a full

appreciation of the Board's action that teachers should realise that the Board does not uphold the 1929 scheme or condemn the 1934 scheme. All that it has done is to take such action as will enable representations that have been made and that may be made in future to receive the leisureed and unhurried consideration their importance demands. For myself, I hope that framing of any new scheme or acceptance of the 1934 scheme will be preceded by a thorough discussion by all concerned of the underlying principles. Some of these principles, I have endeavoured to expound, albeit summarily and incompletely. I feel that it is only by a thorough discussion of and general agreement on principles that we shall be able to frame a school-leaving certificate scheme that will endure."

TEN-YEAR PLAN FOR EDUCATION

It is understood that the education Minister had a discussion on the 16th May with the Director of Public Instruction regarding the contemplated ten-year plan of expansion of elementary education. The Director is drafting a note which is expected to be ready shortly.

A LETTER TO EDUCATION MINISTER

It is reported by a Special Correspondent of the 'Hindu', that Mr. C. Basudev, M.L.C., in the course of a communication to the Education Minister stated thus: "I write to invite your attention to your G. O. prohibiting a change of text-books within a period of five years and to the reported violation of the said order by several Presidents of District Boards and Chairmen of Municipal Councils and also by the Madras Corporation. In this connection, I wish to point out that the agitation against your G. O. on the ground that it constitutes an inroad into the privileges of the teaching profession is unsustainable. At no time since the establishment of Municipalities and District Boards, have the headmasters or any teachers had any liberty to prescribe the text-books for their schools. I would therefore very earnestly urge that you will be pleased to take immediate action to see that the books are not changed this year and that your G. O. is respected."

NEW SCHOOLS UNDER RURAL DEVELOPMENT

Out of the Madras share (expected to be about Rs. 16 lakhs) of the one crore grant, which the Government of India have decided to

make for rural development in this country, the Local Government proposes to allot a sum of Rs. 17,000 for each district to be utilised towards building and other capital cost of the establishment of a higher grade elementary school at a suitable panchayat centre. The District Boards, it is understood, have been asked to submit proposals in this respect.

GRANTS FOR LIBRARIES

The Government have passed orders in respect of distribution of grants to local bodies for public libraries.

A provision of Rs. 10,000 has been made in the budget estimate for 1935-36 for grants to local bodies for public libraries. The amount will be distributed among district boards and municipal councils for expenditure on the equipment of libraries (provision of books and book cases) under their direct control or under the control of private associations registered under the Societies Registration Act XXI of 1860.

All applications should reach the Director before the 15th July, 1935. The Director is requested to tabulate the applications received and submit them to Government in a consolidated form with his recommendations.

CO-OPERATIVE EDUCATION

It is understood that the Government of India are giving a subsidy of nearly Rs. 70,000 to the Madras Presidency for Co-operative Education and propaganda. The Local Government have already provided in the Budget for the current year a sum of Rs. 30,000 for the same purpose. A fourth of these amounts is proposed to be utilised for Education and propaganda among the panchayatdars of primary societies.

BENGAL

ALL-BENGAL TEACHERS' CONFERENCE

The last session of the All-Bengal Teachers' Conference which was held last Easter at Dacca was ably conducted under the distinguished presidency of Mr. A. F. Rahman, B. A. (Oxon.) M. L. C., and Vice-Chancellor of the Dacca University. His thought-provoking address, some extracts of which are given elsewhere, was of considerable interest for its clear grasp of the present day problems of education.

Pandit Khisti Mohan Sen of Shantiniketan was the Chairman of the Reception Committee. His passionate appeal to his fellow-teachers—to hold aloft the standard of culture and learning, to keep up the ideals of disinterested studies and teaching, to maintain the dignity of their exalted office as *guru*, even in the midst of cold neglect and chill penury, that unfortunately formed their lot in life was the most remarkable element in his address.

The conference discussed and passed a large number of resolutions touching the professional interest of teachers and the general academic problems relating to schools. There was a refreshing absence of empty rhetoric and the contributions to the debate were brief and businesslike.

The association really deserves to be congratulated on the genuine work it turned out during the course of the year.

EMPIRE UNIVERSITIES' CONGRESS

Mr. Syamprasad Mukerjee, Vice-Chancellor of the Calcutta University, Dr. Bidhan Chandra Roy, Sir William Ewart Creaves and Dr. S. K. Mitra have been selected to represent the University of Calcutta at the next Quinquennial Congress of the Universities of the British Empire, to be held at Cambridge in 1936 from July 13 to 16.

"GENTLEMEN WORKERS"

The University authorities of Calcutta, it is reported, have temporarily employed a number of youngmen one of whom is an M. A., B. T., of Dacca University on a daily wage system as "literary coolies" to carry the stock of books of both the Post Graduate and the Main University libraries now situated at the ground floor of the Ashutosh Building and the first floor of the Darbhanga building to the new library hall built on the topmost floor of the Ashutosh Building. These "gentlemen workers," numbering more than a dozen, are all educated, the majority of them being either matrices or under-graduates. The daily wage each of them earns is 12 annas. They carry the books in bundles to the third floor of the Ashutosh building and because of their literary qualification can manage to arrange their loads according to a definite plan decided upon by the authorities without any farther supervision.

BOMBAY**KARNATAKA TEACHERS ON
MATRIC SCHEME**

The Executive Committee of the Karnataka Teachers' Association has expressed the following views on the New Matriculation scheme:—

1. The paper in the Vernacular should not be in addition to that in the Classical Language but as an alternative to it.
2. The paper in Text English should be made an alternative to that in one of the European Languages.
3. Geography should be given its former independent status.
4. An additional paper similar to that in Arithmetic, should be kept as an alternative to it and should contain questions drawn on advanced portions from Indian and English History and Geography.
5. The omission of Appreciation from the paper in General English is unhappy and it should be reinstated.
6. Candidates who appear for the Matriculation till 1936, should be given the option of appearing according to the old Syllabus for at least two years after 1937.

SCHOOL ADMISSIONS

The circular issued by the Registrar of the University restricting the school admissions to Matriculation class is now reconsidered.

It may be recalled that the Heads of schools were required to obtain the previous permission of the Syndicate to admit any pupil to that class after the first of December. But now it is gratifying to note that as the result of several representations to the syndicate, the circular is cancelled.

**ALL-INDIA MODERN HISTORY
CONGRESS**

The All-India Modern History Congress was held in Poona on the 8th, 9th and 10th June, 1935. His Excellency Lord Brabourne, Governor of Bombay, inaugurated the Congress and Dr. Shafat Ahmed Khan presided.

The scope of the Congress has been limited to the history of India from the commencement of the Muhammadan invasions to the establishment of the British Power in India.

Several Universities and learned bodies

have sent in their representatives to the Congress.

U. P.**UNIVERSITY TEACHERS AND
LEGISLATURES**

The Executive Council of the Lucknow University has decided to allow University teachers to enter the Legislatures. A Special Committee has been set up to lay down conditions under which permission to contest the elections should be given.

**DR. PARANJPYE AGAIN AS
VICE-CHANCELLOR**

It is understood that the Executive Council of the Lucknow University has unanimously decided to recommend to His Excellency the Chancellor that Dr. R. P. Paranjpye, whose term of office as Vice-Chancellor of the University expires on September 15 next, be reappointed Vice-Chancellor for a term of three years.

RURAL UPLIFT SCHEME

It is understood that these schemes for rural development which were recently submitted to the Government of India would cost about Rs. 17 lakhs.

These schemes fall into two parts: (1) departmental schemes for the development, such as the inauguration of health units, marketing of products of village industries, training in certain village industries to be imparted by master craftsmen, etc., through the agency of staffs maintained by the various departments and (2) the main scheme intended to build up the foundation for the rural uplift work and contemplating the appointment of a specially trained staff with specialised training in agriculture, sanitation and co-operative methods to work in certain number of selected villages in each district. For each district, there would be a specially trained person in supervisory charge as also a District Rural Association. The schemes contemplate that each district be given at least Rs. 5,000 to be spent on small local works.

It is expected that out of Rs. 17 lakhs for which the schemes account, Rs. 15 lakhs will be found by the Government of India and Rs. 2 lakhs by the Local Government. It is also learnt that the scheme will be brought into effect very soon.

C. P.**ALL-INDIA EDUCATIONAL
CONFERENCE**

For the first time, the All-India Educational Conference will meet in Nagpur during the Xmas week of 1935, at the invitation of the Federation of Recognised Educational Institutions in C. P. and Berar. A meeting of the heads of educational institutions in Nagpur was held in the University building under the presidentship of the Vice-Chancellor and it has lent its whole-hearted support to the invitation extended by the Federation.

The president of the Federation, Mr. N. L. Inamdar, M. A., T. D. (London) has issued an appeal for help from those who are interested in education and has requested all to co-operate with him in making the conference not only a unique success but also enabling the Federation to give a distinct lead in tackling educational problems of the country.

PUNJAB**LAHORE STUDENTS' STRIKE**

Following failure to come to terms with the students, the authorities of the Victoria Diamond Jubilee Technical Institute, Lahore, have issued a notice declaring that the Institute is closed indefinitely.

It will be recalled that students went on strike over the question of inefficient staff.

HYDERABAD**PHYSICAL CULTURE INSTITUTIONS**

Hyderabad Government Gazette dated 20th May publishes new rules by which Government officers are strictly warned to keep themselves well-informed "about the Akhadas within their jurisdiction, see if the object of the said Akhadas is limited to physical culture alone and that they have nothing to do with politics."

MYSORE**EDUCATION CESS**

According to the provisions of the Elementary Education Regulation, any Local Education Authority may levy throughout or in any specified part of the area under its

jurisdiction, an education cess or an additional education cess item of State revenue, revenue forming part of the District fund and Municipal taxes and at such rates as may be approved by the Government from time to time.

Several Local Education Authorities in the State are levying an Education cess, but there is no uniformity in regard to the rate of the cess.

Now when this question of the levy of the Education cess came up for discussion at the meeting of the standing committee on Local Self-Government and Medicine, it was decided that the local educational authorities should not levy an education cess of more than 6 pies in a rupee.

TO GUIDE THE EDUCATED YOUTH

A series of lectures have been arranged by the 1935 Mysore University Graduates' Welfare Committee, under the guidance of its president Mr. M. Ramachandra Rao, retired Judge of the High Court. About 25 lectures have been arranged. These lectures are intended to guide the educated youth of the country to make up their mind as to the profession they should take. Eminent men, specialists in their own line are now giving lectures.

**TECHNOLOGICAL STUDIES IN THE
UNIVERSITY**

The following are extracts from the report of the University of Mysore for 1933-34.

"Preliminary to the participation by the representatives of this University in the Third Quinquennial Conference at which the question of co-ordinating technological courses in universities was discussed, a committee was appointed to consider the question in so far as it might relate to Mysore.

The Committee in its report, after setting out the courses already available in the University in this behalf discussed the lines on which Technological courses may, with advantage, be instituted in the University, following the proposals already made by the University Reorganisation Committee and adopted by the Senate and taking into account the fact that the proposed Silver Jubilee Technological Institute would specialize in Textile Engineering to begin with and later take up Dyeing and Bleaching and that the Indian Institute of Science contemplated a certificate course in Sugar Technology."

The advisability of instituting several Diploma courses in the University was then dis-

cussed but it was considered premature to consider details regarding conditions of admission. "The general feeling was that, if Technological courses should be organised on an Inter-University basis, admission should be open to students from all Universities alike on terms of reciprocity, and that the number to be admitted should be decided with reference to each course."

TRAVANCORE

MARTANDAM EXHIBITION

The ninth annual exhibition of the Y. M. C. A. Rural Demonstration centre which was opened recently at Martandam by Lieut. Col. Garstin, Agent of the Governor-General, Madras States, is of special interest to all lovers of rural development. Items of special interest were exhibited.

Dr. D. S. Hatch welcomed those present including the exhibitors.

Colonel Garstin, in opening the Exhibition, stated, "What I have seen has interested me extremely. I have been in many parts of India and I have never seen before this an exhibition like this. As Mr. Hatch has also said, this is a work done by the villagers and for the villagers. The villagers ought to be heartily congratulated. I am not exaggerating when I say some of the exhibits amaze me; they are so excellent."

REGISTRATION OF DOCTORS

The Travancore Government have published the draft of a Bill for providing medical registration.

The Government state, that they have received several complaints about quack practitioners among allopathic doctors and with a view to preventing this, a draft Bill on the model of the Madras Medical Regulation Act, 1914, is published. It will come up before the ensuing session of the Sri Mulam Assembly.

TRAVANCORE ART GALLERY

Dr. Cousins who is entrusted with the establishment of art and picture galleries in Travancore has been busy with the preliminary arrangements, which are progressing briskly.

It is understood that the exterior of the picture gallery at the Museum Bungalow will

be an imposing one and will be christened 'Home of Modern Art', the paintings room being called 'Rajput' and mediaeval and housed on the left interior of the bungalow. There will also be a Mughal Paintings room.

Then comes the Ravi Varma Gallery, consisting of masterpieces of the celebrated artist.

A place is assigned for modern Travancore artists. The upstairs of the bungalow will contain Indian classical paintings, collections of Indo-European art and of Far Eastern countries.

It is understood that the Art Gallery will be assembled at the Ranga Vilas Palace which was once the residence of Aiyalam Thirunal Maharaja. The palace resembles the Jagan Mohan Palace of Mysore and the art gallery here promises to be very exquisite. Royal portraits and paintings of surpassing interest and excellence will occupy a prominent place.

Specimens of armoury, curious royal costumes, jewellery and other works of artistic interest will be housed in different sections and will have the harmonious effects of colour, shade and other external embellishments.

The Electrical Department, the Maramath Department and the Archaeological Superintendent are carrying out the plans. Though it is difficult to say when the work will be finished, it may be stated that it might take more than a couple of months for the whole thing to be finished.

It is probable that a domestic gallery of fine arts will be established at the Kowdiyar Palace, now the Royal residence.

REWA

AGRICULTURE FOR EDUCATED YOUTH

H. H. the Maharaja of Rewa is making an interesting experiment in his State in order to encourage educated young men to take to agriculture.

The rules which the State Government have framed in this connection provide for a diminishing scale of rent in accordance with the educational qualifications of the persons concerned. It has been announced that the higher the academic qualifications of an agriculturist, the lower would be the rent chargeable on his land.

PUBLIC OPINION

DEWAN BAHADUR S. T. KAMBLI ON 'HISTORY TEACHING'

"There is at present considerable body of opinion, which is profoundly dissatisfied with the standard of history teaching in our Universities and secondary schools," declared Dewan Bahadur S. T. Kampli, Minister of Education, Bombay, inaugurating the first session of the History Teaching Conference at Poona.

The Minister proceeded: "It is a truism to say that the importance of history lies in the key it furnishes to us to understand and appreciate the true significance of contemporary events, but in order that history should fulfil this function, it is essential that the teaching of history should be based upon an unbiassed rather than a partisan view of the past."

After stressing the importance of probing and sifting of original evidence rather than accepting the descriptions of contemporary writers, the speaker referred to the rich store of material in India awaiting scrutiny and continued: "If only our teacher will not imagine that once he has obtained his degree in history his reading and study of the days are over, there is a vast field of study awaiting exploration which will yield most fruitful results. We no longer look upon history as a catalogue of dates, names of kings, wars, battles, territories won and lost and ambitions and intrigues of kings and queens."

"History to-day stands not so much for these detached episodes as a connected story of the growth and development of the people. I believe I am right in saying that while some of the European countries are fortunate in having their histories produced on these lines, we in India still lag behind and most of the text-books on Indian history follow the old crude conception of history. I earnestly hope that as a result of the awakening of interest created by bodies like this Conference, a vigorous effort will be made to supply this desideratum."

DR. A. K. SEN ON MEDIUM OF INSTRUCTION

At the last annual meeting of the All-Bengal College and University Teachers' Association held at Feni, Dr. A. K. Sen in the course of his address referred to some of the problems of modern education.

Touching the language question he said: "Since the large masses of the population of all cultured countries can write and think in their own respective language, there is no inherent impossibility in our doing the same in our own language. It certainly involves waste of energy to learn through a different language, though in countries where a really expressive and elastic language does not exist, modern requirements would be better fulfilled by adopting a language which has the greatest currency. Whilst the mother-tongue will be best suited to acquire facts and theories, the world-language would be the international currency. Thus the decision of the Calcutta University to impart education in the school stage through the medium of the Bengali language is a rational one, the non-recognition of which was in no small measure responsible for the slow development of Bengal's intellectual qualities."

SIR RADHAKRISHNAN ON TRUE CULTURE

Presiding over the Jubilee Celebrations of the Y. M. H. A., Ellore, Sir S. Radhakrishnan said, "The greatness of a country is measured not by its political dominance or its political power, but by its works of art, poetry and masterpieces of literature."

Speaking of culture, he said: "Youth is the characteristic of true culture and a cultured man is earnestly young. He has always an open mind, an original outlook, a sense of adventure, a sense of curiosity and is never hampered in his search of truth by old dogmas or traditions. These were the characteristics for which the Greeks were famous, and it was truly said that they were eternally young. Their

hero Socrates was always a typical seeker after truth. A perpetually seeking mind is a youth-mind and that is the mind of a man of true culture."

Speaking on religion, he said: "It should be recognised that religion is not a technique or a science, but something which pertains to every-day life. Religion is a kind of temper, a kind of life, and an attitude of mind, in which the most important thing to remember is to recognise the good in man. The practice of a sense of equality is the essence of true religion. There is not one man who is devoid of good qualities. If religious democracy is established, the political, social and economic democracies will follow."

MR. SRINIVASAN ON THE FUTURE OF THE RADIO

The immense possibilities of making the radio play a very great part in uniting the people of India into one homogeneous whole was stressed by Mr. K. Srinivasan, Assistant Professor of the Indian Institute of Science, in the course of an interesting lecture on "Radio as a career."

He said that the radio was the finest instrument of national reconstruction, an instrument of national propaganda in social and political economics in building up a new structure of society, in keeping religion in its place, in developing the trade and commerce of the country and in making the people industrious and get over the appalling poverty of the country. If the radio was to be an instrument of national reconstruction, it should be used incessantly as an instrument for uniting the people of India into one homogeneous whole, binding them in a common citizenship. It was to be used for the promotion of public health, education and economic prosperity and for the general spread of culture and healthy entertainment.

He then referred to the tremendous strides made by the radio in the United States and envisaged a great future for this country by radio development.

MR. F. C. LAUBACH ON THE REMOVAL OF ILLITERACY

Mr. Frank C. Laubach of the "World Literacy Movement" recently delivered a lecture at Madras an "An easy method of removing illiteracy in India."

The method was to pick out the 'fundamental letters' in the alphabet of each language and frame a number of 'key words' containing these letters. With eight lessons given with the aid of simple 'charts' the person taught would, he said, become literate. The work, however, should be pursued further with the help of suitable text-books which should be made available at a low price. He had prepared such "short cuts" to a knowledge of Tamil, Telugu, Hindi, Urdu and Maharathi. He felt sure that the Hindi and Urdu charts would prove useful; and he trusted that with the co-operation of all those interested in removing illiteracy from their midst, the other charts also would prove of use.

The problem of illiteracy in India, Mr. Laubach continuing said, was of a colossal nature, nearly 92 per cent of the people being unable to read or write. No country, however vast its population, would be strong unless its people were literate. The greatest nation-building work that they could undertake in India was therefore to help the people to read and write. At the rate of progress of literacy as revealed in the last Census Report, one per cent in ten years, it would take, he said, 920 years before illiteracy was removed. Should they not, he asked, give a trial to his method, which he claimed, would remove illiteracy from the land in twenty years at most?

SIR RAMAN ON THE 'SPIRIT OF RESEARCH'

Addressing the University Graduates at the National Institute of Physical Education, Bangalore, Sir C. V. Raman spoke of 'Research as a career.' He said that research broadly defined was the search for knowledge. As the search for knowledge and the search for wealth were antagonistic to each other, it was rather hard to think of research in the sense of a business career. It was rarely possible to combine in one individual the quality which succeeded in amassing wealth with the quality which was required for the search to gain knowledge. The genuine test of one who sincerely sought after knowledge was his preparedness to put aside all thought of the comforts of life. There were of course instances where men of learning had achieved fame and wealth besides knowledge. But in the life of every seeker after knowledge, there did come a time when he had to make up his mind one way or the other.

Personal Notes

SIR GEORGE ANDERSON'S term of office as Educational Commissioner with the Government of India has been extended for further two years, but he has now gone on furlough.

MR. R. M. STATHAM took charge of the acting appointment of Indian Educational Commissioner on the 16th May, at Simla.

MR. C. V. CHANDRASEKHARAN, M. A., (Oxon.), Principal, Arts College, Trivandrum, has been appointed acting Director of Public Instruction, Vice Mr. Statham.

RT. HON. V. S. SRINIVASA SASTRIAR, who has been appointed Vice-Chancellor of the Annamalai University, will take up his appointment on the 26th June.

DR. S. L. JOSHI, Professor, Dartmouth College, Hanover, U. S. A., now on furlough, had been touring parts of Northern India, and Madras, having arrived in India in March last. The object of his tour is stated to be the study of the educational system in India. It is understood that after a few days stay in India, the Professor proposes to go to Japan, and from there to sail for America.

SIR DENISON ROSS has been awarded the Triennial Gold Medal of the Royal Asiatic Society at the Society's annual meeting, in recognition of his scholastic work in Oriental and Asiatic literature and studies. Since 1916 Sir Denison has been a Director of the School of Oriental Studies, London Institution, and Professor of Persian Literature in the University of London. During the nineteen years that he had been a Director of the School of Oriental Studies, he had built up its library from a comparatively small number of books and documents, to one of some 13,500 works.

MAJOR G. R. McROBERT, I. M. S., who arrived in Madras last October as Professor of Medicine, Madras Medical College, and Physician of the General Hospital, Madras, has been elected a fellow of the Royal College of Physicians, London. Major McRobert received his medical education at Aberdeen, graduating as an M. D. He later obtained his D. T. M. & H. (Eng.) and M. R. C. P. (London). He entered the Indian Medical Service in 1917. For ten years he served on the staff of the Rangoon Medical College.

There was the choice between the pursuit of wealth and worldly pleasures. It was at this moment that the real test of the genuineness of one's thirst for pure knowledge came.

It was wrong for men to suppose that merely by taking up research work, they would suddenly leap to fame. The times when that was true had disappeared. The chief reward for research work lay just in the pleasure the worker derived in the knowledge that his work might lead to discoveries of something great and magnificent. It was all a question of values. It was not necessary that only the greatest and most distinguished of men should enter the field of research. There was room for every graduate of intellect. Sir Raman did not wish to create the impression that only men of supreme intellectual ability and spirit of character were fitted to become research workers. Opportunity was as essential as inherent ability.

BISHOP WALLER'S CALL TO YOUTH

Rt. Rev. H. Waller, Lord Bishop of Madras, in the course of an address at Ootacamund spoke on the efforts of the Y. M. C. A. in the direction of relieving the unemployment. He said:—

There was immense unemployment at present. Economic causes apart, it was partly due to the narrowness of the range of thought on the part of those seeking employment. For instance, quite a large proportion of qualified medical men were crowding Madras. People did not get sick quick enough to provide jobs enough for these medical men. Was it an inconceivable thing that men imbued with the spirit of service could not be found to go and settle in villages on bare subsistence and render medical assistance for love of God and man? Would it not be a splendid thing if a few thousands of these medical men could be had to go back to villages, render medical aid to villagers and teach them rules of health? Such a spirit would go a great way to solve the unemployment problem. So also in respect of village education. Supposing educated young men went back to villages and manned these schools, where often there was only one teacher, would it not be a splendid thing? It was the spirit of service that was needed in young men.

TOPICS from PERIODICALS

NEW TRENDS IN PRATICAL EDUCATION.

That the American system of school education is not only scientific but largely utilitarian, and that the demand for practical education keeps increasing in proportion to her industrial and commercial progress is well illustrated by Mr. J. M. Kumarappa in an important article contributed to *Modern Review* for May. He writes :—

"Since the World War, American educationists have been giving much serious thought to the problems of educational reorganization and curriculum construction. The unprecedented economic depression has also brought about a more pressing demand for practical training in schools. To meet this new situation, the old High School buildings are now being so modernised and the new ones under construction are being so built as to make provision not only for classrooms, libraries and laboratories but also for workshops. The old plan of providing in each school a manual training room with a few tools has been found to be too inadequate to give the kind of training that is now demanded. The high school of today is required to make provision for a full department of industrial education. The trade schools, where boys acquire along with English and Mathematics, the fundamentals of certain occupations, is not, of course, new, but the conversion of ordinary high schools to this plan even in small towns is relatively new; this, in fact, marks a new departure in school education. And this tendency to industrialize the high school is seen clearly in the fact that many courses, hitherto undreamt of in a public school curriculum, are now being added to it in increasing numbers."

"This situation" he says, "has resulted in bringing about a closer co-operation between school and industry. Naturally the school now seeks help from the neighbouring manufacturers without any hesitation."

"While America is thus moving fast towards the industrialization of her school, our educationists are still emphasizing the cultural aim in education. To say that making the

vocational study the foundation of our school work would eliminate the higher conceptions of education is to take a short-sighted view of the process of social evolution.

Finally he says, "We can ill-afford to continue much longer to turn out from our schools young boys and girls unfitted to cope with the problems of making a living. If we are to save them from enforced idleness and its most demoralizing effects, we must bring about a proper adjustment between the cultural and the vocational phases of education, and provide our pupils practical training in schools to fit them for a useful and productive career in life."

VACATION COURSES FOR TEACHERS

The following extracts are quoted from *Young Ceylon* for April, 1935 :

"It is a matter for serious conjecture whether the Teachers Refresher Courses that have become rather frequent of late are a step in the right direction. It will be noted that these courses consist of lectures and discussions on the principles of education, methods of teaching educational psychology and the various subjects of the school curricula. These courses thus seem to be something in the nature of Post-Graduate classes where the teachers are further taught on their special subjects. But what the average teacher needs is a spacious understanding and the ability to gauge the relative importance of changing events.

The Vacation Courses should be recast if they are to bring our teachers into their own. They should have lectures and discussions on Politics, on Government, on Industry, on Internationalism, on Currency and Exchange, on the changes in the modern world, on Dictatorship. They should visit factories, workshops and other big industrial and agricultural undertakings in the country. They should go to the slums and endeavour to find a solution to our social problems. They should go to the villages and find what is the place allotted to the villager in the life of the nation. They should go to the prison, our asylums, our mental

hospitals and find what their challenge is to society.

It is in this wise that our teachers should equip themselves to discharge the bigger functions that belong to their calling."

EDUCATIONAL RECONSTRUCTION IN INDIA.

Mr. Sukumar Ranjan Das, M. A., Ph. D., writes in the *'Modern Review'* for June, 1935 :—

In recent years the problem of educational reconstruction in India has been brought to the forefront by the repeated comments on the present system by veteran educationists and social workers. As a large number of vital questions are now in the melting-pot, all of them are of opinion that the present system of education should be given such an orientation as to keep pace with the changing circumstances and conditions of the country. It is certain that educational reform must begin from the primary and the middle stages. Of the four stages into which the period of instruction is proposed to be divided, the lowest one is fraught with immense possibilities a careful handling of which will assure an easy ascent to the top of the ladder.

It is now admitted that all the children who pass beyond the primary stage require a wider measure of general education, whether it be in preparation for advanced literary or scientific studies or for vocational training in one form or another; the latter forms of training can only be successful if they be based on the sure foundation of general knowledge and attainments. The same may be said of the middle stage, for the primary and the middle stages may be regarded to form one complete stage, so far as the preparation of ground-work is concerned. In these two stages a greater amount of general knowledge may be imparted to the students, if the present system of training be given a slight twist so as to avoid cramming and over-stuffing of books as far as possible. The medium of instruction in non-language subjects must, of course, be exclusively vernacular; and the system of education must be based more on actual observation of facts and nature study than on reading of books. This will mean more general knowledge with less effort on the part of the students. The method, known as the ear and eye method, may achieve a good deal in this respect. It is

desirable that some sort of manual training, drawing and nature study should be introduced even in these stages, only to create a taste and to give a cursory idea of the thing.

The next stage is the higher secondary one. In this stage a complete overhauling of the system of education is proposed. Here the medium of instruction is at present generally English. It has been found a great impediment in the progress of knowledge, and in some universities an attempt is being made to make the student's vernacular the medium of instruction, as far as practicable. In any country other than India, the question regarding the medium of instruction never troubles anybody and it is a sort of truism. But what is a futile question in any country has become very important in India on account of the political subjection of the country by a foreign nation whose culture is different from the traditional culture of India. Though the English language has benefited the Indians immensely, yet by bitter experience they have realized the defects of teaching through a foreign tongue which results in faulty assimilation of the subject taught; the difficulties of that language absorb the attention and result in the neglect of the subject itself. This invariably leads to cramming. Therefore, if the medium of instruction be the student's vernacular, he will find more time to devote to the acquisition of real knowledge and also find leisure to spend in some sort of vocational training as a supplementary study. Doubts have been raised by many as to the desirability of the inclusion of vocational subjects along with literary subjects in ordinary secondary schools. Their ground is that vocational training, to be successful, requires somewhat expensive equipment and above all, experimental and practical teaching. They maintain that the resources should not be dissipated but should, as far as possible, be concentrated in institutions designed for the purpose. Moreover, there is the danger that haphazard intermingling of vocational and general study may defeat the very object which it sets out to achieve; pupils may also be tempted by the bait of somewhat superficial and desultory vocational training to prolong unnecessarily their literary studies and thereby drift aimlessly into paths which are unsuitable to them. The Inter-University Board thought that this danger should be avoided and on these grounds they proposed that vocational training should ordinarily be provided in separate vocational

HERE AND THERE

EDUCATIONAL FILMS

In connection with the question of the introduction of educational pictures in the Bombay Presidency, a deputation of the Motion Picture Society of India, led by the President of the Society, Mr. B. V. Jadhav, waited on the Hon'ble Dewan Bahadur S. T. Kaumbli, Minister for Education with the Government of Bombay, when the following questions were placed before the Honourable Minister for favourable consideration:—

Continued from preceding page

institutions. The above proposal seems to be very sound. But at the same time it must be remembered that a taste for some technical subjects must be created in the students before they pass out of the secondary schools, so that they may choose a particular line of vocational training. Only the definition of vocational training will not mean much; it is no good in impressing upon their minds that vocational training will enable them to earn a living by some arts or crafts just after they finish the training. Something more is needed and that is to produce in them a liking for some technical subjects. This does not require the spending of a large sum of money nor expensive equipment of tools and machineries. For creating such a taste, external lectures by experts on technical subjects may be organized and teaching of simple industrial subjects may be introduced.

There is, no doubt, necessity for vocational training, but the progress of culture in the universities should not be impeded thereby. At the same time it is no use in denying the fact that all those students who now go in for university education are neither properly qualified nor intellectually fit. It is therefore desirable that the best boys should go to colleges and the ordinary one to technical and technological schools, and to other practical lines, just after they complete the secondary school course. For these latter courses the ordinary students may also be better fit by their temperament.

(1) That greater use of the motion picture be made by Government in teaching through the existing Visual Education Department of Government; (2) that Government should give a monetary grant for the production of educational pictures suitable for school-going children and adults; (3) that a rebate be granted to cinema theatres from the entertainment tax collections to the extent of educational pictures shown; (4) that the Motion Picture Society of India should be given representation on the Board of Film Censors; (5) that no fees be charged by the Board of Film Censors for examining educational pictures.

Finally, the Society placed their services, technical as well as general, at the disposal of Government in the matter of training the teachers in handling the apparatus, etc. The President of the Society also explained in short the history and activities of the Society so far to the Honourable Minister.

JUBILEE SCHOLARSHIPS

Twelve four-year scholarships are to be established by the Indian Jute Mills Association at the Calcutta Technical School to provide facilities for technical education for selected Indian employees. The annual value of the scholarships will be Rs. 150 each and they will be known as "Indian Jute Mills Association King George V Jubilee Anniversary Scholarships." The Association will select the candidates and leave the syllabus, etc., to the discretion of the school authorities.

ARCHAEOLOGICAL DISCOVERY

Dr. Motichand, Ph. D., of Benares, who has been doing research work at Baraut, fifteen miles from Benares, has discovered among other valuable things, potteries, shreds and idols which have been recognised to belong to a period in the second century A. D. Dr. Motichand declares that a wall is visible underground and hopes to excavate complete buildings, which are likely to prove of more historical value than that discovered by Mohenjodaro. Dr. Motichand's theory is that the ancient city of Kashi of Mahabharat times is situated there.

The Government Archaeological Department is understood to have accorded permission for these excavations.

OUR WOMEN'S PAGE

The All-India Women's Conference

By Mrs. K. Sathianadhan, M. A.

We have just received from the Honorary Organising Secretary of the A. I. W. C., 9, Lower Rawdon St., Calcutta, the report of the last session of the All-India Women's Conference. From it, we can cull a short history of this valuable association for women. We are told that the idea of it originated from a speech of the Director of Public Instruction in Bengal, asking Indian women to speak up for themselves. An article on this speech was published in the *Stri Dharma* of Madras; and a circular letter to women was sent in 1926 by Mrs. Margaret Cousins, who, as Secretary to the Women's Indian Association of Madras, appealed to all women to hold conferences everywhere, in order that they might consolidate their views about education.

In response, twenty-two constituent conferences were held; and in accordance with a unanimous request, the first A. I. W. C., (All-India Women's Conference) meeting was held in 1927, under the Presidentship of H. H. The Maharani Gaekwar of Baroda. All the resolutions passed were concerned with the education of women, except one, which condemned child marriage.

In the second conference, held at Delhi in 1928, under the Presidentship of H. H. The Dowager Begum of Bhopal, a resolution was again passed asking for the restraining of early marriage; another requested the Government to allow women to be represented in the Central Legislatures. An All-India fund for women's education was opened.

The third conference was held at Patna in 1929, with H.H. The Dowager Rani of Mandi as President. A separate section was created to work on parallel lines with education, on social reform. Three sub-committees were formed to carry on the educational work by

(1) drafting a special syllabus for schools,

(2) the revising and writing of new text-books, (3) enquiring into and improving the training of teachers.

The fourth conference was held in Bombay in 1930, with Mrs. Sarojini Naidu as President. A great deal of good work was reported to have been done through the support of the A. I. W. C., such as the passing of the Sarada Act, agitation about the laws of Inheritance for women, the opening of new girls' schools and Industrial schools for children of the depressed classes, adult education, prison visiting, relief to women travellers, child-welfare and maternity work, as well as work regarding women's labour. There had been communication established with-outside institutions, such as the Berlin International Congress of Women for suffrage and Equal citizenship. A report had been made about a suitable curriculum for girls.

In the fifth conference, at Lahore in 1930, with Dr. Muthulakshmi Reddi as President, much progress was again reported. There were now thirty-three constituencies, and more schools, hospitals and centres for adult education. "The Women's day" had also been inaugurated on the 1st of March. Besides encouraging the work in the directions already indicated, something was being done in Baroda about new divorce laws for Hindus; and the question of untouchability was being agitated in Madras. It was pleasant to note that all this work was beginning to show results in a better appreciation by the public of the privileges due to women.

The sixth conference was held in 1932 in Madras, with Mrs. P. K. Ray as President. It was felt that, though party politics could not be dealt with, something must be done to show the necessary interest of women in politics in its best sense. A meeting was held at Bombay with Mrs. S. Naidu as President, in which a Memorandum was put forward, by the A. I. W. C., the Women's Indian Association, and the National Council of Women in India, which was to be submitted to the Franchise sub-

committee of the Round Table Conference. The privilege of women to be on equal terms with men was reiterated. A deputation of women waited on the Viceroy, requesting that women should be represented in the Round Table Conference. Besides this, the social reform section, as well as the education side, were kept very busy.

In the seventh conference, held in 1933 at Lucknow, under the Presidentship of Lady Ramabai Neelkanth, the share taken by women in constitutional questions was kept in the fore ground, as a result of which protests were made against the communal award. The social section represented that some important work had been done, especially in the cause of home industries, as well as in the successful contesting with men for seats in Municipal Corporations and University Senates. In 1932, the Lady Irwin College for women had been opened at Delhi, speaking much for the real practical ideals, which underlay the zeal and enthusiasm of Indian women for the reform of their country.

The eighth conference was held at Calcutta, in 1934, with Lady Abdul Quader as President. Since the representation for women's share in politics had failed, as seen by the publication of the White Paper, a new Memorandum was prepared and submitted to the Joint Parliamentary Committee of the British Parliament. As a result of that, three elected members from the A. I. W. C., the National Council of Women, and the Women's Indian Association, were invited to give evidence in London. In their representation, these delegates stood firmly for the equal status of women with men, and against communal and special representation. Contact was also established with women's organisations of foreign countries.

In the ninth conference, held at Karachi early this year, under the Presidentship of Mrs. Rustomji Fardoonji, much progress was reported. Reiteration of the demands of women for equal franchise and status had been made before the Select-Committees and the Government of India: and disappointment had been registered with regard to the provisions of the Joint Parliamentary Committee's report in connection with this all-important questions.

Rajkumari Amrit Kaur had been appointed Liaison Officer to establish contact with foreign countries, and co-operate with Mrs.

Lankester from the other side. Some problems of women's labour had been tackled, such as maternity and child welfare, labour in mines, labour in factories. Funds had been collected to help in the relief of Bihar. The All-India Women's day on the 24th November 1934 had been a great success. A Manifesto had been issued with regard to elections for the Assembly. Funds had been raised by several constituencies to send pupils to the Lady Irwin College; Mysore was working out a plan for village education, and a five-year scheme for the removal of 50 per cent of illiteracy was being considered. Adult education classes and schools, with special teachers and hostels, had been started in various places. Compulsory primary education, co-education at certain stages, and mass education, were being worked for. Rescue homes and the prevention of immoral traffic in women and children, were being advocated in Mysore, Calcutta, Punjab and other places. Rural uplift was being carried on, a result of which was the All-India Village Industries Association. Efforts were being made to popularise the Sarada Act. Other items of interest were: disapproval of polygamy, instruction in birth-control, temperance work, slum work, relief of lepers, censorship of films and film posters, restriction of the sale of opium, the training of nurses and Dais and help to beggars.

Many resolutions were passed at the conference, regarding the problems mentioned. It was thought advisable to form a debating society, in each constituency as a training ground. The co-operation of parents and guardians with teachers was specially asked for. And an appeal was made that all over India, individual, sectarian and class differences should be sunk for "the common-good and moral regeneration of our beloved land."

As the President said in her address:

"Belonging as I do to the past generation, the awakening of Indian women and the progress of the movement have far exceeded expectations. As one of the earliest living workers, I feel proud that the dormant spirit of ages should have been deeply stirred, that we should be utilising powers, which have been hibernating for centuries, that we should have made our sisters think that it was their birth-right to serve the country, and take an equal share with their husbands, fathers and brothers

HERE AND THERE

CHINESE HALL AT SHANTINIKETAN

The Sino-Indian Cultural Society inaugurated at Shantiniketan last year received a donation of 10,000 Chinese dollars for a library to be started at Shantiniketan. Another donation of 50,000 Chinese dollars has been secured by the Society, of which 30,000 dollars are earmarked for the establishment of a Chinese hall at Shantiniketan and the balance for the library.

SCHOOL OF ARCHITECTURE

A draft scheme has been prepared for the establishment of a School of Indian Architecture in Calcutta. Messages of encouragement have been received from their Excellencies the Viceroy and the Governor of Bengal and Sir Samuel Hoare. Some Indian Princes have consented to be patrons. The school will instruct pupils in rational building and special attention will be paid to the architecture of India as exemplified in ancient buildings and monuments. It is proposed to have courses in architecture and draughtsmanship. The former will be in three sections, elementary, intermediate, and advanced, and will last for three years. The draughtsmanship course will be for two years.

in efforts to improve general conditions. This is an achievement we might well be proud of. We have made women take keen interest in life; we have made them realise that they are not vegetable matter, or animal life, but that, as human beings they are part and parcel of that higher life which has something to contribute to the welfare of humanity.

I beg of every woman here to take a vow that she will devote some little time every day, or even once a week, to the service of the country. Steady, regular work is our greatest need. We can only advance in the proportion that we serve. Without service there will be no advance in social conditions. If every educated woman will give even a little service, we shall have some work done at the end of the year—I mean service in the larger and wider term.

The time has come for us to take our God-granted position in society and, as citizens of this great land, share equally with men in welfare work. We must enter the Legislatures and help to make laws for bringing a greater humanitarian ideal into the world. We women have an advantage over men; we have started with an all-India consciousness. Do not allow ourselves to get into grooves or provincialism, but always have a wider out-look."

We wish all success to the A. I. W. C., in every part of its arduous and noble work.

Personal Notes

Mr. R. M. STATHAM, Officiating Education Commissioner, Government of India is appointed a member of the Academic Council, Delhi University, vice Mr. S. P. Sarma resigned.

Mr. J. F. BLAKISTON is confirmed as Director General, Archaeological Survey of India vice Rao Bahadur Daya Ram Sahani retired.

Mr. M. W. YEATTS will Officiate as Deputy Secretary vice Mr. M. S. A. Hydari granted leave for 4 months and 19 days out of India with effect from June 8.

MR. M. ALBERT EINSTEIN AND SIR AMBROSE FLEMING were the recipients of the Franklin Medal for their work in the fields of Relativity and wireless research respectively. Each scientist will also get a thousand dollars from the Franklin Medal Fund created by Mr. Samuel Insull.

"YOUNG CEYLON"

A widely circulated and popular Monthly Magazine Published in English containing brilliant articles, topics of local, Indian and International interests, Special Literary, Educational and Health Supplements, Women's page and Historical Novel and Gleanings.

ANNUAL SUBSCRIPTION RS. 3/ or 6 Sh.

MANAGER,

'Young Ceylon,'

167 Hultsdorf, Colombo,

CEYLON.

BOOK REVIEWS

LECTURES AND ADDRESSES: By Rabindranath Tagore, selected by Anthony X. Soares. PP. 160. Macmillan and Co.

Price Re. 1-0-0.

The aim of the publishers in bringing out this little volume is set forth in the Preface. It is "an attempt to bring together in a convenient form a selection from the lectures and addresses of Dr. Rabindranath Tagore with a view to presenting to the reader a coherent account of his life, thought, convictions and ideals."

Tagore is a poet of world-wide renown, and a prophet whose voice has reached the ends of the earth. No poet of our time, in fact no poet, ancient or modern, has been received during his lifetime with the honour and respect with which this 'Poet Laureate of Asia' has been greeted whether in the West or in the East, and there is scarcely any cultivated language into which some, at least, of his works have not been translated. The high regard in which he is held and the keen interest taken in his work have created a universal desire to know his opinions on social, moral and political problems of the day which are exercising the minds of all classes of people all the world over. This volume is an attempt to meet this desire in a manner which, it is hoped, will be helpful to the class of reader who seeks to understand the mind and art of this Poet-philosopher.

The selection has been made from speeches and addresses delivered at different times, in various countries and places by the Poet, and from such speeches as give an insight into his views and individuality. Thus it is the Poet who speaks and tells us of himself. In other words, he is made to interpret himself. Tagore is not only a world personality but is also the spokesman of India, and the living symbol of India, and the living symbol of her culture. He interprets the soul of India to the rest of the world, and through him she gives the story of her great and magnificent past, her achievements in the realms of poetry, philosophy, art

and religion as her gifts to the different parts of the world.

The book is well got up and is priced very low so as to be within the reach of school-going population. It might with advantage be prescribed as text-book in Non-detailed study for the B. A. Classes of Indian Universities.

—D. N. S.

THE BRITIC; By R. B. Sheridan. Edited with introduction and notes by Robert Herring M. A., Macmillan & Co. Price Rs. 1-6-0

This belongs to the well-known "English Literature Series" published by the Company. The introduction should be very helpful to students of literature. First there is a biographical sketch of the author. It is followed by a section dealing with "Life in the eighteenth century" which serves as the background of the play. Next there is the critical appreciation of the construction and characterisation of the play. Then comes a brief description of the stage before and after Sheridan, and also contemporaneous with him. The introduction thus gives the reader a comprehensive idea of the English drama. At the end of the play are notes which, though not exhaustive, are very helpful, while questions, subjects for essays and 'helps for further study' should make the book very useful to students.

MILTON'S PARADISE LOST, Book II: Edited by M. Macmillan, B. A., D. Litt., Macmillan & Co.

This is a new annotated edition of the famous epic of Milton. It is edited with copious notes and a highly illuminating introduction. At the end is an appendix which gives instances of Figures of speech and grammatical peculiarities in the poem. The book is attractively got up and it should prove an excellent companion to students preparing for university examinations.

SIMPLIFIED ENGLISH GRAMMAR: By L. Tipping, M. A. Published by Macmillan & Co.

Foreign Currents

ENGLISH SCHOOLMASTERS IN CONFERENCE

MEN TEACHERS FOR BOYS DEMANDED

The National Association of Schoolmasters' Conference was opened at Swansea in Easter Week.

Some of the resolutions passed at the conference called upon the local authorities to purchase a sufficient number of projectors for loan to schools so as to enable students to see educational films, to establish training classes for teacher in the technique of projection and urged the Government to insist upon definite teaching of road sense in schools.

SCHOOL-LEAVING AGE

The raising of the school-leaving age, women teachers for girls, men teachers for boys—these were among the demands made by Mr. F. C. Arkless in his presidential address.

Failure to raise the school-leaving age at the time recommended by the Hadow Report meant that the scheme was crippled, he said. They had the old system of the selection of a few children for secondary and central schools.

Continued from preceding page

This is a welcome addition to the many text books in English Grammar written by the author for the use of students in High Schools. It is an attempt to teach young pupils in the simplest possible manner the main principles of English Grammar. Throughout the book he follows what he calls 'the Graphic Method of Analysis' which is the simplest and clearest method of teaching Grammar. Parsing and Analysis of sentences as at present taught in our schools are often a bug bear to most of our students. But if they can be made to visualize the work that each word does in a sentence, the difficulties of grammar have for them been pretty well conquered.

A feature of this book is the large number of exercises included in every chapter. These give the pupil plenty of opportunity of proving for himself the meaning and use of the rules he has learnt.

They were selected by means of a test of a few hours' duration at the uniform age of eleven plus.

The majority of the masses attended the so-called elementary schools. "Are these schools doing all that can be done to build up a safe democracy?" he asked. He would equip children to face the after-school world by developing sound bodies, sound character, sound minds, and a simple religious faith.

"A man is not a fitting person to develop the character of a girl," said Mr. Arkless, "for the simple reason that he has never trod the path she is to tread. For the same reason a woman is not a fitting person to develop character in a boy. Yet the Board of Education is content to allow thousands of boys to remain under the control and influence of women teachers.

WRONG STANDARD

"To place women as the standard of imitation before boys above the age of seven is to place the wrong standard before them, and infantilism, due to arrested development, will result. For physiological, psychological and psychic reasons a boy needs the supervision, the help, the guidance which only a man can give."

The teaching profession consisted of men, women, and feminists! Feminists did not, and never would, represent womanhood. To gain their own selfish ends, however, they would willingly wreck the educational system and invert society itself. But in spite of the feminists nature remained natural. Sex did matter. It was entirely wrong to suppose that sex differentiation did not take place until adolescence was reached.

VALUE OF EDUCATIONAL FILMS

The conference by a resolution emphasised the value of films as part of the educational system. Another proposed that local authorities should be asked to purchase a sufficient number of projectors for loan to schools, in their respective areas, or alternatively to establish suitable centres at which educational films could be exhibited and where projectors could be established permanently.

A third proposal, which was also adopted, asked the British Film Institute to explore the possibilities of establishing training classes for teachers in the technique of projection, so as to ensure that the film should be given its proper place in education.

SPORT FOLIO

CRICKET

It is learnt that the Australian Board of Control for Cricket have practically decided to sanction the official tour of the Common wealth team to tour India this cold weather.

The following players are invited:— J. S. Ryder, J. L. Ellio, H. Ironmonger, A. Allsopp, T. W. Leather, C. C. Macartney, H. S. Love, H. L. Hendry, Nitschke, F. Bryant (W. Australia), R. K. Oxenham and R. C. Morrisby (Tasmania). W. M. Woodfull who has been approached is awaiting the Board's decision.

The members of the board are considering the conditions under which the tour is to be made. It is expected that thirteen cricketers will make the tour but so far there is no decision about Woodfull.

This year the Board of Control for Cricket in India is launching an Inter-University Championship of India in which it is anticipated the following Universities will take part:—

Madras, Andhra, Mysore, Annamalai, Osmania, Bombay, Nagpur, Agra, Punjab, Mushier, Delhi, Allahabad, Lucknow, Benares, Calcutta, Patna and Dacca.

According to the draft rules, the competition will be played between the months of August and December each year and the final match shall always be played in Bombay, a condition imposed by the Donor of the Trophy—a magnificent gold cup on the plinth of which are enamelled crests of the Universities, given by Mr. Andershir D. Bavia of Bombay in memory of his son, Mr. Robinton Bavia, who died on the eve of his admission to Cambridge.

HOCKEY

We are much interested to note that the Indian Hockey Team now touring Australia is meeting with triumph after triumph in the several matches they have played so far. Although the official tour at Newzealand has not yet opened, the Indian Hockey Team have played four matches in Australia and have won

all of them. They beat W. Australia 11-2; S. Australia 10-1; Victoria 15-4 and Sydney 11-4. The manner in which the tourists play and score suggests nothing but a very successful tour ahead of them.

An official welcome was accorded to the Indian Team by the South Australian Hockey Association and the Amateur Sports Club. The receptions given to the team should have left an indelible impression in the minds of the members, which they should cherish for a long time to come.

PLAYGROUNDS FOR SCHOOLS

The Government of Madras have issued the following orders on the provision of playing-fields for recognised secondary schools as supplementary to the G. O. of May 1930:

"Applications on behalf of girls' schools as well as boys' schools may be considered in the utilisation of the actual allotment, playing fields for girls' schools being ordinarily half an acre for every fifty pupils, subject to a maximum of three acres for any one school. While this limit as regards girls' schools and the limit already laid down for boys' schools should generally be adhered to, there is no objection to some relaxation being allowed in special cases, such as when a suitable playing field cannot be had except by taking a slightly larger site owing to the unwillingness of the owner to part with a portion of his land. The limits as regards the cost of land, namely Rs. 1,000 an acre in municipal areas and Rs. 600 in non-municipal areas specified in G. O. of May 1930 likewise be exceeded in special cases provided the grant or subsidy paid shall not be more than one half of the actual cost of the valuation of the land by the Revenue Department, whichever is less. Grants may also be paid for repairs and improvements to playing fields."

The Director of Public Instruction has been informed that cases in which subsidy or grant payable to any one scheme exceeds Rs. 2,000, should continue to be submitted for the approval of the Government.

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.

MADRAS HEADMASTERS' ASSOCIATION FORMED

The Annual meeting of the Madras Head Masters' Association was held on Saturday, the 20th of April, 1935 at 2-30 P. M. in the U. C. High School, Madras.

M. R. Ry. P. S. Sankara Ayyar, Avl., B.A., L.T., Headmaster of the Madura College High School was unanimously proposed to the chair.

The Secretary, Rev. G. P. James next read the minutes of the last meeting which were approved.

Among other subjects the Association took up for discussion the draft constitution for the Association of Headmasters of recognised Secondary and Training Schools in the Madras Presidency, which had been circulated by Mr. Savur. There was no doubt a long and protracted discussion on the subject but it was happily agreed in the end to accept the general principles underlying the draft constitution. A Sub-Committee consisting of Rev. G. P. James, Rev. Father Amalorpavam and Messrs. M. R. Rangaswamy Ayyangar, J. D. Manikam, Mr. Kotiswaran and M. D. Manikam of Madras was appointed to consider the draft constitution and submit its recommendations to the General body as early as possible for consideration at its next meeting.

The conference next proceeded to elect the necessary office bearers for the Provincial Association as well as the two branches at Madras and Madura.

PROVINCIAL ASSOCIATION.

President:— M. R. Ry., P. A. Subramania Ayyar Avl., B.A., L.T.

Secretary:— J. D. Manikam Esq., M. A., Ph. D.

Vice-Presidents:— (1) Rev. G. P. James. B. A., L. T., B. D.

(2) M. D. Manikam Esq., B. A., L. T.
Treasurer:— M. R. Ry. M. S. Kotiswaran Avl., B. A., L. T.

The following office-bearers were elected for the Madura-branch:—

President:— M. R. Ry., P. S. Sankara Ayyar Avl., B. A., L. T.

Vice-President:— M. R. Ry., M. R. Rangaswamy Ayyangar Avl., M. A., L. T.

Secretary and Treasurer:— J. D. Manikam Esq.

The following office-bearers were elected for the Madras branch:—

President:— M. R. Ry., P. A. Subramania Ayyar Avl., B. A., L. T.

Vice-Presidents:— (i) M. R. Ry. Vethantha Thesika Avl., B. A., L. T.

(ii) M. D. Manikam Esq., B. A., L. T.
Secretary:— M. R. Ry., M. S. Kotiswaran Avl., B. A., L. T.

Treasurer:— " A. S. Ramachandra Pandit Avl., B. A., L. T.

The conference afterwards took up matters of general Educational importance relating to "G. O." on text-books, S. S. L. C. Scheme etc, and adopted the following resolutions.

Text-books in schools:— While we are in sympathy with the idea that Text-books should not be changed in schools too often, we strongly feel that the proposed G. O. to limit the freedom of institutions to change text-books when-ever necessary is highly detrimental to the cause of education. And we do pray that the authorities may reconsider the proposal and leave the question of prescription of text-books entirely in the hands of Headmasters.

S. S. L. C. SCHEME:— (i) We strongly condemn the frequent and hasty changes in courses of study and in the S. S. L. C. scheme from time to time without giving a fair trial to any scheme.

(ii) In view of the fact that the IV Form students of 1934-35 have studied a different course in Science, History and Geography, we strongly urge that the 1929 syllabus in these subjects be lightened so as to enable

these students to complete the course in 2 years.

(iii) In view of the fact that the General Science Syllabus for Forms I-IV is a complete unit and is framed on up-to-date methods of teaching science, we recommend that this syllabus may be retained and that the lightened syllabus in Elementary Science of the 1929 scheme be continued as 2 years' course for Public Examination.

On the whole, the annual Meeting of the Madras Head-Masters' Association proved a very remarkable success. Mr. Savur's transfer to Madras has simply tended to bring all the Headmasters in the Presidency closer together. Nobody need have any the slightest apprehension that individual method will be given up in Madras in the absence of Mr. Savur. Further extension of the method can be awaited with interest by educationists.

THE 14TH SESSION OF THE ALL-BENGAL TEACHERS' CONFERENCE

RESOLUTIONS PASSED

The Conference discussed and passed resolutions, about 43 in number, touching the professional interest of teachers and the general academic problems relating to schools.

The following are some of the important resolutions :—

1. In view of the fact that there is but inadequate provision in the Province for the training of teachers, this conference requests the Government and the University to provide increased facilities for training by setting up more Training Colleges.

2. This conference requests the University authorities to amend the Matriculation Regulations so that candidates who get plucked only in one subject but pass in the aggregate may be examined only in that subject; to shift the time of the Matriculation examination to the early part of February and to send crossed lists to the respective schools shortly after the publication of the results of the Matriculation examination.

3. This Conference resolves that the Uni-

versity be moved to fix the quota of the contribution of both the Teachers and the Managing Committee to the Teachers' Provident Fund at the uniform rate of one anna per rupee and that the Government be moved for the speedy introduction of the Govt. Provident Fund scheme in all secondary schools etc.

4. In view of the fact that the temporary cut in all other departments of the Bengal Government has been restored, this conference urges upon the Education Department the restoration of the cut in the grant-in-aid of Secondary Schools.

5. In view of the increase in the number of compulsory subjects under the proposed Matriculation Regulations, this Conference requests the University authorities to prescribe the syllabus in such a way that it may not prove too heavy for the boys; that the syllabus for lower forms should be revised in order that it may not prove burdensome to boys and girls of tender age.

6. This conference enters its emphatic protest against the threatened reduction of the number of H. E. Schools in the Province but recommends redistribution and amalgamation wherever necessary.

7. This conference reaffirms the following resolutions passed at previous sessions :—

1. The functions of the Teachers' Councils or Associations of the schools of Bengal be definitely enunciated in the School Code, and the rules be so framed that these bodies may be living organisations.

2. This conference urges the school authorities to arrange for moral training and religious education on a non-sectarian basis in schools at least once a week.

3. The Calcutta University be moved to stop the practice of changing the Matriculation selections in English, Bengali and Sanskrit every year with the omission of one or two pieces and addition of a few new ones, thereby necessitating the purchase of new books every year.

4. The Govt. be pleased to deprovincialise Govt. Schools and to divert the money thus released to the amelioration of the financial condition of all secondary schools.