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EDITOR'S APPEAL

IT is a well-known fact that educationally India is occupying a very low rank. This is mainly due to the absence of a sound and well-organised public opinion based on a harmonious integration of the experience of Statesmen, Educationists, Leaders of thought and Industrialists. In consequence of this, there is veritable anarchy in the field of educational thought and institutions are not being shaped with any definite end in view. All this has led to the tragic waste of the lives of our young men and women and to the weakness and impoverishment of the national intellect and vigour.

With the object of putting an end to this sad state of affairs, we have launched upon this monthly magazine from July 1934. It deals with all grades and kinds of education and from all relevant points of view. It lays down not merely ideals but also suggests ways and means for carrying them out. It takes into consideration our past traditions, and our present-day requirements.

Its outlook is nation-wide. It gives prominence to the outstanding events in the progress of education in different provinces, to the weighty pronouncements made on the subject by prominent persons, and to new experiments conducted here as well as abroad, and lays stress not only on what is desirable but also on what is practicable. We trust it is highly useful to the publicist, the parent, the teacher and the manager of educational institutions.

We therefore appeal to all those interested in the subject of education in all its manifold aspects to extend to us their hearty co-operation and make our undertaking a success.

THE TRAINING OF TEACHERS

By Principal SAJJAD MIRZA, M.A. (Cantab.),

Osmania Training College, Hyderabad (Deccan).

OF late, the subject of the Training of Teachers has become so important that the greatest men of the day, in different parts of the world have scrutinised it from every possible point of view, and have come to the unanimous conclusion that the study of Education is the mark of a modern University.

Amongst the recent subjects that have been introduced in the older Universities, 'Education, its Theory and Practice' is one. In U.S.A. for instance, where State Normal Schools had great influence with the legislatures and obstructed the opening of the University Training Course, a number of Universities, despite their late appearance in the field, and, in face of opposition, are successfully conducting the training of teachers. The work of the Teachers' College of Columbia University hardly needs any comment.

In the last decade of the 19th century, the demand for the improvement of teachers was so great that the authorities in Germany, asked the Universities and University Colleges to make provision for the training of even such teachers who were destined to serve in Elementary Schools.

"With one stroke the whole German Normal School organisation was swept away..." and by "federal constitutional provision all elementary teachers in Germany are to be trained hereafter at institutions of University rank. The new

elementary teacher is to be developed in the atmosphere of intellectual freedom, rather than in that of intellectual slavery..... There has been no other country in the history of the world that has increased standards of teachers' training to such a high point and in such a decisive, rapid fashion as Germany. The intending high school teachers in Germany have to study for three years in a University; and pass the State Examination, in three subjects. Two are called subsidiary and one is termed chief subject. "Education is a subject for study in every university; most of the teachers take education as one of the two subsidiary subjects, while some of them select it as their principal subject in the State Examination."



In France, since 1903 the Secondary Normal School is affiliated to the University of Paris. The Director and Assistant Director of the Higher Normal School are members of the corresponding faculties of the University, and for most of the instruction in the general subjects students from the school attend lectures by the University staff.

In England, the Cross Commission recommended the establishment of Day Training Colleges attached to the Universities or University Colleges. This suggestion has been carried out, and in 1920-21, there were 15 Training Institu-

tions attached to the Universities or to the University Colleges. It was also thought necessary to attach institutions for Elementary Teachers, to the Universities, and, in 1921-22 there were 21 such institutions connected with the Universities.

The Government has chosen to aid voluntary agencies in the matter of the training of teachers, instead of establishing its own institutions. The policy has proved beneficial both from the point of view of economy and efficiency. After 1909 the Board of Education began to make grants to Universities and Colleges for building purposes. In 1926 all syllabuses and nearly all detailed rules regarding the content of the training courses were removed from the regulations of the Board of Education. Whether the training colleges outside the universities should be attached to the universities or organized as independent institutions was referred to a committee recently. It recommended that all the training colleges situated in a certain locality may be attached to a University or University colleges in that locality. This is the extension of an early movement, which intended to establish connection between institutions of higher learning and the universities.

There have been variety of connections ranging from incorporation down to mere friendly association, and have been of four principal types, viz., at the establishment of university the higher institutions becoming its constituent colleges, or being recognized as its schools, or their courses and staff accepted as adequate for the preparation of their students for particular university examinations or where the university supervises their work through some inspecting body. The training institutions in England are found in the last three categories, i. e., there are now schools or departments of universities for training teachers, there are institutions with recognized university teachers and courses, and there are institutions that have joint university and institutional boards for final

examination. The suggestion for establishing connection between the Universities and other training colleges has received great impetus in the findings of the Departmental Committee of the Board of Education on Universities and Training Colleges that issued its report in 1928. Here we find a recommendation for a regional grouping of training colleges with one or more universities or university colleges as centre of each group for purposes of co-ordination in work.

Mr. Lance Jones, an authority on the systems of the Training of Teachers, after examining the recent trends in the sphere of the training of teachers, says "for the present it seems wiser to differentiate between a two years' course of professional training for teachers of younger children and a four years' course for teachers of older children. The former would be followed in a separate college associated with a University, the latter would for the first three years be an ordinary degree course to be followed in a university with other students. For the final year of post graduate training students might be transferred to Training Colleges directly under university control."

"With a re-arrangement of this kind of existing Training Colleges accommodation would be sufficient for present needs. Expansion would however be needed in the universities, but this would be to the advantage of the whole community, and not merely of a particular section." "Ultimately when standards of education have risen and facilities for University education are both more accessible and more varied, it may be possible for universities to assume entire responsibility for the general education of all teachers!"

"The education and training of teachers for all grades of school is one problem and not several distinct problems, and the same principles are applicable throughout."

"Teachers' training is a national rather

than a local concern, responsibility for which should be divided between the universities and the state"..... "All secondary teachers should be required to pass on to a three year degree course at a University, but no particular combination of subjects should be prescribed for all intending teachers alike..... For secondary teachers the preliminary testing period might be arranged by a university Training Department in co-operation with selected secondary schools."

Approved candidates who possessed the new necessary qualifications should pass into a training college for a two years' course of professional training. The course of study and training should be determined by the college staff acting in conjunction with representatives of a university.

'Secondary teachers: Intending secondary teachers should follow a one year post graduate course of professional training in a University Training Department, or in a Training college organized as a school of

the university. After this very brief survey of the educationally progressed countries of the world, it would be highly suggestive to see how the question of the training of teachers has been handled in British India.

In 1904, the Government of India definitely laid down, that for the training of graduates there should be a university course, culminating in a University Degree or Diploma.'

The famous Sadlar Commission has most exhaustively dealt with the training of teachers. Taking into account modern tendencies in education as well as the peculiar position of India, it strongly recommends the establishment of a department of education in a university. The suggestion of this Commission has been readily taken up by several universities of British India, and, leaving aside the older Universities, there is, perhaps, not one newer university, which does not contemplate, if it has not yet made, some provision or the other for the training of teachers.

The Teaching of Quadratic Equations

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

Municipal High School, Haveri, (Dharwar)

PRESENT METHOD OF TEACHING:

THE Quadratic Equations are usually taken up in Std. VII. The teacher usually begins with the theorem that if, $A \times B = 0$, then either $A = 0$ or $B = 0$ separately. He then factorises the given equation and finds out the roots.

Though this method is easy enough, it is not the only method. This must come at the end only as a labour saving device.

THE IDEAL METHOD:

Of course, the ideal way would be to teach Quadratic equations as merely an episode in the general elementary theory of

parabolic function. This presupposes a good deal about the parabolic function and its graph—including the determination of the turning values and the turning points which correspond to them. This plan cannot be adopted in our schools as the curriculum in graphs for the Matriculation is not so advanced. It limits itself to Parabolas and Cubical curves.

METHODS OF TEACHING THEM:

If we study these equations we can see that they can be taught by three different methods, viz.

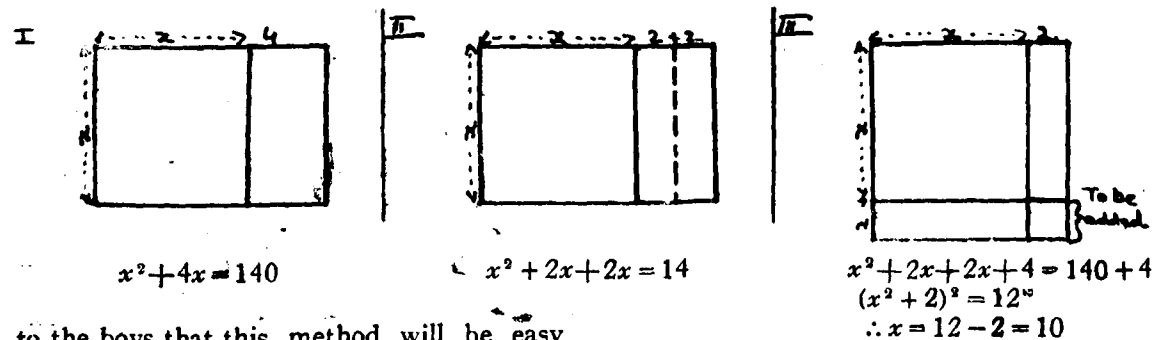
1. Solution by Factors.

2. Solution by Completing the Square.
3. Solution by the use of the Formula.

The first method as pointed out above should come at the end only. The second one seems to be the rational method, as through this, we can approach quadratic equations by way of practical problems. The third one, which depends upon the second, is very useful only when dealing with equations having literal coefficients. This is outside our curriculum and hence this may be dropped altogether.

THE NEW WAY:

As a compromise between the first and the second methods, the second is to be taken up first by taking a problem. The problem is to be solved by completing the square. After this, boys are to be introduced to quadratic equations. Taking the equation of the first problem the question about the sign of the square root may be raised, showing that both positive and negative values are possible. After this the Slide Rule (Vide lesson 2) should be presented to the boys and be explained fully. Boys will naturally take great interest in it. In a subsequent lesson the method of factorisation should be taken up in the usual way. It should firmly be driven home



to the boys that this method will be easy only when the factors can be found out at sight. Otherwise the surer method will be the completion of the square.

For the sake of convenience in teaching, the whole subject matter has been divided into three lessons as under:—

Lesson 1. Statement of the problem and arriving at its Solution by the completion of the square.

Lesson 2. Discussion of the sign of the square root. The roots of the equation. Presentation of the Slide Rule.

Lesson 3. Solution by factors.

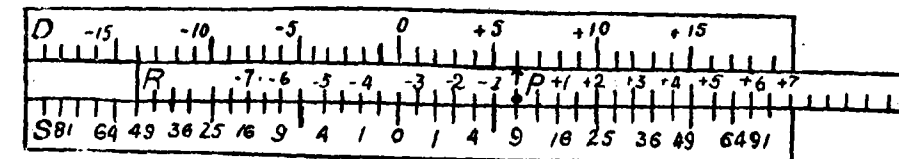
SUMMARY OF THE LESSONS:

Lesson 1. The teacher is to begin by taking a problem like the following: "The length of room exceeds the breadth by 4ft. If the area of the room be 140 sq. ft., what are its dimensions?" He is to draw the plan of the room on B. B. and lead the class to divide the rectangle into a square and a rectangle, by skilful questioning. Then he is to make the boys arrive at the completion of the square. Two or three examples of the same nature are to be solved and the rule for completing the square is to be elicited. A few examples are to be worked out on B. B. with the help of the class and a few more are to be assigned for Home Work. Then he is to hang up in the Class room a chart showing the different dissections of the above plan. Preferably all these sections should be coloured differently.

Lesson 2. The teacher is to take up the equation of lesson 1. Here he is to introduce the idea of quadratic equations. Then he is to discuss the sign of the square root and lead the class to notice that it has two roots. Two or three examples are to be

worked out on B. B. Then he is to present to the boys the Slide Rule; and explain its principle, construction and use very vividly. Then he is to solve a few examples by the above method and test the roots by the Slide Rule. About ten graded examples are to be set for home work.

Slide Rule.



Its construction: R is a sliding scale between the two fixed scales S & D. The numbers on scale R are natural numbers—positive and negative. The numbers on scale D are double the corresponding numbers on scale R and those on S are the squares of the corresponding numbers on scale R.

Instructions for use: Write the given quadratic equation so that the coefficient of X is unity. Move the pointer, P, so that it coincides with the coefficient of X on scale D. Look to its corresponding number on scale S. From this number, subtract the absolute term. Locate the difference on scale S. Opposite to these numbers, on scale R, are found the roots of the equation.

N. B. The Slide in the illustration gives the roots of the equation $X^2 + 6X - 7 = 0$.

This Slide Rule should be prepared

out of ply-wood and be hung up in the class room. Boys are to be encouraged to prepare similar ones out of paper.

Lesson 3. Here the teacher to introduce the idea, that sometimes, the above method becomes cumbrous. Then he is to ask the boys as to the values of A and B if $A \times B = 0$. He is to lead the class to notice that $A = 0$

or $B = 0$ separately. Then he is to make the notice that the left hand side of the equation can

be put in the form of $A \times B = 0$ by factorisation. Hence he is to make the boys to find out the roots. He is to drive home to them that this method will be easy only when factors can be found out readily, and if factorisation is difficult then recourse should be had to method in lesson 2.

By the above process, boys are made to notice that quadratic equations are of use to them in their life. There is the *doing element* in it. The introduction of the Slide Rule gives additional interest to them. That this was so, was seen in my class when different boys constructed Slide Rules giving different degrees of accuracy.

These lessons were taken up in Std. VI of our high school according to the above plan and the results are satisfactory.

Full specifications of the Slide Rule and instructions for its construction will be supplied on request.

The artists and thinkers, the people whose work or whose words move multitudes ought to know one another, to understand one another, to work together at the formation of some great league of mind or thought independent of miserable frontiers and tariffs and governmental follies, a league or society of those who live the life of the intellect and through the diverse channels of art or science aim at the attainment of beauty, truth and human brotherhood.

—Gilbert Murray.

In India what is needed more than anything else, is the broad mind which, only because it is conscious of its own vigorous individuality is not afraid of accepting truth from all sources.

—R. Tagore.

Some Aspects of Education: Ancient and Modern

By Mr. V. NARASIMHAM, M.A., B.Ed.,

Municipal High School, Chicacole.

THE word *education* means in its literal sense the drawing out of the faculties of the mind and the body. It is a process which occupies all the course of a man's life. Whenever the powers of his mind are being developed, he is receiving education and whatever is helpful to their development is a means of education. The parent who asks the *purohit* to fix an auspicious day when he may begin educating his child, does not really know what he is asking.

Really the education of the child begins from the moment of its birth. The baby that begins to distinguish its mother from the other female members in the family shows that it has already begun to develop its powers of understanding. The child in the cradle which unceasingly stretches out its chubby hands to catch hold of the pretty doll, kept dangling over its face learns the same lesson that King Bruce learnt from the spider that perseverance leads to success. Thus the education of a man begins from the moment of his birth. As a young boy he is all ear and eye to receive impressions from the outside world around him in which he moves in intimate contact and accumulates a vast store of knowledge. This is really the most important period in his life-time when he is educated through the senses.

Then comes the period of school education. It is the school that lays before the pupil the treasures of the past, accumulated in books. It is the teacher at school who gives the pupil the key to the wealthy store-house of knowledge, out of which the latter enriches himself as ambition prompts him. It is again the school or college that exercises a potent influence in building up the character of the future man.

Just as the education of the pupil begins long before his father dreams of it, so his education continues long after he is supposed to have stopped it. The growing man observes the world and the store of his impressions also increases in proportion. It is not merely the extension lectures that a university may organise or the public lectures that a few distinguished men may deliver for the education of the masses, or the books which he might take up in hours of leisure that make him more educated; his own family teaches him more than any or all of these. Sweet home is the receptacle of all the gentler virtues in man. It is here that all the softer feelings and emotions develop; it is here that the heart grows more and more intensely deep. It is again the family, more than learning, that makes the moral man. Religion is no doubt taught by preachers and through books, but you find the highest religion in the saintly image of your mother. In fact the whole life of man is one long sermon upon religion, teaching him the one lesson,

"Just are the ways of God and justifiable to men."

Thus the term 'education' includes within its range the mental and moral spheres in the development of man; but it is not confined to these only. If a man is a good athlete, we again say that he is educated. For, education is not merely the development of the faculties of the mind, but also the development of the faculties of the body.

Such then is the scope of the word 'education' and on account of its wide scope, different courses of education produce different types of men. Nations in the world differ from one another radically not because human nature is different in these different people, but because they happened

to grow under different systems of education.

Let us look at Sparta in ancient Greece. The Spartan system of education was devoted entirely to the good of the state and to the maintenance of a perfectly good army. Here military education began from the child's birth. When the child was born it was submitted to the examination of the state and if it was weak or deformed, it was thrown into the dark gorges of Mount Taygetus to perish, because the child would be of no use to the State. If it was healthy, it was delivered to the mother's care, not from motives of kindness, but that the state might benefit.

At the age of seven, the boy was consigned to the care of the state officer and the course of his education was entirely directed to inuring him to bear hardships, training him to endure an exacting discipline and instilling into his heart the sentiment of devotion to the State. He had to undergo a series of hardships and life was made so unpleasant for him that he threw it away in battle without regret. He went barefoot in winter or summer and was permitted to wear but a single garment. He slept upon rushes and his rations were small. "Scantily clad, summer and winter alike, ill-fed, sleeping on such a rude couch as he could make out, mercilessly flogged for the slightest breach of discipline, the Spartan soldier turned to be matchless for steadiness, discipline and bravery, looking on victory in the field as his blessing and death as his highest honour.

Thus, the course of Spartan education tended to breed a race of harpy warriors who left an imperishable name for disciplined valour and unhesitating submission to the interests of the state at the cost of life.

But the Spartan education has its serious defects. It was mainly the education of the body unaccompanied by the education of the mind. The Spartan soldier whose mental and moral faculties lay dormant was a living machine and this

system of education was improved in Athens by the dissemination of knowledge among the people. The average Athenian citizen whose busy round of daily activities led him from the Museum to the Ecclesia, from the Ecclesia to the public platform and from the public platform to the theatre, imbibed a degree of culture rare in any country of the modern world. The development of the cultural aspect of education in the state resulted in the production of prodigies in Arts and letters, men like Pheidias and Callicrates, like Aeschylus and Eurypides, like Plato and Socrates. It was again this cultural aspect of the Political education in Athens that enabled her to produce men like Pericles and leave the modern world the heritage of ideal democratic institutions.

But Athens, the city of the Olive branch, failed to develop a very important aspect of education, the moral aspect. A Themistocles or an Alcibiades was no uncommon figure in the streets of the city. For the ideal example of education in this direction, we have to turn to our own glorious past when the young pupils gathered around their *Guru* and received from him mental and moral nourishment. The student would learn his *Shastras* indeed; but the attainment of the high ideal of perfect mastery over the senses was looked upon as the most important of the manifold and varied ideals of the student's education. '*Sa Vidya ya Vimuktaye*,' was the motto of the ancient educational system. For the realisation of this noble ideal, a life of strict discipline was prescribed for the student. He had to shun sensual pleasures of all kinds and lead a simple and austere life. He was inspired by the high ideals of the teacher with whom he lived in close contact and imbibed social and moral virtues by his precept and example. At the same time the tender side of his nature was nourished and domestic virtues were developed by the sweet and affectionate relationship with the wife and sons of the teacher.

This form of education resulted in the creation of a nation of Philosophers whose chief business in life was to meditate upon the origin of the universe and the problem of existence. The speculative tendency brought forth great thinkers and religious teachers like Buddha, Mahavira, Sankara and Ramanuja; but when religious speculation became all in all, the fate of the nation was sealed. The nation of ascetics found themselves unable to defend themselves against the inroads of foreigners.

In the previous pages some of the features of the ancient educational systems have been touched. In the light of the above observations I shall attempt to make a comparative view of some of the aspects of modern education. The relationship between the educator and educand in the modern times is totally different from the close and intimate relationship that existed in the ancient *Gurukula* system. The teacher of today has few of the opportunities when the *Guru* of the ancient times had in educating his pupils. Indeed the teacher and the pupils rarely meet together outside the class-room to exchange their views. Our classes are something like congregations where one man addresses himself to vast audiences and is wholly engrossed with the subject that he is discussing. It is impossible for him to tune himself to the individual tastes of understanding of his pupils. Such a method of education deprives of half or more than half the effect that it is expected to produce.

All knowledge is gained in two ways either by direct experience or through other people's ideas communicated to us. Of these two, the ideas which we gain from direct experience are more impressive and better remembered than those transmitted by others. In the present system, pupils do not work up to the maximum effort that they are capable of, while the teacher's voice is heard continually in pouring forth knowledge. This dependence on the teacher in the education of to-day is to be

discouraged. Education should aim at more self-effort being put forth by the pupil and the teacher's work is to arrange the material to be presented so skillfully that thought is aroused and the self-activity of the pupil is given a chance of expression. All teaching should encourage thought on the part of the pupils and help them to express their ideas.

The present day schools and colleges have been placing hundreds of students in possession of vast stores of knowledge. In education as well as in other matters, these are the days of large-scale production. Never before in the history of the world was knowledge imparted to so many students or in such varied fields. Knowledge, once the sole possession of a select few is now carried to every cottage and thus the transition from aristocracy to democracy is marked in education no less than in politics.

Modern education has gained not only in width but also in depth. It is undeniable that in certain directions a school-boy of to-day is in possession of more knowledge than the greatest men of the past. In history and geography, in mathematics and in natural science, the modern world has made astounding progress and our schools and universities have been disseminating all this knowledge among their alumni. Man has been acquiring knowledge to a boundless extent and has been bringing it into use to create a heaven upon earth. He has yoked the forces of the elements to the chariot of modern progress and it is now going with whirlwind speed. Every year the universities in India are producing hundreds of graduates, steeped in all the wisdom and philosophy of ancient and modern times. With the regularity of machines, our universities have been producing their double-crop, one in April and the other in September.

What good does the nation derive by all this boasted advance? Indeed the modern universities produce fine, cultured gentlemen, who, after leaving the portals of

the university, wake up to the reality of the situation and find out that the call of hunger is more insistent than the call of culture. The education imparted to them opens no channels into which they might divert their energies and make out a living. Their purses emptied, their bodies emaciated, their hopes blasted, when they find that their hard-earned degrees do not enable them to reap the fruit of all their labours, they find themselves adrift on the tempestuous sea of life.

The education that is imparted in schools and colleges should reflect and in a sense answer the contemporary requirements, social and economic. "Oxford and Cambridge produced clerics in the ages of faith, scholars and humanists in the period of the Renaissance and efficient administrators and directors of industry in modern times." In the same way our universities should provide for the diversion of a large number of our young men into schools and institutions where they will have an opportunity to learn something that may enable them to earn a decent living by taking to some useful vocation. Side by side with the secondary schools, it is desirable to

open a large number of vocational and industrial schools, so that the majority of our young men in whose case the earning of a livelihood is a necessity and the pursuit of culture at the university a luxury, may readily find a place to settle down in a business or career. The State's help to such vocational institutions should be rendered in two ways. It should liberally finance them and equip them with the necessary requirements. It should also take an active, sustained interest in giving these men a start in the various departments of life.

With the introduction of the vocational and industrial schools, the stream of students flows out of the universities into such schools, the vast resources of India, instead of being left for foreign exploitation, have to be worked up by our men and the system of education instead of being modelled on that of the West, has to be so formulated as to rejuvenate in our pupils' minds the ideals of our past. It is only when the system of our education is reorganised on the above lines that we can look with satisfaction on the modern education in our country.

EDUCATIONAL EXPERIMENTS IN INDIA

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

UNDER the title "Schools with a message in India," Dr. D. J. Fleming wrote a book some years ago which is as fresh and full of instruction to educationalists to-day as it was when it first saw the light of day. As a member of an educational commission under the chairmanship of Principal A. G. Fraser, Dr. Fleming had an opportunity to travel widely in India and Ceylon and study educational conditions in this vast country at first hand. He has laid down the results of his observation in this handy volume which is useful in giving a comprehensive account of the

different experiments that are being made in the different parts of the country.

While educational experiments are almost the order of the day in all enlightened countries, India is marked by the comparative lack of such widespread and varied experiments in Education. It is not lack of vision or the spirit of enterprise that will wholly account for the comparative absence of such experiments. India's poverty is at the root of this lethargy on the part of her sons. Because the country is poor, pioneers in educational experiments are obliged to depend on grant from Government for the

success of their enterprise. But the Government would insist on a standard curriculum, equipments, buildings, etc., before they would consider an institution entitled to their support.

And yet it is an obvious truth that an experiment—a new venture, in the nature of the case cannot conform to a particular prescribed pattern. In breaking new ground it must strike out in a new direction and traverse the uncharted ocean of human possibilities. Such experimenters are bound to be impatient of undue supervision from any outside authority, however well meaning it might be. From the side of the Government there is the problem of discriminating between the genuine and spurious types of such experiments. Further, there is also the possibility of even the most sincere attempts proving a failure in the long run. Hence the Government may stand and watch till they are satisfied about the value and usefulness of an experiment according to their own standards and then subsidise such experiments. The slender budget allotment may dictate this cautious policy.

That means we are moving in a vicious circle and may despair about the future. The solution for the vicious circle seems to be in each side making an adjustment consistent with the highest and the best interest of both. Among experimenters none but those with a vision of India's future possibilities and sympathy and insight into Indian conditions should launch out on a new scheme.

No man with a low or mercenary motive is worthy of this great calling. Such experimenters should also have a stout heart to pilot the infant institution safely through the period of its initial trials and failures. Nothing short of a hero with a great vision and insight is qualified for the task. Such alone can be trusted with the freedom to select the method, material equipment etc., of his new experiment. To abandon his supreme claim to self-direction here, is to forfeit his right to be an experimenter.

Except to the detriment of his great ideal, he cannot lower his standard to meet the requirements of an outside agency.

Adequate financial resources may guarantee the needed independence and freedom. But very few men of vision can command this. Often vision and money do not go together. Private munificence cannot do much for experiments of the sort we have in mind. So the experimenter is always obliged to look up to the Government in India for support. Every enlightened government recognises the paramount duty of educating its people. In the long run there is no greater enemy to orderly progress than illiteracy, for, it is the mother of many other evils that may devitalise and degrade society. What we would desire government in India to do is to be not content with merely an education according to a recognised pattern. Variation and adaptation being the laws of life and progress, the right of the new schools to exist and function should also be recognised.

With all that India is not without its men of vision who will boldly make the experiment. Let us then note some of these experiments conducted under very trying conditions and still producing results much beyond the expectations of the most optimistic educationists. In estimating the results of these institutions we must judge them against the routine type of schools in India with a drab uniformity.

The problems confronting the Indian educationists have been neatly summed up by Dr. Fleming as follows: "The source of defeat lies—in the poverty of the people, the curriculum ill adapted to the needs of the countryside, the inadequate training of the teacher, the almost total lack of his after-care and the limitation of the sphere of education to the score or so of wriggling infants rather than an attempt at an uplift of the whole community." The truth of this statement will become apparent if we bear in mind the facts that India is the poorest country in the world, that

90% of its population are illiterate, and that over 80% of the people are in rural parts and that the teachers in the villages are not trained as they ought to be. To these might be added the age long customs of the people which need radical change if India is to fall into line with the rest of the civilised countries.

The rural schools must in the main be a community centre. If the poor villager is to forego the benefits of child labour, he must be able to see that his son will get an education that will fit him for life in the village. Education in the village ought to have a vocational bias. Again the poor children ought to be shown a way to buy the slate and pencil and books. It is notorious that many village school children do not so much as possess slate and pencil. A special grant for such purchases seems to be indicated. Some philanthropic persons or societies in the village may supply this need. In many cases a noon day meal to children from distant hamlets ought to be provided.

But the village as a whole ought also to be educated. Night schools seem to be the only solution in this connection. In Baroda where the Gaekwar is intent on stamping out illiteracy, there is not only compulsory education but also many night schools on a well organised plan, travelling cinemas, travelling libraries, and other devices to carry the benefits of education to the very doors of the peasants. In spite of all these the success in Baroda still leaves room for improvement. That only shows how stupendous the problem of education in India is.

The growing industrial development in India creates problems of its own. Real progress in industry cannot be contemplated on the basis of illiterate workmen. Hence, primary education at least should be given to all workmen. The experiment along this line is found in the 'Half-time Workers' school' conducted by the Buckingham and Carnatic Mills, Madras. The result has been marvellous. The

employers have learnt that such education is not charity, but a definite business proposition. Students thus trained in elementary education with a vocational bias have proved to be really more capable than the illiterate workmen. Plenty of freedom in the choice of work and the project method have been found to be beneficial.

If we realise that the Cotton mills would need 2,84,000 hands and Jute mills 2,70,000 hands.....to take just two industries, we will readily see the need for properly trained apprentices. An experiment along this line is conducted in Baranagore near Calcutta, in Dhayalbaugh near Lucknow and Faridpur in Bengal. These institutions are content to teach not only the three R's but also seek to produce the skilled workmen. The system under which they are trained is very strict: slovenly or lazy work is not tolerated. The apprentices are taught to measure up with the market products in workmanship and cost and time of production.

Vocational education for the rural parts of slightly advanced type is now being attempted by the Y. M. C. A. in its rural centres in Ramanathapuram and Marthandam. In the Native States, Hyderabad and Baroda are fast developing along these lines. Cattle and Poultry breeding, Bee-keeping, weaving, etc., are the things in which they are specialising. The possibilities of such centres are immense and it is to be hoped that the shining examples of these centres will be copied and improved upon as widely as possible.

Education work for women ought not to be neglected, and happily here too we find some gallant attempts made here and there. Home-graft is the chief concern of most girls and so they must be taught to take care of the family, keep the house clean, make the available money go to the farthest in buying the food and clothes necessary. In this connection we have the 'Family system' tried

in the Girls' schools of Kalimpong, Salem, Dornakal, Rachanyapuram, Golaghat, Paliwal, Kedgoan and in the Women's University at Poona. Practical training in 'Home science' and 'Home nursing' is given to girls and that fits them for their natural after life.

Mass education through Kalachapams, story telling, magic lantern, etc., have also a great value in solving the problem of illiteracy in the rural parts. The experiment in Baroda, and Medak is an eye-opener in this respect. This is what Dr. Fleming speaks of as 'Emergency methods' in removing illiteracy. Along with this might be mentioned the enormous possibilities that are there in what is called "Literacy in Nation's Book." In Kalimpong Dr. Sutherland believes in his students learning experience from natural objects directly. This is also the ideal underlying Dr. Tagore's school at Shantiniketan. Since I have described in a special article about Tagore's school and the Gurukul near Haridwar, I do not propose to refer to them at length here. The special aim of these schools is to incorporate Indian ideals into the educational system. In Dr. Sutherland's school students learn about spiders, birds, clouds, plants and rocks by observing them directly, instead of learning about them through books. The advantages in thus directly studying nature are so many and so obvious, that I do not waste words in explaining them.

Finally, let us remember that man is a member of larger society and a political animal. Education ought not to miss out this important element in the development of the human personality. Students should be given training in citizenship. The

student of to-day will be the citizen of to-morrow and so the elements of the citizen spirit ought to be inculcated right early. In and through the school society he should be taught his duties towards the larger society into which he will enter later. Outstanding experiments along these lines are found in the C. M. S. School at Srinagar, Kashmir, and at Trinity College, Candy, Ceylon. The spirit of self-reliance, endurance, service, team work are all taught as part and parcel of their general education. It will be difficult to give a full account of these schools and the amount of success they have attained. We may reserve it for another separate article. The Boy-Scout and Girl-Guide Movements are important ones in securing the same object. In Baroda and the above schools they are exploited to a very great extent.

Finally, in regard to the place of religion in education there can be no two opinions. All Missionary education is based upon the religious foundation. The school of Dr. Tagore and the one at Haridwar similarly recognise the paramount importance of religion. The simple, free and yet solemn religion meetings at Dr. Tagore's school are an object lesson to all. If we in all our schools could capture that spirit, our education will be greatly benefited.

We briefly considered some of the experiments and that on different lines already being conducted in India with varying amount of success. What of the future? We need more of them and as varied as possible. There is also need for co-ordinating the different experiments so that all can benefit by the success of these different experiments.

The system of education in India remained and still remains, absurdly un-Indian, making no adequate provision for our own culture. We have, here, not even anything like the facility which the German student enjoys in Germany for the study of the love of Hindu and Moslem.

—Tagore

THE POETRY OF SCIENCE

By Prof. A. BAGSHAW, M. A. (Oxon.)

THERE is sufficient fascination in a paradox to make 'the poetry of science' well worth considering both by the poets and by the scientists. How shall we understand the phrase? We are confronted at the outset by the provoking ambiguity of the English genitive. Suppose we take it to mean 'the poetry written by scientists,' here certainly were good entertainment.

We might hesitate to call the classical poets scientists although their eye for scientific observation was shrewd enough; we might refuse to be caught in the labyrinth of Early English Poetry with its pseudo-scientific "bestiaries"; but nothing shall prevent us enjoying our modern poetic scientists. Mr. Darwin for instance; who does not respond to:

"Hail, adamant Steel! magnetic Lord!"?

even though, mysteriously it grows in 'The Botanic Garden!' But perhaps you will be disappointed when I say that this was not the great Darwin but only his grandfather. Or you may prefer this style:

"There was a young lady named Bright
Who would travel much faster than light,
She started one day
In the relative way
And came back the previous night."

Twinkle enough there in someone's eye. One never knows just when the scientist may rise to it either. It is said that a certain learned lecturer in Physics at Cambridge suddenly broke into the metre of Tennyson's 'In Memoriam'

"And so no force however great,
Can stretch a cord however fine,
Into a horizontal line
Which shall be absolutely straight."

Do note any such aberrations on the part of your science lecturers and be sure to preserve them; we must not lose any such pearls.

This, however, is only a bypath and there is no space to follow it further. Really, our title means 'the poetry that science reveals' and in this, there is far more than mere entertainment. Science reveals a 'quality' in things which calls for poetic expression. We miss a great deal of the wonder of life if we fail to realise this, if we see no further than the precise 'quantities,' which microscope and telescope, balances and dissecting knives reveal to us. It is essential to measure, to gauge, to analyse, to appreciate the amazing precision of the natural world around us and to harness nature for the service of man. But for our spiritual welfare, it is more essential to let our sensitiveness to all this detail lead us out to a more instructed appreciation of the whole. So shall science be our poetry tutor, it shall lead us to wonder, and wonder finds expression not in the unrhythmic sedateness of prose but in the exaltation of poetry.

Let us first look up and then down in such wonderment. There is a certain English Poem which tells of how an owl fell in love with a cat. Now in those days star-gazing was the occupation of lovers, to look up into the sky was a sign that you were romantic and loved to dream.

"The Owl looked up to the stars above
And sang to his little guitar,
O lovely pussy, O pussy my love
What a beautiful pussy you are!"

Things are changed in these days. We remember that the owl is a wise bird and that when he "looked up to the stars above" instead of singing about his "lovely pussy" he would no doubt be reflecting on the latest pronouncement from Eddington or Jeans and wondering whether there is any chance that a Third Law of Thermodynamics will wind things up again as successfully as the Second Law seems to be letting them run down. What wonder

to behold the vast deserts of eternity inhabited by spiral nebulae rushing madly to extinction under the relentless operation of that regrettable Second Law! Paradox though it sounds we need science to reveal to us the full poetry of this majestic spectacle, to reveal that which calls for poetry to express it. Consider these things. There unrolls around us the vast universe. The Egyptian astronomers thought themselves insane when they were forced to conclude from calculation that the sun must be as large as a province. Nowadays we grow almost familiar with the immensity of space. You remember Professor Jeans' delightful analogies. The sky is so big that there is a star for each grain of sand upon every sea-shore in the world. Yet, it is so empty that if you took everything out of Europe except three moths, Europe would still be too crowded to represent the emptiness of the heavens. Again it is so old that the whole history of man is less than a lightning flash in endless night, compared with such immeasurable reaches of time. Consider these things as soberly as you may, yet does not your sense of wonder almost pass into worship at the thought of them?

"I saw Eternity the other night
Like a great Ring of pure and endless light,
All calm, as it was bright;
And round beneath it, Time in hours, days,
Driven by the spheres [years,
Like a vast shadow moved; in which the world
And all her train were hurled."

Here assuredly is the poetry of science stumbling on the threshold of the fourth dimension! Einstein demonstrates that space is limited and that its limits are in a curve. Mathematicians agree. So we look forward to the telescope which will see round space and find the same star by looking in opposite directions. What a poetic triumph such discovery will be! What an exaltation of homo sapiens. Secure in our belief that it is the spirit that guides us unto truth, we refuse to tremble beneath 'astronomical intimidation.' We proclaim instead that man is greater than

this vast universe, because he has thought it out. The thinker is greater than his thought, just as the Creator is greater than His creation. It was the *silence* of infinite space which terrified Pascal not the insignificance of man therein. Wherefore sit with the Owl at night and look up to the stars above, let science make you sensitive to the wonder of the sky and the poetry of it will fill your soul with joy.

Other birds look down. Let us also be true to the kindred points of heaven and home. Let us exchange the telescope for the microscope and behold again how science reveals the poetry of life. No way like this to be shaken out of easy-going indifference. Your pocket lens may be an 'open sesame' to a whole province of creation just as marvellous as the heights of heaven. To observe for instance the beauty of a crystal or the amazing mechanism of a flower, or the exquisite design of a snowflake (worth it even though you must trek to the Himalayas for them!) is a poetical as well as a scientific experience. Granted you will find dread problems to solve for somehow evil has crept into the scheme and there are parasites and bacteria to examine as well as crystals, but what a quest for the restless mind of man! I remember hearing the Director of Rothamstead Experimental Station saying "go out into your garden and look at a flower bed. How still and silent the soil seems! Yet if you take up a tea spoonful of it there would probably be a thousand million creatures in your spoon."

So the mind which sent millions of star systems swirling through space, has not disdained to endow with beauty organisms so small that a multitude could be put on a pin point. Mere size does not count. Whatever subject you choose to study in scientific enquiry, vistas of poetic discovery open out before you. It is hardly credible that with such exploration open to them, so many choose base and unworthy paths in life. Such at least shall not be our choice, for 'this poetry of science' is a call that may not be denied.

The Quetta Earthquake International Relief Union

IN view of the request of the Government of India to the International Relief Union for its collaboration in coping with the emergency situation in the Quetta region, the Broadcast made from the wireless station of the League of Nations, on June 22nd and 24th, will be read in India with interest:

"Most of you, I am sure, have seen in the press that a very violent earthquake occurred recently in Baluchistan and almost entirely destroyed the city of Quetta. The number of those killed has been officially estimated at 50,000 and the number of those wounded and left homeless or otherwise suffering as a result of this calamity is very great.

Most of you, no doubt, will also have noticed that the Government of India and the British Government are actively organising assistance to the stricken area. Perhaps some of you have noticed, too, that the Government of India has asked for the help of the International Relief Union in coping with this emergency and that the International Relief Union has issued an appeal to all its Member States, as well as to private charity, for funds in order to assist the earthquake victims in Baluchistan.

But as this is the first time that the Relief Union has been appealed to for its active collaboration, it is probable that most of my hearers to-night have no idea of what the International Relief Union is, or when and how it came into existence, nor what is the connection between the Union and the League of Nations. That is why I am now going to answer these questions, for the founding of the International Relief Union is another practical demonstration of the need for international co-operation in the conditions of the modern world.

Even before the war, most countries had founded national Red Cross Societies, which soon afterwards united into two big

international organisations, one called the International Committee of the Red Cross, and the other the League of Red Cross Societies. During the war, the International work of the Red Cross in connection with war prisoners and wounded became very important. It was so important, in fact, that it actually found a place in the Covenant or constitution of the League. Article 25 of the Covenant says: "The Member of the League agree to encourage and promote the establishment and co-operation of duly authorised voluntary national Red Cross organisations having as purposes the improvement of health, the prevention of diseases and the mitigation of suffering throughout the world." This obligation was put into the constitution of the League the Peace Conference, because it was realised that in the very disturbed condition of the world after four years of war, there was a great deal of international relief and humanitarian work that had to be done and that required co-ordination by some permanent international body. The Red Cross did in fact do a great deal of work in the post-war years in connection with combating epidemics in Eastern and Central Europe, repatriating war prisoners, the care of refugees, and similar tasks. In all this work, it co-operated very closely with the League of Nations and particularly with the Health Organisation of the League and with Dr. Nansen, the League of Nations' Commissioner for repatriating war prisoners and settling refugees.

But this was soon felt to be not enough. Whereas the immediate emergencies arising out of the war were in course of time disposed of, or at least mitigated to the point where the situation could be dealt with by individual nations or private organisations, the need for international co-operation in relief work continued to make itself felt.

Most of you, I am sure, will have seen in the press from time to time that a nation has been stricken by some great calamity of

well-lighted rooms. Wings are being added to the old hostel building so that they can become two houses with 60 boys in each, with a resident housemaster and matron.

ACCOMMODATION

In February, there will be accommodation for 180 boys of ages ranging from 8 to 14. At the time of writing, the 70 places for the first term have nearly all been allotted, and there are about 30 places for February not yet definitely taken up, though there are at present more than 60 tentative enquiries for these. There are already many applications from parents of boys who are too young to come in the first year. The intention is that the lower age limit should be gradually raised until boys are only admitted at 11 or 12. The method by which this will be done is by cutting off each year one class from the bottom of the school. In 1934 the lowest standard will be that roughly corresponding to class III of a High School; in 1936 class IV. Thus, boys who are under 9 in 1937 will be able to come to the school if they are above the average at their books. There is no modification necessary for a comparison between the classes proposed for the Doon School and those of a High School. The teaching will inevitably be in English, as the boys will come from all over India, and it is important that boys who come to the school should have some familiarity with conversational English. The study of an Indian language will be part of the curriculum for all boys in the school. The course of studies will first lead *either* to the Cambridge School Certificate (often known as the Senior Cambridge) or to a High School examination. After completing one of these examinations, boys will proceed with the Intermediate course, specialising either in Science or in Arts, or will be prepared for the competitive examination for entrance into the Indian Military

Academy. Those who wish to proceed to an English University will be able to take those additional subjects in the Cambridge School Certificate that may be necessary to secure exemption from the first examination of the Universities.

SUBJECTS

The subjects taken in the first examination will be English, History and Geography, one other language, Elementary Mathematics, General Science. The languages regularly taught in the school in the first term will be Hindi, Urdu, Persian, Sanskrit; and there will be provision for those boys who have already started Latin or French to continue. As the number of boys and staff increases there will be opportunity to teach other languages as alternatives or in addition to these.

It is hoped that the more able boys will be able to take a second language and higher mathematics. But it will be necessary to have an idea of the ability of the boys before making a definite statement about this.

The plans for the start of this, the first Indian Public School, have been greeted with such enthusiasm by people from all over India, that it is possible that some of these well-wishers would like to be associated with the opening of the school by the present of something which will help towards the initial equipment. The Headmaster will be very glad to make definite suggestions to anyone who wishes to be associated in this way with the enterprise.

Anyone who requires further particulars about the plans for the school or the admission of boys should write to the Headmaster, Mr. A. E. Foot, the Doon School, Chad Bagh, Dehra Dun.

His Excellency the Viceroy has consented to be present at the formal opening of the school, which will take place towards the end of October.

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, JULY, 1935

Mutual Recognition of Degrees

THE question of the mutual recognition of Degrees conferred by the several Indian Universities is a thorny one and at the beginning of every academic year the public become painfully aware of the difficulties it creates. It appears from the newspapers that one of the Universities has only given conditional admission to the under-graduates and graduates of another University on the ground that the latter did not recognise all the degrees conferred by it. There are universities which consider that their third class degree holders are equivalent to the first and second class degree holders of other universities and insist on outsiders seeking admission into their colleges possessing higher qualifications than those possessed by their own graduates. It is a pity that this kind of discrimination is spreading and is adding to the number of those causes that create in our country inter-provincial and inter-communal jealousy and bitterness. Is there after all any sound reason why every University in India should not extend equal recognition to the degrees of every other University

and put an end to the growing acrimony in academic life?

IT is our firm conviction that mutual recognition ought to be the rule so far as the statutory universities are concerned. Universities like Madras, Bombay, Calcutta, etc., are all of them constituted under an Act passed by the legislatures of the country. They have regularly constituted academic bodies, Faculties, Boards of studies and Boards of examiners. The degrees they confer are based on the results of written, oral and practical examinations and are therefore genuine in character. They are not *bogus* degrees which are purchased in the market for a certain amount of money. The qualifications possessed by teachers in the different universities of the country are more or less of the same character. Moreover it is becoming increasingly the practice in every university to have on some of its boards—especially boards of examiners and of studies—teachers belonging to other universities. Under these circumstances there is no reason to think that the degrees of some universities are superior or inferior to those of others.

IN the standards laid down for work and examination there does not seem to be much difference between one university and another. A look at the courses and syllabuses and at the questions set for the various examinations will make this clear. Of course, there is an impression entertained by one or two universities that they have higher standards than the rest. But such a view does not bear any critical scrutiny. It is just like the temper of old men who display an attitude of condescension towards younger men, priding themselves on their superior wisdom

simply because they happened to be born earlier. There is no reason to think that in the All-India Competitive examinations or in the prosecution of higher studies in the Universities abroad, degree holders of particular Indian Universities show any decided merit not possessed by those of other universities. In the production of original work the universities which pride themselves on their superiority have not taken any lead so far. There is no objective test by which a clear line of distinction can be drawn between the degrees conferred by one university and those of another so far as the quality of the degrees is concerned.

It is only a kind of narrow provincialism that is at the root of the whole trouble. Even academic bodies seem to forget that culture is as wide as the world and that they will be gaining a great deal by admitting into their field persons from as large an area as possible. In this country of diverse races, languages, creeds and castes unity has always been kept up through culture. It is the scholars who roamed about from one place of learning to another, who carried on disputations and debates with other scholars and who looked at things from different standpoints that created and maintained that bond which has made our country one in spite of all outward differences. Modern Universities which believe that they are more progressive and liberal in their outlook should not place any obstacles in the way of more mutual contact among them. They should not add one more element of discord to the numerous elements that we already have.

THIS is not to say that an Indian University should not have the right

to make its own rules regarding the outsiders that may be admitted to its colleges. But the rules should not be based on the erroneous idea that somehow its degrees are superior to those of the rest. In many cases the colleges and laboratories may have only limited accommodation. If outsiders are admitted into them without any kind of restriction it may so happen that its own under-graduates and the citizens of the area which makes financial contributions to its upkeep may have to be denied admission. Every university is therefore justified on these grounds in limiting the number of outsiders seeking admission into its fold. But where accommodation is ample, laboratories not crowded it should welcome outsiders and enrich its cultural life. This should be the general policy that every university should adopt. And where a university derives financial help from the Government of India this must be a rule. The same applies with greater force to the different universities within the same province which are financed directly or indirectly by provincial governments.

It is a pity that in an important matter like this, the Inter-University Board has not so far done anything of real value. It has as its members the Vice-Chancellors and representatives of all the Universities. It meets a number of times in the course of the year. There will be no justifications for the expenses which each university incurs on it unless it takes up questions like these, discusses them fully and arrives at some reasonable solution. Let us hope that when the Board meets next time this subject will find a place on its agenda so that by the beginning of the next academic year we will cease

to hear of any kind of Inter-University warfare.

The Rt. Hon'ble

V. S. Srinivasa Sastriar

WE consider that the Annamalai University is specially fortunate in securing the services of the Rt. Hon. V. S. Srinivasa Sastriar as its Vice-Chancellor. He has in him the true culture which every great Indian should possess. He has devoted the best part of his life to the service of his country and her people and wherever he went he strove his best to maintain the dignity of India. He is a strenuous and steady fighter in the cause of India's freedom. He is a student of Ancient Indian Literature as well as of the English Literature of the present day and is one of those prominent Indians who are engaged in creating a new India which will be a harmonious blend of what is good and noble in the past as well as the present. In him the students of the Annamalai University will find a person that can inspire them to lead a really cultured life.

It is worthy of note that he has consented to serve the University without receiving any salary. It is a matter for serious consideration whether every Indian University should have a paid Vice-Chancellor and whether the pay should be as high as what it happens to be in a large majority of cases at present. It has become the fashion to take it for granted that no really capable person will accept the post of Vice-Chancellor unless he is given a princely salary. It is forgotten that for more than half a century our universities had no paid Vice-Chancellors and that even now the biggest Indian University has no paid Vice-Chancellor. Even if it is assumed that the more recent Univer-

sities require organisers of great ability and eminence to place them on a sound footing and run them on proper lines, it is desirable that the case of each university should be examined separately and its prospects and finances well-assessed before the pay of the Vice-Chancellor is fixed.

The Central Advisory

Board of Education

THE Government of India have now decided on constituting a 'Central Advisory Board of Education' with the following as members—the member of the Executive Council in charge of Education, the Educational Commissioner to the Government of India, six nominees of the Government of India—one at least being a woman, one nominated by the Council of State, two by the Legislative Assembly, three by the Inter-University Board and one representative of each Local Government. From this it may be said that on the whole the personnel of the Board is satisfactory. It will be in a position to represent both the Central and the Provincial point of view, the general as well as expert opinion. Much of the usefulness of the Board will, however, depend on the help which it will have to secure from specialists when technical questions are to be discussed. Such specialists will have to be co-opted on committees set up for the purpose.

Many may be under the impression that education being a provincial subject there is not much for a Central Board to do. But this is an erroneous idea. Experience of countries like the United States shows that while details will have to be worked out separately in each province according to local conditions, it is necessary that many questions dealing with prin-

ciples and policy may have to be formulated centrally. The Board will be in a position to give a lead to the provinces on many matters, in regard to which decisions are possible only when the experience of different provinces is pooled. It may also encourage special research in educational matters and issue bulletins, pamphlets and books. There is any amount of scope for useful work on the part of the Board.

Graduate Teachers in Elementary Schools

ONE of the reasons why elementary schools are found to be inefficient is that the general standard of education of teachers in them is low. A large number of them are persons who received only an elementary kind of education. In these days when graduates of universities are available in large numbers, there is no justification whatever for employing teachers with low qualifications in elementary schools. Sometime back Mr. Champion, the Director of Public Instruction, suggested that more graduates should be employed in elementary schools. The same suggestion was put forward the other day in Madras by Miss Prager. One obstacle, however, in putting it into practice is finance. Graduate teachers certainly require a higher pay. Most of the Local Boards and private managements are not in a position to pay large salaries. A revision of the Grant-in-aid Code on a liberal scale is the only effective means of carrying out the suggestion. Sooner or later it should be done if schools are to become real centres of education.

The Madras S. S. L. C. Scheme

ALTHOUGH the Government have notified that the scheme of 1934 is

kept in abeyance and that schools should revert to the scheme of 1929, nothing has been done to remodel the syllabuses which were found to be heavy—especially in History, Geography and Elementary Science. It is not known what will happen as the permanent Director of Public Instruction who is responsible for the new notification is on leave. It is a matter of general knowledge that the changes in the S. S. L. C. scheme closely follow the changes in the office of the Director of Public Instruction. A new Director brings about a new change. What should now be done by educationists—and especially teachers in secondary schools—is to meet in conferences, frame what they consider to be sound syllabuses in each subject, and submit them for the consideration of the S. S. L. C. Board. Mere criticism of the syllabuses framed by the Board serves no purpose. Suggestions must take a concrete form.

The 'Educational India' will be glad to publish any detailed syllabuses that may be drawn up by the teachers concerned.

Personal

DR. R. P. PARANJPYE has been re-appointed as Vice-Chancellor of the Lucknow University for a further period of three years.

MR. H. F. SAUNDERS, Deputy Director of Public Instruction, has been appointed to officiate as Director of Public Instruction, and Commissioner for Government Examinations, Madras, vice Mr. H. Champion, who has proceeded on leave for six months.

MISS SHEEREEN ALI, daughter of Capt. Shujath Ali, M.B.E., and grand-daughter of Khan Bahadur Khader Navas Khan, is the first Muslim lady to take the B. A. Honours Degree (Language and Literature) in the Madras University. She obtained a second class.

Foreign Currents

WORLD FEDERATION

The ensuing session of the World Conference of Education to be held at Oxford under the auspices of the World Federation of Educational Associations from the 10th to the 17th August, promises to be a unique gathering. It will be held in association with two other International organisations—Federation of Teachers' Associations and the Federation of Secondary Teachers' Associations. An outstanding feature of the Conference will be an exhibition which will give the visitors from other lands some indications of the work of various institutions in England and Wales. Surely this is held to be the greatest gathering of educationists ever met.

The Indian Delegation for the above conference is being led by Principal P. Seshadri of the Government College, Ajmer. Other members of the delegation are Rao Bahadur Thakur Chain Singh, Education Minister of Jodhpur State, Principal A.A.C. Harvey of the Government College, Ludhiana, and Principal F.G. Pearce of the Scindia School, Gwalior.

THE SCHOOL BROADCASTING

The school broadcasting is slowly becoming an essential part of the educational system, full of potentialities for the future. This is especially so in England. In their latest report, the Central Council for School Broadcasting state: "We feel that the time has come definitely to record our opinion that school broadcasting has established itself as an educational influence of considerable importance and that it should be regarded as an asset of great potential value to the public service of education." Again the Director General of the B. B. C. utters the following prophetic words: "In a certain number of years, perhaps ten, I should imagine there will not be a school in the whole of England which will not have broadcasting as necessarily as any other equipment". We believe that very soon the "School Broadcasts" will be made available to the pupils of every school in England. What an appalling difference between India and England!

CASTE IN EDUCATION

The following is an extract from the *School Master and Women Teachers' Chronicle* on the subject:

The public policy in education has been the conscious policy of adjusting the next generation to the needs of the present. But surely it should be concerned rather with giving each new generation, 'the ability to face new issues in new ways'. The idea that children of different social classes must be educated in different types of school perpetuates caste and renders democracy unattainable. In a true democracy the man who ploughs, or forges, or builds would be regarded as serving the community equally with the doctor, the secretary or the administrator. The aim of public policy in education must be therefore to make all schools supported by the State—the best for everyone.

EDUCATION UNDER NATIONAL GOVT.

It is maintained that during the last few years the achievements of the National Government in the department of education had been significantly little. But the restoration of teachers' salaries, the withdrawal of some retrograde circulars and the raising of the school age in the promising areas are some achievements to their credit.

Mr. Ramsbotham the Parliamentary Secretary to the Board of Education, describes the objects of Secondary Education thus:

"Our secondary education was really the touchstone of our whole educational system, and on it depended in a remarkable degree the destiny of our country, on our ability to educate in the secondary schools young people able to take responsible positions in after-life in politics, commerce, science, industry and the professions."

SCIENCE THROUGH CINEMA

An attempt to popularise the latest achievements of science through cinema organisations is made in Moscow by the Science Academy. Cinematography is being used in the scientific laboratories, research institutions, experimental stations and clinics. An elaborate film giving an excellent story of the mastery of the atom and the matter has recently been complete.

This is the way how Moscow is advancing in popularising Science.

THROUGH DIFFERENT PROVINCES

THROUGH different PROVINCES

DELHI

INSTITUTE OF INTELLECTUAL CO-OPERATION

At the instance of Sir S. Radhakrishnan, the International Institute of Intellectual Co-operation of the League of Nations has requested the Inter-University Board, India, to serve as the national centre for India. According to the suggestions of the experts consulted by the League, each national centre is expected to collect documentary material concerning its own country, with particular reference to the bibliography of works and review articles of special interest. Catalogues of aids to study films, lantern slides, gramophone records, practical experiments and educational measures are also included.

CENTRAL ADVISORY BOARD OF EDUCATION

It is reported that the constitution of the Board and its functions have almost been settled. Besides the Executive Councillor in charge of education, health and lands, and the Educational Commissioner, there will be six nominees of the Central Government.

It is laid down as essential for effective work that the Board should confine itself to advising Local Governments on broad outlines of policy and that it will be empowered to appoint *ad hoc* or standing committees to study particular questions. No provision has been made for inclusion of representatives of Indian States on the Advisory Board. But the matter will probably be taken up when the Federal Government comes into existence.

It is considered probable that the Bureau of Education, which was closed in 1923 as a measure of retrenchment, will also be revived as soon as funds permit.

SUGAR RESEARCH INSTITUTE

The question of locating at Cawnpore the All-India Sugar Research Institute, for which

the Government of India has sanctioned six lakhs of rupees, is now engaging the attention of the Imperial Council of Agricultural Research. The proposal is to locate the institute in the premises of the Hardcourt Butler Technological Institute, Cawnpore, to the Sugar Research section of which the Imperial Council has already given a grant.

INDUSTRIAL RESEARCH BUREAU

The Advisory Council of the Industrial Intelligence and Research Bureau, which was started as the result of last year's Provincial Economic Conference, held its first sitting on the 8th instant, in the Legislative Assembly building, when 24 members were present.

The Council took up the question of co-ordinating the various research activities now being conducted in different official institutions. They concluded that it was desirable to appoint a Committee for the purpose of examining research work which is being conducted into fatty oils, soaps and essential oils and of advising on the co-ordination of work.

They also examined the question of publications and decided to issue a series of bulletins, dealing with the various industries for the benefit of the public and those particularly concerned.

MADRAS

ANDHRA UNIVERSITY AMENDING BILL

A Bill to amend the Andhra University Act has been given notice of by Mr. P. V. Krishnayya Choudhari, M. L. C., relating to the provisions governing the appointment and salary of the Vice-Chancellor and the Registrar.

WIRELESS DIRECTOR'S VISIT

The Director of Wireless visited Madras early this month in connection with the further examination of the scheme for establish-

ing a medium wave broadcasting station there.

It is now confidently learnt that the station will be in operation sometime next year, and it will be similar to the one proposed to be established at Delhi.

MADURA REJECTS CHAMPION SCHEME

With reference to a communication from the Director of Public Instruction asking for the view of the District Board Regarding the consolidation and concentration of certain boys' and girls' schools in Nilakottai and Kodaikanal Taluks, and Board expressed its view against the proposals. The Board was not in favour of converting the present Board Girls' school at Melakoilpatti into a mixed school.

ADULT EDUCATIONAL CONFERENCE

The All-India Adult Educational Conference will be conducted under the auspices of the All-India Night School Federation of Madras, in the second week of September, 1935. The object of the conference is to bring together all those interested in the obliteration of adult illiteracy, and to survey the extent of such illiteracy with a view to spreading industrial and general education among masses.

EQUIPMENT OF SECONDARY SCHOOLS

The Government have sanctioned the distribution of subsidies amounting to Rs. 12,600 among the District Boards of Guntur, East Tanjore, Kurnool and Ramnad and the Municipalities of Ootacamund, Bezwada, Salem, Pollachi and Palacole towards the cost of the equipment of secondary schools under their management.

BENGAL

GOVERNMENT SANCTIONS VERNACULAR MEDIUM

The Bengal Government have approved the new Matriculation regulations of the Calcutta University, making vernacular the medium of instruction and examination for all subjects, excepting English, and providing for training in technical and vocational subjects.

RE-ORGANISATION OF SECONDARY AND PRIMARY EDUCATION

The Government of Bengal, it appears, have finished the preparation of their scheme

for re-organising the primary and secondary education in Bengal. As regards primary education, it is reported, the Government intend to start sixteen thousand schools on area basis all over the province—all at state cost and under state control. Each school shall have four teachers with an initial pay of Rs. 20 and Rs. 15 each. Thus, sixty four thousand teachers will be appointed and it is believed that all of them will be taken from amongst the unemployed educated young men. A large number of special inspectors called 'primary school inspectors' will be appointed on the grade—Rs. 40-75. These inspectors, in addition to visiting the primary schools, will meet the villagers and advise and instruct them as regards the sanitation of the village, restriction of jute cultivation, agricultural improvements and other information useful to the village folk.

So far as secondary education is concerned, the ideal of abolishing a large number of schools in the name of efficiency is contemplated. Those schools that will be allowed to exist will get Government grants on a liberal scale.

TEACHERS' TRAINING BY THE CALCUTTA UNIVERSITY

The Calcutta University is to be congratulated on their starting a Teachers' Training Department which would provide facilities for students preparing for the B. T. degree and would also arrange for special lectures on methods of teaching in selected subjects.

The ultimate object of the University is to open classes for training students for the B. T. degree of the Calcutta University. But for the present, as an experiment, a short course of training extending over three months at a time has been arranged from July, 1935. There will also be a Vacation course extending over a month at a time.

CALCUTTA 'VARSITY'S BUDGET PROPOSALS

Budget estimates of the Calcutta University for 1935-36 disclosed a deficit of Rs. 2, 70, 123. Notable features of the budget were provision for teachers' training department, better arrangement for looking after the health of students and instruction in different Asiatic languages, including Chinese and Tibetan.

BOMBAY**UNIVERSITY'S RESEARCH FUND**

The University of Bombay has established a small research fund to assist the investigators of the various branches of knowledge. The Syndicate is prepared to receive workers for grants and help them in the work they have undertaken.

INTER-UNIVERSITY DISPUTE

The dispute between Madras and Bombay Universities over the recognition of their respective degrees, which reached an amicable solution in September, 1934, has now been renewed with the result that the Registrar of the Bombay University has announced that students from the Madras University seeking admission into Bombay will not get final eligibility certificates. They will have to accept provisional admission which will be confirmed or withdrawn as negotiations for settlement, which are in progress between the two Universities, succeed or fail.

LADY TATA MEMORIAL AWARDS

The trustees of the Lady Tata Memorial Trust have granted the award of ten Indian Scholarships of the value of Rs. 150 each per month for Scientific Investigations having a bearing on the alleviation of human suffering, for the year 1935-36, on the occasion of the fourth anniversary of the death of Lady Tata.

Besides the Indian Scholarships, the trustees have also given eight Inter-national Awards for research in diseases of the blood with special reference to leucaemias.

PUNJAB**JUBILEE SCHOLARSHIPS**

The Punjab Government have sanctioned Rs. 30,000 for the grant of Jubilee scholarships in the province. The Ministers concerned are now working out a scheme for using this money.

HYDERABAD**THE GOVERNMENT SANCTIONS BROADCASTING**

It is now understood that the scheme prepared by Mr. Mahaboob Ali, which had the

approval of Col. Hardinge, Wireless Expert, and which was passed by the Executive Council, has received the sanction of H. E. H. the Nizam, who has been graciously pleased to appreciate the work of Mr. Mahaboob Ali in the field.

As the scheme has now been sanctioned, Hyderabad will have a powerful station and a sub-station will also be established at Aurangabad, and two wavelengths have been reserved for the subsequent sub-stations at Warangal and at Gulbarga. It is anticipated that the new stations will be in the air by the end of the year.

It is understood that Mr. Mahaboob Ali is proceeding to Europe for studying the latest developments in broadcasting in the continental countries, with a view to adopt them on his return to Hyderabad.

MYSORE**INDIAN SCIENCE INSTITUTE**

Reviewing the activities of the Indian Institute of Science at Bombay recently, Sir C. V. Raman said that research work was going on very well and they had published nearly 40 papers during the last twelve months. Administrative work took much of his time but he hoped to be able to devote more attention to research work in future, as his reorganisation scheme was almost complete. The work done so far covered various fields, both theoretical and practical study of colloids, structure of metals, theory of elasticity of solids and its relation to ultimate structure. A great deal of work has been done on the problems of the nature of liquid.

Sir Raman was happy that quite a number of young people were working in his institute. He looked forward to invading new fields and publishing at least 100 papers during the coming year.

MORE GRANTS FOR EDUCATION

A resolution was moved in the last Assembly Session, recommending a lump-sum grant of one lakh for the expansion of primary education in the State. But the D. P. I. pointed out that in former years though it was agreed that 50% of expenditure on primary education should be given by the State and the other half by local bodies, it did not materialise and that subsequently the Government has agreed to

pay 60% of the expenditure. Now the Government had sanctioned Rs. 15,000 in excess over last year's.

TRAVANCORE**MEDICAL INSPECTION IN SCHOOLS**

The Travancore Government have sanctioned a new scheme of medical inspection of school children. It is stated that the Education Reforms Committee considered the existence of the scheme defective in many respects and that the Director of Public Instruction, the Durbar Physician, and the Deputy Director of Public Health decided on the new scheme.

The main features of the scheme are that the medical inspection of primary school children is to begin first and the departmental expenditure on colleges and English schools is to be given up, if there are no funds and all the expenditure is to be concentrated on the medical inspection of Primary schools.

Girls are to be left out of the scheme at first or only those whose parents do not object to medical inspection by male officers will be included. Teachers in the Primary schools are to be instructed how to look out for common ailments or to report cases to medical Inspectors.

CEYLON**THE TRAINING COLLEGE**

The first Ceylonese Principal of the Training College has been responsible for certain commendable innovations. In the Royal Preparatory School the vernaculars are being given their rightful place, which is a step in the proper direction, despite the apprehensions of a certain set in society which fears its offspring "going native"! The vernacular teachers in training have been placed on an equal footing with their co-workers in the English field. One wonders how such status had been previously denied them, seeing that the vernacular schools for out-number those in English. Another useful step is that a colloquial acquaintance with Sinhalese and Tamil is made more or less compulsory, thus, in its way, drawing closer the two communities.

—Young Ceylon

Indian Educational Problems

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PUBLIC OPINION

DR. NALINI KANTA BRAHMA ON THE STATUS OF THE TEACHER

In the course of his presidential address at the Khulna District Teachers' Conference recently, Dr. Nalini Kanta Brahma, M.A., Ph.D., P.R.S., referred to the status of the Teachers in Bengal. But his remarks hold good in the case of other provinces as well.

"The fate of education in this province is doomed unless the status and quality of the teacher be considerably improved. Only one-sided study of the situation is revealed in the remark that the quality of the student is deteriorating day by day and unless the quality of the student improves, the defect in the present system of education cannot be removed. The truth, however, is that no absolute line of demarcation can be drawn between the teacher and the student, so far as the inherent quality is concerned, because the student of today is the teacher of to-morrow, and it is the same thing whether we notice the deterioration at the stage of the student or at that of the teacher. The fate of the teacher and the pupil is so intimately bound up together that it is impossible to find fault with the one and excuse the other. An average student can only grow up to be an indifferent teacher; and an indifferent teacher in turn can only produce average students. In order that any effective improvement may be attained in the sphere of education, it is necessary first of all, to create a band of inspiring teachers who are fully aware of the heavy responsibilities entrusted to them and who are also fully competent to discharge their duties. For this purpose, the most brilliant men have to be attracted to this noble profession. The whole country, authorities as well as guardians, have to realise fully that the future welfare of the land depends on the improvement of the condition and status of teachers, that is, the persons who are entirely responsible for the training and education of the future citizens of the Empire. It is high time that we should all realise our mistake and seriously begin to think how the quality and

the status of the teacher can be improved. It can hardly be denied that the deplorable indifference of the country to the importance of the role which the school-teacher plays in the cultural life of the community has been responsible for much of the evils of the present day. The poverty and the low status of the teacher are things which do not speak well of the country and the sooner we can get rid of such conditions, the better for us. To allow the teacher to remain neglected and still to expect the healthy education of our boys is an irrational attitude altogether in that it looks for miracles to happen as a matter of course."

SIR T. B. SAPRU ON THE LINK OF INDIAN UNITY

Sir Tej Bahadur Sapru, in the course of an interesting speech delivered in London under the auspices of the recently formed Hindustani Speaking Union, touched upon the common language and common culture of India.

He said that while in the future there might be many things that would fail Indians, there would be one thing holding them together and that would be their ancient and widespread culture. There was a great future for Urdu literature if conducted on right lines. When their ancestors in the north decided about two hundred years ago to introduce a common language understood by Muslims and Hindus alike, they were wise beyond their times. He was not one who supported the claims of some obstinate Muslims that they were the real custodians of Urdu literature. Well, there had been an unfortunate controversy as to the merits of Urdu and Hindi. It was barren and it got them nowhere. He appealed to young Indians to eschew such divisions and to realise that running right through the thread of Indian life there was a common culture. Nobody should be misguided by the arguments of certain British politicians that at heart the people of India were divided. As Indians they could almost laugh at all the talk about their country having 240 languages. This was merely for

political purposes. In the West, unfortunately, too much stress was laid on the things that divided Indians, and none upon the things that united them.

Sir Tej went on to say that in certain respects the culture of India today was much richer than it was 200 years ago. He did not deny the value of contacts with the West, but undue stress should not be placed on them. While it was too much to hope for a common religion in India they could have a common culture, and this was the really important thing.

PRINCIPAL K. B. CHATERJEE ON THE UNREALITY OF ENGLISH MEDIUM

Principal K. B. Chatterjee, M. A., in his presidential address, at the Mymensingh District Teachers' Conference, rightly points out:

"The vital defect in the present day system of education is the atmosphere of unreality which the English medium is to a great extent responsible for. This unnatural method has not only entailed a heavy wastage in time and energy but has inevitably encouraged cramming even with regard to the essentials of knowledge. Little boys reciting lines of a theorem of Geometry times without any count and at the top of their voice would be indeed a ridiculous sight, if it were not so tragic. The transference of the medium to the Vernacular of the student is just the recognition of the simple truth that students do not exist for a system but that the system is made for them! I believe it also marks the recognition of the truth that education is not a battering-ram to force open the doors of the young mind but that the mind gently opens itself to beautiful and sweet things as a flower opens its petals to light and air, if only these things come to the mind in a natural way and not in a questionable shape. It has taken men a long time to find out all simplest truths and in the present case also it required the greatest of our Vice-Chancellors to enunciate the new departure and his energetic son to convert it into a practical proposition. It is exactly a hundred years now that Lord Macaulay wrote his famous minute on education as the Chairman of the Committee of public instruction and since then all instruction—higher and lower—has been imparted to students only through the medium of the

English language. It is not for me and this is neither the time nor the place for going into the historic controversy between the Oriental and the Western school. But the fact remains that when after a little over a quarter of a century the University came into existence, it simply took over the arrangement for imparting instruction which it found in the field and as its doors were sought only by a few—and these naturally serious and gifted men—the unreal character of the arrangement took time to show itself. Perhaps, after all, the English medium also served a purpose at this early stage. It certainly helped to lift the mind, cut off from the great currents of the world, out of its provincial outlook and, by supplying a fillip to the study of the language, opened up a vast and varied field to the eager eyes of our pioneers who could thus liberally equip themselves for the great task of enriching the mother language with the result which we see now, namely, the transference of the controlling power, which is its due, to the Vernacular."

MR. S. S. RAJAN CRITICISES MONTESSORI

Mr. S. S. Rajan, M. A., (Dublin) who has made a special study of "Child education" delivered a lecture recently, at the Y. M. C. A., Madras, when he touched upon the education of children between the ages of five and nine. He said:

"A child's interest varied according to the quickness of absorption with the fullest details of any given object, with the result that new wants were created. This varied from child to child. Unless a school had ample funds to provide a new set of apparatus everytime to suit individual requirements, attention could not be directed to any object with success. Whatever the teacher might draw into the little head of the child either through force or fear to keep attention would only end in straining the efforts of the child and if persisted in, would create aversion. The child would get nervous of the school. Thus, any fixed set of apparatus would not be suited for a class consisting of children with divergent tastes and aptitudes. Madam Montessori committed a great blunder in suggesting a fixed set of apparatus suited to all. But her system and apparatus only suited a fat purse. A dividing line was also drawn between the rich and the

helpless poor, which should not find a place in the educational field.

Between the ages of five and nine, the lecturer continued, there was increased vitality, growth, mental development and the ability to withstand strain and keenness for learning. Interest, attention, retention, recall, memory training, observation and reasoning, the lecturer pointed out, were points to be paid the greatest attention in the matter of child education and there was need for a wholesome change in school curriculum.

MISS M. F. PRAGER ON A PLAN FOR ELE. EDUCATION

That the Madras District Educational Council should enquire into the present system of Elementary Education and formulate a plan for improving the quality of education was the suggestion made by Miss M. F. Prager to the members of the District Educational Council.

The first requirement of elementary education, Miss Prager said, was the teacher. The second requirement was the school, which educated the teacher. The problem of elementary education in India was a colossal one. It was important that they should enquire what facilities existed for the training of teachers and what further facilities were required. For if they considered the case of Elementary trained teachers they would find that they were not up to the standard required. They should formulate a scheme whereby it would be possible to eliminate this section of teachers and replace them by better trained men. The Council should also enquire into the syllabus requirements of elementary schools. The standard of education was low and when they considered the fact that some of the girls who studied in these schools would become teachers later, they would realise that they were moving in a sort of vicious circle. They wanted better education to equip teachers with the necessary knowledge and better trained teachers to improve the standard of education. Therefore the District Educational Council should consider this problem and formulate a five-year or ten-year plan to improve the quality of elementary education.

MR. SATYAMURTI ON EDUCATION AND NATIONAL LIFE

Education and National Life was the

subject of a lecture recently delivered by Mr. Satyamurti under the auspices of the Madras Teachers' Association.

He said that when they thought of education in this country the picture that came to them was of a few high schools scattered here and there and a larger number of elementary schools dragging on their existence in a few villages and in few colleges and universities. But from the larger point of view of national life, education ought to bring before them a vision of every village of the 7 lakhs of villages in their country, humming with a school well equipped, well staffed and well housed, which should be the intellectual nerve centre of the people of the village. He would like them to think of education in those terms and then correlate it with national life.

They should avoid the tendency, the speaker continued, to create a new caste, namely, that of the educated people and should try to live in companionship with the common people, of whom they formed a small part. Some means ought to be found by which those who were engaged in the work of education must become centres of influence and of culture spreading light and sweetness in their entire surroundings. If education was to play a part in national life, those engaged in the task of education whether as teachers or students should expand themselves into the life beyond their schools and colleges.

MR. DORAISWAMI AIYER ON EDUCA- TION AND UNEMPLOYMENT.

Mr. T. K. Doraiswami Aiyer in the course of an address recently at the Madras Senate said: In India the unemployed belonged to the class of educated persons and expected not four annas a day but Rs. 25 a month, which was very much more than the average national income. Therefore only a bold policy inspired by clear thinking and a well-laid plan could give the right kind of direction of this question.

Education could not be taken on the same footing as the production of a commodity. The classes who took to higher education very largely did so as a business proposition. They said that for culture they had Gita and other things but to become a Tahsildar they must pass through colleges. They in India were now paying the penalty for that wrong line of approach to the problems of education.

TOPICS from PERIODICALS

THE THREE SYSTEMS OF EDUCATION

Prof. S. C. Sircar M. A., D. Phil. (Oxon.), Dip. Ed. (Oxon.) describes, in an interesting article contributed to the *Modern Review*, the present stages of Indian education and accounts for the dissatisfaction inherent in the system itself.

He proceeds with his tests, *Siksa-Sutra* and defines primary education as that system of instruction or preparation for life which satisfies the primary needs of human society,—four in number, namely, feeding, clothing, housing, and social life.

Then with regard to secondary education, he says: "This kind of education is fitly termed 'Secondary' with reference to the secondary needs of society, that depend for their number and nature on the stage of advance reached by a given society. In an average civilized society of the present day, its secondary needs must be: those of carrying on civic and political life, and business of all kinds, trade and commerce; those of developing the economic productivity and resources of the country, by industries, manufactures and communications: that is to say, all education and training for the vocations of an advanced society, its technical and professional pursuits, its services, public or private, — is secondary education."

According to him "the University courses of study should therefore be purely literary, humanistic and scientific. The proper way of approach to subjects of study in Universities is not the acquisition of useful information but the training of the mind in the way of thought, the processes of reasoning and building up of knowledge peculiar to each branch of human learning like literature, history or the sciences.

As these suggestions call for more money and resources than the present-day system requires, he chalks out an economic basis thus:

"Co-operative financing by village communities in rural areas and by town wards in

urban areas should be the economic basis of primary education, the primary need of the average masses of people, rural or urban. Secondary education should be run by trade guilds, or vocational or professional associations, or by businessmen and financiers, investing and managing jointly or singly—preferably jointly, with State audit supervision and patronage; even the State itself might run some training institutes for some of its departmental services. And University education should have as its economic basis gifts and endowments of monies and properties by private benefactors and unconditional grants-in-aid from the State (from the point of view of national service only and not from that of running a State department or calling the tune by paying the piper), all the benefactions being of such nature as to leave the courses and ideals of the university free from external inept control; that is, the university should stand only on what ancient Indians called '*dharma-dana*' and '*sraddha-dana*'; the basis of their universities, '*charanas*' and '*viharas*.'

COST OF HIGHER EDUCATION IN INDIA

"A student may be justified in drawing upon his guardian's resources for his expenses, but these should be limited to the irreducible minimum," writes Dr. Sir P. C. Ray in his forth-coming book "*My life and Experiences*," an extract of which was published in the current number of the *Indian Review*. He writes:

"The average college student in India is supplied with a monthly allowance varying from Rs. 40 to 50. Being a scholar, he is treated as something sacrosanct. His parents who often deny themselves the bare necessities of life or even mortgage their homesteads or lands so as to meet the monthly remittances do all the drudgery of the household. During holidays, the young hopefuls being exempted

from the so-called menial work, waste their precious time in gossiping, card-playing and in organising amateur theatrical shows or in an extra dose of sleep in the afternoon.

"Five years ago while I was in Paris, I found on inquiry that there were thousands of students from Poland and the adjacent countries who boarded and lodged on an allowance which would appear to us ridiculously small. Even now in the University of Prague, one of the oldest in Europe, where the best scientific and literary education is imparted, students have to manage on incredibly small means; 40 per cent. of them have an income of just £ 3 a month, i. e., Rs. 42; 38 per cent. are freed from fees on account of poverty. The average student must feed and clothe and board himself on about £2-4s. i. e., Rs. 30 a month.

"And what is the average earning capacity of a graduate? I inquired of Prof. K. T. Shah, a high authority, the other day as to the average income of graduates in Bombay. He assured me (four years ago) that it could not exceed Rs. 25 per month.

"The student, when he comes to town conveniently forgets how much his poor parents have to pinch themselves to meet these expenses. There is a certain degree of selfishness bordering almost on meanness on the part of the scholar in thus levying forced contributions and spending them on luxury."

PROBLEM OF THE FUTURE GENERATION

Principal Sohrab R. Davar of Bombay discusses in the *Educational Review* the question whether the present educational system is suited to modern requirements as well as those for the future generations of this country. He writes: All over India, Universities have now started granting degrees in Commerce, but none of these degrees are recognised for the practice of a profession.

"The obvious remedy which appears to me is that we should encourage the formation of Professional Boards who should lay down syllabuses both for practice and theoretical training for their respective profession and supervise the whole education. A beginning has already been made by the establishment of the Institute of Bankers in this country. The

All-India Accountancy Board as established by the Government is the first step towards the establishment of an Institute of Accountants for India. I trust that similar steps will be taken by professional men concerned to found independent Associations and Examination Boards along the lines of European countries, particularly that of Great Britain. We have already Associations like that of Engineers, Architects, Insurance Company Officers, etc., and I would appeal to them to formulate their respective syllabuses and take up the educational side of the question in the interest of their respective professions. In the industrial line also, a similar development is most desirable."

THE BOMBAY MATRICULATION SYLLABUS

The *Modern review* editorially writes:

"In an Associated Press message relating to the new Matriculation syllabus of the Bombay University, mathematics, we find will be one of the subjects of examination, and this subject will include Algebra and Geometry only. Why is not Arithmetic included? Is it because the Bombay Matriculation candidates acquire a complete knowledge of Arithmetic some years before they reach the Matriculation class?

"We also note that candidates will have to pass the examination in 'one of the Modern Indian Languages, namely, Marathi, Gujarati, Kannada, Sindhi, Urdu and Hindi, with texts.' Bengali is not included. It may be that that is because Bengali is not the mother-tongue or the vernacular of any area included in the Bombay Presidency. But that, we believe, is the case with Urdu and Hindi, too. No doubt, Urdu and Hindi are used by many persons in the Bombay Presidency as their vernacular. But so is Bengali. It should be superfluous to point out that the place of Bengali literature among the vernacular literatures of India is not inferior to that of any other. The Calcutta University examines candidates in many modern Indian languages which are not among the vernaculars of Bengal and Assam."



OUR WOMEN'S PAGE



Some small details of Education

By Mrs. K. Sathianadhan, M.A.

THE Indian woman still needs education in many things. As we read from the *Hindu*, many were the criticisms levelled at Western women lately in London; and surely there must be worse things said of our backward ladies. Let us take the different kinds of education that these need. There is first the time-honoured dictum that it is upon the education of the mothers the training of the child depends. Especially is this so for the very young child, whom none can influence better than the young mother. Therefore, should not the mothers be educated in a double way, viz., first with ordinary education, which they in turn can impart to their children; secondly with education in the psychology and growth of children?

Then, is the education, which our girls are getting now, the proper sort of education? No doubt, it does suit some and is really a very good training for many; but in the case of others it is not of much service. It was with great interest that I read the other day the criticisms of Dr. Savitri Bai of Belgaum, regarding this important point. In the first place, she says there is nothing much in the education now given, to promote strength of mind and body, in which respect working-class folk are better off.

"There is not much in modern schools for girls, with their uniform and universal curricula, to help a girl grow up strong in body and mind, much less to be useful in her home or that which she goes to. Working class womenfolk, with all their apparent disabilities of want and illiteracy, have a much better physique and a greater capacity for being

useful to others than well-schooled girls. The latter emerge from High School or College weak in body and brain, generally speaking."

What is the cause of this state of affairs? In the first place, discipline is lacking, both of mind and body. What do the girls get? Is it education? Mere learning is no education, nor can it teach discipline. Education has to train and fit up the student for life. And even of this particular training of literary, as it may be called, there is little, for the great majority of women in India are left untouched.

Secondly, essential things are not part of the education. As Dr. Savitri Bai says:

"Can we claim that our present day schooling promotes education in its true sense? Domestic duties are the first care of a woman, though not the last. There must be education in them. Institutional management, nursing, medicine, stenography, and home industries such as knitting, tailoring, and cutting, can be taught to girls to fit them to be useful at home and of service to others. Such educational equipment of a girl will revolutionise her economic status."

Again, even the limited education given to girls is stopped at their early marriage, and what was learnt is then forgotten. "Girls' education in this country is much the same as boys; and when a girl, after some years of schooling, has reached the stage when she is just able to pick up scattered crumbs of knowledge, she is married straightaway and her school career, nay, educational career, is concluded. It is a colossal waste."

Mrs. Savitri Bai holds up the advantages of home economics and home industries, as taught in the West.

Apart from this sort of education, there

are some ideals, which the middle-class Indian girl is not taught to work up to. She is a timid and frightened creature, held in by all sorts of *don'ts*. She does not often understand the true dignity of labour, especially of manual labour, as the working woman does. Moreover some women do not really care at all for education. They are content to stay at home and stagnate—“pussy-cat women”, to quote *Moderna*, “who are content to sit and purr in the cosy surroundings provided by the hard-working male.”

And then, women have much to learn when they do enter business. Even in Western countries, they have been criticised for their slackness, the greater importance attached by them to emotions and feelings than to business rules and their agreement to lower wages, which undersells the man. They are also showing “too little appreciation of the value of the womanly woman”. On the other hand, when they do attend to their homes, they neglect their other work. Married women, indeed, are in a difficult position; they are crushed between two stones, as it were. And this brings us to one of the conclusions to be naturally drawn, viz., that, if women want to work in public, it is better for them to remain married!

INDIAN WOMEN'S TOUR

The party of twenty Indian women, six teachers and the rest mainly university students, under the leadership of Mrs. Datta, now on tour in Europe, arrived at Prague last month.

Professor Dr. Lesny, the distinguished Indologist and President of the Indo-Czechoslovak Society, in a short speech recorded appreciation of their visit. Such study tours and visits, he stated, played an useful and helpful purpose in developing contacts between countries. He referred to the formation of the Indo-Czechoslovak Society in Prague for the promotion of cultural and economic relations between India and Czechoslovakia and mentioned that Indian students could be sure of a good welcome in Czechoslovakia. Prague, with its two universities and technical colleges, he added, offered good opportunities for Indian students.

Personal Notes

MR. M. R. JAYAKAR is expected to deliver the annual address of the Nagpur University, which was fixed for 7th December by His Excellency the Chancellor.

DR. PARANJPYE, Vics-Chancellor of the Lucknow University has donated Rs. 10,000 to the district local board of Ratnagiri, for the introduction of compulsory primary education in his native village of Murdi.

MR. ANWAR IQBAL QUERESEHI, M.A., M.Sc. Econ., has been appointed Research Assistant in Economics in Trinity College, Dublin University for a period of six months. Mr. Querehehi will study Irish agriculture and its problems. He is a graduate of the University of Punjab and of the London School of Economics. He was awarded a travelling scholarship by the Universities Bureau of the British Empire in June 1933 and visited Australia, New Zealand and S. Africa in connection with his research work with the problem of rural credit.

MR. P.J. THOMAS, Prof. of Economics of Madras University, received the degree of Doctor of Philosophy at Oxford University.

DR. IDA S. SCUDDER, D.Sc., Principal of the Women's Union Medical College, Vellore, who recently left for America, was awarded the honorary degree of Doctor of Science, by the Rutgers University of New Jersey, U.S.A., in recognition of her services in India and America.

MR. K.R. SUBRAMANIAM, M. A., Chief Lecturer and Head of the Department of History and Economics, Maharaja's College, Vizianagaram, has been appointed by the Government of India, as a corresponding member of the Indian Historical Records Commission for the Vizianagaram Centre for a period of three years.

H. H. THE MAHARAJA OF KOLHAPUR has donated one lakh of rupees through Pandit Madan Mohan Malaviya to the Benares Hindu University towards the teaching of Military Science.

DR. MUHAMMAD ABDUL HAMEED SIDDIQI, B. Sc., M. B. B. S., Professor of Anatomy, King George's Medical College, Lucknow, has been awarded the Vincent Massey Scholarship for 1935-36, for study and research in Anatomy.

BOOK REVIEWS

LORNA DOONE BY R. D. BLACKMORE:
Abridged with Introduction and Notes by Y. W. Cann, M. A.. Macmillan & Co., English Literature Series No. 136.

Messrs. Macmillan & Co., are to be complimented on the regularity with which they add new volumes to their series of abridged English Classics suitable for school or college use. The present volume is as efficiently produced as ever. The notes are limited to words and allusions which really need explanation. The intelligence of the reader is not insulted by needless paraphrases or by explanations of words which the student ought to discover from a dictionary. In so far as ‘Lorna Doone’ depends for its effect partly upon an imaginative appreciation of the romantic background of the story, the wild and picturesque moors of Devonshire, it may lose some of its value for Indian students who are totally without experience of this type of country. Nevertheless the story abounds with vigorous action and poetic situations enough to stir the least responsive reader and its forthright style provides an excellent corrective for students tempted to flamboyancy in their own compositions. As a historical romance with an open-air tonic potency against tropical lassitude ‘Lorna Doone’ has few rivals. For these reasons the edition may be recommended as a good text for non-detailed reading. A. B.

VISHNUMAYANATAKAM by Radhamadhava Chintalapudi Yallanarya. Published by the Telugu Department, University of Madras and edited by Korada Ramakrishna. Price Rs. 2-8-0

The title of the book suggests that it is a drama dealing with the miracles of Vishnumaya; but the word *nataka* is used here, merely in the sense of duping mystery and not in the strictest sense of the word. It is a fine Prabanda containing five big cantos, enunciating the omnipotence of Lord Vishnu, whose mystery, according to the author, cannot be

well understood, even by Siva and Brahma, not to speak of the other gods. The author belongs to the golden age of Krishnadevaraya and possesses the refinement and the chastity of language characteristic of that age.

The 1st canto is the introduction for the four independent stories written in the four succeeding cantos and forms the linking thread that makes the book a complete whole directed towards one important purpose. The genius of the poet is displayed in putting all these stories in the mouth of Govindasarma, an intimate friend of Lord Vishnu, who knows his greatness more perfectly than even Siva and Brahma. Otherwise there would not have been any direct relation between those stories except that all of them extol the glory of Vishnu. Lakshmi, Brahma, Siva and Narada, deem too high of themselves and their power being filled with Ahamkara and say that they are beyond the sway of Vishnumaya. Vishnumaya dupes all of them, humbles their arrogance, and makes them submissive.

The first and second stories are very much alike and seem to be one story, notwithstanding the difference in names and descriptions. The poet is a pious devotee of Vishnu and his devotion sometimes goes to such an extent that he forgets himself and the story and begins to sing in glorification of that almighty. The book is full of such descriptions which testify more to the philosophic bent of the poet's mind than to his ability in properly and intelligently weaving the plot of the stories. In this process, he can be compared to Nannechoda who spoils even the propriety of the story by introducing unnecessary and long emotional poems in praise of Siva which obstruct the easy and smooth flow of the main story. The story of Pundarika and Chandadamana are unnecessary hindrances to the beautiful stories written in this book.

One peculiar feature in this book is the style in which it is written. The age of the Prabandhas is famous for the prominence which it bestowed upon Sabda and fancy in contrast with Artha and Bhava. Long compounds and display of scholarship are the characteristic features of the age. It is really astonishing how this poet has escaped this common feature of the age and was able to write chaste and simple poetry which make the book read more like an epic than like an ordinary prabandha. Like all

Continued on next page

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 1. Do you approve of compulsion in education? Will it not retard educational progress and lead to waste of public money?

A. Abstractly viewed compulsion is wrong in education. The ideal system of education will recognise the right of every child to education and make it possible for all to benefit by it. For example free elementary education removes the financial barrier in the way of indigent students and leaves it open to them to choose to attend or not to attend a school. It is true also that those who freely seek education will benefit most by it. It is also possible that compulsion will draw into the schools pupils who do not care to be educated and thus retard the general educational progress. Having said this much in the abstract, we must qualify one statement by a reference to the actual conditions under which we live in India. In the first place the average Indian in the rural parts is too poor and free education to his children only solves part of his problem—that of paying for their tuition. From the age of about 8 the son of a poor man becomes an earning member. This is a solution for the poor man's economic problem which he

Continued from preceding page.

prabandhas this book also contains sringararasa, but this is merged in the author's philosophy which is found all through the book. He does not seem to have paid much attention to the 18 conventional descriptions of the Kavya. Here and there he has intentionally used some Gramya expressions, as probably he found them very idiomatic and beautiful in those places. The University of Madras richly deserves the admiration of the Andhras, for the publication of this book which is no doubt an addition to the richness of the Telugu Literature.

cannot easily forego. Free tuition is not sufficiently tempting to induce the poor man to send his children to school. In Baroda where they are trying to introduce free compulsory education on a large scale, the Government not only gives free education to the children but also pays some compensation to the parent for the loss he might incur through his child attending school instead of earning for him. But this is not possible in a large country like India. Even if this were possible in some areas for a limited period, no government will undertake this big liability for an indefinite period. In any case however laudable might be the Baroda experiment, it cannot be a permanent solution of the problem. The parents and the pupils should not think that they are obliging the government by the pupils being made to attend schools. They must be taught the plain truth that education is in their own interest primarily. If money cannot be paid to the parents as compensation, the only other way in which they can be made to send their children to school is through compulsion. The villager has another reason for not coveting education for his children. So much of it is literary that the villager finds little in it that will equip his son for life in the village. The village schools' curriculum should be adapted to the needs of the environment. Even then the ignorance of the average villager, his narrow vision and his acute economic situation are such that he needs to be told the benefits of education for his child and his duty in that connection before he can be induced to send him to school out of his own free will. This means a lot of propaganda, and time. But what is to happen to the poor stunted souls of the children in the meanwhile. It

SPORT FOLIO

HOCKEY

THE Indian Hockey Team are going from success to success in New Zealand although the opposition from teams latterly has been quite strong. The record of goal-scoring by the members of the team (up to 31st May) furnishes interesting reading. Including matches in Madras and Colombo, the total number of goals scored is 179, of which Roop Singh's

Continued from preceding page.

is not unwillingness on the part of the children, but the peculiar position of the parent that is keeping back many children from schools. Just as the Americans solved the problem of intemperance by legal prohibition and are going on with propaganda to get the moral effects also worked into it, even so in India, we must resort to compulsion in education and do propaganda to educate the parent. In this way alone we can save the innumerable children of the poor from illiteracy. The parents also will change their view point as they see the beneficial result of education. Hence our opinion is that under the conditions obtaining in India, compulsion in the lower classes is not out of place. On the contrary, conditions seem to directly indicate this line of action. When children of illiterate parents come to school, there may be some deterioration in the standard. But as against it, consider the moral duty of every state to educate children and the future possibilities. Any price seems to be worth paying for securing the ideal of Universal education. An experiment like that will cost money. But money spent in this way is money well spent and cannot be described as a waste. What we want is a concrete view and not an abstract one. If all the attendant circumstances are taken into account, there is much to be said in favour of compulsion up to a certain standard.

share is 77, Dhayan Chand 75 and Wells 36.

"The Evening Star," a Dunedin newspaper, editorially writes thus in praise of the Indian Hockey Team:

"Having regard to the high standard of play shown by the Indian Army team in 1926 and to the fact that the Olympic Championship in 1932 was won by India, the majority of the spectators, who attended the various matches, expected something out of the ordinary, but it is doubtful if anyone predicted such a dazzling, masterly exposition as that given by the Indian visitors. The possibilities of hockey, not merely as a game to play but also as a spectacle, were fully revealed by these fleet-footed, clever exponents and if our New Zealand players take heed of some of the lessons to be gained from our Indian friends, then the tour will have been worth while for that alone....The Indians themselves have frankly stated that theirs is an educational tour, and they are showing themselves excellent teachers....These Indian players have proved themselves magnificent exponents of hockey, and, equally as important, they have done much off the field to cement the bonds of friendship between two distant parts of the Empire."

LAWN TENNIS

It is understood that Mr. A. C. Gupta, who is now in England, has practically concluded negotiations for the visit of a team of tennis players to visit India in 1935-36, under the auspices of the All-India Lawn Tennis Association.

Roderich Menzel of Czechoslovakia, who will captain the team, is one of the world's greatest players, and Mrs. Menzel who plays a steady game of tennis and in mixed, will be of great attraction in India. The second player will probably be Caska, Czechoslovakia's No. 2, who had a fine season so far. The other two players will be Austrian Davis Cup representatives: Artens and Bawarowski, who were winners in the Davis Cup and Italian Championship.

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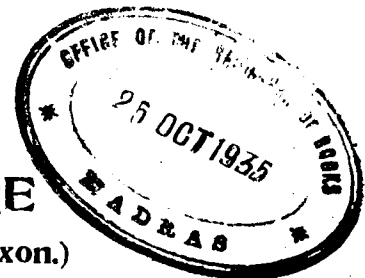
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THE CINEMA AND CULTURE

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



IN dealing with the cinema we are considering an influence on modern life which, though comparatively new, is nevertheless immense. It is already one of the cheapest and most widely used forms of entertainment in the West. It is recognised that it has an increasingly important place to take in the sphere of education and many educationalists are alive to its potential value. Scientific workers have begun to make use of it, moralists and religious folk have tried to ignore it, but, realising that its place in the life of the people is assured, have too often contented themselves with destructive criticism.

"Most of us know enough about the cinema to be able to express an opinion about it; few of us know enough to be entitled to pass considered judgment." If this be true it is clearly our duty to make ourselves competent to contribute something of value toward the solution of the problems the cinema has raised.

Little need be said of its widespread use. In Great Britain there are 4000 cinemas showing 4 new feature films every

week and according to the Archbishop of Canterbury, 20,000,000 people visit the cinema every week. The writer has not to hand the figures for India; comparatively small as they may be at the moment it is obvious that they are increasing rapidly.

The Cinema Industry

The first complaint of many critics is that the cinema which so powerfully affects culture is an industry with a strictly commercial aim. This is true; it is an entertainment business on a very large scale. The films which the public demand are produced; box office takings determine the type of films screened; the law of supply and demand operates. But perhaps the film producers have not suffi-

ciently realised that the best businessmen do not simply supply a demand, but create the demand and then supply it. It should be possible for them, with the co-operation of the educated public to create a demand for the best and to raise public taste.

But the commercial nature of the industry is not necessarily an evil. It is as well to remember that the same charge



Is the Primary School succeeding with its Present Arithmetic Course ?

By the Rev. EMIL W. MENZEL, M. A., B. D.

EDUCATIONAL authorities in India can certainly not be accused of making the arithmetic curriculum too easy in the primary schools. We need only compare the course in India with that in countries where some attempt is being made to determine experimentally by approved research methods, the most suitable age for children to learn various subjects.

We print below a comparison of the syllabus in arithmetic in the Central Provinces with that in practice in 150 leading cities in the United States.

TOPIC	THE GRADE IN WHICH IT IS TAUGHT	
	C. P. COURSE	AMERICAN COURSE
Addition Combinations ...	1	1
Subtraction Facts ...	1	2
Column Addition with carrying ...	1	2-3
Subtraction with Borrowing	1	3
Multiplication Combinations	2	3
Division Combinations ...	2	3
Short Division	2	3
Compound Multiplication ...	2-3	4
Long Division	2-3	4
Fractions	4	5
Interest	4	6
Proportion (Rule of Three)	4	5

Continued from preceding page

It is unfortunate that the sound film is displacing the silent one so completely. A country like India of diverse languages will do well to keep the silent film which does give the cinema-goer a chance of meditation upon the film without the distraction of a torrent of words.

The cinema, comparatively new in India, is a challenge to it. Can it present the mistakes made by other countries? Can it utilize this powerful invention for good? If it is to do so it must think out these problems now before it is too late.

In America the course is at present being revised very rapidly in favour of teaching arithmetic at later ages. The impetus for this comes from the discoveries of scientific investigators in education like Buswell, Knight, Osburne and Washburne who base their decisions on the work actually being done by hundreds of thousands of children of various ages, abilities, and under all sorts of teaching conditions.

At present the same subject is being taught in America in from one to two grades later than in India. In another 10 years the difference will be even greater. For instance, long division is at present being taught in the second grade in India, in the fourth grade in America today, and probably after a few years, in the fifth or sixth grade. This is not because the American schools themselves are becoming easier. In practically every other subject twice as much is being required as 20 years ago, but in arithmetic, less. But the quality of arithmetic required is higher, the aim being approximate perfection in mechanical work at least.

The writer has not a comparison of English schools at his disposal. The English course will be nearer the Indian course than the American is. However, there is a well marked tendency in English private schools to ease up on the program. The cause for this is the same as in America. Educational research men like Ballard are pointing out the futility of trying to teach arithmetic at tender ages when the child mind is simply not ready to learn this type of work readily. What the eight year old learns with great difficulty after weeks of plodding, the ten year old can often learn much better in a few days. This is true of no other school subject taught in the lower grades, like in the case of arithmetic. British,

American and Continental investigators are in fair agreement as to the late development of capacities in children to learn arithmetic.

If the Central Provinces really succeeds in teaching the ambitious amount of arithmetic it is trying to teach in the government course of the primary school, it is indeed a feather in the cap of the Indian child and proves him to superior in arithmetic to the children of most other nations.

But does the C. P. (the course of other provinces does not differ greatly) succeed? This is clearly not a matter of opinion but a matter that can be settled only by an exhaustive investigation in which many thousands of children are examined in a very scientific way.

First of all, it is not quite accurate to call the primary school course a four year course. Very few pupils complete it in four years, only about 18 per cent. About half the pupils try the first grade over again. The average age of the first graders is 8 and a half, of the second graders 10, third graders 11 and fourth graders about 12 and a half, with almost half of the latter quitting the fourth grade without passing it.

Under the circumstances, it is hard to say how many year course the primary course really is. Most pupils start near their sixth birthday and finish after their twelfth, so the course actually takes the average pupil more than six years, with a majority of pupils quitting in disgust before they get that far. In order to call a course a four years course, the great majority of pupils ought to be able to finish in that length of time.

If we take the average age of the pupil in the fourth grade of school in America, and compare it with the average age of the second grade pupil in India we have just about the same, namely ten. So the fourth grader in America is taught long division at about the same age as the second grade pupil in India, namely at ten. From the standpoint of age of pupil, there is little difference as to when the pupil is being taught this subject.

But let us forget age for the time being, consider only grade, and then ask the same question as to whether the C. P. schools are succeeding with their arithmetic course.

It is quite evident, that no one can be a successful arithmetician with being able to add, subtract, multiply and divide. These are called the fundamental processes in arithmetic because they are fundamental to further development and are the process in greatest use. We may assume that any child who is weak in any one of these fundamental processes, is weak or undeveloped in arithmetic.

Recently the writer conducted a little examination to see what the average primary school pupil can do in addition, subtraction, multiplication and division. The object was not so much to find out the marks obtained by the pupil, as to find out just how difficult a problem in these four processes the primary school pupil can do with at least 50 per cent accuracy. Any skill of less than 50 per cent accuracy in arithmetic is worthless. So is a 50 per cent accuracy or a 75. But let us be easy on the pupil and assume that this average shows at least some ability to learn to do the example.

In order to find out how difficult an example the pupil could do, the examination started off with very easy examples increasing gradually in difficulty. For illustration, the problems in division are given below. In division there were 14 examples, divided into seven pairs. Both examples of each pair, were of nearly the same difficulty, the second usually slightly the harder. If either example of any pair was solved correctly, the pupil was given credit for succeeding tolerably with arithmetic of that difficulty. One need only count the number of pairs done successfully, to find out the limit of greatest difficulty of division problems for each pupil. Thus, if a pupil got a passing mark on five pairs of examples, we can assume that the fifth pair is the most difficult problem that the pupil can do,

and that the sixth pair is too hard for him.

Problems given in division

Pair 1.	3) 9	7) 49
" 2.	4) 8448	7) 1477
" 3.	5) 2055	4) 237
" 4.	12) 288	17) 5899
" 5.	27) 432	36) 17408
" 6.	42) 521793	58) 300309
" 7.	324) 357499	648) 3648081

This test, with a similar one in addition, subtraction and multiplication was given in several schools which are deemed among the better ordinary village primary schools in the vicinity. Each school is above average, and several are acknowledged to be of the best. Several deputy inspectors were consulted on the choice of the schools in which the test was to be given. There was no time limit in the test. It was given to 600 pupils, to all members of each class present on that day. No papers or pupils were eliminated. There was no reading matter in the test excepting the reading of figures, so that poor readers would not be handicapped. Practically no pupil had difficulty in understanding what was wanted. First graders were examined in addition and subtraction only.

After the evaluation and classification of the papers, the papers of each grade were divided into three equal parts, thus separating the best third of the pupils, a middle group, and the poorest group in each grade. The first we named the best group, the middle, the average group, and the third, the slow group.

It is to be remembered that the examination contained nothing whatever that is not in the curriculum for the second grade excepting the use of 3 digit divisors and multipliers. Even fourth graders were examined in the required work for grade 2. The examination was held in the month of March, the last month of the school year so as to get the maximum skill of the pupils from each grade.

Results in Addition:

The best group out of grades 2, 3, and

4, and the average group of grades 3, and 4 succeeded with one out of two examples of the difficulty

718

3507

10624

29

921582

The slow group from grade 3 and 4 succeeded with

341

269

+108

The best group from grade one succeeded with this also, whereas the average group from grade one and the slow group from grade 2 found 66 to be its best effort.

+44

Summary.—Addition is done with fair success in all grades excepting grade one, although there is a group ranging from one third to one sixth of the class which persists even into the fourth class which fails as soon the example gets a little tedious. Class one would probably do just as well to leave examples harder than 78 plus 71 alone for a while.

Results in Subtraction:

There is little difficulty in subtraction when we get to the end of the second grade, though here again a small group that is not succeeding carries over even into the fourth grade. Grade one has a hard time with subtraction, the average group doing only 51 minus 46 while the best group does not do much better and the slow group stops with 38 minus 4.

Results in Multiplication:

The best group from grades 3 and 4 succeeded nobly, with 526×309 . The average group from class 3 and 4 and the best group from grade 2 floundered around with 236×87 proving rather hard. The average second graders and the slow 3 and 4 graders could not rise above 87×13 and the slow 2nd graders did not get far at all 3×343 .

Summary.—Only the best 3rd and 4th

graders really succeed with multiplication. The majority of even the two upper classes do only rather simple multiplication and many do not learn anything but the simplest at any time. They are not capable of the multiplication problems met in interest and compound interest, the reduction of fractions, and large sums of changing annas into rupees. The second grade, the grade in which this subject is scheduled in the curriculum, fails rather miserably. Only the most exceptional pupils succeed.

Results of Division:

The following example is supposed to be taught in grade 2 and 3; 324) 257499. But practically no second graders succeeded with it. Only a few struggling 3rd graders, and only one third of the fourth and last class of the primary school. Two thirds of the fourth grade cannot do much above 36) 17408 and only one third of grade 3 gets this far. A full one third of the fourth class stops with 12) 288 and only the best 2nd graders get this far.

Summary.—Long division of a 3 place divisor is not successfully done until class four and then barely one half the class succeeds with it. In class 2, where introduced, it is a most dismal failure and grade 3 has a very bad time of it. Even in class 4 there are very many who cannot do anything but the simplest long division.

In the face of this, it is small wonder that interest problems, reducing feet into miles and miles into feet are such stumbling blocks to primary schools. If long division is adequately learned until the end of grade four by only a small part of the class, it is not surprising that problems involving multiplication and long division are so very difficult. Only the uneducational passing mark of 33 per cent of the problems right, and the large number of failures, have let the school system go on year after year without realizing how very little success is crowning its efforts to teach some of the arithmetic now in the primary school syllabus.

The evidence is even more convincing when we examine the quantity of success according to the age of the pupil.

Since all pupils but a few late comers into the school have been learning addition and subtraction since grade I, we need not ask the grade in these subjects at all. Since all children are being taught multiplication and division since the second grade, we can eliminate the first graders but include all other primary school pupils and divide them according to ages. Here is the way they succeed by ages.

TABLE I

Percentage of Pupils of Each Age Able to Do Examples of Specified Difficulty

AGE	7	8	9	10	11	12	13
* Percentage that could do problems like 2674 1266 7378 + 4402							
Percentage that could do problems like 53260 — 24382							
Percentage that could do problems like 4608 $\times$ 68							
Percentage that could do problems like 42) 521793							

* First graders were included in this group if they could do.

But all pupils over 8 years of age are in actuality responsible for multiplication and division even if they are in only the first grade, for a pupil should be in grade 2 at 8 years of age. When we find nine and ten year olds in grade one, we can be almost certain (excepting in these few cases when the pupil started school at an exceptionally late age) that he is still in grade one because he has failed in arithmetic. Altho the pupil has not been taught multi-

plication and division, he has been taught this only because he is not succeeding with the preliminaries, namely addition and subtraction. It is not altogether unfair to include the first graders in with their age groups and judge the success in multiplication and division by ages including those who have never been taught these subjects because of lack of success with simpler arithmetic work. The results are then,

TABLE II
Including First Graders Over 7 Year Age
into the Figure of Table I

AGE	8	9	10	11	12	13
Percentage of those who could do 4709×68	11	22	37	50	71	76
Percentage of those who could do $42) 521793$	8	10	21	25	38	63

It takes 12 and 13 year olds to be at all successful in multiplication and division. In addition and subtraction the ten year old begins to be successful.

The test given was not comprehensive enough nor given to enough pupils to make its results conclusive. Great value should not be placed on an experiment of so small a scale and so local a character. But if only half of that indicated in this test is later verified, it will prove a very strong indictment of the curriculum in question being highly maladjusted to the type of pupil attending the primary school. It is hoped that this next spring an investigation involving several thousand pupils in a large variety of arithmetical situations can be carried out.

It is not the province of the present modest investigation to sketch out a more scientific curriculum. But it does suggest that the easier parts be taught better, and the harder parts dropped.

The outlook for the primary school to become able to teach a practical and serviceable amount of arithmetic is, however,

not as dark as it may seem. The easier parts of arithmetic are after all the most used and harder parts the least used. The simplest multiplication and division are commonly used in ordinary life, but longer examples hardly ever by the ordinary man, even though he knows how to do them well.

In several comprehensive surveys conducted in America on the kind of arithmetic used in ordinary business, home life, and the less technical vocational practices, findings of the nature of the following were found:

1. 85 per cent of all problems involved the use of money.
2. In the problems involving addition, only 2 per cent had dealt with more than thousands.
3. Almost all multiplication problems had not more than two place figures in the multiplier.
4. In division 40 per cent of all problems had a divisor of only one place, 83 per cent had a divisor of not more than two places.
5. Only two per cent of the problems used long division.

Arithmetic usage in America and India will probably vary but it is not likely that the simple rural type of life in India uses a more complicated and technical type of arithmetic than the urban-minded, industrial, and commercial, America.

Thus, when the pupil fails to be able to do the longer additions, multiplication and divisions, he is not necessarily handicapping himself very much. He loses little of the really practical arithmetic, that is, he will not if he knows how to do the simpler problems accurately and swiftly. The deplorable thing is, that the ordinary kind of arithmetic which the peasant requires when he goes to the bazaar to make a few purchases of vegetables, trinkets and utensils are so poorly taught. Few primary school pupils can weigh out sugar, measure out cloth, and calculate the purchase price of the same without making so many mistakes as to make the calculations worthless.

Probably there is little actual loss in the practicability of the arithmetic which the average man who can't do multiplication, and division with figures which go beyond the hundred columns. Most likely the greater loss which comes to him, is the time wasted during his primary school education in trying to learn things he could not well learn at his age and neglecting those practical parts of arithmetic which everybody but the half wit can make continuous use of, but which the disappointed parent sees that his child did not learn in school. The illiterate parent has good cause to doubt the use of sending his child to school, when, despite the child's tremendous struggle with the difficult arithmetic curriculum, he can't do the most ordinary calculations that would be of use to parent and pupil.

An equally great harm, if not a greater, is caused by the disappointment to parent and pupil at the child's continued failure in school, and the stagnation caused in school

promotion through this insistence of the school in failing all pupils who cannot master that of which the value to pupil and community is very questionable, as if the school had nothing else in the world to offer the pupil if he cannot do $268) 364972$.

Damage of this kind to pupil and school is hardly the pupil's fault.

It is a confession of educational bankruptcy on the part of the school, when it does not permit the pupil to progress in reading, expression through language, knowledge of one's own country, care of the body, welfare and beautification of community and community life, etc., just because the pupil is a rather average pupil and finds the least used parts of arithmetic difficult. This is exactly what the practice of conditioning the passing into a higher grade mainly on arithmetic success and spending such a large part of the time on difficult arithmetic, means in effect.

HIGHER EDUCATION AND UNEMPLOYMENT

By Mr. P. N. VASUDEVA RAO, M. A.

THERE has been a real "boom" in regard to admissions to Arts Colleges this year. Institutions which for years together extended their arms wide open to welcome any student into their portals have fortunately found an unprecedented rush this time. So far as the financial interests of these institutions are concerned, that is of course a very happy phenomenon. But a momentary reflection as to the future of these ambitious college-entrants will undoubtedly cast a spirit of gloom and despair on the entire scheme of University education as it is at present planned and carried on in India. Year after year our Universities send out hundreds and thousands of "finished products". The products are finished only so far as their term of training in the college is concerned. But to what extent they are finished or

completely equipped to find the best use of the education they have received is a different matter.

Unemployment among educated classes is an ever-increasing menace in our country. An average young man with University education has to his credit the training of the intellect up to a certain standard. Then he has his wants increased enormously. His capacity to spend is up to the mark. He acquires habits and tastes which are part of a high standard of life. Urban life of a couple of years, together with the direct inspiration of and training under westernised professors and educational equipment, make a wide gulf between him and the village, which is India. It is therefore quite natural that the educated young man of today wishes to find out a nice job for himself where-

with he could continue to enjoy all the comforts and conveniences to which he has erstlong been habituated. But, unfortunately, jobs are few while aspirants for them are legion. That is why there is such a mad and huge rush of applicants for a job the moment one is supposed to exist even. Applications rush forth even when there are no posts to be filled up. So it is that frequently employing agencies like the M. & S. M. Railway and the Reserve Bank of India are compelled to notify against this speculative practice on the part of job-hunters.

It was reported that nearly one thousand and five hundred candidates had applied for but nine vacancies in the Forest Department. Several Graduates and Intermediates have been ready to enlist themselves as copyists and Police Constables. And a number of under-graduates of the Calcutta University were said to have consented to work on a daily wage of twelve annas as carriers of books in the city of Calcutta. These incidents clearly show that higher education in our country is a huge waste economically as well as in respect of the precious human material. "Hope springs eternal in the human breast." So the chance that some might have of obtaining

a job sometime or other obliges the many to hope against hope. Thus every Graduate that is produced from a University becomes a dependent and a gambler at chance. University training so transforms his whole being that he has lost at the end of his education all initiative for independent, original and lucrative employment of time and energy. He has no capacity to earn but is amply trained to spend. That is the worst tragedy of modern education.

A distinguished educationist speaking recently at Mysore said that it was not the business of Universities to find employment for its *alumni*. Be that as it may, Universities' authorities must at least have realised that the phenomenon of unemployment amongst educated classes is largely due to the method, the manner and content of University education of the present. There are other aggravating circumstances no doubt. But the evil can considerably be minimised by an immediate reorganisation of the system of higher education as it obtains at present. The *alumni* of Universities will really feel grateful towards their *alma mater* only when a drastic and effective readjustment is effected and not by mere periodical platitudes of sentimental affection exhibited on Convocation platforms.

ON BIHAR AND QUETTA EARTHQUAKES

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

Solar Physics Observatory, Kodaikanal, (S. India).

WITHIN a short period of 17 months, India has been visited by two disastrous earthquakes which stagger the imagination. (Bihar earthquake, January 15, 1934 and Quetta earthquake, May 31, 1935).

At 2-13 P. M. on the 15th January 1934, North Bihar and Nepal were visited after the lapse of a century by a severe earthquake. The shock lasted for about 5 minutes within the central tract and it was

felt approximately over an area of 2 million square miles in India and Tibet. The area of very severe intensity covers about 15 thousand square miles. It is very doubtful if any earthquake in historical times equals that of Bihar in extent. Within the limits of the Indian Empire the shock was felt at greater distances towards the south and west than towards the north and east, persons as far as Bezwada and Ongole in the south and Bombay in the southwest

having felt the shock. Probably the Himalayas on the north and the Assam and Burma mountains on the east acted as barriers. In India the shock was so strong that practically none of the seismographs was able to make a complete record of the earthquake. The heaviest damage occurred in the crowded towns of Monghyr, Bhatagaon, Patna, Jamalpur, Darbhanga and Purnea. The worst shaken tracts were Monghyr, Bhatagaon and the Nepal valley. In two to three minutes most of these towns were in ruins.

The Quetta earthquake occurred at 3.3 A. M. The area of greater havoc covers about 1000 square miles, including important towns like Quetta and Mastung. It is stated that the death roll including Nepal was over 11,000 in the case of Bihar earthquake and that it was over 65,000 in the case of Quetta earthquake, in spite of the fact that the Bihar earthquake was about 10 times more severe than the Quetta earthquake. The most unfortunate thing about Quetta earthquake has been its occurrence in the early hours of the morning when practically every one was asleep indoors, while the Bihar earthquake took place at a time in the afternoon when most of the people were awake and were out of doors.

A remarkable phenomenon which is worth mentioning in connection with the big earthquakes is the appearance of numberless of ground fissures ejecting sand and water. This is a common phenomenon in earthquakes in alluvial countries and we are told these large fissures are produced with all great earthquakes and that everything on the ground near the fissures is swallowed up. Though most of these springs were short lived, some of them continued active for some days being objects of considerable interest. Wells that were crossed by these fissures became useless being filled with mud and sand. Besides this, over a considerable section in this area roads and causeways subsided.

Records of Indian earthquakes of the

past show that considerable portions of North India have from time to time been subject to severe earthquakes. Besides the great historical earthquakes of which there is a record, there must have been some very disastrous ones in the past. It is quite possible that the ruins of Mohenjodaro (Indus Valley) and some other places of great archaeological importance were the results of terrible earthquakes. There is a legend in the Maha Bharata that 'Dwaraka' the capital of Sri Krishna which was to the west of Kathiawar Peninsula was swallowed up by the sea when Krishna's clansmen fell by each others' hands and the great hero departed to heaven. Probably the story refers to a subsidence of this part of the Peninsula due to an earthquake similar to the one that occurred in 1319 in the very same region which led to the formation of an inland sea called the Runn of Cutch. This tract is interesting for the seismologist as it was the scene of many earthquakes.

It is thus well known that practically all Indian earthquakes have originated from the Indo-Gangetic basin at the foot of the Himalayan mountains. From the geological point of view it may be said that India embraces three distinct units :

- (1) The Himalayas
- (2) The Indo-Gangetic basin
- (3) The Deccan Peninsula

The Himalayan region is a more recent mountain system, while the Peninsula is geologically much older and relatively a stable region little subject to earthquakes. Between these two lies the sunken, trough-shaped Gangetic basin which was filled by the soft alluvial soil brought down from the Himalayas by the three great rivers, the Brahmaputra, the Ganges and the Indus. The thickness of the alluvial soil in this zone is at least 2000 to 3000 feet. It is in this weak underground structure that we should seek for a cause. It appears likely that this region is liable to severe shocks in the future. Damage on such occasions is much effected by geological formation of the ground and is much

greater on alluvial soil than on hard rocks. It must also be said that it is found that the destructive activity of the quake is confined mostly to weak buildings.

As regards the possibility of predicting the time and place of occurrence of earthquakes, it should be frankly admitted that the scientists have not been able to do anything in spite of all their efforts.

Much stress is laid in recent years by Japanese scientists on continuous measurements of earth tilts as a means of predicting earthquakes as it is found by them, that slow earth tilts often preceded earthquakes; observations on an extensive scale should

be carried out over the Indo-Gangetic alluvium which is frequently subject to earthquakes.

As regards the future buildings in the earthquake zones, it is felt that a strict supervision be employed as has been done in Japan and other places subject to frequent earthquakes.

Buildings constructed with good quality brick or stone and mortar would occasion the minimum damage and loss of life during the quake. Solid reinforced concrete lintels are considered preferable to the arches in doors, windows and verandahs.

REFORM OF EDUCATION IN BENGAL

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

THE Education Ministry in the Government of Bengal has issued a resolution on the reform of education in the province. It is as well that we in the Madras Presidency study it not only with a view to compare notes but also to profit by it.

As an indictment of the present system of education it is a fair document well reasoned out. But the proposals that it makes and the remedies it seeks are so halting, and cautious that one wishes that the resolution had taken a long view of educational programme and policy.

The causes of educational retrogression in Bengal are correctly diagnosed, and it cannot be said of the diagnosis, 'Better late than never.' The war has been the cause of many illnesses, the body politic is heir to. That the recent economic depression has killed all powers of initiative, enterprise, skill and ingenuity is an admitted fact. The spectre of depression haunts many an industry. But the peculiar malady in Bengal is political unrest. Into its origin we shall not go for it is outside the scope of this short article.

The defects in the Bengal system of education are not her monopoly but in some respects they seem to be more marked. If primary education lags behind that in the Punjab or Madras, and if the percentage of untrained teachers is greater than elsewhere, then the defect assumes an alarming proportion. Barring these two, there are other defects which may be said to be common all over India.

It is an anomaly that in a country where the majority of the people live in villages and are engaged in rural pursuits, the curriculum is more urban than rural. This unsuitability of curriculum has its own reaction. It definitely results in the alienation of the boys from their father's calling and the creation of an aversion to any kind of manual work. For that matter, the spread of primary education among the artisan classes tends to bring manual labour into contempt and the sons of artisans educated up to the primary standard show a distinct tendency to forsake their father's calling in favour of clerical work.

And what is more deplorable is that

nine out of ten children that enter the school do not become literate. A considerable proportion of the taught relapse into illiteracy within three years of their leaving the school. As the resolution itself admits, the Government's contribution too is inadequate.

And what are the remedies that the Resolution offers? First it points out that the number of schools should be reduced by consolidation and that one efficient primary school may very well be made to serve 3000 inhabitants. Secondly, the distinction between boys' schools and girls' schools has to be abolished. Thirdly, a more liberal provision for the training of teachers has to be made. Fourthly, in the matter of recruitment of the inspectorate, one-fourth is to be drawn from the headmasters of primary schools and another one-fourth from the staff of the middle vernacular and vernacular training schools. Fifthly, the resolution regrets its inability to introduce a free and compulsory education owing to financial difficulties. So far the proposals relate to primary education.

Let us turn to secondary education. Here too the resolution refers to consolidation, the need for better training of teachers and for suitable changes in the curriculum. It suggests the creation of a Board of secondary education, urges the need of a liberal provision of scholarships in high schools for poor intelligent boys from villages and proposes a conversion of the existing middle schools into new type ones. In particular, as there are large numbers unfit for the courses of study in schools and colleges, the problem will be solved by the ruralisation of primary and middle schools, by the provision of alternate courses at different stages in the vocational, technical and professional institutions, by the organisation of each stage of secondary education as complete in itself and by better methods of teaching, involving greater individual care and attention. The resolution hopes to minimise the evils of unemployment thereby and not only that but confidently asserts—

"The problem of political terrorism will be mitigated by more adequate control over schools, by greater facilities for and insistence on games and out-door activities, by the more vigorous exertion of the influence of teachers over their pupils and generally by providing healthy outlets for the energy and idealism of boys, and in another way by the reduction of unemployment."

One of the proposals, if not all, requires our consideration. With the other conclusions, in the main we agree. The inability to provide for free compulsory education—it may be owing to financial difficulties—is in itself an inherent defect in the proposals. There is no alternative to compulsory mass education. Once you concede this as a primary state obligation, you must be prepared to shoulder the responsibilities involved in it. Far from being left to a local body, it must be treated as a primary concern of a local Government. The Hartog Committee observes, "Experience in Bengal however, and to a lesser extent, in other provinces shows that local option may result in almost complete inaction on the part of local bodies for a considerable period of time to come. It seems that a mere enabling statute will not provide any guarantee for the speedy and wide-spread application of compulsion. In our opinion, the responsibility for mass education rests primarily with the State; and the provision of educational facilities for all classes of the community and for all areas should not be left entirely to the mercy of local authorities, who may be unwilling either for political or other reasons, to initiate schemes by which compulsion may be financed, or who owing to the backwardness of the area or the people, may be unable to devise suitable measures for compulsion on their own initiative. Accompanied by necessary safeguards, the power to enforce compulsion should provide local Governments with the very necessary authority to supervise the expansion of mass education in the provinces in such a

way that all areas and all classes of the community may benefit by the increased expenditure of public funds."

But there are some real objections to compulsion which no wise Government can afford to ignore. Either the curriculum is not related to the needs and interests of rural homes or what is worse, the parents feel and rightly too, that a bread-winner is weaned away from the home to the school. If the number of children exceeds one, more serious is the loss. The provision of suitable text-books for use in rural areas, and of suitable hours for village children, should at once be thought of as of immediate importance.

Still the economic aspect of the problem, looking at it from the point of view of parents, remains unsolved. It must be admitted that it is a real sacrifice on the part of parents, particularly agriculturists and handicraftsmen, to send their children to school and they are entitled to a handsome compensation in the form of instructions directly or indirectly beneficial to their trade or the community as a whole. And if it could be arranged, a mid-day meal for children will be a sufficient inducement to draw many a child to the school, as that by itself will serve to relieve the burden of poor families.

In the matter of finance and control, opinions cannot be divided. The expen-

diture may be made by the local body except that the deficit should be met by the local government. But as for control, the local government cannot absolve itself of all responsibility. The electorates are not so educationally advanced as to take a real intelligent and comprehensive interest in schools and education. If you add the ignorance of members, their administrative inexperience, communal dissensions, personal jealousies, likes and dislikes, the picture becomes complete. The recommendations of the Hartog Committee support our view :

"We are of opinion that education is a national service and that the state cannot divest itself of the responsibility in the matter and all the more is this so in a parliamentary system of Government in which the Minister has very definite responsibilities to a Legislative Council which votes the money and has a right to know how it is spent. If the goal of universal and compulsory education is to be reached, the Minister must be in a position to supervise and to control, where necessary, the activities of local authorities."

The proposals regarding secondary education and a parallel course of vocational instruction, in which it ought to be possible at any stage for a pupil to change according to tastes are sane that much depends on their materialisation at an early date.

An indifferent schoolmaster, mechanically teaching a science created by men of genius may awaken in one of his pupils the vocation he himself has never possessed and change him unconsciously, into an emulator of those great men, who are invisible and present in the message he is handing on.

— Bergson

Gentile designed teaching to reduce the domination of the textbook, of learning by rote and to bring the tang of actual life and the problems of conduct into the schools.

— Finer.

Education is served more by the men and women who teach and the doctrine they teach than by mere organisations and methods.

— Mussolini's Italy.

THE MADRAS S. S. L. C. SCHEME

By Mr. S. V. RAMDAS, B. A., L. T.,

Headmaster, Maharaja's College School, Vizianagaram.

MR. CHAMPION, the Director of Public Instruction, Madras has to be congratulated on the candour with which he expressed his views on the S. S. L. C. Scheme of 1934 and the previous two schemes. It is, for once, noticed that the head of a Government Department set aside the question of prestige and took a bold step in keeping the above scheme in abeyance for two years without perpetuating the evil in the name of prestige. The Director was prompted in coming to this decision by higher considerations which would help to improve Secondary Education and promote the large interests of the youth that are receiving it and of the country of which these are to be the future citizens. Evidently he does not appear to be one of those that are bent on having their own way even in the teeth of opposition from respectable quarters which cannot be slighted away easily. He is not one of those who think that it is only the head of the Department that holds monopoly of all wisdom in virtue of the position he occupies and that everybody else is not competent even to express his views on any thing proposed by him.

The caution with which the Director of Public Instruction is proceeding in the matter of remodelling the S. S. L. C. scheme is in evidence when he said "The Board does not uphold the 1929 scheme or condemn the 1934 scheme. All that it (the Board) has done is to take such action as will enable the representations that have been made and that may be made in future to receive the leisured and unhurried consideration their importance demands."

The way in which the defects of the "unique" scheme of 1934 were pointed out was much appreciated by all concerned. The exclusion of Mathematics from the list of optional subjects and the inclusion of

certain items of Algebra & Geometry in the so called "General Mathematics" syllabus was very well commented upon. It is really unimaginable how the S. S. L. C. Board that was responsible for the 1934 scheme could fail to see the absurdity of making no provision for those that have a taste for Mathematics to cultivate it further. One noteworthy point of the syllabus in General Mathematics, (for this is the name given to the subject under the new scheme), is the note under the syllabus that no riders are required. One is inclined to really doubt if the syllabus has emanated from the brain of any mathematics man at all and if so whether it was framed to suit the views of advocates of that wonderful scheme. For one cannot understand how a pupil can be said to know anything of Grammar if he merely knows the "rules" without knowing how to apply them.

The ingenuous invention of three divisions of optional subjects baffles one's imagination to be appreciated. Though one cannot dive deep into the minds of organisers to understand the usefulness of the above, one can see how adversely it affects the interests of students that proceed to University or technical education. While the Board calls the subjects of the C. Group as those to be studied at the choice of the pupils, it has really imposed compulsion by restricting the choice only to certain combinations of these subjects, whatever may be the tastes of pupils and whatever may be their usefulness in their after career. There was evidently a struggle in the minds of members of the Board regarding the respective claims of certain subjects to be compulsory and some others to be optional and this led to the confusion in which the whole scheme is now placed.

The Head of the Department whose position is one of very high responsibility

and who is to guide the destinies of the youth of a country is reasonably expected to keep his mind open with a view to weigh carefully the views on the schemes proposed by him from important quarters which are entitled to respect and give them such consideration as they deserve. It should be remembered that the Board will not be compromising its position if co-operation from outside is sought for in arriving at a successful solution of this important problem of framing a secondary school leaving scheme which has till now been a plaything. In fixing up subjects for study, the pupil's capacity should also be taken into consideration along with the cultural disciplinary value of the subjects and their importance in giving knowledge to the pupils.

It is hoped that the S. S. L. C. Board will invite opinions of Teachers' Associations, Guilds and also Headmasters of Schools before the question of remodelling the scheme is taken up. For it is not an easy thing to frame a scheme which is satisfactory to all classes of people and "to hold balance true to find a working compromise between claims of compulsory general Educational subjects and the claims of optional subjects" as the Director of Public Instruction said. It may be found desirable to form a strong committee consisting of members of the S. S. L. C. Board, experts in matters educational and experienced Headmasters to go through the question completely and carefully and evolve a scheme suitable to the needs of the present day.

TIME-TABLES FOR PHYSICAL EDUCATION

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

EVERY modern Headmaster or Principal of an educational institution knows that any scheme of education worthy of the name aims at education of the whole child, or education of the whole man. No longer is the emphasis placed on providing experiences for the development of one phase of life at the expense of others. Programmes which are educationally sound lead to harmonious development of the whole child, physically, intellectually and ethically. The question may therefore be asked, how many of our educational institutions have programmes that are educationally sound? How many schools and colleges pay as much attention to developing for the physical life of their students as adequate a time-table as they do for the academic or examination subjects? Perhaps if physical education and health education were to be made examination subjects we might find for these actual working time-tables of which we could all be proud. But this should not be necessary, for the physical life is basic,

and physical activities have educational values as well as mere biological values. In order to develop normally, the growing child requires daily several hours of big muscle activity and in order to learn all those valuable lessons which are best learned through play he must have an opportunity to participate regularly in well organized and well supervised play. It is quite clear that the present unorganized "herd" system and the provision of two periods of physical education per week is neither educationally nor biologically sound. We must give the children a chance to develop normally, to grow up with bodies and physical skills of which they may be proud, and with commendable attitudes and habits of play and sportsmanship.

Every school should aim to develop for physical education a time-table that will permit every child to participate for at least one hour daily in organized supervised activities well suited to his nature and needs. Such a programme should not be formal and artificial, but natural and full of

meaning. It should make school-life happy and enjoyable and should lead to the development of life-long play and health habits.

Obviously the usual faulty practice of postponing all physical activities until 5 P. M. and attempting to provide a play programme for the whole student population in this one evening hour cannot be accepted as physical education at all. A way must be found to divide the school population into desirably small groups to make the teaching of physical activities possible and there must be sufficient periods of physical

activities to permit such small groups to report daily.

Schools or Colleges which have time-tables permitting all their pupils to participate in physical activities daily, and whose classes for physical activities are so organized that not more than 40 or 50 pupils report to the physical education teacher at one time, are kindly requested to submit copies of their time-tables so that we may publish them for the benefit of those who are making an honest attempt to cater adequately to the physical life of pupils and students.

*BACK TO THE VILLAGES

By The Rev. A. G. HOGG, M. A., D. Litt., D. D.,

Principal, Christian College, Madras.

IT has long been a stock accusation against the Indian University system that academic degrees are valued not as a half-mark of culture but as a passport to lucrative employment—a passport which is becoming time-expired! And I believe it to be still true that in most cases the economic motive plays a major part in the decision to face the expense involved in a University course. But what may, quite intelligibly, have been the main consideration at the date of joining college need not continue to be the predominant motive in the student's mind throughout his undergraduate years.

Disinterested pursuit of the good and the true has long ago become a demand which you make upon yourselves; and that as many as possible should share the enlightenment with which you are privileged has become, I trust, a cause dear to your hearts.

In corroboration of my hope that this

* *Extracts from the address delivered by Dr. Hogg at the Annual Convocation of the Madras University held on the 6th inst.*

is so will you allow me to describe a treasured memory? It is of a conversation which I had with a student many years ago. In the most unself-conscious way he was telling me the story of his school-days and of his passionate struggle to secure an education. One result of the many obstacles which he had had to surmount was that he was much older than the average undergraduate. In fact, when he completed his Fourth form course he was already in his seventeenth year. It is of his manner of employing the subsequent hot-weather vacation that I propose to tell. He electrified me by saying, as though it were the most natural thing in the world, that he had spent that vacation in giving lectures in his village on sanitation, education, and the evils of party spirit! Very naturally I enquired exactly what this meant. Apparently what he did was to take his stand on the pial of the village choultry, where the elder men would gather of an evening, and under the driving spur of a social enthusiasm to hold forth on these subjects both to those who normally assembled there and to others from neighbouring villages whom he had

persuaded to attend. But why, I incredulously asked, should people come to listen to a mere school-boy? Well, he had foreseen that difficulty, and had prevailed on a senior friend to bring, as a popular attraction, that locally rare and entrancing thing, a hand-harmonium. And, fired by his infectious social enthusiasm, other men of senior standing had joined in the flood of oratory and added their exhortations to his. He also interested himself in the Harijans, went to their despised huts and urged them to send their children to school, and sometimes even contributed a few annas out of his slender store to feed the youngsters. For to this ardent young enthusiast education seemed everything, and in his imagination the man who had the right to wear a B. A. gown and hood was a god-like being. Not content with all this, he set to work to organize the following scheme. He persuaded a friend who, after passing the primary examination, had settled down contentedly to the humdrum occupation of managing his own land, to start a pial school. The education of the village children being thus provided for, he proceeded to organize a levy of two annas from each household to pay the subscription for one copy of a local vernacular periodical which this voluntary school-teacher would read aloud to the village seniors of an evening. He himself then proceeded to give half a dozen lectures in neighbouring villages, and made a beginning with a night-school in his own village. And I may add that upon every subsequent return to his home he resumed this night-school teaching, with the ultimate result that this night-school developed into a permanent institution and obtained official recognition.

Graduates, I have shown you a raw school-boy giving a conspicuous example of that devotion to the cause of morality and sound learning to which you are pledged.

What are you going to do, in your maturer and wiser way, to emulate it? I invited an Indian friend for whose wise patriotism I have a high regard to offer me some suggestion as to what I should talk of in this Convocation Address. At once he begged me to urge upon such graduates as are economically independent to go back to their villages and spend their lives there in the uplift of the rural community. I pass on this message for your serious consideration. It is not possible for one so ignorant of village life as I am to develop that theme, or even to estimate how much self-sacrifice such a life-programme would entail. But, remembering that India consists mainly of villages, I can conceive of nothing more noble, and for a true son or daughter of a University nothing more appropriate, than a life spent in combating the ignorance and other social ills that hold the villages of India in thrall.

In our novitiate as College students we unself-consciously learned to count scrupulous honesty and honour as quite indispensable virtues, to trust one another to be straight and true, and to be shocked if ever the expectation was found to be mistaken. Then to each of us there comes the time, as it has come to you today, when we pass out of our novitiate and, by vows consciously taken to maintain ever the same high standard, we become members of a great order of pledged servants of the ideal. May not society everywhere look to us to heal it of the canker of corrupt practices? The cure will not be easy. It is a cause that calls for martyrs. But if the Universities of the world can send out, year by year, a band of graduates who have reached the sober decision that whenever the choice may be presented between scrupulous honour and worldly success, they will always prefer honour, the battle will be won.

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, AUGUST, 1935

The Government of India Act

THE Government of India Bill which has been under discussion in Parliament for the last several months received Royal Assent on the 2nd instant. It marks a new stage in the history of our country from more than one point of view. For the first time there is the prospect of a single Government being established over the whole country from the Himalayas to the Cape and from the Arabian Sea to the Bay of Bengal. The new Federal India will consist of both the Indian States and the British Indian Provinces. The Union may not be of the ideal type but the foundations for the growth of the ideal kind of unity are laid under the Act. With the promotion of mutual understanding between the rulers and peoples of States and the inhabitants of the provinces—an understanding for which ample opportunities are created by the Act; and with the possibilities for co-operation among the different communities that are opened under it, the realisation of the united India—strong and powerful—becomes practicable. This is not to say that the Government of India Act gives to the people all that they demanded or all that they need. It falls far short of the national requirements. All the same

it behoves us all to make the best use of the Act while heroically carrying on at the same time our struggle for Swaraj.

IN addition to Federal Unity, the Act creates what has come to be known as central responsibility. There is the possibility that Indian Ministers responsible to a partially elected legislature would be called upon to administer a certain number of central subjects. This increases the demand for statesmanship of a high order among Indian leaders, and a capacity for harmonious work among the members of different parties in the Indian Legislature. It is to the Universities that the nation looks to for the training of such statesmen and leaders.

THE creation of autonomous provinces is however the most outstanding characteristic of the Act. It is true of course that there are several limits to this autonomy, but it has to be recognised that there is considerable improvement upon the present state of affairs. Elected legislatures and ministers responsible to them will be in charge of all provincial subjects and these subjects include many of those nation-building departments like education, agriculture, co-operation, industries and taxation for all these purposes. Provincial ministries will be in a position to determine the kind of education which the people require and take all steps necessary for imparting such education. The responsibility as well as the power in these matters belong solely to them. It is our hope and wish that our leaders will rise to the occasion, avail themselves of the new opportunities given to them, give wise guidance to the people at large and bring about an all-round progress.

IT does not lie within the province of a purely educational magazine like ours to dwell at greater length on the Act. It is our recognition, however, of the epoch-making character of it that has made us refer to its salient features and the opportunities which it has created for testing the ability of the nation to shoulder new political responsibilities.

Educational Reconstruction in Bengal

IN the comprehensive resolution on education that was recently issued by the Government of Bengal a scheme of educational reconstruction is outlined and it deserves the serious consideration of every Indian interested in the educational improvement of his countrymen. We can confidently state that ere long every Provincial Government will be compelled to work out a similar programme of educational reform and the plan put forward by the Bengal Government may be taken as a type of the reformed education that we are likely to have in the near future. It will therefore be of some use to analyse the outstanding features of the plan of reconstruction proposed by the Bengal Government.

The resolution lays bare the fundamental defects of the present-day educational system in that province. These defects are not peculiar to Bengal alone. They are to be found in every Indian province. They are also defects which have been pointed out by the non-official critics of Government from time to time although this is the first occasion when the Bengal Government has recognised their seriousness. The wide-spread nature of terrorism and the failure of the penal measures to sup-

press it completely as well as the gravity of the problem of middle class unemployment are responsible for making the Government feel that unless education is reformed on sound lines things would become much worse in future. In the opinion of the Bengal Government it is the defective character of education that is responsible for the peculiar political and economic ills from which the people of that province are suffering.

There is no improvement in literacy even though there are 64,000 primary schools, as most of these schools are of the lower primary grade with provision for a three years' course and as they are almost all of them single-teacher schools. The majority of children are in the lowest class and those that leave the school generally relapse into illiteracy. This brings about a complete wastage of public funds. Besides this, there is a complete divorce between the kind of education imparted in schools and the kind of environment in which the people live. While the province is predominantly a rural one and while agriculture is the main occupation of the people, all the educational courses are purely urban in character. There is thus no correlation between education and life. Education in secondary schools is too literary and nothing is done to promote the aptitudes of those who have the potential gifts for becoming soldiers, explorers, business-men, inventors, farmers and artisans. Every one is moulded and directed to become a potential clerk. Most schools are private schools suffering from an inadequacy of staff, equipment and financial resources. In consequence of these defects there is no education in the true sense of the term.

The resolution devotes a good deal of space to the reconstruction of elementary education. But it is regrettable to note that the plan of reconstruction does not tackle the problem. Where bold and heroic measures require to be adopted, the Government proposes changes which are totally inadequate. The first reform is to reduce the number of primary schools to 16,000, make the primary course a four years' course, place every class in the hands of one teacher so that each school will have four teachers and give a rural bias to the courses taught in these schools. According to the calculations made by the Government, this will give a school within less than two miles of every child. If we remember that the children attending these schools will generally be of the age of five to eight, it is a matter for serious consideration whether it will not stand in the way of most parents keeping their children at home instead of making them walk such a long distance every day. This curtailment of facilities will inevitably result in a diminution of the number of children attending schools. The idea of having such central schools is well and good where Government is prepared to convey children to schools and back in motor-buses; but no such thing is contemplated in the resolution. Primary education will thus be restricted to children living in the bigger villages.

Next, it is only a four years' education that is contemplated. Experience of educational systems everywhere shows that this is too short a period for any useful results to be produced. All the money that is spent on such schools will really be wasted. While in all the countries of the west Governments are thinking of raising the school-leaving age to 15 and 16, the Bengal Government

cannot think of anything more than a four years' course. How much of character-building, vocational training, manual instruction, learning of agriculture, poultry-farming etc., will be possible in primary schools with only a four years' course passes beyond one's comprehension.

The resolution deplors that the existing primary schools are run mostly by untrained teachers receiving a salary of Rs. 6 to Rs. 10. But in the reconstructed scheme the Government does not think of well-trained teachers at all—but only those who can receive a nominal training. In these days when the cry everywhere is that elementary schools should be manned by the best-trained teachers who have a knowledge of child psychology and of up-to-date methods of child instruction, it is a pity that the Bengal Government should be thinking of teachers trained for a few months and entrusting to them the education of children. The situation becomes all the more ridiculous as it is contemplated that these teachers should receive a salary of Rs. 15 a month—the headmasters receiving Rs. 20. There is no reason to suppose that the standard of life in Bengal is much lower than what it is in the other Indian Provinces; and it will be very hard for the Government to get qualified teachers possessing a real enthusiasm for their work on this salary of Rs. 15 and Rs. 20. The Government expects that for this salary it can secure teachers through whom a new life can be created in the village and who will be eager to play an important part in its improvement.

All this is merely tinkering with the problem of elementary education but not solving it. Without compulsion it has not been found possible to spread

elementary education in any country. Even the system of modified compulsion to which a reference is made in the resolution is not to be tried immediately. Universal compulsion is said to cost 3½ crores a year which is beyond the financial capacity of the Government. In such a case the Government should start with compulsion in as many areas as possible and work up a programme which may be completed in fifteen or twenty years. A heroic step like this is what is necessary. The measures that are contemplated by the Bengal Government will not succeed in giving real education even to the few that care to attend the consolidated schools.

In addition to the 16,000 primary schools the Government proposes to have a number of Middle Vernacular schools with a three years' course and a number of Secondary Schools. The better course would be to do away with the four-year primary schools and to have a large number of middle schools providing for a seven-year course and introducing compulsion in the area around the middle school. The number of such schools should be progressively increased according to a definite plan so that within at least a generation facilities for universal education will be created.

Space does not permit us to go into several other important issues raised by the resolution. We are, however, bound to point out that it is a retrograde step to provide for religious teaching in public schools. The teaching of religion should be left entirely to parents. And then, too much is expected from the establishment of a secondary board of education. While it is true that secondary education should not be dominated by University

requirements, it is clear from the experience of Madras that the establishment of a secondary board of education does not by itself lead to any wholesome reform of this stage of education. Great caution is to be displayed in determining the composition of the Board and the powers granted to it.

Dr. Hogg's Convocation Address

A MOST inspiring address was delivered to the graduates of the Madras University at the Annual Convocation by Dr. A. G. Hogg, Principal, Madras Christian College. He belongs to that type of noble-minded missionaries who have been coming to India to render service to the people through the medium of higher education, and he is one of the best representatives of the type. Service in the cause of the suffering humanity is the ideal he placed before the new graduates who after leaving the portals of the University are about to enter life in the real world around them. He told them that they should not regard the passing of examinations as the main objective of education but that it should be regarded as a sort of training for rendering service to those who have been less fortunately placed in society. The call for service is more urgent in India than anywhere else. The large majority of the people are sunk in utter poverty and ignorance. Living as they do in villages remote from the centres of modern civilisation they have few opportunities of knowing what a really comfortable and happy life is. They can't come to places where they can get real enlightenment. Enlightenment should be carried to their homes by those who are best fitted for it. Keep-

ing this in mind Dr. Hogg told the graduates that he could conceive of "nothing more noble, and for a true son or daughter of a University nothing more appropriate than a life spent in combating the ignorance and other social ills that hold the villages of India in thrall." There are so many graduates who could afford to live in their villages and dedicate themselves to this work of regeneration; and they will prove false to the education they received if they do not take the words of Dr. Hogg to heart and do their level best to bring light and comfort to the village folk.

In order however, that such service may be successfully rendered it is not enough that the graduates possess the required enthusiasm. They must also have a knowledge of the problems of rural life and a certain amount of training in social service. Universities will be doing the right thing by giving such knowledge and training to their undergraduates. Every university should undertake some kind of rural reconstruction in which the teachers and students should work together.

It is gratifying to note in this connection that at the last meeting of the Senate of the Andhra University a resolution was passed suggesting the starting of village uplift work and the Syndicate is going to take up the matter very shortly and evolve a practicable scheme.

Vernacular as the Medium

IT has been brought to our notice that the managements of some secondary schools and some of the District Boards which adopted some time ago the mother-tongue as the medium of instruction in their schools have now given it up and reverted to the English medium. The reason assigned for

this is that the standard in English has fallen in consequence of vernacular being adopted as the medium. It is a pity however that these managements and boards have not undertaken a scientific study of the subject. The fall in the standard of English is a general feature of the present day education. It is the outcome not of the Vernacular being made the medium of instruction but of a number of other causes. The fall in the standard is as perceptible in schools using the English medium as in other schools. An investigation into the subject is bound to show that this deterioration is the outcome of wrong methods used for imparting instruction in English. In the controversy that has been going on between the so-called direct and indirect methods of instruction, most of the teachers have not been able to evolve a sound method. Grammar has been totally neglected. Translation was tabooed. With a view to make pupils highly proficient in English, instruction in that language came to be commenced at too early an age, when it is practically difficult to follow instruction in a foreign language. In spite of the fact that more time is devoted to English in the time-table of all schools than to any other single subject, these faulty methods of instruction have been responsible for the fall in the standard. There is nothing to show that it has been brought about by the adoption of the Vernacular as the medium of instruction. We therefore appeal to the managements of schools to reconsider their decision, continue to use the Vernacular Medium, lessen the strain on pupils, and improve the method of teaching English. That is the only sound course from the purely educational standpoint.

THROUGH different PROVINCES

DELHI

CONSTITUTION AND FUNCTIONS OF ADVISORY BOARD

The Government of India have decided to revive the Central Advisory Board of Education, states a resolution of the Department of Education, Health and Lands.

The functions of the Board will be (a) to advise on any educational questions which may be referred to it by the Government of India or by any local Government and (b) to call for information and advice regarding educational developments of special interest or value to India and to examine this information and circulate it with recommendations to the Government of India and to the local Governments.

The constitution of the Board will be (a) the Honourable Member in charge of the Department of Education, Health and Lands (Chairman); (b) Educational Commissioner with the Government of India; (c) six nominees of the Government of India of whom one at least shall be a woman; (d) one member elected by the Legislative Assembly; (e) three members nominated by the Inter-University Board of India and (f) a representative of each local Government who shall be either a Minister in charge of Education (or his Deputy), or the Director of Public instruction (or his Deputy).

The tenure of office of non-official members of the Board will be three years. The official members of the Board will continue, until they are replaced by others. The secretary of the Board will be appointed by the Government of India.

The resolution gives details of the method of working of the Board for the purpose of which the Board will form standing and ad hoc committees and will have the power of appointing to those committees persons who are members of the Board but who possess special knowledge and experience of the problems which the committees will examine.

The Government of India have not yet

fixed any date for the first meeting of the Board, but it is anticipated that it will be held at Delhi as soon as possible, after the beginning of the cold weather.

It will be observed that the Board of Education is to be revived without a bureau. The Government of India think that apart from financial considerations, the precise functions and establishment of a bureau could be best defined, after the opinion of the Board has been obtained in the matter.

MADRAS

THE INTER-UNIVERSITY CONTROVERSY

The long-drawn out controversy between Madras and Bombay Universities over the recognition of their mutual degrees has now come to an end. The Madras University Syndicate has considerably helped both parties to arrive at an amicable solution. The Bombay University seem satisfied with the Madras Syndicate's latest decision to reopen the degree to their students. Like Madras, Bombay will not throw open its M. D., and M. S., degrees to Madras graduates.

BROADCASTING IN MADRAS

It is understood that directional aerials, floating carriers and such other refinements which were provided for the Broadcasting Station for Madras will be cut out for the present in view of the limit which the Government of India are reported to have placed on capital expenditure.

A site about twelve miles from Madras City appears to have been suggested as being more suitable for the erection of transmitters. Constructing the studio anew, involving as it does heavy capital expenditure, may in all probability be ruled out of consideration and the final selection of a building for locating the studio will, it is believed, be done by the new Broadcasting Director.

HARDSHIP ON TEACHERS

With regard to the G. O. 4619 promulgated in October 1934 in connection with the reduction of teachers' salaries, the Chief Minister gave a strong assurance that in the case of those who were drawing prior to the issue of the G. O. more than the maximum fixed in that G. O. would be granted the difference as personal pay. But though it is now 8 months since the assurance is given no definite action has yet been taken in the matter. The apathy of the Government in this matter is highly deplorable.

COLLEGE SUBORDINATE SERVICES

The members of Subordinate Educational Service, Collegiate branch, waited in deputation on His Excellency the Governor of Madras on the 8th inst., at the Secretariat. Mr. K. Aravamudha Iyengar of the Kumbakonam College, led the deputation. Special emphasis was laid on the inadequacy of the pay and prospects of the service and on the increasingly poor chances of promotion to the Madras Educational Service. It was urged that more liberal scales of pay should be made to all the members of the services. H. E. the Governor heard the deputationists with attention and promised sympathetic consideration.

S. I. T. U. CANDIDATES

The Working Committee of the South Indian Teachers' Union has decided at a meeting held on the 3rd instant to put up its own candidates in the ensuing general elections to the Senate and Academic Council of the Madras University. The candidates finally adopted as 'Union Candidates' will be selected from those teachers who apply to the Union before the 20th of August 1935.

BENGAL

THE GOVERNMENT RESOLUTION

The Government in the Ministry of Education in Bengal have published a comprehensive review of the state and progress of Education in the province, pointing out the defects in the system of instruction as now imparted and made concrete proposals for a radical reorganisation of the system in the light of modern needs and requirements.

The Government feel that it is not possible

to carry out any scheme of educational improvement, unless it is supported by public opinion and has borne the test of scrutiny by educationists. Hence they do not intend to proceed further with the proposals until those interested in the future of education and the welfare of the province have had an opportunity of expressing their opinion on them. Government will give the most careful consideration to any criticism and any alternative proposals that may be brought to their notice.

NEW EDUCATION FELLOWSHIP

A branch of the New Education Fellowship, an international organisation with its headquarters in London, whose object is to evolve a new education policy in the world by concerted action, is being organised in Bengal under the presidentship of Poet Rabindranath Tagore.

Dr. Dharendra Mohan Sen and Mr. Anil Kumar Ghanda, Joint Secretaries of the provisional Working Committee of the Bengal section of the N. E. F., in the course of a communication state:

"An office has been opened at Santiniketan and members are being enlisted to the Fellowship. A conference will be held some time towards the end of this year when the organisation will be put on a permanent basis. Persons and institutions interested in progressive education should communicate with the Joint Secretaries of the provisional Working Committee of the Bengal Section".

NEW MATRICULATION REGULATION

According to the new regulations the first University examination will take place in march 1939. The general feeling in the province appears to be that the syllabus is a very heavy and burdensome one to the boys. *The Teachers' Journal* considers that the courses of study proposed for the various subjects can be curtailed without great disadvantage. We agree with the *Journal* that the resolution passed at the last Dacca Conference about the system of compartmental examination should have favourable consideration at the hands of the University authorities.

RURAL DEVELOPMENT

According to the "Statesman," details of the expenditure of the sixteen lakhs of rupees, allotted by the Government of India out of

the grant voted by the Legislative Assembly on schemes for rural development in Bengal have been published.

A major portion of the grant would be devoted towards the establishment of Union Board Dispensaries and improvement of rural water supply, on drainage and flushing schemes and on the establishment of seed and crop demonstration centres. The introduction of agricultural training in selected secondary schools, provision for village libraries.

BOMBAY

PRIMARY EDUCATION

The question of the scales of pay of primary teachers is at present under the consideration of the Government who have been waiting for the views of the local authorities in the matter. For the time being it is decided to increase the output of trained teachers by partially restoring classes which had been abolished in the various training institutions. The Government are trying to extend facilities for training primary teachers and to increase the number of trained teachers employed by local bodies if the finances of the local authorities and the Government permit.

EDUCATION OF BACKWARD CLASSES

"In spite of Government orders which lay down explicitly that all pupils should sit together in class regardless of caste distinctions, and that separate seating arrangements for pupils of the Scheduled Classes or others should not be allowed, cases have been brought to the notice of this Department in which the Government orders have been disobeyed," says the report of the Bombay Backward Class Department for the year 1933-34. Contravention of Government orders when detected is reported in the proper quarter with recommendations for appropriate action. Local authorities on the whole are trying their best to carry out the orders of Government regarding the disabilities imposed on the children of the Scheduled Classes.

U. P.

ALIGARH MUSLIM UNIVERSITY

Mr. M. N. M. Badiudin, of the Aligarh Muslim University, has been touring Siam and

Malaya doing propaganda work for the University. Mr. Badiudin is one of a delegation of three who have offered their services to do all they can to interest people outside India in the work of one of the biggest and oldest universities in the East.

It appears the annual expenditure of the university exceeds 3 lakhs and during the 60 years of its existence they are able to obtain the amount in India itself. But now due to numerous distress funds caused by floods and earthquakes, the required help was not forthcoming. Hence the delegation started on to collect sufficient funds for the maintenance of the university.

DEHRA DUN BROADCAST ASSOCIATION

It is understood that the Dehra Dun Municipality has resolved to lease out the land adjoining the Dehra Tebsil and the Excise Godown to the Dehra Dun Broadcasting Association for a period of 30 years on a nominal rent. The Broadcasting Association proposes to build a Central Broadcasting Station on this land, whence the district programmes would be relayed to different sub-stations in the district.

VILLAGE REORGANISATION SCHEME

Details are available of the U. P. Government's rural scheme as explained by the Minister, Sir J. P. Srivastava and Mr. Venkatachar, Rural Development Officer, at the Collector's Divisional Conference recently held at Bareilly.

The Minister said that the whole work could be summed up in three words, *tan, man* and *dhan*. By *tan*, he meant the physical development of the villagers, including sanitation; by *man*, he meant the intellectual and social improvement of the villagers; and by *dhan*, the economic improvement, which is the foremost thing.

Mr. Venkatachar said that an organisation called the *Gram Sudhar Sabha* would be set up in every village and that also a new agency not found in Bombay or the Punjab, would be introduced in the U. P.

C. P.

THE NAGPUR UNIVERSITY

The Executive Council of the Nagpur University has decided to join other Universities in inviting Prof. A. C. Seward of the Cambridge

University, Vice-President of the Royal Society, London, to deliver a series of lectures in Indian Universities.

VICE-CHANCELLORSHIP

The Executive Council of the Nagpur University have recommended the names of Dr. Sir Hari Singh Gour, Rao Bahadur K. V. Brahma and Mr. N. M. Deshmukh, Bar-at-law, for the office of the Vice-Chancellor, and those of Col. K. V. Mukday, Khan Bahadur Walayatullah and Messrs. P. W. Date and N. K. Behere for the office of the Treasurer. The election will take place in November next.

PUNJAB

PUBLIC SERVICE CLASS

The Punjab University has decided to open a Public Service Class in order to provide training for candidates who propose to take the Indian Civil or Finance Service examination. The scheme will commence in October 1935.

HYDERABAD

UNIVERSITY BUILDINGS CONSTRUCTION

In connection with the construction of the university buildings now under progress, the Government have nominated the following officers to form a committee for giving directions with regard to the construction: Nawab Sir Akbar Hydari (Finance Member), Nawab Mahdi Yar Jung Bahadur, (Political and Educational Member), Mr. T. J. Tasker (Revenue Member); Raja Shamraj Rajwanth Bahadur (P. W. D. Member); Nawab Ali Nawaz Jung Bahadur, (Chief Engineer); Nawab Zulqader Jung Bahadur (Educational Secretary) and Dr. A. H. Mackenzie, (Pro-Vice-Chancellor).

THE PRESTON INSTITUTE

The Preston Institute, constructed at a cost of Rs. 1,75,000, was opened on the 12th July at Jangoan. Dr. Rutherford, representative of the American Baptist Field Mission, in explaining the objects, pointed out that it would serve the purposes of a technical training school, to train teachers for village schools, conducted by the Mission. Mr. M. Faizuddin, Bar-at-Law, Divisional Inspector of Schools, was in the chair. Miss F. Tencate, before the unveiling of the photographs of the late Mr. Preston and his daughter, said that the Institi-

tute was the gift of the father in memory of the daughter. The Institute will work for rural uplift movement, the villager being taught to live intelligently and being trained in his natural pursuits.

MYSORE

RELIGIOUS INSTRUCTION

The question of introducing religious instruction in Municipal Muhamadan schools of Bangalore was given effect to at a special meeting of the Municipal Commission, C. & M. Station. It may be recalled that this question was pending decision for years.

TRAVANCORE

ADVISORY BOARD

The Travancore Education Advisory Board which met on the 12th July at Trivandrum discussed many important subjects like the State Library System, Military Training for College students, Service Conditions in primary schools, etc. The scheme proposed by the Director in regard to facilities for military training of students was approved. It was agreed that a small sub-committee should investigate and report on the service conditions in private-managed schools; and to provide clothing and equipment grants to depressed class pupils in primary schools. The estimated cost of the scheme is about Rs. 20,000.

RURAL LIBRARY SERVICE

A sum of Rs. 21,000 was provided by the Government in the year's budget for starting a rural library system. The departmental primary schools will be the centres of these libraries and there will be about 50 to 100 centres in the forthcoming year and the Headmaster of each school will be the librarian.

BUDGET ESTIMATES

The allotment for education for the next year is Rs. 48.13 lakhs which is Rs. 1.59 lakhs in excess of the anticipated expenditure of the current year. The Committee of technical experts and businessmen who met in connection with the proposal for the introduction of a course of technological study in the State held the unanimous opinion that early steps should be taken for the introduction of the practical alternative courses recommended by the Education Reforms Committee.

PUBLIC OPINION

PROF. WADIA ON THE PRESENT SYSTEM OF EDUCATION

Prof. A. R. Wadia presiding over a public meeting held under the auspices of the New Education Fellowship, Mysore, on the 24th July, referred to some outstanding features of Indian education.

Referring to the enormous wastage in Primary Education he suggested that more money be spent on the education of girls so that the mothers of the community might help to arrest the lapse of children into illiteracy.

As regards secondary education, he said that it lacked the completeness of the secondary schools of England and that it was unduly dominated by the university. He also advocated polytechnic schools and central schools of the type, existing in England.

Continuing he said that, of late, the Universities had come in for a great deal of undeserved criticism, in view of the unemployment of educated people. He admitted that Indian Universities were not all that they ought to be, but denied that it was one of their legitimate functions to provide employment for every graduate. It was the look-out of the community. He condemned the rush for higher education on the part of those, who were clearly unfit for it and suggested the tightening up of examination standards. He did not believe that mere vocational bias would solve the problem of the educated unemployed.

MR. C. R. REDDI ON STUDENTS AND RURAL UPLIFT

Mr. C. R. Reddi recently addressed the members of the Madras University Students' Union on the need for rural uplift work.

He said, he was interested in getting them to do some rural work particularly in the matter of education during their vacations. If each one of them would give, say, a fortnight during the long vacation and a week during the short vacation of winter for some educative work

among the villages, a great deal of uplift work could be achieved in a short time. He said that while he was in Mysore he had organised batches of students to do such work and to give, through interesting talks and lectures on the lines of 'Kalakshepams,' useful instruction relating to geography, modern history and political developments of a very general and elementary nature relating to India and other countries. After all they should remember that no educational system was self-sufficient. It was maintained largely at the expense of the tax-payer and it was their duty to pay back to him what little they could. They could also do a great deal to promote the sanitary and public health conscience among rural folk.

Mere reading and debating, or intellectual or physical games were no doubt good; but they could not be ends in themselves. They were good only as a preparation. The students should therefore act in the faith that the services they rendered would ultimately bear abundant fruit and that the regulative principle of their conduct should be the development of habits of racial and national service and in the realisation that they owed a duty to the poor villagers on whose sweat such clubs had been established.

MISS BARRIE ON THE TEACHER'S POSITION IN SOCIETY

Addressing the teachers at the Madras Theological High School, Miss Barrie, Principal of the Lady Willingdon Training College, said that three tests could be applied to the profession to see how it stood as measured by the standards of the world, society and the profession itself.

As regards the first, she said that people were suffering from too much learning. They were absorbed in the discussion of theories. There was very little practice. It was just the condition of the age and the result of the training that people received. As regards society, it judged man not as man but in terms of money. Society employed teachers for a certain purpose and paid them. They had to obey its behests.

Such a position was derogatory to their sense of self-respect. The old standards that assured honour to the teacher were gone. As judged by the standard of the profession, the teachers had not come up to the mark, and they did not give knowledge to help pupils to fit them for life. Teachers should produce dynamic individuals, 'live wires' as the Americans would put it. Boys must not be kept under leading strings, but must be allowed to grow.

Continuing Miss Barrie observed:

"Teachers should show society that they could not satisfy the mere demand for literacy. 'Examination' was a professional effort to satisfy the public demand. There was a wholesale condemnation of examinations but yet they could not get rid of them. They must assert themselves and teach what they thought was the right thing and convince the public that they were interested in the progress of children. The teachers in England and Scotland had banded themselves and made themselves felt in the public life of their countries. In India they were not as they ought to be. They were too much dependent upon the past and passively accepted the standards set by others. It was up to them to wake up betimes and to assert their right to shape the education of the child."

MR. SATYAMURTI ON MILITARY TRAINING IN UNIVERSITIES

Under the presidency of the Hon., Rao Bahadur G. A. Natesan, Mr. Satyamurti M. L. A., delivered a lecture at Madras on 'Should Universities introduce Compulsory Military Training?'

He said he was looking forward to the time when the University Training Corps would supply a definite proportion of officers of the Indian army. This would supply the required element of educated young Indians and would quicken the process of Indianising officers of the Indian army. But, to-day, there was not as much encouragement given as there ought to be. They wanted more facilities.

Further, there was a distinctive educational value in military training. It developed the quality of discipline and team spirit, and a capacity for regular habits. It helped to overcome caste barriers. The officers recruited from the University Training Corps would be a connecting link between the people and the army. Further, such of those who had

had military training, but who had not become 'professional' soldiers, would form a second line of defence. In conclusion, the speaker observed that except those who had been pronounced medically unfit or who were conscientious objectors to violence in any form, military training must be made compulsory by the universities.

MR. B. V. JADHAV ON EDUCATIONAL FILMS IN INDIA

In the course of his presidential address at the annual general meeting of the Motion Picture Society of India held at Bombay on 20th July, Mr. B. V. Jadhav referred to the place of screen in the domain of education.

He said that motion pictures were in the beginning intended to provide entertainment only. 'But in recent years, the potentiality of the screen as an instrument of instruction has been fully realised and the various governments of free countries and the Dominions are vying with each other in popularising educational films by various means. It is a matter of regret that the Government of India and the Provincial Governments are sitting tight and not making any move in the matter. Now when the Governments are devoting their attention and money for rural uplift, I would urge that part of it should be spent on propaganda through the films.'

Then he goes on to complain about the omission on the part of the central and provincial Governments, to define what an 'educational film' is. "In its absence at present," he says, "almost any film may come to be regarded as non-educational. For instance, three films produced and passed as educational in Australia, a British Dominion, were presented to our Society. But both the Inspector and the Board in Bombay refused to recognise them as educational films with the result that the Society had to pay a heavy import duty for films which the Society had received gratis for use in educational propaganda. We expect Government to take measures for stimulating the production and exhibition of educational films but our Government is indifferent and will not move. It is for our Legislators to put more pressure on Government and force them to give up their *laissez faire* policy and to take action in the interest of mass education."

TOPICS from PERIODICALS

STUDENT ORGANIZATION OF GERMAN UNIVERSITIES

Mr. Amulya C. Sen, M.A., writing in the August number of the *Modern Review* pays a glowing tribute to the Student Organization of German Universities.

"No country in the world can boast of so many Universities as Germany and no city such a gigantic centre of learning as Berlin. By long tradition the University students of Germany have always been regarded as an important limb of the social organism. In other countries of the western world it is only the financially successful man whom the public esteems but in Germany a Professor is ranked with the high officials of the State. Elsewhere the student is a poor devil who has no status save that of being his father's offspring, but in Germany he is looked upon as a future man of science and of brains and as such, no matter what his parents may be, he is treated with respect."

Then after explaining the origin and nature of the 'Studentschaft' or the Student's Union of the University, he enumerates its various principal activities:

(a) Scientific Department

This department attempts to make the study of all intellectual subjects subserve the ideals of National-Socialism. They hold that intellectual occupation should be undertaken not only for the benefit of the individual or for the sake of abstract science but for the good of the whole nation, so that all scientific discoveries and studies may tend not towards the private gain of profiteers and capitalists but towards the enlightenment and material comfort of the population as a whole. It tries to foster this spirit among students, school-teachers and university-lecturers by arranging lecture-courses, study circles and educational camps, etc.

(b) Foreign Department

This department provides facilities for foreign students to study and travel in Germany and also helps promising German students in travel and study abroad with a view to establish cultural relations with other countries.

(c) Department of Social Help

This arranges for cheap living and scholarships and free meals for deserving poor students, for reduction in travelling fares for all students, and also for running co-operative stores, and for sick-insurance, etc.

(d) Educative Department

It co-ordinates the activities of all the other departments and serves as the medium in all inter-departmental contacts.

(e) Publicity Department

This carries on Press and other kinds of propaganda work among the students. It runs papers and journals, prints booklets and posters, holds lectures, etc., for the spread of the ideals of National-Socialism among the younger generation.

(f) Women's Department

Although girl students participate in the activities of all other departments, yet this department arranges for the development and utilization of the special womenly gifts.

FREEDOM OF THOUGHT IN EDUCATIONAL INSTITUTIONS

The *Modern Review* for August editorially writes:

"One of the notable and natural, but not surprising, observations which Dr. Dharendra Mohan Sen, Principal of the college and school at Santiniketan, made in the course of the interview which he gave to a representative of the United Press on his return from his recent educational tour in Britain was:

'It is noteworthy that such a remarkable progress in the realm of education has in recent years been possible in England owing mainly to the fact that unlike other countries freedom of thought is a special privilege which all British Educational institutions widely enjoy.'

As in other matters so in education, there can be little progress without freedom of experiment. But how can there be carefully-thought-out and conducted experiments in education under the stereotyped wooden methods enforced by our education department?"

Foreign Currents

AMERICA'S NOVEL VENTURE

DR. SUDHINDRA BOSE in the course of a letter to the *Hindu* gives an interesting account of the People's University Movement of Lansing, a striking venture in the field of Adult Education. 'The movement is an instance,' he says, 'of what any intelligent community might do to make fuller use of its resources for the benefit of the hundreds who are eager for self-improvement and directed study.'

The courses, the instructors and the location of classes are all of a novel nature. There are more than about 100 courses offered without fees of any kind, and about 114 instructors all unpaid volunteers, except for 10 paid by the Government. Many of these instructors are men in business, political and professional life each teaching from practical experience a subject related to his own life work. The classes are generally held in church parlours, Y. M. C. A. and Y. W. C. A. rooms, and various other municipal and business buildings, all quarters being given without cost.

CO-EDUCATION IN BRITAIN

CO-EDUCATION is still in an experimental stage in Britain, though it is felt the best type of education. The Board of Education is to blame for not giving any positive and definite statement on it. Yet the experiment is successfully tried in some schools like the Keswick school.

"Each sex was at its best in the presence of the other and neither lost its distinctive sex quality by being associated with the other. Boys did not become feminine and girls did not become tomboys. Girls got as much out of it as boys, perhaps more," is the considered opinion based on experience of Mr. J. L. Paton, a former high master of Manchester Grammar School.

He defines what co-education really is. It is not co-education, he says, to have a boys' school and to stick a few girls in it. According to him two things are essential for the right

sort of co-education. Firstly, a parity of numbers between boys and girls and secondly, a co-educational staff and parity among the staff."

Incidentally he points out that in America men are opposed to it, because there is no parity among the staff, women teachers being 80 per cent.

INDIAN STUDENTS ABROAD

THE problem of the Indian students abroad is much in the forefront at the present day. Rajkumar Mansingh of Benera addressing the Bangalore Rotary Club rightly sounds a note of warning to students and girls proceeding in an indiscriminate manner to foreign countries, irrespective of age and experiences and for long periods. He really speaks much from experience.

Some particular instances which the Rajkumar referred to must be an eye-opener to our young men. It appears an young Indian who was in England went to the length of asking if there were any schools in India. Another refused to return to India merely because he felt he would not be allowed to marry the girl of his choice. It was not an uncommon thing for a student to receive a substantial remittance from India to see him through a pretended illness and then go to a sea-side resort, and have a good time. Parents and guardians ought to be more discriminate and students ought to exercise more self-control before launching upon any education in foreign lands.

SCHOOL BROADCASTING IN ENGLAND

THE B. B. C. has recently issued the Annual Programme of Broadcasts for the year 1935-36. It indicates that the work of the Central Council for School Broadcasting is developing rapidly. The functions of Broadcasting in the various school subjects are clearly enumerated in the pamphlet. Figures therein show that the programmes are regularly followed by a large number of schools.

But one thing is to be noted. While during the past eleven years the programme confined itself to supplementing school work in some ordinary school subjects, now at the present day, with twenty-two Broadcasts a week the programme is to explore the world of knowledge outside the curriculum. Surely this is a rapid achievement!



OUR WOMEN'S PAGE



Education in the Home

By Mrs. K. Sathianadhan, M. A.

1. MEN AND WOMEN

TWICE lately have I been told that wives are taken in order that they may help their mothers-in-law. A youth in poor circumstances said to me; "My mother is leading a miserable life. She is worn and old; she cannot do the house-work. Therefore, I have been forced to get married." The same thing was told to me by a lad in better circumstances. Very often, we hear of a second marriage, in order that the step-mother may look after the children of the first marriage. Speaking from the spiritual point of view, the motive is good for the bride, for service is the best thing in the world. But what about the poor little wife? "The dog it was, who died," says the proverb. "The wife it is, who suffers," we may say.

What is the prospect for the girl? There may be two. One of them may mean an utterly servile life—the whole work of the household to carry on; the old mother-in-law to be humoured and obeyed at every turn; the husband to be placated by a meek and humble spirit; the wife to swallow her own wishes whatever they are; no amenities allowed to pass between husband and wife except under the lynx eye of the old lady. Or, there may be another sort of life,—a beautiful sympathy between all the three concerned, each one helping the other; the mother doing her best to make the too young people happy; they in their turn caring lovingly for her, as for a precious possession. A happy triangle indeed, which seems rather a paradox in modern days, when no triangle of human beings is said to be congenial.

To me, however, the second prospect seems a rare one. If it should be true, the character of the mother-in-law must be a rare one; in any case she is sure to be a woman of some culture and education, or at least of tact. And this tells us in forcible terms that here

also is education for the woman needed. The mother-in-law must be educated. This leads us to infer that there is hope for the future. So many of our young women are going now to schools and colleges. So many have seen the harm done by ignorant dowagers. When they, therefore, in their turn become mothers-in-law, they will know how to be kind to the young strangers introduced into their homes by their sons.

In future India, however, will there be a place for the mother-in-law in the home? There may be; and she may be a necessary convenience; for she can look after the babies. The young women can go off to school and college, to hear lectures and to lecture, to attend conferences, to do social and public services. Well and good; a beautiful chance for old ladies to show what they are worth. And, be sure, they will revel in it, for they are the true home-makers in more sense than one.

Or, in future India, however, will there be homes at all? What with women with their adage, "Women must work, and that equally with men"; what with the many excitements, the turmoils and the confusion to be tackled and settled; what with the gradual disappearance of the "passive qualities", with which poet Tagore credits women; what with the modern warning of birth-control and over-population;—will there be domestic hearths at all? I wonder. And yet, I think there will be, for home, after all is, and will be ever, the centre of the world, whatever the world may say.

These are all dangers to be faced. Yet, in no case, should the woman be restricted now in the gaining of her privileges. As *Moderna* said lately in the *Hindu*:

"The woman who acts as housekeeper, making the most of the money available for the job; bears and rears children; makes a comfortable home where conditions appear impossible and on top of all that is still a companion to her husband, is indeed a marvellous woman. But I cannot agree that women should be kept out of industry or commerce

just because she is married. There are some women to whom the natural aim of life is a husband, home and children, and who are happy to be submerged in them; but there are also women who need something more than that and whose capacity for holding jobs cannot be questioned. As I see it, the natural leader should use the powers entrusted to her or him, and since marriage is no bar to a man's progression in life, so it should form no bar to a woman."

2. WOMANLINESS

The other day, while listening to a gramophone record, which was discoursing a passionate love-song, I said to myself; "How long will this sort of beautiful music last, if women persist in making themselves equal to men?" Is there anything, else, which can inspire such lovely song? Can a fine piece of scenery do it? No. Can a beautiful character? No. Can a great piece of statuary? Yes, if it is that of a woman. A woman's statue may rouse a man to such heights as that of Galatea of old raised Pygmalion."

There is indeed nothing like the divine charm of a woman to inspire lovely song, unlike painting, poetry, sculpture which might be enthused by other beauties. This being so, are we not in danger of losing something precious and fine, if women lose their womanliness? It will be all right if the modern vogue of equality does not result in such loss. But it does. In cinemas, in dances, in stories, in sport and other aspects of real life, we see it. Woman, who is trying to equal man, is gradually becoming a man in appearance, except in a few rare cases. Her charm is going. Her dignity is going. And her power is going. She may get power of another kind. She may get glory, fame, like that of a man; but that can be earned only in a few instances; and in others, it can be after all but second best.

Our women of old were able to bless and curse by the force of their womanliness. They were able to scare away the evil of demons, to subdue even savage beasts to mildness. But now?

When Ravana came to capture Sita, she by the power of her chastity dared him to touch her. All that he could do was to dig up the earth on which she stood and carry it off with her. And later, he could do nothing with her! Imagine what may happen in the

modern world. Sita, probably an accomplished wrestler and boxer, will square up to Ravana, and ask him to single combat. He will certainly respond in like kind, even if he has his tongue in his cheek. But where is the physique of Sita to compete with him? In one minute, she will be vanquished, and there will be an end of Sita. A new Ramayana may of course be written, for Rama will still take revenge on Ravana; but will the modern Rama's love for his wife be as perfect as that of the old Rama was?

Woman, who has been like a lovely gift for man, a precious possession, a magic property, is fast becoming his equal and thereby his inferior!

Is this worth while?

And why is it that men do not try to ape women, as women do men? Is manliness then such a superior quality to womanliness? Is not the latter as fine? But to each his due, we may say: To man his manliness, and to woman her womanliness, each of infinite worth and value, but only in its true location. All, who run, may need this riddle, as the children say!

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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. 2. Should the University conduct its own entrance examination instead of accepting the S. S. L. C. eligibility as a standard?

Answer:— In the courses of study there is nothing seriously wrong with the S. S. L. C. to lead any university to suspect it. The difficulty really lies in the fact that the S. S. L. C. Board is an independent body over which the university has no direct control. Consequently the university is accepting a standard imposed upon it by an outside body. If that other body is strict in its standard the university standard will not suffer thereby. But if that body should lower its standard then the university is bound to suffer the consequence. The university evidently is not master of the situation. To keep up its own standard it ought to be able to prescribe it, independent of any outside body. This the university can do by insisting upon every student, wanting to enter its portals, taking its Entrance Examination, whether such students obtained eligibility in the S. S. L. C. or not. It will be in the best interest of education to make the S. S. L. C. a complete stage in itself. So long as S. S. L. C. is an entrance to the University there will be this drift towards the university of students who are not fit for such education. The S. S. L. C. eligible candidates, in that case, can be more easily turned off to vocations which they could profitably pursue, instead of their wasting their time, money and energy in the university. By this separation both will gain in prestige and usefulness.

Q. 3. There is the oft repeated cry 'back to the village,' but is not the modern system of education in India

such that it tends to make students move away from the village?

Answer:— To answer this question satisfactorily we must distinguish between various stages of education. There are the Elementary, Secondary and College stages in our education. The majority of elementary schools are in the rural parts and since the majority of those who enter them do not go to the higher stage, it is necessary to give a rural and vocational bias to those institutions. The community schools seem to be the type indicated for that purpose. This, of course, does not apply to the few elementary schools in the urban areas. The same holds good of the Secondary stage, though here the distinction between urban and rural schools should not be made too sharp. When we come to the University stage it does not appear to be consistent with cultural ideas to insist on a rural bias there. The University ought to be a place where knowledge is sought for its own sake. But, since the cry of the Indian village is a persistent and irresistible one and since there are heaps of unemployed graduates, it is open to them, if they love their country well enough and realise their duty to disseminate light and learning everywhere, to go back to the villages and consecrate their lives for the upliftment of their brethren in the rural parts. It may be that they will have to take a few lessons in village co-operation, sanitation etc., to be of all round use to the villagers. The colleges and the University may, therefore, organise this kind of Rural Service Classes for the benefit of graduates intending to go to the villages. Beyond this we don't see how a college or University can alter its curriculum to give its alumni a rural bias. What is essential in a college man is the willing-

SPORT FOLIO

CRICKET

THE Australian Board of Control for Cricket have finally approved the following team to visit India under Mr. Frank Tarrant as manager.

1. J. S. Ryder (Captain), 2. C. G. Macartney, 3. H. L. Hendry, 4. H. S. B. Love, 5. J. L. Ellis, 6. O. Wandel Bill, 7. R. C. Morrisby, 8. H. Ironmonger, 9. T. W. Leather, 10. A. Allsopp, 11. L. E. Nagel, 12. R. Alexander, 13. F. J. Bryant, 14. F. Mair, 15. R. K. Oxenham.

Sailing from Melbourne in the *Mongolia* on October 8, the team will arrive at Colombo on October 23 and sail from India, after the tour, on the 16th Feb., 1937.

Altogether, the team will play 21 matches, three of them four-day games against "An India XI" (at Bombay 20th to 23rd December, '35; Calcutta 1st to 3rd January, '36; and Madras 7th to 9th February, '37), the Australian Board having banned the terms "Test match" and "All India." There will be liberal rest between matches throughout the tour. It is reliably understood that H. H. the Maharaja of Patiala was definitely sponsoring the whole move and that money has been deposited with a bank at Melbourne.

HOCKEY

THE Indian Hockey Team's tour of New Zealand had been an unqualified success. Like the last Indian Olympic team, they had the unique distinction of being unbeaten anywhere. They are now in Australia where

Continued from preceding page
ness to serve and sacrifice; the additional training and equipment are a matter of a few months. What the villages need are not technically qualified men, but men with a liberal education and broader outlook more than anything else. The questioner may profitably consult any book on German system of education where he will find very valuable suggestions along these lines.

they play six matches and will sail for Colombo on the 17th August.

In all, the team played 28 matches in New Zealand winning all of them. They scored 318 goals as against 28 against them.

Australia is very keen on inviting an Indian Hockey team in another two years' time. They withdrew the invitation this year at the last moment because excepting Queensland and New South Wales other States declined to shoulder the financial responsibility.

The tourists have collected £ 72-12-0 for the Quetta Earthquake Relief Fund, by signing autographs at 6 pence per book.

FOOTBALL

IT is understood that the proposals made by the New Zealand Football Association for a tour of the Dominion by an Indian Football team were discussed with Mr. P. Gupta at a meeting of the council of the Association. Mr. Gupta is visiting Wellington as one of the managers of the Indian Hockey Team.

The conditions of the proposed tour are that the New Zealand Football Association should pay all and take all, and pay all the costs of assembling and outfitting the team which would consist of sixteen players and a manager, and also that the tour should be one of six weeks, two matches being played each week.

It is hoped that the Indian Football Association would welcome the proposal and send a team to New Zealand in view of the increasing importance of overseas tours. If the I. F. A. is not interested in the tour, Mr. Gupta assured the New Zealand Association that he would bring a team on his own responsibility positively in the second week of July, 1937.

THE I. F. A. SHIELD

THE East Yorkshire Regiment (Dinapore) won the Indian Football Shield (Cawnpore) beating the Loyal Regiment in the final match on the 27th July at Calcutta by one goal to nil.

BOOK REVIEWS

RAMA THE GREATEST PHARAOH OF EGYPT: By Malladi Venkataratnam, B. A.,
Vol. I. 370 pp. Price Rs. 10.
Vol. II. 246 pp. Rs. 5.

Mr. Malladi Venkataratnam B. A., brought out some years ago a book on 'Expurgated Bible' and this time he has turned his attention to the real original of the Ramayana and has laid down the results of his study and thought in two volumes entitled "Rama the Greatest Pharaoh of Egypt." His thesis here is as revolutionary and thought-provoking as there and we suspect that the general reception to this book will not be very different to that accorded to his first book. He seems to have a genius for going against the grain of popular beliefs and traditions. After all, favourable reception or quick selling is not the only test of a good book. It must be said in favour of the author that he ably maintains his thesis throughout, however startling it might be. Through evidences geographical, archaeological, and linguistic, he seeks to prove that the original of Rama was Rameses II of Egypt, the scene of the Epic is really in Egypt and the neighbouring countries conquered by Rameses II and not in India. Even those who believe in the Indian original of the Ramayana will benefit by the exhilarating reading that this book provides with its novel point of view.

— C. S. P.

ENGLISH COMPOSITION by K. Srinivasa Kini and U. Bhavanishankar Rao. Basel Mission Book Depot, Mangalore. pp. 300. Price Rs. 1-8-0

The book, as the authors tell us in the preface, is based mainly on the syllabus in English Grammar issued by the Madras S. S. L. C. Board, but it is so planned that it may prove useful to students preparing for Entrance examinations of Indian Universities.

After a long period of taboo, English grammar has at last been restored to its proper place in the curriculum. We find, however,

that very often in the teaching of Grammar emphasis is laid on the formal rules, which the poor students are made to get by heart in the mistaken notion that, if well-drilled in them, they would be in a position to write an essay without many errors which besmear the performance of those not conversant with the rules of grammar and syntax. But we all know that the answers of an average student even in the top form of the high school suffer not merely from grammatical errors but also from errors in composition. The sentences, as the authors point out, are often jerky, and halting, the paragraphs are loose, and the whole composition lacks the impressiveness demanded by the standard. The book supplies a long felt need. The authors have attempted to develop in the pupils the requisite sense of form by directing their attention to what should be avoided and what should be aimed at in essay-writing. The book contains many specimens of each type of composition which may serve the pupil as a guide in his own attempts. The book is well got up, but we fear is priced somewhat high.

— D. N. S.

MATRICULATION HISTORY OF ENGLAND by Henry Martyn. Published by K. J. Cooper, Bombay. pp. 184.

The book is written to meet the requirements of the English History course prescribed by the Bombay University Academic Council for the Matriculation Examination. It covers a long period (1714-1901) crowded with important events and developments. The language is simple, and the treatment is very concise. Though many details have been omitted, enough detail has been given to make clear the general course of events. As far as possible related events have been grouped together and separate chapters devoted to such important topics as the Industrial Revolution, the growth of the British Empire and the wars of the 18th century. Sufficient attention has been given to social movements and reforms and to foreign policy relating to English History. The last two chapters are devoted to a short account of the development of Parliamentary Government in England and its present method of working. Throughout, the author has aimed at a judicious mixture of topical and chronological method of treatment which should enable the reader to acquire

Personal Notes

MR. C. Y. CHINTAMANI, Editor, 'Leader', will deliver the Convocation address of the Mysore University, which will be held about the third week of October next. Mr. Chintamani will also deliver the Sri Krishnarajendra Silver Jubilee Lecture.

SIR HARI SINGH GOUR and MR. M. A. MOGHE will represent the Nagpur

— Continued from preceding page —

thorough grasp of the subject. At the end of each chapter is given a list of dates and events besides a list of questions on the chapter. Throughout, the treatment has been analytical and the book is of much use to those for whom it is written. One of the marks of a good text book in History is the addition of sufficient number of maps. The book contains few maps and we hope that the publishers will supply the defect when the second edition of the book is brought out.

D. N. S.

REVISION AND MENTAL TESTS IN ARITHMETIC, TRIGONOMETRY AND ALGEBRA: By R. J. Fulford, M. Sc. (B'ham.), B. Sc. (Lond.), F. I. A. C. University Tutorial Press, Ltd.

This little book is a collection of exercises in Arithmetic, Trigonometry and Algebra and is a companion to the author's *Revision and Mental Tests in Geometry*.

In the review of any subject, mental work plays an important part and it serves also as a good introduction to a new topic. Teachers do not always give sufficient attention to this kind of work and the work under review gives some useful hints to teachers in this direction. The book is intended to cover the syllabus in mathematics of the various School Certificate and Matriculation examinations of England. It is desirable to introduce into our high schools the teaching of some Trigonometry with Arithmetic. This book does not cover the syllabuses of any Indian school or college examination, but it contains useful suggestions to the teacher desirous of interesting his pupils in his subject. The book is got up in the usual style of the University Tutorial Press, Ltd., and is priced 1 shilling.

— J. V. L. N.

University at the next quinquennial congress of Universities of the Empire to be held at Cambridge in 1936.

PROF. AMIYA CHARAN BANERJEE, head of the department of Mathematics, Allahabad University, has been invited to attend the nineteenth session of the International Congress of Orientalists, which will be held in Rome from September 23 to 29.

PROF. MUKERJI of the Chemistry Department of the Calcutta University, who has done considerable amount of research work on Colloidal Chemistry, it is understood, is being sent by the Imperial Council of Agricultural Research to represent India at the World Soils Science Congress at London.

DR. ITRAT HUSAIN ZUBERI has been awarded a Carnegie scholarship of 250 pounds for two years by Edinburgh University for higher research on 17th century English Poetry. He is the first Indian to be awarded this scholarship.

DR. NARAYAN PRASAD ASTHANA, Advocate, and a prominent Liberal leader of Allahabad, it is understood, was appointed to act as Vice-Chancellor of the Agra University during Dr. Basu's absence, from the middle of August to the end of October.

DR. BASU will go to Geneva to assist Rai Bahadur Bapna, Prime Minister of Indore, who has been appointed by the Government of India to attend the meeting of the League of Nations in September. Dr. Basu sails from Bombay on August 17.

MR. V. SIVARAMAN, B. A. (HONS.), Research Scholar in Economics has been awarded the degree of M. Litt., by the Syndicate of the Annamalai University, on the report of the Examiners appointed to adjudicate on the thesis submitted by him.

Mr. Sivaraman is the first student of the University who has been awarded this Degree.

MR. KALYANASAMI IYENGAR, Principal, College Calve, Pondicherry, has been awarded a silver medal, "Medaille d'Argent" by the Minister of Education, France, as a mark of appreciation by the Government of his valuable services in the promotion of education in French India.

H. H. THE MAHARAJA OF TRAVANCORE has given a donation of Rs. 1000 to the Calcutta N. R. Aiyar Memorial Education Society's building scheme.

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By Mr. B. RAMACHANDRA RAO, M.A., L.T.,

Principal, Hindu College, Guntur.

EDUCATION has a two-fold function to perform. It should not only bring about a nice adjustment of the individual to his environment but secure a fuller growth of his intellectual, moral, and spiritual faculties. The former is mutable in scope and content as human societies evolve new aspirations and conditions of life from time to time. The latter is almost static as it addresses itself to eternal verities of life. The individual's environment is partly national and partly international and this has been varying from time to time. Accordingly the content and method of education employed to secure adjustment of the individual to his environment have been undergoing revolutionary changes. The World-War of 1914 has completely changed the World ethos and has induced a new outlook in education. Thinkers like H. G. Wells are preaching a new ideology in education which is intended to impress upon the young, placid minds of scholars that this world is the heritage of man and that every race or nation while manifesting its own individual excellences in thought and art should realise that all races and nations have their own contributions to offer for the common happiness of mankind and bring about with the procession of the suns, the Parliament of man and the Federation of the World. H. G. Wells propounds the new Ideology in Education in his book "The Work, Wealth and Happiness of Mankind" and thus discusses its three facets. "First there is the idea of man's history as one whole. A child has to be guarded against early infection by picturesque, false, and short-sighted national traditions. The effectual exorcism for that sort of thing is the plain, straight-forward teaching of human history as one progressive adventure in which all races have helped and all have sinned. Picture, book,

story and lecture, cinema and school museum must converge upon the rational presentation of man's collective life. And secondly, the citizen of the World must have a sound conception of the evolution of life and its nature, that is, he must have learnt elementary biology thoroughly. Thirdly, he must learn geography and economic layout of the world as one cooperative field of enterprise. These are the three pillars of a modern ideology, the three branches of knowledge which constitute the "New Education." This is the essential instructional material for a modern World Vision. All the rest is training and equipment."

Such an ideology should permeate every stage of educational ascent, elementary, secondary and collegiate. While each stage may be complete in itself fulfilling a well-defined purpose it should undoubtedly serve as a stepping stone to the next higher. In our presidency the modus operandi of the three stages of education betrays a woeful lack of definiteness in ideal and achievement. The present system of education, while it has merits many and varied, has served to disaffiliate the placid minds of the pupils from what is best in Indian thought and culture and induce a narrow outlook on life.

This drawback is more clearly observed in the elementary stage of education. In indigenous schools, unsophisticated by the impact of western influence and method, attention is concentrated on the hammering of the Three R's. The pupil is fully initiated into the traditions of national life alike in the faithful and scrupulous observance of national customs and festivals and in the flawless conning of satakams and songs. The procession of school children during the Dasara season singing national songs is a sight for the gods to

witness. The instrument of mother tongue becomes the vehicle of thought and culture and sound foundations of literary composition are well and truly laid. Social festivities and shandies that lead to congregations of people from far and near serve as occasions for amateur versifiers and songsters to efforts of composition and song. The wandering bard, the roaming acrobat, the professional street actors would now and then interrupt the normal work of school children so that these may come into real touch with the living stream of national life and be animated with noble enthusiasms and high ideals. These 'anachronisms' of indigenous elementary education are still noticeable in large villages and centres of indigenous trade and industry. Language, arithmetic and writing are still taught in the primitive fashion to satisfy the needs of the locality. Classes of society whose economic life and enterprise are divorced from government patronage want only the equipment of correct command of the mother tongue, and traditional maintenance of accounts. Even now there are instances of pupils emerging from such elementary schools and proceeding to higher studies in the mother tongue and classics. Some three decades back pupils trained in these old fashioned elementary schools, well versed in Sanskrit and Telugu prabandhas and tempted by the lure of English Education, used to pick up rudiments of English in a few months and seek admission into Fourth Form. Being masters of the mother tongue and a classic they used to acquit themselves creditably in English in class and examination. Their examples throw considerable light on the value of concentration in the early years only on the Three R's. We should use language not so much for talking about things but for thinking about them. At an age when the faculty of memory is virile pupils should get a facile grip over the mother tongue and cultivate correct thinking in it.

But the modern system of Elementary Education has lost the magic contact with

the wells of undefiled national life and culture and encourages a-la-mode aspiration of job-hunting. Instead of forming the bed rock of national education, self-sufficient and elastic, definite and vigorous, it has transmuted itself into free but not compulsory, funded but not productive, elementary in aim but secondary in operation, democratic in management but effete and demoralising in its results. The Elementary Education of the new dispensation is intended to equip the children of rural parts for fulfilment of the primary functions of rural life and in urban areas this is extended to those who are anxious to enter life with a minimum educational equipment and pass for literates. But popular ambition has transcended the limitations of this ideal of the Elementary Education and has forged ahead towards the S. S. L. C. Public Examination as the destined goal of every country youth. The teaching of English has been demanded in all Elementary Schools and they are tolerated as they serve to supply rudiments of Secondary Education without the charge of tuition fee.

The control of Elementary Education passing into the hands of non-official agency has brought on a mere increase in the numerical enrolment of pupils and schools without corresponding acceleration in quality. This is not a little due to the dilution of Education with Politics. Further, the undue favour that Elementary Schools enjoy in the matter of grants has placed them in serious competition with the Lower Secondary Departments of High Schools as well as independent Middle Schools. This has not only reduced the number of independent and efficient Middle Schools but has also weakened the strength of the lower classes of High Schools. And ill-equipped, ill-staffed Higher Grade Elementary Schools have become the feeders of High Schools. The Department has never discouraged the adoption of Secondary School Syllabuses and text-books in Higher Grade Elementary Schools. The unhealthy competition of Elementary Schools with

the Lower Secondary Departments of High Schools, the facility for admission of pupils into Fourth Form, the vegetation of pupils in the lower stages of education have to be immediately removed. The Elementary School should restrict its endeavours to drilling the pupils in the Three R's. They should be able to think clearly in their mother tongue and get such a grip over it as to be able to make further progress in it without much effort and direction. The study of English should be postponed till the mother tongue is mastered. Further, in this epic stage of life they should feast their eyes with the wonders of the universe through observation and utilization of the appendages of modern civilized life such as cinema and radio.

Till 1910 Secondary Education was dominated by the Matriculation System which intensified the emphasis on Languages and Mathematics. The English Language was studied with meticulous care so that a pupil who was capable of writing good English was sure of success in all general knowledge subjects. Linguistic talent and strong memory were the main fruits of this system but it was unpopular on account of the meagre passes it produced. The S. S. L. C. scheme of studies that has been in existence for a quarter of a century has relaxed the emphasis on language and shifted it to specialisation of knowledge. This era of syllabuses and specialisation has introduced an element of uncertainty and demands knowledge of too many tricks and facts. To obviate the complaint of multiplication of subjects for examination, general knowledge subjects were for a long time made non-examinable with the result that they were completely neglected. To effect a balance between the demands of the public and the University, general knowledge subjects have been made examinable and specialisation is restricted to one subject. Further, the products of the High School education have been left adrift without any equipment for any vocation other than that of quill driving. So manual training

has been made compulsory in all schools. Instead of a comprehensive reorganization of studies there has been tinkering here and there to meet temporary exigencies.

The present system of Secondary Education needs overhauling in several directions. Half the time spent at school is devoted to the study of languages. In spite of this disproportionate devotion to English and mother tongue the pupils have a poor equipment in both of them. An S. S. L. C. pupil with ten years training in the mother tongue should have a higher proficiency than he usually possesses. A public test in the three R's may be devised for every linguistic area or even circles in it so as to weed out the defective at the end of Third Form.

Economy of energy is quite as truly a problem for education as for mechanics. The rapid growth of knowledge of course leads to revision of syllabuses but the productive energy of the world has also furnished aids for easier and quicker acquisition of all new accumulations of knowledge. At school the teachers play a too conspicuous part in the mentations of their pupils. There is need for a total revision of the parts that the teacher and the pupil have to play in school life. To quote Wells once again "there is a widespread persuasion now that class room work should be intensive and restricted to brief periods. Children should go into a bright, well-lit and well ventilated class room only when they are fresh and alert: they should meet keen, active and highly competent teachers, and the teaching and learning alike should be vigorous and direct. One should go into a class room as one goes to a tennis court, for brisk, continuous action. In a class room one should work hard. Learning is a special exertion. The future world citizen cannot acquire too early the idea that effort is required in learning. If schools are to be used as places where the young are to spend whole days and long periods of time, they must have rooms other

than class-rooms; they must have rest-rooms and playrooms and playgrounds where the activities are not intensive. Here the less specific factors of the educational process come into play. Here is where the youngster acquires a regard for others, civility, sociability and a habit of reciprocal and cooperative action. Here is where the impulse to make, to draw, to write and invent is given scope and satisfaction. The role of the teacher here is to be supervisor and helper: encouraging tactfully, restraining bad conduct but compelling not at all."

Following up the argument in practice we may so arrange the school work that the forenoon session (7 to 10) may be entirely devoted to teaching languages, mathematics and specialised sciences and the afternoon (3 to 5) session may be left completely to the pupils to make good what they have learnt from teacher by experience in practical work in the laboratory or workshop or art-studio to be followed up by games and lectures (two or three per week) with the aid of cinema or magic lantern that go to elucidate the general knowledge subjects, viz., History, Geography and General Science. It is high time that the pupils are disabused of the false notion that knowledge can be acquired by reading pages after pages of text-books. More often than not the periods assigned to these subjects are utilized for the dictation of notes. There might have been some excuse for such a procedure when the essay type of answers was in demand. But fortunately now the new style of questioning needs short, intelligent and accurate answers. For geography there are slides to illustrate the topography, climate, vegetation and economic development of a country or a region. The proper study of picture and map, supplemented by excursions will surely foster correct geographical concepts and the text-book should be read independently by the pupils only for refreshing their memories. Similar aids can be easily devised for other general

knowledge subjects. In fact, the pupils should be weaned from too much attachment to printed letter and should be induced to acquire knowledge by observation and experiment. The compulsory vernacularisation of all non-language subjects will greatly facilitate this reform.

The allocation of one school session to the self-effort and self-manifestation of the pupils will have a very healthy effect on the tone of the school and the task of the teacher will be greatly lightened. The teacher and pupil will realise that education is a co-operative effort and that each has a part to play.

The employment of pupils in laboratories, work-shops and art studios to realise by practical experiment the truth of what they have learnt in the class room will incidentally afford ample scope for developing skill of hand and eye. Manual training should be closely associated with subjects of class instruction. In the miniature World of the School, pupils whose parents pursue different vocations in life gather together and the various types of inherited genius that they possess should be properly utilized for the benefit of all. In this society of all talents only such manual work as will release the native genius of the pupils should be allotted, and it will not be impossible to establish some sort of co-operation between home and school. Workers in the carpentry section should be able to effect ordinary repairs of school furniture and prepare simple educational equipments. So also the smithy and laboratory by mutual association forge ordinary implements of scientific education. In this way every branch of education will find its instructors and workers. Thus the theory and practice of education would be set side by side to infuse real love of knowledge, to foster dignity of labour, to engender confidence in the apparently dull and indifferent pupils and finally eliminate truancy and failure from the school world.

WHAT SHALL WE TEACH OUR GIRLS?

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

IT has been observed in many connections, with justice, that the well-being of a country depends ultimately on the character of its women. While man is everywhere the unquestioned leader and head, yet he seems in some strange way to draw his inspiration and ideals from those gentle influences in his background—his mother, his sister, or his wife. Outwardly the position of women, both socially and intellectually, has varied greatly through the changing centuries and in different lands; but their hidden influence, as mothers or as lovers, has been invariable, be man's superiority in action what it may. In what way, then, can woman best be trained, in these days of supposed enlightenment and in the march of modern scientific knowledge, psychological and otherwise, to fill the place for which her peculiar nature and gifts have been given her, that of nourisher, supporter and inspiration of man?

To go no further back than the beginning of the present century, when what might be considered to be the complete 'emancipation' of women was brought about in Western countries, the leading idea among the progressives might be said to be that of the absolute equality of women with men, not only in status, but also in function. With this in view, after her prodigious effort to attain the vote, and the many means she found for giving a helping hand to her menfolk in the conduct of the Great War, woman began to compete with them also in almost every branch of the activities of Peace. In the professions, in business, in studies and in sport, women were found hard on their brothers' heels. And behind all this, in the life of girls of all classes, lay an educational programme built up as far as possible along the lines of that of boys. Especially was this noticeable, perhaps, in the secondary schools and universities, where twenty or thirty years ago, any really

intelligent girl (especially if it were likely that she would have to earn her own living afterwards,) was encouraged to take up such intellectual studies as would enable her to obtain a degree; more 'womanly' pursuits, such as cooking or domestic economy, being tacitly looked upon by such unfortunate girls, and even by their parents, as soft options, suitable only for the feeble-minded.

The result of this tendency has been, of course, that while man's supremacy in every sphere remains, generally speaking, unchallenged, the pre-war generation of women, at least in one great country, has grown up largely unfitted to cope with the ordinary duties of their sex; except in those cases where home circumstances have been such as to force them to get experience in the management of house and children. Things are changing for the better now; but for women educated at that period it would be rare indeed that the credit for such knowledge could be laid at the door of any secondary school.

Let India then beware of falling into any such mistake. For it may safely be said that no career, and no amount of intellectual concentration on so-called higher studies, can absolve a woman from the need of having practical knowledge and ability regarding the management of her home and children. To this end any school curriculum would do well to include not only domestic science, home and house management—call it what you will—, but also such allied subjects as ordinary and invalid cookery, simple first aid and home nursing, sewing and dress-making: together with such an amount of scientific knowledge relating to these as can lead to their intelligent use in the varying circumstances of daily life. The standard required both practically and theoretically along these lines would do well to rise in proportion to the general educational standard of the individual as far as time

allows: in contradiction to the mistaken idea referred to above, that 'higher education' should absolve a girl from the need of studying these homely matters which are more particularly the function of her sex.

Apart from these, and again as far as time allows, let a girl follow the boys' syllabus to the extent of her wishes and powers: and there will be always be some who desire to specialise in studies or professions until recently reserved for men. But in general it would be of far more value to a girl than specialisation, if she learned to acquire general knowledge, so as to become an intelligent member of her social circle, even in the company of the other sex. Girls, no less than boys, should be trained to read the newspapers, and to take an interest in current events both in other countries and in their own. It would be good if they had some instruction as to methods of local government, so as to have at least some understanding as to what goes on in the village or municipality, the incidence of taxes and so forth. Moreover, appreciation of art and literature, and of beauty whether of deportment, clothing or house decoration, might almost be called an essential of truly educated womanhood;

and all these will be of increased value in proportion as a girl can hold her own in general conversation, and prove herself a social asset to the company instead of being a mere dummy in the room.

It has been said that a woman's mission is to be beautiful. Let this beauty be confined not only to her face and her dress, but to her mind, her bearing, and above all her soul. Rightly has Beauty been associated with Truth and with Goodness in the divine triad; for none of these can in reality exist without the other, either philosophically or translated into terms of human life. So it will be with Man's helpmeet. She longs by her very nature for beauty in many forms: she will attain it, and fulfil her mission truly, only if there is within her heart a gracious gentleness and purity emanating from a goodness rooted in the divine. Above then and beyond any details of curriculum or of educational culture, the only goal of enduring value for woman, as for man, must ever be the knowledge of God Himself, in Whom alone are hid the treasures of wisdom, and Who alone can bring to fruition all her womanly qualities through the divine indwelling of Love.

THE TEACHING OF PYTHAGORAS THEOREM: Its Extensions, and its Applications

By Mr. S. R. DIDDLE, B.Sc., B.T.,

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The subject matter has been divided into three sections for the sake of convenience, as follows:—

Section I:— The Pythagoras Theorem proper.

Section II:— Its Extensions.

Section III:— Its Applications.

SECTION I

Pythagoras theorem, unlike many other theorems, is a theorem by itself and the

most widely applied theorem of the whole geometry. It is the fundamental basis of another branch of Mathematics—Trigonometry, which is at present prescribed for the Matriculation Examination. Hence from these points of view it is the most important and its teaching in schools should be specially attended to.

OLD METHOD

This theorem is usually taught in schools by enunciating it. The teacher goes

on with the constructions and gives a lengthy proof as is given in all text books, and the students await the ringing of the hour bell.

The students do not have a clear idea about the theorem. They always forget to notice that AC^2 ...etc., are the squares on the sides of the rt. angled triangle. This is not their fault but the fault lies with the teachers who introduce the theorem to them in the reverse way.

THE NEW METHOD

In order to remedy these defects and to make the boys take interest in and to have an intelligent grasp of the problem, I have divided the first section in three separate lessons as under.

Lesson I. The discovery of Pythagoras theorem and the Life History of the founder—The Philosopher and Mathematician—Pythagoras.

Lesson II. Experimental proof of the theorem followed by some interesting and important constructions.

Lesson III. The Geometrical proof proper—first analytical and then synthetical.

The teacher to present the plan (vide lesson I.) to the boys and ask them to convert the same into one beautiful Square Hall without any loss in area. The boys begin to cut the squares. But the cuttings are restricted, being parallel to the road ways on both sides. The idea that the hall shall have to be beautiful, suggests to the boys that the cuttings shall have to be parallel to the road ways. They try to fit up their cuttings. They will be successful in their efforts only when, one side of the cutting is equal to the side of the little square. These two triangular pieces are to be fitted up to form a big square. Now it is easy to make the boys notice that the triangular pieces cut out, are congruent and both are rt. angled triangles. Boys can easily see that the two original squares are

the squares on the sides containing the rt. angle and the square that they have constructed is the square on the hypotenuse. Hence the relation between the square on the hypotenuse and the sum of the squares, on the other two sides, is easily established. Then boys should be asked to draw different rt. angled triangles and to verify the same truth. Afterwards, a short biography of Pythagoras is to be given. In the second period an experimental proof is to be given by drawing a rt. angled triangle in the usual way. The one is suggested here (vide lesson 2). Charts containing other proofs of dissection, should be prepared by the teacher and be hung up in the class room, as different kinds of dissections appeal to different types of pupils. One or two practical applications of the same should be tried. In the third lesson a systematic proof, first analytic and then synthetic, is to be given, followed by the solution of some important riders, if possible in the class. Or else they may be assigned for Home Work.

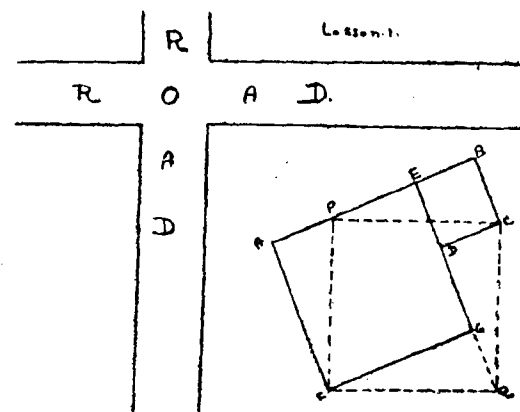
By going through the above process, the interest which is the main vehicle in teaching, will be kept up and the boys will have an intelligent grasp of the problem.

BRIEF SUMMARY OF THE LESSONS:—

Lesson 1. The teacher to present the plan drawn on a big sheet of drawing paper, to the boys and ask the boys to convert the same plan into a nice square one without losing any area. He is to look to the proper cutting of the squares by skilful questions. Then he is to elicit from the boys the type of the triangle and the relation between the squares on its sides. He is to ask the boys to draw different rt. angled triangles and to verify the above truth. Afterwards a short biography of Pythagoras is to be given.

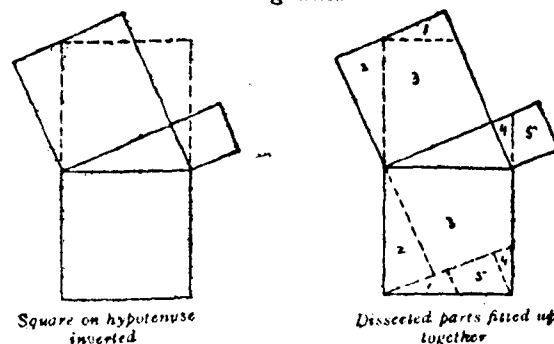
(Diagram on next page)

Lesson 2. In this lesson an ordinary rt. angled triangle is to be drawn on a big sheet of drawing paper and squares are to be described on its sides. Then the teacher is to invert the square on the hypotenuse and

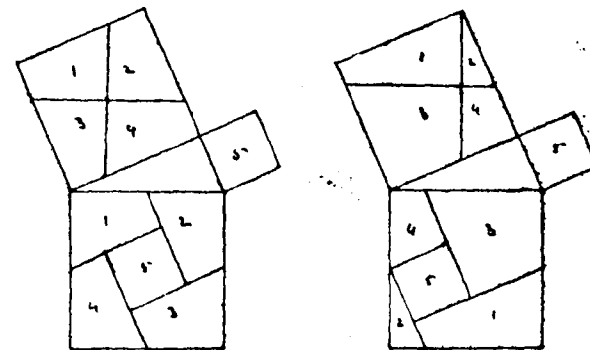
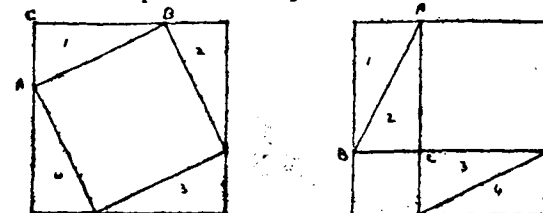


by skilful questions arrive at the proper mode of dissection. Afterwards he is to cut the squares along the lines of section and the boys are to do the same on a small sheet of paper. Then he is to fit up all the dissected parts on the square on the hypotenuse. The teacher is to present to the boys charts that are prepared, showing more experimental proofs of dissection and to hang them up in the class room, explaining briefly the mode of dissection in each case. There are many forms of dissections. The following are worthy of notice and are reproduced below.

Diagrams



Other Experimental proofs of dissection.



Lesson 3. The teacher to take the formal geometrical proof by way of analysis, by means of suitable and pointed questions. A brief summary of analysis is given below for the sake of guidance.

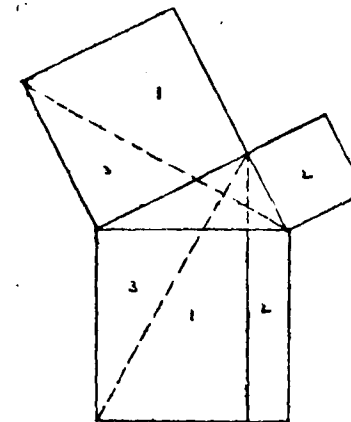
BRIEF SUMMARY OF ANALYSIS

- i. To prove $Sq. 1 + Sq. 2 = Sq. 3$.
 - * Divide Sq. 3 into two unequal rectangles by drawing a perpendicular from the vertex.
- ii. To show $Rect. 1 = Sq. 1$.
 - * Show that the triangles on the same base as the square and rectangle are equal.
- iii. To show that these triangles are equal.
 - * Show that these triangles have two sides and the included angle of each are respectively equal, etc.....
 - * Here the teacher is to receive all answers from boys and by skilful questions exclude the rest and lead them to the above answers.

He is to ask some of the boys to give the systematic proof. Then the boys are to be asked to read the proof from their text books. Any individual difficulties are to be solved. If there is time, the teacher is to work out a few important riders on B. B. with the help of the class, or else these may be assigned for home work.

As the boys have discovered the theorem they will naturally feel interested in it.

Diagrams.



SECTION II

The extensions of the Pythagoras theorem are the two following theorems:—

1. $AB^2 = BC^2 + AC^2 + 2BC \cdot CD$ $\angle C$ being Obtuse.
2. $AB^2 = BC^2 + AC^2 - 2BC \cdot CD$ $\angle C$ being Acute, and CD being the projection of AC on BC in both the cases.

The teaching of these two theorems is generally postponed to Std. VII. There seems to be no reason for this postponement except that the idea of projection is foreign to them. The idea of projection may be given while the first theorem is being established and this is easy enough for the boys to understand. Hence these are to be taken up as soon as the Pythagoras theorem is established. The present mode of treating these is purely synthetic without any experimental work. This causes loss of interest in the boys and they become bored. Hence the following plan is to be adopted in dealing with the above theorems.

When we have established the Pythagoras theorem, the more inquisitive students may put the question, 'Well Sir, what will be the value of AB^2 when $\angle C$ is not a rt. angle?'. Such questions from the boys should be taken as the starting point of these theorems. Or else, the teacher may say to the boys, "You know the value of

AB^2 when $\angle C$ is a rt. angle. What will be its value when $\angle C$ is not a rt. angle in terms of the squares on the other sides?" Such questions will be a challenge thrown to the boys who will be set thinking. The triangles are to be drawn and the squares on the required sides are to be described. Students are to be told to express the square on this side in terms of the squares on the other sides. They will naturally think in terms of Pythagoras theorem. Hence a need of drawing a perpendicular from the vertex to the base, is felt. Then the squares on the other two sides are to be drawn. By comparing the square on the original side with that on the new, the excess of the area of the second square over the first one, is to be drawn separately on B. B. Preferably all these squares and rectangles are to be coloured with coloured chalks. Then the boys are made to notice the dimensions of this strip and compare them with the base. Here the necessity of the idea of the projection comes in and it is to be plainly explained to the boys. Thus the boys are to be led to the enunciations of the theorems. A few constructions are to be tried. In a subsequent lesson the proofs are to be elicited analytically and then synthesised. A few important riders are to be tried and a few more may be assigned for home work. Charts of the above pasted with coloured paper or coloured with different colours, should be hung up in the class room at the end of each lesson.

These two theorems are to be divided into four lessons as under:—

Lessons 1 & 3. Experimental proofs followed a few constructions.

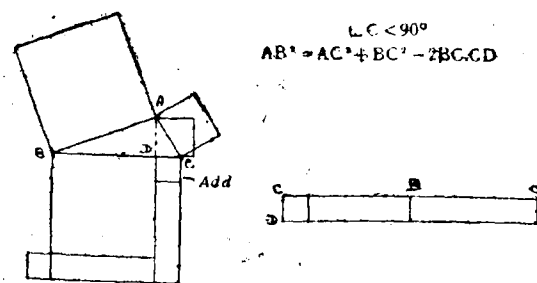
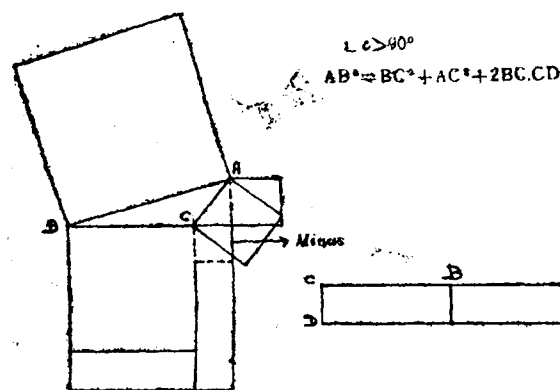
Lessons 2 & 4. The geometrical proof of the above -- first analytic and then synthetic, followed by the solution of a few important riders.

BRIEF SUMMARY OF THE LESSONS:

Lessons 1 & 3. The teacher is to draw the required triangle, and describe squares

on the sides subtending the obtuse or the acute angle as the case may be. Then he is to elicit the construction of the perpendicular from the vertex to the base. He is to draw squares on this side as well as on other sides. Then the boys are to be told to compare the square on this new side with that on the original side and to add or to subtract the difference of these two squares. He is to ask the boys to draw them in their note books. Then he is to draw the figure of the extra strips separately and ask the boys to compare its dimensions with the base and the projection. The idea of projection is to be given here. The enunciations of the theorems are to be elicited and a few constructions are to be tried.

Diagrams



Lessons 2 & 4. Here the teacher is to arrive at the theoretical proof. He is to take up the analysis first by suitable questions as indicated in the Pythagoras theorem.

Then he is to make the boys give the synthetic proof. A few riders may be solved with the help of the class.

At the end or in a separate lesson, a comparison of these two theorems with that of Pythagoras is to be made, driving home to the boys the value of the projections in each case.

SECTION III

The two important theorems that can be proved by the application of the principle of the Pythagoras theorem, are as under:—

$$1. AB^2 + AC^2 = 2AX^2 + 2BX^2.$$

X being the mid-point of BC.

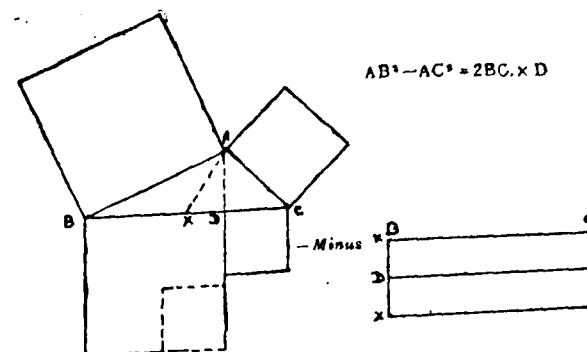
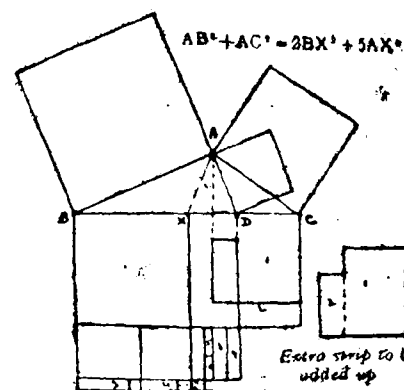
$$2. AB^2 - AC^2 = 2BC.XD.$$

XD being the projection of the median AX on the base BC.

The teaching of these two theorems is usually postponed to Std. VII and rightly so. These are usually deduced from the extensions of the Pythagoras theorem.

But these theorems can be taught by the application of the principle of the Pythagoras theorem itself. It will be worth while to take these lessons on this plan as boys will have some experimental work. The geometrical proofs should be from *analysis to synthesis*. The experimental proofs are reproduced below.

Diagrams



Charts of these experimental proofs should be prepared showing the several parts of dissection by different colours or coloured paper and be hung up in the class room.

All the above theorems were taken up exactly on the plan indicated above in our school and the results are satisfactory.

In following up the above plan, boys are made to discover the theorems. Hence they take interest in them. Their reasoning power is developed as they proceed from analysis to synthesis. This is most important from the view-point of Mathematical Teaching, viz., "The true end of Mathematical teaching is power and not knowledge."

The above charts can be prepared by every teacher or if necessary, they will be supplied by me. Full lesson plans and complete analysis of the above theorems will be sent on request to those who want to test the efficacy of this method.

*THE TEACHING OF HISTORY

By Mr. S. S. CAMERON, M.A. (Oxon.)

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I MAINTAIN that if a man is to teach History he must know some history: secondly he must be an enthusiast: thirdly, he must have a trained mind: and lastly, he must be a student i.e., continue to read and think about this subject after he has left his University. These qualities or possessions will not necessarily make him a teacher of History: but without them he cannot hope to be one. And this is true of any other subject. There was once a theory that it was possible to teach all subjects by the mastery of a mechanical cut and dried method: in fact there were even masters of method in training colleges who undertook to train people to teach all subjects. These masters of method, like Charles II, but with less justification, for Charles was at least a specialist, took an unconscionable time a 'dying,' and some of them, disguised, it is true, but quite re-

* A thought-provoking lecture given at the last Bombay Presidency History Teaching Conference recently held in Poona.

cognizable to the discerning eye, are still to be found in some of our Training Colleges. This theory of omnipotence amounts in practice to giving a teacher only that amount of knowledge which is thought necessary for him to pass on to his pupils: i.e., making a funnel of him; and has had the effect of giving the teacher the idea that as long he keeps a day ahead of his pupils, he has done all that is required of him. Although few Educationists would today approve such a course, there are a large number of teachers who only have and some who only desire to have that modicum of knowledge.

It is therefore really useless to discuss how we are going to teach History; to go into details of methods, treatment, apparatus, until the historians are there to discuss these things with. History teachers must be professional historians, trained historians, who, moreover, wish to continue the training which the University should give them. Amateurs, particularly amateurs without enthusiasm, are of no use.

This conference is, I believe, to be confined to a discussion of History Teaching in Secondary Schools. If, however, it is admitted that it is necessary to have historians to teach History in these schools, we must first suggest to the University what kind of history teaching we expect of that body and of its affiliated colleges, so that they can supply us with the right type of teacher.

It seems to me that what is required of the young teacher of History, fresh from the University is not so much encyclopedic knowledge as an awareness of the vastness of his subject and of his own ignorance, coupled with an understanding of the educational value and significance of this same subject. He should also have had training in the collection of Historical facts and their use. For this a mere reading of what are no more than school text books is not enough—he must be introduced to documents, he must be given some opportunity of studying in detail some short period or subject, he must have some knowledge of anthropology and psychology, of the history of thought, scientific, philosophical, and religious, and of course, political: he cannot know everything, for there is so much to know that even in a whole life-time a single man's knowledge is infinitesimal. He should, however, be aware of what it is necessary to know for the proper and complete understanding of any period or section of History, where to look for that knowledge: how to find it and how to use it. There is belief current among those members of the teaching profession who have failed either to realise the true nature of their calling or understand its obligations, that less knowledge and lower professional qualifications are required to teach the elements of a subject to small children than the advanced stages of a subject to older children—and this belief has not met with the discouragement it deserves at the hands of those who could make their frown effective. To make a thing both simple, and clear, without sacrificing truth requires a deeper knowledge of that subject that can be had

from an over-night reading of a school text book. If for instance, I want to give small children a living picture of Shivaji, I must have deep knowledge of the social conditions, political conditions, economic conditions and religious beliefs of his time, also I must have such information as the following—the population of towns like Wai and Satara at that time—and be able to compare them with towns of like population today; I must know something about the domestic Architecture of that period and the Geography of that period, not because I want my small children to study architecture, historical Geography, social and constitutional history, etc., but because without my having this knowledge I cannot show them Shivaji in his true historical back-ground, the Maharashtra of that period in its true colours. I have taken a very simple example—I might have taken Akbar, about whom all teachers think they know everything; yet how few remember even if they know it, to tell children that Akbar and perhaps Shivaji were illiterate—a fact of great historical significance, if unpalatable. As a boy I was taught to believe that Richard the First of England was all that was fine and admirable, and as a result had a most flattering picture in my mind's eye of the social conditions of that age: I afterwards discovered some flaws in his make up, but it was not until I saw a cinema play in which he was portrayed eating that I realized who were the barbarians during the Crusades.

That brings me to one of the most important point I wish to make, namely, that the foundation of the historical sense can and must be laid in the bottom of the Secondary School and in the Primary School. The appeal must be at first to the imagination by means of stories and pictures: thus unconsciously, by the showing of these pictures and telling these stories fully and in the right order of historical sequence, first a sense and then an understanding of cause and effect can be developed.

The greatest mistake made by teachers and text books meant for small children is to divest men and events, of their reality—so that children look upon their Alfreds, Akbars, Shivajis either as automatons or at least as supernatural beings, of whom ordinary common sense actions and conduct cannot be expected. If history is to be history, the personages of history to use a stage expression, must be in character, i.e., with themselves, their epoch, and human nature.

The complaint that such a treatment destroys romance is unsound, as will be realized, if the meaning of romance is considered for a moment. Romance is essentially subjective and cannot be banished by Science and Truth. To disclose the humanity and reality of historical characters no more destroys for children the romance of history, than biology and astronomy destroy the romance of love and the moon for adults. Moreover it is time that educationists (an unfortunate term, with an unpleasant flavour, but used in this sense to mean people following the profession of teacher whether in the University or School, Inspectors, Educational Administrative Officers of all sorts, and last, but not least, those who solve the problems of Education in weekly or monthly magazines with such breath taking facility), it is time I say, that Educationists decided what the educational value of History was.

In the old controversy as to whether it is an art or a science, I am not on the side of the angles. In an age and a country where records are available, where the scientific method and attitude to life is beginning to colour our whole life, to leave the digging at the roots of our very being to artists is like calling in a perfumer to put the drains right. If it is granted that there is a need for an understanding of the working of society and societies, as great as the need for an understanding of the working of the human body, and if for the understanding of either some knowledge of origins and laws of functioning is acknowledged to be necessary, the claim of History to be a

Science is vindicated.

History deals with the origins of society and societies; and from its study and growth, we can formulate certain general laws governing society, which help us to understand and prescribe for the maladies of present day society. To say that because, so few historians are impartial, therefore, History cannot be a Science, is to rule out medicine as a Science because there have been fads and fashions among doctors, or that even anthropology is not a Science, because the Germans have invented the Nordic race. Of course, they are inaccurate sciences, but can Physics, the modern papacy, lay claim to infallibility in view of what has happened in the last 20 years? No law of Science is in the last resort infallible—and the most we can ask of history is that her servants will recognize their own fallibility and partiality, but continue to follow the scientific method. Much more could and, I hope, will be said today on this subject of Science of History.

I stress it because upon a man's conception of the function, nature, and object of History depends his teaching of it. If History is an art and its stories are like other works of art merely the cultural legacy of a nation, dependent for value upon their aesthetic truth, we can treat them as literature and teach them as literature, and apply the standards of literary appreciation to them: time, dates, cause and effect, world movements, etc., need not enter the lesson and spoil the fun.

If however, History is a Science, the teacher must apply the scientific method, encourage the beginnings of research work, insist on accuracy in matter of time and sequence, so as to promote observation of cause and effect, and encourage the use of both the inductive and deductive methods. Facts thereby will become only important in as far as their significance is understood: and names and labels in as much as their historical connotation is grasped—Aurangzeb's Buddha's, Henry VIII's importance will not be assessed in terms of aesthetic or ethical values, but in terms of their effect on the

future and as results of the past, and as examples of the functioning of certain laws. History is no more concerned with the morals as morals of human beings, than the entomologist is with the morals of the white ant. Whether so and so was a bad man, or such a thing is of no importance to the scientific historian, but the habits of that people, the movements of this are important.

In this connection, it is perhaps advisable to mention that the valuable and most profitable material of History lies in the lives of the ordinary people, rather than in the lives of the extraordinary. The daily fare of a ryot 100 years ago, the account book of a merchant 200 years ago tells us more than all the contents of a Peshwa's Daftar, or the Kook of Kings, valuable as these are. In as much also as History as a Science depends for its measurement on dates, and its truths and laws are extracted from observation of changes, the teacher must make continual use of the comparative method: so that he can translate the figures, names and labels of the past into the language of today — and not as so often happens transfer the ideas connected with a certain present day term into the past.

If now, I only devote a few lines to method, as the word is understood in Training Colleges, it is not because I desire to belittle its importance, but because my belief is that without content, form i.e., method has no being. A teacher's method depends on his treatment which in turn depends upon his knowledge. The order of precedence is, therefore, knowledge, treatment, method. Nevertheless just as no two men are identical in character, just as it is possible to have two stylists in cricket demonstrating different styles, so it is vain to expect identical methods from two teachers. Generally speaking, however, it is possible to lay down some general principles of method based on the fundamentals of historical knowledge and treatment. Into details there is not time to enter. One principle I have already adverted to, namely, that the work in the lower classes of schools and in the Primary

Schools should act as a foundation for the work in the upper classes of Secondary Schools. By the presentation of a series of verbal pictures of people and events of the past taken in historical sequence and capable of appealing to the eye, say in the form of a large wall picture chart (if possible, made with help of the children), the beginnings of a sense of sequence can unconsciously be developed. Later by affixing dates a time sense can be developed.

It is essential, however, that the stories told, read, and shown in the junior stages should have definite historical significance which can be appreciated later.

The second principle I would stress is the importance of encouraging reading and the use of books by children — and it is enough here to say that this will not be done if a teacher explains every sentence of the Text Book first. Independent and unaided reading should be begun as soon as possible, and is preferable to narrative by the teacher as an introduction.

Thirdly there is what I would call the discussion method which will take the form of children asking the teacher questions about what they have read and his asking them questions: questions based in both cases on a desire to understand motives, back-ground, customs; with why and wherefore as the interrogative: at first such a discussion will be conducted on a fairly simple plane, but later it should be concerned with definite problems of history and historical laws and tendencies. Of written work there must be a considerable amount: first there are the short answers for testing reading, and then there are the longer answers to test understanding. I have said next to nothing about external aids to the teaching history, not because I despise them, but because I consider them merely as aids. For all the cinemas, pictures, models, careful black board summaries in the world will not save a history teacher who has not knowledge, enthusiasm and one who is not soundly convinced of its educational value.

The faith that moves mountains will also move children.

THE NEED FOR EDUCATIONAL PLANNING

By Mr. K. V. PUNNIAH, B.A. (Hons.)

DISCONTENT is the order of the day. We are discontented with everything about us — with our political inferiority, with our economic backwardness, with our medieval social organization. The prevailing discontent with our educational system is therefore not an isolated phenomenon but one intimately connected with the others.

Why are we discontented with our present system of higher education? Because it is wasteful in a Commercial sense, because it is the prime cause for the large number of the educated unemployed in our country. We send our boys to schools and colleges and invest large sums of money in their education, and when they could not secure a job in the Government service or elsewhere as clerks, teachers or doctors, we blame the present system of education for all our woes.

That is why there has been a reaction against this purely *intellectual* kind of education in recent times. We are now going in more and more for technical education. There is a rush of students now in this direction and prominent educationists are demanding a thorough reorganization of our educational system to bring it into line with these new requirements. Prof. M. Venkatarangaiya in his recent Address to the Teachers' Conference at Ellore criticised the S. S. L. C. Board and the Government for their policy of drift and the lack of clear perception of any aim on their part. Secondary education should no longer be regarded, he said, as a passport to Government service, but as a *preparation for life*. He emphasised the importance of giving vocational training (e. g. in agricultural and industrial courses) to students to find out their aptitude and to prepare them for higher courses of study in them. The advice is valuable. There is however this underlying assumption — for, without it the advice

is meaningless — that there is going to be such an all-round development in our country in agriculture, industry and commerce as would absorb all those that would take up one or the other of these vocational courses. This clearly shows the close connection between educational policy, economic development and political power, and how success in the one is not possible without success in the others.

There is the same policy of drift and empty talk on the part of the government with regard to our primary education also. A clear definition of the aim and policy is much more needed here than even in secondary education. The importance of education as a potent instrument for the propagation of a particular faith in politics (as in religion) is clearly realised by all the governments in the world at the present day. Napoleon was the first to perceive this.* His successors have taken it with a religious fervour. The Dictators—Fascists and Socialists—have been educating the young in their own political faith with a view to create a new and permanent social and political order. In democratic countries like England, Switzerland and the United States, compulsory primary education is imparted with a view to train the young men to appreciate their position and responsibilities as citizens in a democratic State. That we did not have a policy in our primary education was due to our indefinite political status. An Union Government in power can make the prevalent ignorance and illiteracy of the masses an argument against transferring power to the educated minority while yet doing nothing to educate them. Now that

* 'There will never be a fixed political state of things in this country', he said, 'until we have a body of teachers instructed on established principles. So long as the people are not taught from their earliest years whether they ought to be republicans or royalists, Christians or infidels, the State cannot be called a Nation.'

we are going to have provincial autonomy in the provinces, it should be our own fault if our leaders will not make use of the new opportunities—however limited they may be—to educate the people so as to enable them to discharge their new responsibilities with discretion and success.

Educational policy cannot be divorced from our political status and economic development. We are discontented with our educational policy because we have not the power (financial and political) to remedy the defects. Compulsory education for the masses is very expensive and indeed as difficult a task as the Indianisation of the Army. It is the duty of the educationists of our country at the present time to make comparative study of the educational systems

of other countries—their policies, methods of instruction, courses of study, facilities for vocational training, their mode of tackling the question of educated unemployment, etc., and make their expert knowledge available to the politician in office. Our political leaders should realise the great importance of education to the success of a nascent democracy like ours and the need of a well-thought out and comprehensive programme for the economic and educational development of our country. An 'uneducated democracy' is a contradiction in terms, just as we cannot expect complete success in our educational policy without a corresponding economic development, so also without a wide diffusion of education among the masses, we cannot achieve any progress in our political aspirations.

WORLD EDUCATION CONGRESS

Mr. Fred Mander's Presidential Address

IT is now twelve years since the World Federation of Education Associations had its birth. The representative educators of many nations who brought it into existence set before themselves a great and noble objective. Put concisely, their aim was to promote goodwill and mutual understanding between the peoples and to make a lasting contribution to the cause of peace through world co-operation in education.

They saw in the world around them numerous instruments for the prevention of war, in the form of international law; pacts, alliances and diplomacy; international courts and the League of Nations. They appreciated to the full the purpose and importance of such instruments, and, in particular, recognised the beneficent potentialities of the League of Nations as a means for the peaceful settlement of international disputes.

But they conceived, and I think rightly, that these things, although im-

portant, were not sufficient in themselves to remove the root causes of international discord.

CONFIDENCE SHAKEN

How sure were the instincts of our founders has been demonstrated during the passage of the years. We meet to-night at a time of considerable disillusionment; confidence in collective instruments for the prevention of war has been shaken, and it is now clear that hopes placed on mere machinery, were set too high. "The Parliament of man, the Federation of the World" still belongs to the region of poetry: the world super-state, to which all national sovereignties shall subordinate themselves as yet has arisen only from the materials of idealism.

The hard fact of the world to-day is the reassertion of nationhood—the reassertion of the right of the individual nation to determine its own destiny and to decide for itself what measures are necessary to safeguard it. At the same time new concep-

tions of the nature and purpose of a state are developing upon widely divergent lines, and are increasingly influencing the relationship of peoples with one another, while racial prejudices continue to constitute an obstacle to the comity of nations. Unless existing conditions can be removed, or substantially modified, and a greater and more universal sense of community and good will developed throughout the world, no machinery set up can offer a firm promise of permanent security. The League of Nations cannot be more than the Nations of the League, and can only be made to fulfil its highest purpose by people possessing an attitude of mind which is ready to relinquish ancient prejudices in favour of a new outlook.

INTERNATIONAL AMITY

It was precisely in the development of this new outlook among the nations that our founders believed that educators, co-operating on a world basis, might hope to play a helpful part. They set out to establish throughout the world an educational probity which in time would lead to a change of mind, a new disposition towards international amity, without which the best worded treaty or agreement will be a mere scrap of paper.

If I have correctly conceived the aim and mission of the World Federation, its members have voluntarily assumed a great and serious responsibility. The educational method of contributing to the improvement of international relationships, involving, as it does, changing the mental habits of the world, must necessarily be a slow one. It will be a process of evolution, not of revolution.

If success is ultimately to be attained we must proceed upon sound and practical lines. Mere idealism, however eloquently expressed, will not take us far. The educator must firmly resist the narcotic of mere rhetoric and with complete frankness, sincerity and realism examine the materials upon and with which he must work.

There must, from the outset, be a frank recognition of the fact of nationhood, and its complete compatibility with a sense of world community. We can no more shed our sense of nationality than we can rid ourselves of our skins, nor is there any reason why we should desire to do so. This hall to-night is full of men and women who love their country, but they do not on that account, like John Randolph, the Virginian allow their patriotism to end at the boundary line of their own state. Deeply rooted in the love of their own land, they are able to rise above national limits in a spirit of service to humanity as a whole. That, to my mind, is the right conception of the relationship between nationalism and internationalism.

UNDERSTANDING, APPRECIATION AND SYMPATHY

The practical problem of peace is the problem of adjusting conflicting outlooks and interests among differing nations. Its solution calls, in particular three things—understanding, appreciation and sympathy, all of which can be developed in some measure through education. Let it be clear that I use the word "understanding" in a scientific sense. We need to grasp the facts concerning the social, political and economic movements of the races. Without a scientific attitude and informed minds we cannot hope to escape from the prejudice and bias which lie at the root of much international misunderstanding.

From scientific understanding is but a short step to appreciation—to the realisation that race or nation has its own contribution to make, and that through its art, literature, and learning it can bring its own special gifts to the treasure house of culture which is the inheritance of the whole world. "God has written one line of his thought upon each people:" these were the words of Mazzini, the great Italian patriot, and they express in terms of picturesque wisdom the fact that each nation has its own inherent characteristics and qualities which are of distinct value to humanity

A world teeming with human repeat patterns would not be enriched; it would be infinitely impoverished.

But although appreciation can be developed on the plane of intellect, sympathy can only be developed through the associated life of men. The one is of the mind, the other is of the heart—actual contact is necessary for its full fruition. For that reason we need to bring the nations more closely together by travel, interchange of visits, exchange of professors, teachers and students, by summer schools and such gatherings as these. Previous experience of each other has taught us that although the nations are wonderfully different, they are also, in many human respects, wonderfully alike. Through education we can hope to comb out a host of common virtues, tastes and ideals which will tend to link together peoples however diverse in race, colour, religion and general philosophy. That is the aim of our Federation—it exists to mobilise education in the service of humanity at peace.

But, although probably the largest in membership the World Federation is by no means the only international organisation of educators claiming among other things, to work for peace. Up to the present there has been all too little contact between us, and all too great a disposition for each to cling to its right of self-determination as tenaciously as the nations themselves.

A SENSE OF COMMUNITY

It has always appeared to me that our influence has thereby been diminished. Our appeal for a greater sense of community among the nations must lack somewhat in sincerity, and fail to carry complete conviction, unless we can demonstrate to the world our own willingness and ability to develop a sense of community with one another. In this matter we are dwellers in glass houses, and our most admirable precepts will be vitiated by a bad example.

Our efficiency will also suffer if there is overlapping of function, or lack of co-ordination in our efforts—still more so if there should be any element of competition between us either for membership or influence.

It was with a cordial desire to join hands with other international bodies working for the same, or similar ends that the World Federation at Dublin two years ago decided to make contact with the International Federation of Teachers' Associations, and the International Federation of Associations of Secondary Teachers. The first-fruits of those contacts were decisions to organise the congresses of the three bodies this year in Oxford at the same time, and to appoint representatives to discuss how far it might be possible to go forward together in the future.

In the name of the World Federation I extend cordial greetings to our colleagues from the kindred associations who are here to-night. I have briefly, and necessarily in general terms, indicated the broad aims and aspirations of the World Federation in order to enable them to estimate the character and purpose of the body which seeks their co-operation. Having done so, I can only express the fervent hope that mutual contact and the friendly exchange of views may lead to fruitful results.

Our organisations are great and important, and there have been good reasons for their separate growth. But the interests of Education and Peace are still greater, and amply justify a patient and determined attempt to find a co-operative foundation for future effort. If it be at all possible, let us join hands in a great cause, and agree to go forward together on a mission than which there can be none nobler under Heaven—the mission of cross-fertilising the minds of the peoples of all nations with ideals of goodwill, friendship and lasting peace.—*The Manchester Guardian*.

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, SEPT., 1935

Communal Schools

ONE of the most difficult of educational problems in India is that of Communal Schools. It has become a part of public policy to permit the starting of such schools and spending funds raised through taxation in maintaining them. In some cases schools run by certain communities or on behalf of them get more liberal grants from the government than other schools. The whole situation is growing more and more anomalous and it is a matter of urgent importance for all to have clear ideas about the advisability or otherwise of maintaining at public expense institutions of this kind.

THERE is no doubt whatever that the financial cost of public education is bound to grow in consequence of such a policy. It will mean waste and bad economy. Whether we are passing through times of depression as we are doing now or through times of prosperity it is the duty of the custodians of public funds to see that they are spent with a view to get the maximum amount of advantage from them. Communal institutions are decisively wasteful from this standpoint. It is meaningless to have a separate school for Caste-

Hindus, for Backward Classes, for Muslims and for Christians in a village or town even when there are enough pupils belonging to each community attending these schools. But it so happens that in many villages and towns there are not enough pupils. Classes are very small and single-teacher schools become inevitable with all the defects arising therefrom. Government should resort to a bold line of action and consolidate all such schools without waiting for the approval of the vested interests that are entrenched behind them. In these cases there is no question of the Central School being far away from the homes of pupils or of boys and girls of tender age being made to walk long distances which is the only serious objection to consolidation.

WHAT is true of Elementary Schools is also true of Secondary Schools, Colleges and Universities. There are many schools and colleges maintained for the benefit of particular communities for which there is no justification on financial grounds. Their strength is small and the average cost per student is enormous. It is a pity that there is a slow change in this same direction in the policy of Christian Missions working in this country. There are signs to show that they too want to restrict admissions to their institutions as far as possible to Christian boys and girls and segregate them from those belonging to other sections.

NOT only from the point of view of cost but also from the point of view of real education the maintenance of segregated communal schools deserves to be condemned. Education is essentially the training of the youth in the art of living; and in India this implies that they should learn to live as mem-

bers of the wider Indian Community to which all of them belong whether they are Hindus, Christians, Muslims or Sikhs by religion. This is the great and vital need of India to-day and communal schools are the most serious obstacle in the way of teaching the youth that they are Indians and not merely Hindus or Muslims. Their tendency is to emphasize the points of difference between one Indian and another instead of the points of similarity. They intensify the bitterness between the followers of different creeds and prevent the growth of a wider outlook.

EDUCATION may prove to be a curse or a blessing according to the purposes for which it is intended. Till recently, even in the most civilised countries of the world there was no attempt at universal education. At the present day the need for it is accepted not only in the democratic States but also in the States under dictatorships. Education has been found to be a very efficient instrument for controlling the mind of the youth in their most impressionable age and indoctrinating them with whatever views those in authority hold. In Italy the hold which the government has over schools gives it a power to educate the youth with a view to make them believers in Fascism and the youth of Germany and of Russia are similarly trained to become the adherents of Naziism and Communism. In days when there was no universal education and when only a select few resorted to schools it would have been more difficult for governments to carry on vigorous propaganda in favour of one set of political dogmas as against another through the medium of schools. But the situation has become quite different now.

THE question that Indian Statesmen have seriously to face is whether the ideals for which communal institutions stand are the ideals for which we should continue to work. It has been the dream of the builders of modern India that a united India for which people of all classes and creeds would work together should be brought into existence. They took pride in the vision of three hundred and fifty millions of people living together in mutual sympathy and understanding and co-operating actively in the furtherance of the common good of all. Our educational efforts have taken us in a contrary direction. We are through these communal schools teaching the youth that they are primarily Muslims and Christians and caste-Hindus and untouchables and we are giving them no occasion or opportunity to feel that all of them are the sons of the soil and belong to the larger Indian community. Should education be used to divide Indians or to unite them? This ought to be the one question that should engage the attention of political leaders who under the New Government of India Act will be at the head of Provincial Cabinets. If communalism is the enemy of Indian unity, no party which thinks in terms of the oneness of India should give a place for it in the educational system.

Teaching of Dietetics

FROM the very interesting and informing report of Dr. Aykroyd (of the Institute of Nutritional Research in Coonoor) and Mr. Burnet on nutrition in relation to public health, it has become clear that there is an immediate need for the teaching of dietetics to pupils in schools and colleges. Compared with most other countries

in the world there is more of malnutrition in India. The poverty of the people is the most important factor contributing to this. But an equally important factor is ignorance of what a standard diet ought to be. It is not only among the masses of people that this ignorance is found but also among those who call themselves specialists in the Science of Public Health and Medicine. Studies in nutrition are being made by some of these specialists but it so happens that they take their illustrations mostly from the articles of diet in England and other European countries with the result that they are not in a position to enlighten the Indian public what the nutritious value of the several articles constituting the average Indian diet is and how best to improve it. It appears to be possible that for the same cost that is now being incurred by an ordinary family on food, a more nutritious diet can be had if only specialists carry on researches in this field and evolve a diet which is scientifically better.

As has been pointed out by one of the speakers in the recent World Educational Congress held at Oxford all money and effort spent on education in the class-room will be really wasted if the pupils attending the class are ill-fed and unhealthy. The success therefore of the instruction given in the class-room depends on the physical health and strength of the pupils; and public authorities must make it a point to see that everything possible is done to improve the diet of pupils.

Provision should be made in schools for the inclusion of the subject of Dietetics in the courses of studies in General Science. This is all the more necessary in the case of girls as most of them will have ultimately to shoulder

the responsibility for managing their households and bringing up children under healthy conditions of life. Even in ordinary text-books written for teaching languages—English and the Mother-tongue—authors should do well to incorporate lessons on food and nutrition in place of the usual Puranic stories and mythologies. It is, however, in the schools of medicine that more attention should be devoted to the study of this subject and Universities must be prepared to open chairs for carrying on research in this field.

There are many hostels attached to educational institutions in our country and one great difficulty that is experienced in managing them is due to the absence of a standard Indian diet. No similar difficulty is felt in the Boarding houses in European countries. The food of the Tamilian is different from that of the Andhra. The South Indian food is different from the North Indian and it becomes absolutely necessary to evolve a diet which will satisfy all tastes and which will be quite nutritious. Authorities in charge of Hostels should take some interest in this subject and do all that is possible to get the cooperation of specialists in determining a standard type of nutritious diet.

Indian Students Abroad

SOMETIME back a suggestion was put forward by Dr. Thomas Quayle, the Secretary of the Educational Department of the Office of the High Commissioner for India that steps should be taken to restrict the number of students going abroad for higher studies from India and to explore the possibilities of finding employment for the foreign returned students. It may

be noted in this connection that no restriction whatever need be placed on students going abroad for pursuing those studies for which there is no adequate provision in Indian Universities. In some cases students go abroad not because there is no possibility of their getting the education they want in India itself but simply because they are rich, have plenty of money to go abroad and see the conditions of life in other parts of the world. Even in their case no artificial restrictions need be placed. Their primary object is not to secure employment after they return to India but only to get a liberal education for which they are prepared to pay the price. It is for the foreign Universities to consider whether such students come up to their standards and if they do, it is best for all that facilities should be given for such students to go abroad. There are however, other students—and they form the large majority of those abroad—who leave the Indian Universities not because they cannot get the best education here, but simply because there is a general impression that holders of foreign degrees are intrinsically superior to those holding Indian degrees. Even second and third rate people, and persons who have no means of their own are therefore tempted to go abroad because employers in India have a general tendency to prefer such men to those who have really superior qualifications but who unfortunately happen to hold degrees awarded by Indian Universities. It is this feature that is really responsible for the unnecessarily large influx of Indian students to foreign countries.

This influx really requires to be restricted. Its continuance means so much drain of money from India to

foreign countries. It also means the disparagement of holders of Indian degrees and their being relegated to an inferior caste. It is found that in some universities there is really a sort of caste distinction between teachers who have Indian degrees and those who possess foreign degrees and this interferes with smooth and efficient work. What is therefore urgently required is not the exploration of the possibilities of finding employment for the foreign-returned students—as this will not stop the undesirable kind of influx but to make it clear that no preference will be shown to foreign degree holders as against the equally qualified holders of Indian degrees. It is hoped that this aspect will be borne in mind by all those who wish to maintain the reputation of Indian Universities and the value of the Degrees they give. This more than anything else will solve the problem of 'Indian Student's Abroad.'

World Education Congress

THE World Education Congress was opened at Oxford on Monday the 12th August with a series of meetings in different parts of the city. The Shelderman Theatre was packed to the full with delegates from all over the world eager to listen to eloquent speeches. Lord Halifax (Lord Irwin), Chancellor of the University of Oxford, welcomed the delegates.

Visual education, free school and kindergarten, the health of school children, the entrance to Secondary schools and training of teachers were some of the topics that were discussed at the Conference. Mr. Fred Manders delivered his presidential address, some extracts of which are published elsewhere.

Mr. H. C. BUCK ON PHYSICAL EDUCATION

Mr. H. C. Buck, Adviser to Govt. on Physical Education has sent us the following for publication:—

Proceedings of the Director of Public Instruction, Madras,
(R. C. No. 805-D/34), 28-6-35.

The following instructions are issued in connection with the imparting of physical education in Secondary Schools. The District Educational Officers are required to bring these to the notice of the managements of Secondary Schools under their control for their information and guidance.

2. In order to make physical education educationally sound the time table for physical education must be so arranged that there may be a fair proportion of (1) "Instruction Periods" and (2) "Participation Periods."

3. During Instruction Periods pupils should come to the physical training instructors in groups of not more than 40 or 50 at a time. Each physical training teacher on the staff should be required to handle 5 or 6 such instruction periods per day, and all pupils should have physical activities daily. During instruction periods the special teachers should teach only such games and other activities are of value in the "Participation Periods" and have real "Carry over" values. The herd system in physical education will never succeed. The educational values of physical training in schools should be fully recognised and every effort made to so organise it as to obtain the educational value of such training.

4. Full co-operation of all the class teachers and the assistance of well trained boy leaders are also required. But such service must be utilised in connection with well organised "Participation Periods," and not during "Instruction Periods" as an unsatisfactory substitute for possible effective work by properly qualified specialists.

5. The "Play-For-All-Programme" is one that should be introduced into every school as "Participation Periods," part of the physical education programme, and wise physical training teachers will use every class teacher and capable school boy to make this programme a success. The "Participation Period" must however have "Instruction Periods" for its foundation.

6. The mistaken notion that "Instruction Periods" should be devoted primarily to "Drill" should be removed. During this time emphasis should be placed on teaching natural and naturalized activities with the idea of developing these skills that are useful and satisfying at the time and throughout life.

(By Order)
(Sd.) V. KALYANARAMAN,

Mr. H. C. Buck's Suggestions on the above Proceedings

1. *Instruction periods in Physical Education:—*

By instruction periods is meant periods in which the Physical Education teachers teach these physical activities, (or the fundamentals of these activities), which are to be used in participation periods. The emphasis should be placed on attempting to develop the fundamental skills of natural activities which the pupils must have if they are to do their best as worthy members of teams in various competitions that will be conducted during the participation periods. Also, during this time attention should be paid to teaching activities and developing skills which pupils will of their own accord use for recreation during their leisure time.

Sound judgment in drawing up programme for instruction periods will automatically lead us to place the emphasis on the natural activities such as play, Games, Sports, Rhythm, etc., and much less attention to artificial activities such as drill. Drill may also be taught during part of the instruction periods, but only to help in Posture Training and never as a complete scheme, nor so as to occupy much time. We must remember that the syllabus of physical activities is provided only as a guide for the teacher and it is not intended that it be followed slavishly. It is effective Physical Education that we want and not Parrot-like following of any syllabus.

The work done during instruction periods, must be taught by qualified Physical Education teachers in charge of groups small enough to permit effective teaching.

2. *Participation Periods in Physical Education:—*

This is the period for competitions between various groups and teams and for the "Play-

For-All-Programme." Large numbers of pupils may report on the playgrounds at one time, be divided into groups and sent to allotted area where they may play games of their own choice; or during this period the various tournaments and leagues of the intra-Mural or Inter-House scheme may be played off. During participation periods the Physical Education Teacher should have the assistance of Class Room Teachers and School Boy Leaders to supervise and referee the various activities going on simultaneously on the several play areas of the compound.

The activities and the grounds must be so well planned in advance that you may get 100% participation and 100% of ground area in use. The number of pupils attending at one time must be no longer than can be efficiently accommodated on the available play areas, but one should attempt to provide activities that will accommodate fairly large numbers on small playing areas.

Ordinarily Participation Periods are most successfully conducted outside of regular school hours when large numbers can most easily be congregated and more staff members are available. But Participation periods as well as Instruction Periods may be conducted either before, during, or after school hours depending entirely upon the situation and the will. We should come to consider the Physical Education Periods as part of the school day and the school day should not be considered ended until every pupil has had a play period.

3. Strength of Physical Education Classes:

For effective instruction in Class Rooms no teacher likes to have more than 30 pupils in a class. Likewise for Physical Education teaching periods, 30 are sufficient. An attempt should be made therefore to confine the number of pupils per teacher to at least 40 for Physical Education Instruction periods. For Participation periods the number of pupils attending may be as large as organization and supervision will permit.

The Government requirement is one physical Education teacher for every 300 pupils in the school. The universally accepted standard is one Physical Teacher for every 250 pupils. This is based on the assumption that the one teacher should conduct 5 or 6 Instruction periods daily with approximately 40 pupils in each period. In addition, the Physical Teacher

devotes time to planning, recording, and supervising Physical Education.

4. Time-tables for Physical Education :

Admittedly it is a bit of a problem to provide adequate time-tables for the many experiences which should be made possible for school pupils. But if we accept the fact that the Physical life of the child is basic and that his intellectual development and health are dependent upon proper provision for physical development and satisfaction, perhaps we will first plan wholesome daily Physical activities and build the academic time-table around the physical education time-table. In any event there is room for careful scrutiny of time-table with the idea of making revisions that may really permit us to educate the whole child.

Every child should have one hour of suitable Physical Activity daily. Some schools provide Physical Education periods prior to regular school hours in the morning; some provide periods during the school day; some after school hours in the evening; and some provide periods at all the above mentioned times. For example pupils who reside in and near the school could report for morning activities; others could report at suitable times during the day; and still others in the evening. For example:— 7 to 8 A. M., 8 to 9 A. M., 3 to 4 P. M., 4 to 5 P. M., and 5 to 6 P. M., permit of five hours of Instruction for one physical education teacher, during which time he could teach approximately 250 pupils. More teachers must be provided for a school with a strength of more than 250 pupils.

Three Instruction Periods weekly and two participation periods weekly for each pupil would give the required amount of activity for each.

Hard and fast rules regarding Time-Tables cannot be laid down because no two situations are exactly alike. But it is quite clear that time-tables as they are at present should be critically studied with the idea in mind of so revising them as to give our school children a fair opportunity to develop normally physically and to grow up physically educated rather than physically illiterate. The school day may have to be made a bit longer to include play life as well as the purely intellectual activity, but in view of the fact that play has real educational values we are sure that a longer school day would be most acceptable.

THROUGH different PROVINCES

DELHI

UNIVERSITY REFORM LEAGUE

With a view to agitate for bringing about comprehensive and all round reform in the various Universities of India, an Indian University Reform League, with Mr. S. G. Warthy as General Secretary has been formed in Bombay. The League aims at examining the present University system of education and administration in each University centre in order to study its shortcomings and remove its defects, creating vigorous public opinion in favour of reforms, moving in the Legislatures as also in the Senates of Universities to pass and adopt the reforms advocated by the League, and, in general, undertaking any legitimate activity to further the cause of reform.

RESOLUTION FOR ASSEMBLY

Seth Govind Das, M. L. A., has given notice of the following resolution to be moved in the next session of the Legislative Assembly:

This Assembly recommends to the Governor-General-in-Council to instruct the Educational Commissioner with the Government of India—to draw up a scheme of Culture-Vocational education, combining the best features of the ancient, indigenous Indian and the modern Japanese and Russian systems of education, modified as necessary to suit Indian conditions whereby (i) the four R's, may be imparted to all the members of the successive new generations who are not at all educable, and (ii) all those who are capable of receiving special education in vocational or cultural arts, crafts and sciences, may receive it each in accordance with his special aptitude, and be prepared definitely to find his appropriate place in the social organisation and make a living without difficulty.

INDUSTRIAL INTELLIGENCE BUREAU

The Industrial Intelligence and Research Bureau of the Indian Stores Department has been instituted by the Government of India with

effect from April 1, 1935. One of the functions of the Bureau is to give advice and information to industrialists and others. Requests for such advice and information should ordinarily be forwarded through the Director of Industries or the corresponding officer of the province or State in which the industry is carried on or is proposed to be carried on.

MADRAS

CONSOLIDATION SCHEME REJECTED

The proposals for the consolidation and concentration of elementary schools in the City, drawn up by the District Educational officer, were considered by the Standing Committee for Education of the Corporation, who made the following recommendation:

"The Committee considers the proposals of the Educational Officer, Madras, in pursuance of the Champion Scheme unacceptable so far as the Corporation Schools are concerned on the following grounds: That by reducing some of the existing schools to the status of Junior schools and by amalgamating some of them with others, the education in the higher standards of children generally will receive a set back as their parents are not likely to send them to more distant schools; That since weak aided schools are likely to be closed as a result of the introduction of the scheme, the children reading in them will be forced to seek admission into the Corporation Schools which will entail additional expenditure on the Corporation; and that the amalgamation of Muslim Schools suggested is, likely to interfere with the religious instruction imparted to the children in Muslim Schools."

The subject, it is expected, will be considered at the next meeting of the Corporation Council.

HOUSING FOR CORPORATION SCHOOLS

To consider the question of raising a loan from the Government for the construction of

Corporation school buildings, a meeting of the Standing Committee (Education) of the Corporation of Madras was held, on 23rd August. The Committee approved the proposal for raising a loan of Rs. 16 lakhs.

The proposal is to construct eight buildings every year at a cost of Rs. 2 lakhs, spreading the proposed loan amount over eight years. The Educational Department of the Corporation consider, that lack of sufficient accommodation adversely affects the progress of compulsory elementary education. About 15,000 boys and girls are still to be brought under the scheme of compulsory education and the proposed scheme, will, it is said, facilitate the progress of education.

BOMBAY

A PRIZE FOR A HANDBOOK ON SCOUTING

The Bombay Provincial Scout Council offers a prize of Rs. 1,000 for the best Handbook on Scouting for boys in India broadly based on the lines of "Scouting for boys in India" by Lord Baden Powell, but adapted to the Indian point of view. All illustrations and anecdotes in the book must be drawn as far as possible from Indian History and Folk Lore and Indian traditions, and even the games and activities suggested should be Indian in character. The book may be written in English or in any of the vernaculars of the Bombay Presidency, viz., Gujarati, Marathi, Kanarese or Sindhi, and the completed manuscript must be submitted to the Provincial Secretary, Bombay Boy Scout Council, on or before the July 31, 1936. Intending candidates are requested to communicate immediately their intention of writing the book to the Secretary through their local Scout Associations or the District Scout Commissioners.

PRIMARY EDUCATION IN BOMBAY CITY

Regarding the expenditure incurred by the Corporation for Primary Education in the city of Bombay, the Secretary to the Government suggested that the Corporation should seriously contemplate the possibility of further administrative economies. That the Government considers the fact that the per capita cost of primary education in Bombay city which is Rs. 46.6 is too much. But the Municipal corporation at its

meeting held on 30th August refused to take into consideration the remarks made by the Secretary. They opine that taking into consideration the high cost of living in the City and high rents, the expenditure incurred by the Schools Committee was not at all excessive. They also feel that it is not fair to attack the Schools Committee especially when the committee was doing its level best to spread the primary education in the city at as low a cost as possible.

GOKHALE INSTITUTE OF POLITICS AND ECONOMICS

The report of the above institute for 1934-35 is issued. There is much useful work done to its credit. The investigation into Motor-Bus Transportation in six districts of the Bombay Presidency and the enquiry conducted at the Poona Industrial Exhibition, which will be published in due course must be of immense value to the public. There were 46 M. A. students during the year of whom 4 were research scholars. The institute's scholar this year was Mr. K. D. Paranjapi.

The interest from investments amounted to Rs. 6,500 and odd, while fees from students amounted to nearly Rs. 2,000. The investments amount to Rs. 1,19,000 and odd.

BENGAL

EDUCATIONAL EXHIBITION

The Educational Exhibition which is being arranged by the Ministry of Education forms an important part of the Educational Week. It will be celebrated towards the close of November. The object of the enterprise is obviously to emphasise such methods and procedures as are improving education.

PROTEST AGAINST BEDGAL PROPOSALS

It is reported that Resolutions protesting against the "factionary character of the Government proposals and establishing an Educational League with the object of taking steps to safeguard educational interests of the people of Bedgal" were passed at a meeting of prominent Calcutta citizens at the Albert Hall, Sir Profulla Chandra Ray presiding.

The meeting was held for launching an agitation against the Government resolution on educational re-organisation in Bengal.

U. P.

ALLAHABAD UNIVERSITY: QUESTION OF GRANT

It is reliably understood that sometime before the end of this month or early next month the Vice-Chancellor and D. P. I. will exchange views finally with regard to the Block Grant.

The position is believed to be that the Government are prepared to offer an annual allotment of Rs. 20,000 in addition to the block grant. This additional grant is believed to be intended to be 'a recurring income at the disposal of the University for any minor recurring purpose that it may wish to finance.'

On the other hand the University authorities consider it essential that the existing deficit of the University be wiped out by a special government grant before fixing the future block grant and the additional recurring grant. They consider that if the deficit is not wiped out, the proposed additional grant is not likely to be utilised in the way intended but would almost wholly disappear in clearing the deficit.

C. P.

NO BROADCASTING SCHEME

The C. P. Government have decided not to undertake a Broadcasting Scheme for the Province on the lines of other Provinces as part of the rural uplift scheme, owing to 'financial stringency.'

THE NAGPUR UNIVERSITY

The annual report of the University ending with 30th June last shows an income of two lakhs and an expenditure 1.75 lakhs. The litigation about The Lakshminarayana Bequest Trust Fund is still going on. And the University is now engaged in giving effect to recommendations of the Technological Training committee. As regards medical inspection and physical education proper and efficient steps are taken.

It is interesting to note that the executive council of the University has undertaken the responsibility for arranging an academic programme of broadcasting extension lectures, adult education and some items of entertainment, undertaking further to contribute to the expenditure incurred on the purchase of receiving sets by Colleges and High schools. This

question has not yet been finally decided in view, perhaps, of the fact that a comprehensive scheme for broadcasting in India is being considered by the Government of India.

ASSAM

UNIVERSITY FOR ASSAM

The agitation for the establishment of a separate University for Assam is getting stronger every day.

An unconfirmed report says that the Government of Assam have decided to depute one of their officers to tour Europe and visit some of the universities on the Continent and that as much as Rs. 40,000 will be allotted for the purpose.

Bihar & Orissa

RELIEF PLAN FOR EDUCATED UNEMPLOYED

The Government have created a department with the object of absorbing educated unemployed young men in the non-official industrial concerns of the province.

It is understood that the Government have created the post of an Intelligence Officer for the purpose and established an information Bureau where a register is maintained of the prospective candidates with a science or technical degree or diploma, with details of their qualifications and experience.

MYSORE

EDUCATION IN MYSORE

From the review of the Progress of Education in Mysore for the decade 1922-23 to 1931-32 it is clear that Mysore has yet to make considerable progress in respect of Primary Education before it can come up to the level in some of the British Provinces. All credit unto Mr. L. Seshagiri Rao who prepared the document with much ability and enthusiasm. As an educational document, the review is of considerable value even to other provinces.

The percentage of boys and girls at school to the respective total population was 7.6 and 1.9 respectively. In this respect the State occupies eighth place in India, (Cochin coming first with 15.6 and 9.5 respectively.)

In regard to expenditure from Government

funds, Mysore occupies the fourth place. As regards the percentage of literate to the total population above 5 years of age, it is 10.6 which is lower than Cochin, Travancore, Baroda, and several other provinces. That lack of funds, the absence of a paid agency for taking the census of children of compulsory age, the absence of efficient authority in the districts and the low economic condition of the poorer classes—all these worked as set-back in regard to the scheme of compulsory education. But since 1930 by the passing of the Ele. Education Act, the subject is entrusted to local bodies. However, it is admitted that there is considerable wastage and irregular attendance for the principal evils. Some important suggestions were made in the report, which if carried out, would enable the Government to push on the schemes of expansion.

THREE LAKHS LOAN FOR BUILDINGS

The Government of Mysore have sanctioned a loan of rupees three lakhs to the local education authority, Bangalore City, for the purpose of constructing buildings to house the primary schools.

The question of having suitable buildings for middle schools in Bangalore city and other important cities and towns, is engaging the attention of the Education Department.

HYDERABAD

H. E. H. THE NIZAM'S SILVER JUBILEE

The members of the Aligarh University Old Boys' Association have decided to present an address of congratulations to H. E. H. the Nizam during the Silver Jubilee Week. A committee was formed to collect funds to celebrate the Jubilee.

The Osmania University College Union has passed a resolution to collect Rs. 1,200 to celebrate the Jubilee and the College Day.

THE ANNUAL EXHIBITION

In connection with the 9th Annual Conference of the Hyderabad Teachers' Association, an Educational Exhibition will be held in the kindergarten building of St. George's Grammar School commencing on the 16th October, 1935.

TRAVANCORE

EDUCATIONAL POLICY CRITICISED

The Government's educational policy was criticised in the course of the discussion on the budget demand for grant for "Education" in the Chitra State Council on the 9th August. The members pleaded for devoting more attention to the spread of primary education and reduction of fees.

MILITARY TRAINING TO STUDENTS

At a meeting of the Education Advisory Board, it was proposed to institute military training to students of Colleges in Travancore. The Board expressed the opinion that Brigade Officers should be deputed to train the students.

PUDUKOTTAH

TRAINING IN RURAL RECONSTRUCTION

The Pudukottah Durbar, it is learnt, have agreed to offer scholarships to candidates who wish to undergo training in the Servants of India Society Rural Reconstruction Centre, Mayanur. It is also learnt that they have agreed to offer Scholarships of Rs. 7 per month to six such candidates during the period of their training and to assign to each of such trained candidates on their return five acres of wet land under the cowle system, as notified by them in the State Gazette dated 7th August, 1935.

INDORE

TWO EDUCATIONAL MOVES

Seth Jamnalal Bajaj, in an interview to the Associated Press, referring to the two educational moves in Indore, namely, the proposal for a Hindi University and the idea of producing communal harmony by a sympathetic study of all religions in school classes, welcomed the latter idea and congratulated the Indore State on attempting to solve the question of communal concord in this way.

BARODA

VILLAGE UPLIFT

In connection with the Gaekwar's Diamond Jubilee celebrations, the State will donate Rs. 20 lakhs and another Rs. 20 lakhs will be collected from the State subjects. 15% of the total Rs. 40 lakhs will be spent for village uplift.

PUBLIC OPINION

BOMBAY GOVERNOR ON UNIVERSITIES AND UNEMPLOYMENT

"Raise the standard of your degree examinations. Make your degree the hall mark of learning and scholarship and not merely a certificate that a young man or young woman has read a specified number of text-books," said Lord Brabourne, Chancellor of the Bombay University, addressing Bombay University Convocation on 20th August at the Convocation Hall.

Referring to the unemployment problem, His Excellency said that the syllabus of secondary education should be carefully thought out and adjusted as to meet the needs of the average boy about to enter life, irrespective of whether he entered a college or not. Although the University ceased to have any direct connection with its graduates and those who failed to become graduates once they went down, it could not be indifferent to their subsequent careers. An unfortunate and most noticeable feature of the present conditions was the number of unemployed graduates. The great bulk of those took their degrees with some idea that it would be easy thereafter to enter Government service. In the past, when B. A.'s were few, that was a reasonable hope. At the present day, only a minute percentage could be so employed. As for industry, employers would, in most cases, prefer men with practical training in the West. A few graduates were required in industries not for their degrees, but for the wider mental outlook possessed by the cultivated mind. The value of such men should be brought out to the notice of business magnates. Even so, only comparatively few men would be absorbed in this way and a large number of graduates would remain without occupation.

His Excellency continuing said that the man who had taken a university course in this country was usually unwilling to take any but clerical work. Even Bachelors of Agriculture, more often than not, turned away from agriculture. It was obvious too that when a B. A.

was compelled by necessity to undertake work, that was done equally well by those with no university training. The time and money spent on that training had been wasted. Thus private money which might have been used for apprenticing the boy to a trade or starting him in agriculture and the University and public funds, which might have been used to better advantage, were spent in a way which increased unemployment. The plain fact was that it was a waste of money to give University education to boys equipped with less intellectual ability than would ensure a reasonable chance of employment in occupation demanding graduate's training.

MR. SAVUR ON THE TEACHING OF ENGLISH

Addressing a meeting of the San Thome High School Teachers' Association, Mr. R. M. Savur, District Educational Officer, spoke on "The teaching of English."

He said that before fixing a curriculum in English, it was the duty of the teachers to study the pupil and find out why he wanted to study the language and to what use he would put this knowledge of it in his after life. Having decided what exactly the pupil required, they should draw up a curriculum. Taking for the purpose of his lecture, the teaching of English in classes 4 and 5 and Forms 1, 2 and 3, Mr. Savur said that if they decided that a pupil should be taught 5,000 words (excluding combinations of the words), the next question for decision would be how many words should be taught in each class. Mr. Savur explained that the capacity of a child to learn a new language decreased as he grew old and pointed out that the number of new words taught in Class 5 should be less than those taught in Class 4. Referring to some of the text-books now in use, the lecturer said that in one series, 434 new words occurred in the book for Class 4, 792 in the book for Class 5; 585 in the book intended for Form 1; 896 in the book for Form 2; and 1,300 in the book for Form 3; the total

number being 4,007. In another series the corresponding figures were 222, 236, 315, 311, and 343 and the total 1,427. In the first series, there were 61,000 running words and in the other series 72,842 running words. Each new word occurred only about five times. On the other hand in a text book used in England, each new word occurred twenty-five times. When it was considered that at least 25 repetitions were required for an English speaking boy before he could recognise a word, it followed that the number of repetitions should be greater in the case of a boy to whom English was foreign. The existing text-books did not satisfy this condition nor did they keep in view the fact that the number of new words taught should decrease year after year. No Headmaster in England would consider a book unless the author appended information relating to the number of new words, the frequency of each word, the number of running words etc., in that book. In India no such information was given.

MR. G. L. LOBO ON 'BOGUS INSTITUTIONS'

Mr. G. L. Lobo, Inspector of European Schools, Madras, in the course of an address at Madras recently said:

As regards the Cambridge Social Examinations they were getting a large number of candidates who were thoroughly unfit.

As regards the Cambridge Local Examinations, the Chairman said that they were getting a large number of candidates who were thoroughly unfit to take the course. And yet many bogus institutions undertook to coach even fourth form and lower class students for the examination and held out impossible promises to them. Out of 180 students that sat for the examination last year, only 18 had passed. When the results of the examinations were taken into account, they would realise what amount of money was being wasted by students who joined tutorial colleges for the Cambridge course. These bogus institutions existed, because the public patronised them. If there was one authority which could kill such institutions, it was public opinion. The rules regarding the admission of students to the Cambridge local examination should be made more stringent so as to prevent such waste of money.

MR. H. R. MILLS ON THE AIM OF INDIAN EDUCATION

Presiding over the Annual meeting of the Cochin Teachers' Association, Ernakulam Group, H. R. Mill, M. Sc. (London), Principal, Maharaja's College, observed:

A teacher renders far more valuable service than a priest as the former had to make a soul while the latter only enriched it. The teacher had to instill and create a soul in the small personality he was dealing with, to enable the pupil to realise himself and to convert him into a rational, social being. They had to accomplish this by making the school far more interesting than it really was. The teachers and students were now anxious to rush out of the school as soon as they could, and this was just because the school was not made sufficiently romantic or interesting. The boy had a life of his own, he had to commit many follies and pass through that sequence of events which the elders themselves had to cover in their earlier life.

He said that they should try to infuse more of the co-operative spirit in their schools. He referred to the system obtaining in the public schools in England and dividing the class into a number of houses under distinctive names, and each section being self-contained, the whole atmosphere being one of intense activity, the students participating in their studies with joy and enthusiasm. They had also to breed a moral or religious atmosphere in the schools. Religion was essentially not taught but caught. Religion and morals constituted a kind of inward discipline. The teacher had to be the friend, philosopher and guide of the student and he had to do much to influence his life.

The teacher, he added, should never despair even if he had to toil hard with the same batch of pupils for several years. They should not look for immediate rewards and they should never despair. The unification of India into one common bond of fellowship and brotherhood should be the aim of Indian education.

TOPICS from PERIODICALS

ARE STANDARDS REALLY LOW?

The 'Education' for July editorially writes:—

Along with the proposals for the reorganisation of educational institutions in the province, there has been a persistent talk that the standards prevalent in schools and colleges are very low, so low indeed that the students passing from them to the University are unable to grasp the teaching given there. It is not known how this opinion has been arrived at by people. As a matter of fact standards are rising with the advance of education.

If standards of today are compared with the same of twenty years back, it will be found that there is a great improvement everywhere. But that they do not succeed is on account of harder struggle and keener competition. The children of today must be better educated, as they are undoubtedly possessed with wider knowledge and greater alertness both mentally and physically. Still they fail not on account of low standards but on account of harder struggle for life and greater competition.

It will not be out of place to mention that 15 or 20 years back a first divisioner was a rare sight. During the last 7 or 8 years in the University of Allahabad and in the other Universities of the province, the number of the first divisioner has considerably risen. The same can be said of the Intermediate and the High School Examination. That does not show a lowering of the standards in schools or colleges, but shows either a lowering of the standards right through or a rise in the standards all along. It is respectfully urged that the second alternative should not be given up without an actual and thorough enquiry into facts and figures, collected to show that it cannot be held up.

We have heard that complaint regarding lowering of the standards now for thirty-five or forty years. It has preceeded every occasion when some reforms were intended to be introduced in our educational system. We do not remember any period when the University teacher was satisfied with the attainments of the students who came to him from schools and colleges.

CO-ORDINATION IN EDUCATION

The main problem of Education is one of Co-ordination from centre to circumference, writes Prof. S. R. Sharma, M. A., of Fergusson College, Poona, in an article contributed to the *Hyderabad Teacher*.

He writes "The child's mind is to be gently led from the known to the unknown. This is a fundamental axiom. It involves the co-ordination of ignorance with knowledge; but it is not like the filling of an empty bag. It is more like the nurture of a live seed.

Next, the educationist has to deal with a variety of subjects which are to be imparted to children, not merely with varying degrees of intelligence, but also with a variety of inherited tastes. Intellectual or rather cultural conscription is more undesirable than military conscription. The richness of a culture will depend upon the freedom that its recipients enjoy in imbibing and enriching in return. There is to be, therefore, a delicate co-ordination, or call it synthesis if you like, of all tastes and branches of knowledge.

Again, the human child is not at all intellect. It has physical as well as emotional and spiritual faculties to develop. In a country like ours, with its baffling variety of religions and sects the task of co-ordination in this direction becomes peculiarly difficult. The statesman-like educationist will emphasise the harmonising affinities instead of the discordant differences.

To make the task more difficult, there are innumerable other factors and aspects that ask for correlation. For instance, we have the interplay of the East and West in our modern life to harmonise, various educational theories and methods to reconcile with one another, the home and the school, and the school and the larger society to be co-ordinated, etc., etc. And not the least important of our problems, the relations of the sexes are to be determined and defined. All these complex problems call for a solution at the hands of the educationist, for he holds the key to the well-being or otherwise of each and succeeding generations.

Foreign Currents

TEACHERS' CONVENTION OF AMERICA

AMERICA'S place is supreme in the matter of organisation. Its Teachers' Association called the *National Education Association* is 78 years old. It is claimed that "there is scarcely an outstanding advancement in education during the 78 years of its existence in which the National Education Association has not played a part." Out of a million teachers in America, two lakhs are enrolled as members.

This year the Convention was held in July last at Denver and was attended by 10,000 delegates. The words of the REV. Dr. Francis McConnell, Bishop of the M. E. C. in New York, that the teachers were "doing more for real freedom of the land than the scores of blazing patriots who infest legislative halls calling for oaths of devotion to the Constitution," must be convincing to many an Indian mind.

Dr. Agnes Samuelson, Iowa State, Superintendent of Public Instruction has been elected the next president of the Association. It is stated that "the school house as a service station for the entire procession of humanity at all ages and levels" is the aim towards which she will work during her term of office. "She has called upon her colleagues to use a microscope to re-examine the procedures of education and a telescope for a clearer perspective of their goals."

ACADEMIC FREEDOM OF SPEECH

MR. H. D. Dickinson of Leeds University, delivered an anti-war speech in August last at Auckland University, New Zealand. This speech caused some press comments and disciplinary action was demanded by a member of the New Zealand House of

Parliament. But the Council of Auckland University College, not only refused to censure Mr. Dickinson but passed a resolution affirming their support of the right of free speech for University teachers.

This event had caused some sensation in England as at that time the question of academic freedom of speech was being discussed in connection with Prof. H. J. Laski's case. Then instantly a provisional committee was formed and at one of its meetings a congratulatory letter was sent to the Council of Auckland University on its "timely pronouncement on a subject of such fundamental importance."

Hence it is that coincident with the different world gatherings at Oxford, a conference was set on foot under the guidance of Prof. J. L. Myres to form a movement to defend the liberty of professors and teachers. It was decided to mobilize university men and teachers and a standing committee was formed to give a permanent character to the protest against any infringement of the rights of academic freedom.

THE BERLIN CONFERENCE

THE fifth convention of the Federation of Indian and Ceylonese Students Abroad—whose object is to co-ordinate and further its activities—which assembled at Berlin on July 3rd appears to be a success. From a report of the proceedings, we find that the convention was attended by 50 delegates from all over Europe. It was inaugurated in the *aula* of the University, Prof. Dr. Hoppe and by the head of Studentenschaft of the Berlin University, Herr Gutjahr. The courtesy with which several German organisations offered opportunities to the delegates to see the various aspects of progress Germany has made, deserves special mention. The next Convention will be held either in London or in Czechoslovakia in the month of December, 1935.

OUR WOMEN'S PAGE

Education for the Wife

By Mrs. K. Sathianadhan, M.A.

NOT long ago, there were some of our England-returned young men, who used to moan that they could not find suitable wives in India. That does not seem possible now, except perhaps in a few extreme cases. The young wives that we see enthroned in the houses of young officials, are women to be proud of in every sense of the word. Sometimes, no doubt, they are rather too inclined to follow English ways, but even then they contrive by a few touches to give a charming Indian polish to the ensemble. Where it is the other way, where perhaps there is everything too Indian, there may be a few inconveniences existent for some people in spite of the pleasant atmosphere. But, there are many of our women, who have discovered for themselves that the happiest medium is a pretty mixture of the East and the West. And why not? Are not the guests remember—I am speaking of Indian officials—from both spheres? Is it not the wholesome cult now to enshrine nationalism in internationalism? Indian articles can be used in international methods—in whatever way indeed seems convenient.

It seems to me—I ask pardon for laying down the law, but I am really not doing so, only suggesting—that the wife of a young official has five spheres before her, in which to make herself of use. The first is the home, where everything is to be happy and cosy for husband, children and relatives, a place of rest and shelter where tired minds can recuperate and disillusioned hearts can be consoled. For this, wonderful tact is necessary—"blessed are the peace makers," as the

Bible says. Then forethought, organisation, order, method, management, kindness, sympathy, self-denial and love are indicated—everything running on oiled wheels as it were, everything in place and done to time, with nothing of confusion, tumult, noise and quarrel.

The second sphere is entertainment. Officials—especially young ones—have plenty of friends and also those placed above them, to entertain. The chief point to remember is that guests must be made to feel so at home that they will like to come again. The hostess must bethink herself how to make them feel happy in other ways than by excellent food arrangements. She has indeed to show herself a *lady* by which term is meant, I think, a woman who is able to put others at their ease and at their best. And she must remember not to leave everything to the husband to arrange. He may take up the task happily, but how much happier will he be if his wife takes the brunt of the task off his already busy time? Her worth to him then will be "above rubies!"

The third sphere of the young wife is the encouragement of social and public activities. It too often happens that our young women, especially if there are older women in their menage, who are conservative, are apt to retire into their shells. They do not like to come into the public eye. But it is for them to remember that, being in a good position, they can do much for society, by way of encouragement of clubs, organisation of charities, conduction of committees, running of public functions etc. Their very name sometimes gives the extra weight desired; but even that is often not enough. The ladies need not speak in public; but they can take an active interest in affairs, think and talk and act for others and be alert and ready

for emergencies. At the same time, let not all their time be frittered away outside the home!

The fourth sphere is the uplift of the lower orders, by which I mean the neglected, the poor, and the *Harijans*. How much can the young wife do here, especially if she belongs to the higher castes. Beginning with the menials under her, and extending to the villagers around, she can shed her sympathy on all those who feel themselves, and are thought to be, inferior to others. And mind you, sympathy should be real goodwill and love, and not the patronage issued by a great lady just to show how grand and dutiful she can be! The women alone in India can solve the solution of the depressed classes question. It is the women who hold back the men; and so it is the women who can pull forward the men in this matter. What is caste and class after all? It behoves us to remember that India will never become an advanced country till her communal strife is ended.

The last sphere, I would like to mention for the young wife, is her own, her own individuality. She must not neglect herself—not merely in health—but also in mind and spirit. She may have passed examinations, she may be cultured, but unless there is exercise and new food for that culture and education, not only stagnation, but in the end deterioration, will be the result. Thus, the young wife must contrive to secure a little time for herself; and not only that, but also a little place for herself, her own *sanctum*, where she can be at peace for a while. It too often happens that our women do not know where to be alone, when they wish for solitude. The very desire is thought to be strange and selfish. But, are we not to explore new paths and exploit new methods for ourselves and for others?

Personal Notes

THE RT. HON. V. S. SRINIVASA SASTRY, Vice-Chancellor of the Annamalai University, has been nominated by the Syndicate of the University as a delegate to the Quinquennial Congress of Universities of the Empire to be held at Cambridge in July next.

PROF. A. R. WADIA of the Mysore University, it is stated, will in all probability be appointed Director of Public Instruction in Travancore. Though official confirmation is lacking, negotiations are stated to be proceeding. His services will be lent to the Travancore State for a period of three years.

SIR MIRZA M. ISMAIL, Dewan of Mysore, has accepted to deliver the address at the Convocation of the Annamalai University, which is to be held on 31st October next.

MR. C. P. S. MENON, M. A., M. SC. (LON.), F. R. A. S., has been appointed Professor of Mathematics in the Public School at Dehra Dun. Mr. Menon is the only South Indian taken on the staff of this school. He had a brilliant academic career both in Indian and English Universities.

DR. B. K. DAS, D. SC. (LOND.), Professor of Zoology of the Osmania University, has received an invitation to attend the International Zoological Congress to be held at Lisbon. The Nizam's Government have deputed him to attend it. Dr. Das will read papers and will also lecture on the Hyderabad State, its Fauna and the Osmania University. He sails on the 20th instant and will be back by the first week of November.

PROF. K. R. SUBRAHMANYAM, of the Maharajah's College, Vizianagaram, has been conferred the degree of Ph. D., by the Andhra University.

MR. B. G. KHARDE, Education Minister of the Central Provinces, has been nominated by the Government as a representative on the Central Advisory Board of Education recently constituted by the Government of India.

MR. S. RANGANATHAN, M. SC., of the Nutrition Research Laboratories, Coonoor, has been elected a member of the Indian Academy of Science, Bangalore.

BOOK = REVIEWS

CITIZEN TRAINING IN SCHOOL by G. S. Krishnayya, M. A., Ph. D. (Oxford University Press, Bombay)—Price Rs. 2.

There is a growing tendency to regard that schooling should mean more than the mastery of facts and figures and should result in the growth of the physical, moral, intellectual and aesthetic life of the pupils. The purpose of the school is not solely the teaching of 'examinable subjects.' The school is to aim after higher ideal i. e., to produce citizens who shall have acquired certain skills, abilities and information along with strong character, balanced judgment and robust physique.

To educationists and institutions having this aim this book is a very useful guide. This book gives practical suggestions for introducing, organizing and supervising these extra-curricular activities, which the author regards as essential elements of every school.

The author rightly points out that the purpose of this book is to help the schools to direct these efforts and adapt it to suit the peculiar conditions in each and every one of these activities. Moreover he has placed several suggestions to organise them. They are practical ones. He has elaborately dealt with the several activities here in India and abroad—the student council, the school assembly, school magazine, excursions, clubs and societies, athletics and scouting—with concrete suggestions for organising them to produce the maximum good. Last but not least, he has laid proper emphasis on the cultivation of the school spirit—loyalty to the school—through all these activities. The several activities unify and foretell the school spirit. Hence this book is sure to be an invaluable companion to every one interested in the promotion of citizen training and schooling on right lines.

— A. S. V.

SITA'S CHOICE AND OTHER PLAYS

By A. S. Panchapakesa Ayyar, M. A., I. C. S., F. R. S. L. Price Rs. 1-0-0.

Mr. A. S. P. Ayyar is a well known writer on social questions. In this book, he means to

portray modern Indian life in this time of transition. "When established institutions are being shaken to their very foundations by new thought, every individual has to think out for himself his course of action and has to go through a severe struggle."

The story of the first play is simpler than the rest. Sita is the daughter of Srinivasa, a well-meaning, pleasure-loving, but good-for-nothing gentleman and Mangala, a careful and capable lady. Strangely enough, the mother chooses Vengu, a widower of forty, suffering from tuberculosis for her daughter. And the father unwilling at first is persuaded to give his consent. Within a few months of her marriage, Sita becomes a widow. Her father, owing to his fondness for women, and owing to his heavy debts, misappropriates his master's cash. But for the wife's prudent husbandry, the family must be landed in ruin. The unhappy lot of Sita is more than relieved by her comfortable stay with her sister and her husband that very soon under their influence and on the encouragement of the mother, the father at first dissenting, she takes another husband—there the play ends.

As a social drama, the play is bound to fill an important place in our modern English literature. There are reasons to think that the plot could have been made less improbable had it not been for the mother's unfortunate choice of the husband, more so, as she was a shrewed lady, and were it not for the slang that is put into her mouth. Mr. Ayyar cannot resist the temptation to stand revealed in his characters. And the English too in some places is not impeccable e. g.,

1. "have our meals, take your meals" (p. 11)
2. ".....a great number of debts." (p. 12)
3. "There are sages, saints and angels, the Masters who are more perfect than men." (p. 84)

Brahma's Way (really a prelude) is a learned lengthy religious discourse in which Rangaraju, an anglicised barrister of Kshatriya caste is converted to a religious way of thinking by the new rational philosophy of Anandaswami, well reasoned out and more by the august presence of Ananda's guru, Brahmananda.

In *The Slave of Ideas* the story of Rangaraju's reformed life is given. Rangaraju's conversion is however counteracted by his modern fashionable wife, a society woman, a hard

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. 4. Some teachers try to test the knowledge of their pupils by suggesting a number of possible answers to a question, bearing on the subject taught already, of which only one will be the correct answer. The pupils are asked to select that one answer from the rest. I am not sure whether that is a right procedure. Kindly enlighten me on this point.

Answer. From the information supplied in your statement it is evident that the teachers concerned are misapplying a form of question usually found in Intelligence Tests. In the first place let us note that Intelligence Tests, though they appear to be very simple, presuppose so much preliminary work at standardisation and a definite attempt to assess not the amount

Continued from preceding page

drinker and a strong meat-eater. In his absence on religious tour, Rangaraju's wife in a moment of weakness falls a victim to the overtures of her cousin.

Repentance on the wife's part (Subhadra) and a reaction against her cousin takes the form of tears in the presence of her husband when he returns. Not all the philosophy of Anandaswami nor his Upadesam 'to forgive a sinner when he repents and promises against the Kshatriya's determination to do away with his unfaithful wife who demanded a full and free pardon according to the Upadesam. One wonders if the weakness of drink and meat-eating attributed to Subhadra, belonging to Kshatriya family, can be treated as in the nature of a realistic detail, while one must certainly view it as a cause of her fall. The circumstances of her death do not strain our belief but she seems to assume a heroic character at the end, evidences of which are not traceable elsewhere.

These apart, the book is a fine production of literary excellence and is as entertaining as any of Mr. A. S. P. Ayyar's works that we know.

—A.S.V.

of school information a student has absorbed, but the amount of intelligence which he or she may possess and the rate at which he or she could learn, that none but the trained experimenter can handle them with any advantage. In the instances you have referred to, 'selecting the right answer test' seems to be used as a method of education, with the specific object of finding out how much the pupil has or has not understood of the lesson already taught. We do not think that this is an altogether right procedure. The better course seems to be to ask questions on the subject taught and if the student gives the right answer, make sure that he has not stumbled on the right answer by asking a further question on why he considers it the right answer. If a student could not only give the right answer but also know the reason for it, he may be supposed to have understood the point. On the contrary if the student gives the wrong answer, the teacher may explain why the answer is wrong and thus lead him on to the right answer. Instead of this, the attempt to deliberately suggest the wrong answer is calculated more to confuse the young minds than to impart real knowledge to them.

A legitimate form of question in Intelligence Test for the purpose of testing the alert mind, which will not be led away by plausible reasons for a thing, ought not to be used as an ordinary method of teaching.

Q. 5. What do you think are the best hours for school for children below 10 years?

Answer. 8 to 10 in the mornings and 2.30 to 4.30 in the afternoons seems to be the best under Indian conditions. The advantages of these hours from climate and other points of view are so obvious that we do not propose to mention them in detail.

SPORT FOLIO

HOCKEY

INDIAN Hockey has created for itself a record and an international reputation which has beaten even the Indian Polo's record and reputation, unbeaten as it may be by the rest of the world. The Indian Hockey team to New Zealand, with the famous Jhansi brothers, Dhyanchand and Rupsingh, Wells and others, has returned after a victorious tour sweeping everything before them like a tornado. Dhyanchand completed his 200 goals at Madras and Rupsingh is in the region of 200. Wells completed his 100 goals in Ceylon. The team played in all 44 matches and scored 522 goals against the combined total of 40 goals scored by the opponents in all the matches. In New Zealand out of a total of 318 goals, Dhyanchand has to his credit 107 goals and Rupsingh 105. Against an All Australia team the score was 12-1. In the three test matches the scores were 4-2, 3-2 and 7-1 respectively. Throughout the tour and afterwards the Indian team did not have a single defeat.

TENNIS

THE World Champion, Perry was beaten by Allison of America.

The ranking of Indian tennis players is as follows:—

MEN

1. E. V. Bob, 2. Sohan Lal, 3. Ranbir Singh (Kapurthala), 4. S. Sawhney, 5. A. Charanjiva, 6. S. Azim, 7. J. Kaul, 8. D. N. Capoor, 9. Islam Ahmed, 10. Hodges, N. Krishnaswami and W. H. S. Michelmore.

WOMEN

1. Mrs. Jenny Boland (nee Sandison) 2. Miss Leila Rao, 3. Miss H. Harvey Johnstone, 4. Miss M. Parrot, 5. Mrs. H.

E. Homan and M. Woodcock, 7. Miss. C. Leslie-Bredece.

FOOT-BALL

MR. Lanka Satyam commenting on the difference of opinion between Bengal and Bombay about the name of the Central Control of Board for all India in foot-ball, says, "that members ought to think more of the greater good to the country through such an organisation than of the name which is an unimportant issue." We endorse his views on this matter.

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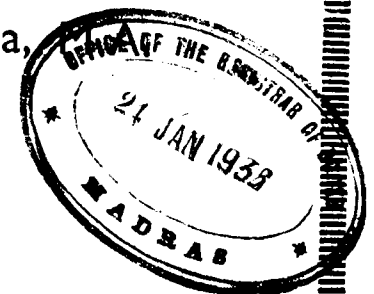
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OUR EDUCATIONAL PROBLEM

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THE vogue of English Education in India is a century old and it is high time that we should carefully assess the results achieved thus far with a view to bring about the necessary changes to suit the changed conditions of to-day, as from every quarter is felt discontent at the present scheme of things in the educational world as absolutely unsuitable and calling in for a thorough overhauling in some departments, if not in the whole machinery of our educational organisation. But nowhere do we perceive adequate response to this all pervading dissatisfaction at the present order of things by way of the much needed reconstruction. If this vehement protestation is due to the healthy desire for progress, this placid quietude and inertia can no less be due to the clogging weight of routine and our slavery to a long established order of things resulting in a conservatism which brings about in its turn a sort of laziness which successfully bars the entry of any new orientation in thought and produces a great fear in us to strike out any new paths of conduct conducing to better progress.

In the study of the problem, these appear to be the most important questions we should ask ourselves:— Do the content and methods of our present day Education suit the present day needs? And if they do not, why not, and what are the remedial measures?

A successful tackling of these questions naturally involves a dispassionate and comprehensive survey of the history of education in India till now, from the time of the inauguration of the English methods in India, about the middle of the second quarter of the last century; and then the whole problem reduces itself to this: a hundred years ago for the first time an order of things was founded in India for

imparting education and practically the same order is continued even to-day,— though with occasional conflicting theories and dissenting notes. The modifications have almost always been those only of degree and scarcely of kind. Hence the scheme which was considered a panacea for all educational ills existing then, appears to have fallen on evil days and rouses unanimous disapproval to-day.

Whatever be the details, which have to be worked out studiously when a thorough remodelling is undertaken, this can be safely premised as the basis for reorganisation, that this time honoured scheme has outlived its purpose and hence can no longer stand the test of time. It has to be clearly recognised that India of 1935 has changed a good deal from the India of 1835. A hundred years of intimate contact with the occidental civilisation both on its positive and negative sides has not failed to produce the necessary reaction to its stimulus in the already once glorious land of light and learning, our beloved motherland. No wonder she now wakes to see that the system of Education which was introduced with certain set purposes in view—and not to impart Education for its sake and what all it should aim at—is not the system to last for ever without the needed changes which are bound to be fundamental. To cite one instance, the instance of the English medium of instruction introduced in response to the classical minute of Macaulay on the subject. The English medium of instruction did for a time serve adequately its purpose. But that purpose is not all with which the present can content itself. It has greater demands on the English language as making it serve as the conduit for the flow of western culture into India. Thus the development of English into a medium of culture entails on

our whole educational framework the need for the corresponding expansion in its scope and outlook.

Thus surveying the whole problem from the point of view of a kind of cultural confluence, one should inevitably see that the initial period, when one culture begins to exercise its impact upon another, is a period totally different from the one after a particularly marked stage in its course of influence. Cultural impact is bound to have cultural response and this response, though it may, at first and for a time, take the shape of cultural subordination, cannot be expected to remain so for ever. The natural off-shoot of cultural contact is cultural synthesis—cultural conflict, temporary subordination of the weaker culture to the more militant one, then the assertion of the indigenous culture of its own strong points and finally adaptation or compromise, as the intervening stages.

It is of supreme importance to note that in the process of cultural synthesis, the indigenous culture comes to assert its own and in fact forms the natural basis for any superstructure. The roots of a hoary culture cannot be uprooted from its native soil for the planting of a foreign graft exclusively. And any scheme of education in India, worth the name, should endeavour to produce the sublime note of cultural symphony. In such an attempt we can never be too careful in determining the cultural and practical aims of education so as to bring about a harmonious blending

between the ideals of the indigenous and foreign cultures. Such a cultural commingling tends to the foundation of the realm of universal peace on the basis of common cultural outlook.

Applying then this test of 'cultural concord,' it is, that we should attempt at any reorganisation of our educational schemes and make our courses of study, the practical expression of our cherished ideal. Some questions as the following come up for our studied consideration. How far do the present day schemes go to realise this lofty aim? Is foreign culture properly assimilated or are we stopping with more superficial imitation and aping? Is indigenous culture given its proper place? Does the present day cultural outfit of our educational institutions suit the needs of the present day world—the smaller world of economic prosperity and the larger world of the Kingdom of Heaven on earth, that is yet to be, wherein man and man should live side by side in one supreme brotherhood? In these questions is stated, then the problem of Indian education and how far a solution to this can be given a practical expression, by way of suggesting changes and improvements on the one hand and urging revival and reconstruction on the other, in the substance and methods of imparting our education, will be humbly attempted in the papers that follow and the first endeavour will be in respect of the formulation of the proper bases for our educational reorganisation.

VERNACULARISATION

(Some objections answered)

By Mr. M. P. RAMASASTRY, B.A. (Hons.), B.Ed.

THERE has been, particularly among the Andhras, enough lip-homage paid to the idea of vernacularisation for a long time past. And even now lip-homage seems to be the all that it can yet receive and which it is to be forever content with,

just as a teacher of now-a-days should be content with the thought that this profession is a 'glorious' profession; for it is still a matter for surprise that after much that has been said and done, most of the educational institutions in our country do not still re-

concile themselves to vernacularisation.

The necessity for vernacularising the instruction (though it is quite clear to every one by now) needs to be stressed again and again (lest forgetfulness should be one of the obstacles in the way, especially in these days when too many problems stand crying for solution.) We shall consider the problem only as regards secondary education, leaving University education which should cater to the particular needs of only some of the students who wish to take to higher study for the interest it gives or as a means to some other vocational courses. The secondary education is for the many, and every one, whatever walk of life he may take, should be equipped with at least the knowledge acquired from secondary education. Such knowledge can best be imparted through the mother-tongue and not through a foreign one. The student in the high school stage would have acquired by his contact with his elders and also by his school instruction, sufficient knowledge of his mother-tongue both passive and active on the basis of which he can understand new facts and make them his own. On the other hand the use of the foreign tongue is a bug-bear to him. Neither his environment nor his school instruction gives him such exercise in the foreign language as would enable him to comprehend the subjects taught in English. Says Dr. Cousins, "(English) 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". Thus a high school student (now-a-days especially) finds it difficult to understand any subject by himself if it is expressed to him in English and much more difficult to express it himself, without doing which he cannot make it his own. It is a fact of daily experience with the present day teachers that after speaking one or two sentences in English they have to translate them again (in an English lesson too) at least in parts into the vernacular for ensuring comprehension on the part of the pupils.

It is, therefore, perfectly rational that

the high school pupil should receive instruction through his mother-tongue only. But there seem to be some objections and some obstacles in the way where there are no objections. We shall consider some of these.

There is an objection to vernacularisation on the ground that by its introduction the quality of students' English deteriorates. But this will never happen. There has been a general deterioration in the standard of English (and in other subjects too) but the deterioration is not confined to a few particular schools but to all schools in general, irrespective of their adopting vernacularisation or not. The deterioration in the mental stamina of the people, the defective quality of the teachers, the lack of earnestness on the part of the better type of teachers brought about by the ignoble conditions under which they are made to work and the indiscriminate promotions (influenced to some extent by the men in power) are some of the factors which go to contribute to this general deterioration in the level of attainments of students and not the use of the vernacular as a medium of instruction. So it cannot be a wise policy to forsake the use of the mother-tongue in order to make up for these defects. Suppose one has some property and some money. Some thieves steal a part of the money. Now, in order to make up for the loss of money would it be advisable to catch the thieves and get the money or to sell away a part of the property?

Even if after the removal of such disabilities as mentioned above, the teaching of all the subjects in English is a necessity to keep up the standard of English, then it goes without saying that the standard expected of the boys in English is very high. For, what is the purpose of a study of subjects like science, history, geography and arithmetic? Is it to acquire knowledge or is it to acquire mastery in the English language with the aid of these subjects? One can clearly see that these subjects are not intended to serve this latter end. Besides, what is the use of trying to fill the brain of the students with long English sentences

studied with big technical terms, when most of them cannot write a correct sentence in the foreign language? What use is it to a student to try to work a sum in arithmetic when he cannot find out the clear connection between the various parts of the sentences of the sum and when he says that multiply means "కావించు" and "50 copies of a book" means "50 కాపీల పుస్తకము"? Is the mathematics teacher, for instance, expected to coach up the student in English also as part of his work? The answer must certainly be in the negative. The use of teaching such subjects as science, geography etc., is thus, besides being of no advantage, harmful also inasmuch as it acts as an impediment in the way of the pupils learning the subject matter.

Another argument put forward against vernacularisation is that the students find it easier to understand English better than their vernacular. In other words, if to understand an English sentence is difficult for the boys, it is more so to understand it when expressed in Telugu. This, if anywhere is a fact, must be ascribed to the defective translation that the students meet with in their class rooms. Some of the teachers themselves do not know the correct vernacular forms of expression (and some dislike the vernacular and so purposefully distort it) and hence this result and hence such translations like "చంకా లేవనెత్తి" for "raised a subscription."

A third objection is that secondary education conducted in the vernacular unfits the student to cope with the higher studies (assuming that those studies are conducted in English). As regards this we must notice that it is a very small percentage of the high school pupils that go to the university. These pupils have a more than average ability and intelligence which enable them to maintain their standard in the University classes also. The only difficulty they meet with is that of technical terms and not any difficulty of language, as they have already acquired sufficient knowledge of the foreign language the study of which is pursued in

the University also side by side with other subjects and which thus helps the comprehension of the latter subjects. The difficulty of technical terms is not a great difficulty, as the fundamental ideas in a subject have already been learnt and the same things and ideas are now signified by new names, which they are to learn before passing on to higher parts of the subject.

A final objection which we shall consider is that a student who always keeps contact with only his mother-tongue in the school cannot, after his school stage, adjust himself to the needs of the present day environment which is wholly pervaded with English. But one should not forget that we are not speaking of the abolition of English altogether. English finds and continues to find a place in the school curriculum as long as there is need for it in the community at large.

The obstacles in the way of vernacularising the instruction are few, if any. One difficulty seems to be that there are no suitable text-books. Of course the text-books in the vernaculars are very few. Texts will be written and published only when they can be used and sold. How can books in the vernacular be published before the schools take to vernacularisation? When once the educational authorities of an institution take it into their head to use vernacular as a medium of instruction, they can themselves get the books published. But what happens is that even though text-books exist in the field, the schools do not take to vernacularisation and the books will have to lie idle.

Another apparent obstacle is the question of technical terms. Some argue that there are no suitable technical terms in the vernacular and some others that the technical terms (in the vernacular) are high-sounding and difficult for the boys even to pronounce. What to speak of understanding! But the vernacular equivalents for some technical terms already exist, some other terms can be safely used as they are in the vernacular also, (e. g. railway, bank) and the equivalents for some other terms can be easily formed (as

they are being formed) with the aid of Sanskrit, if necessary. Such publications like the Madras Government's can be used to a large extent both by teachers and authors.

Again that these terms are difficult for the boys to use is far from the reality. Students can and do understand the use of these terms with facility. It is the teachers accustomed and attached to the use of the foreign terms that find a difficulty in replacing them by the terms of the vernacular.

In conclusion I wish to add that the glamour which still attaches itself to English,

the unwillingness of the educators to put forth efforts in new channels because of their conservative tendencies, the misgivings with which such efforts, if any, are generally met and finally a sense of indignity at using the vernacular instead of the foreign tongue are the main causes that still make many minds waver about vernacularisation. And to those who still doubt the efficacy of instruction through the vernacular, the Osmania University which is being spoken of in glowing terms by eminent persons like Rt. Rev. E. H. M. Waller and Dr. A. H. Mackenzie, should be an eye opener.

ATTITUDES—THEIR FORMATION The Heart of the Educational Process

By Prof. M. Srinivasa Sarma, M. A.,

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MODERN education is a means of increasing the supply of available competence in the maintenance and development of civilised life; and the essence of school training consists in the systematic effort to aid children to develop a well-adjusted personality. Personality develops in the process of learning new ways to adapt to the environment. The complexities of modern civilisation make the business of living a much more difficult thing than what it used to be in the past. Adjustment and mastery are the key to successful living. The individual must be trained to master the environment as far as possible, and for the rest to adjust himself to it. The two processes always go hand in hand. The school is no longer a place where the pupil "mugs up" some lessons, but where opportunities are given to adjust himself to new conditions of life. "Adjustment" and "mastery" are dynamic terms; they involve fundamentally "doing" something actively. Initiative, confidence and independence have to be cultivated for successful adjustment and ultimate mastery,

but this process presupposes the formation of correct attitudes.

"ATTITUDE" DEFINED

An attitude is the personal frame of mind in relation to a particular course of action or person. It is the tendency towards a definite mode of response to an object or person. It is a "mental set" which indicates a "preference" for doing a particular kind of action. The success of the educational enterprise consists in the creation of correct attitudes towards the teacher, the lessons, the class-mates and all other problems connected with them. Attitudes are emotionally tinged, and determine the kind of personality and the type of behaviour. They are the mechanisms of adjustment, and are the sources of the individual's complex activities. An attitude of fear towards the teacher, or of inferiority towards the lessons and class-mates is injurious to the intellectual and social development of the individual. An over-protected child at home, a constantly snubbed and punished pupil in the class-

room will naturally develop attitudes which tend to maladjust the individual in new social situations. Attitudes are acquired dispositions; they are the cumulative effect of early experiences, and are gradually built up through many emotional reactions. They are the functional units in the organisation of character, and are formed after a long and delicate process. The activities of the parents, teachers, and other fellow-creatures repeatedly evoke in the child emotional responses which later on develop into well-established attitudes; he learns to like and admire and reverence those qualities which are held in high esteem by those whom he respects, and to scorn and despise those qualities which they condemn. The decisive influence in the formation of correct moral attitudes comes in the main from the family, the school and the play-ground.

Attitudes are imitative and are copied from people who have prestige for the individual. Helpful and right attitudes towards man, work, caste problems, government, religion, parents, etc., are formed, strengthened and refined through sympathetic contagion from the persons about the growing child; and therefore it becomes imperative that the school and the home should provide a congenial atmosphere for the spontaneous evolution of correct attitudes. A tolerant attitude to alien religions, a charitable attitude towards the weak and low, and attitudes of fairplay, confidence and courage are the contributions made by the educator to the solution of the practical problems of the pupils. Attitudes are the constituents of character. But you cannot "teach" character as you can teach Logic or Geometry. This is the reason why moral "*instruction*" as such is futile in any curriculum of school instruction.

MORAL "INSTRUCTION"—FUTILE

All disorders of conduct are ultimately traceable to wrong attitudes formed in early years. The idea of mental health is intimately connected with the idea of socialised

attitude which is the condition of the individual's all-round development. The whole catalogue of anti-social conduct is due not to any inherent evil nature but to wrong attitude towards society. Character in its inmost essence means the organised capacity for social insight and efficient social functioning. Morality is only another name for our social attitude towards the human environment. Irregular family life, lack of proper training, mental conflicts and disappointments, bad companions—all these produce wrong attitudes to life and society which give rise to delinquency and criminal-mindedness. The human mind is a recording instrument taking the impressions of all those events and processes which have any definite meaning or value to the individual which in course of time crystallise into definite attitudes. Since attitudes make or mar the lives of children, the responsibility of the parents and teachers becomes tremendous. Theirs is the duty of instilling sociability, catholicity, tolerance and "give and take" attitudes in them and thus train them in social efficiency. The central citadel of the educational fortress is the character and personality of the teacher which wield a much more powerful and enduring influence than his actual advice and teaching. The teacher by his own living example and by his comments on the characters of men in history and literature, directly helps the pupils in the formation of correct attitudes. A sublime thought, a fine moral embodied in an interesting story, a profound experience expressed in beautiful words soaks readily into the heart, resides permanently in memory, is preserved as a joy for ever, and becomes an inspiration throughout the whole of life.

Ill-paid and over-worked teachers, subjected to mean and despicable persecutions and ever tantalised by the demon of insecurity—which are the common features of almost all "private" institutions in this unhappy land—can never create the atmosphere conducive to the formation of right attitudes. We can only expect from them

a presentation of life as a "great futility" which must have a depressing effect on the mind of the young. It is only those fortunate persons who are well-paid and fairly treated, and who feel that teaching is the delicate and difficult process of human engineering that have the rare privilege of moulding the character of the pupils in the formative period of their lives by helping them to assimilate correct attitudes towards

men and things. It should be borne in mind that the children have an insatiable curiosity and an infinite capacity for suggestion and imitation, and consequently absorb the thoughts and feelings and actions of those who are in daily and intimate contact with them, and who are, in their opinion, the embodiments of all virtue, wisdom, culture and authority.

THE AIM OF EDUCATION

By Mr. P. K. BANERJEE,

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THE child is a behaving organism. After birth it begins to react to the situations it finds itself faced with, and in no time, gets, in its own way, adapted to the environment with a view to carry on, with a view to keeping the life merely in being. It has an innate tendency to strive for existence. Life from childhood to old age, through the intermediary stages of boyhood and manhood, is a process of maturing and unfolding. Within the limitation of heredity the man, the body-mind, grows and gathers experience. Everything he does enriches his experience. He reacts to innumerable situations. Millions of 'Stimulus-Response' bonds (Thorndike) are created. His 'apperceptive mass' grows (Harbart). This is the process of man's learning. Man is thus at first educated by his out-of-school life. To supplement this natural process of education, in order to accelerate the rate of progress of acquiring knowledge (experience), society or government organises corporations which we call schools and colleges. Life has been called 'an unfolding.' By education the man goes on unfolding till he attains the Infinite, the Universal. The highest knowledge is the knowledge of the Self or Soul. The ultimate aim is the realisation of the Self. One serious drawback of this philosophical definition of education is that it does not

lead us to any specific objective or objectives without which no curriculum of subjects can be drawn. In other words, no material shape can be given to schools and colleges. This is therefore liable to be characterised as 'the unsubstantial-airy-nothing' ideal, fit only for philosophers and saints. But the realisation of the self, unison with the Infinite are no scriptural jokes, no eastern myths. The great saints and sages have attained that. Nor is it irreconcilable. Ideals are not attainable or they would not be ideals at all. 'Aims,' says Findlay, 'are not achievements. Progress is not a rival, but an ever-expanding prospect, a prospect opening out as the child grows from infancy to maturity, in busy exchange between the inner and the outer (self).'

First of all the man concerns himself with self-preservation. Instinctive satisfactions such as, that of hunger, sleep etc., arrest the attention of man sooner than others. On to them are added other items of happiness from crude to fine and finer ones in course of the growth of the body-mind. As soon as the urgent material needs for mere being in life are satisfied, the mind hungers for cultural excellence. It looks for 'arts'. The affinities between the self and the material world have been called 'arts'. The mind can look for arts only when problems of livelihood are not in the

focus of attention. The cultural and material demands are, however, not antagonistic. Rather they go hand in hand, one influencing the other, without establishing superiority of claim of one over the other. Food is not a man's only nourishment, nor a better one than feelings. The more the intelligence in man unfolds the faster does he grow, the quicker does the inner life blossom, and the faster does he soar up higher and higher in the sphere of intellectual culture to sublimate and ultimately culminate in the realisation of the Self or Soul. Findlay calls it 'the nurture of the human spirit for the realisation of the Self. He characterises it as the supreme aim of education. Verily so. For all knowledge is to end in the knowledge of the Self. Godlessness is no education. Minds are spiritually bent. Materialism, viewed in the right perspective of nothingness, is bound to lead to spiritualism. It is like breaking the horse. The mind is to attain through knowledge and renunciation the haven of spiritualism.

They often miss to see the wood on account of the teeming trees in it. So has been the case with many an educationist. They have got the spiritual aim obscured on account of the crowd of other co-existing and subservient aims pushing to their immediate attention. According to Raymont 'the formation of character,' in other words, the ethical aim is supreme. He says that the teacher's ultimate concern is to cultivate, not wealth of muscle, nor fullness of knowledge, nor refinement of feelings but strength and purity of character. Plato's aim was to produce 'perfect guardians of the state.' Pestalozzi found in education the panacea for all human ills. Comenius theologised the aim and wanted the teacher 'to bring to maturity the seeds of learning, virtue, and piety.' As years advanced the outlook on life also underwent changes. The patriarchal form of government yielded place to monarchy. The church rule slackened. Democracy began to catch the imagination of the people. And Spencer enlarged the aim and called it 'a preparation for complete living.' Bagley has epi-

tomized it to 'social efficiency' and has characterised it as the ultimate aim of education. Efficient citizenship and democracy are almost synonymous in America. Bagley's citizenship connotes certain relationships, such as, his relation as member of the legislature to the state, his relation with the members of his family and community, his relation to the nation he belongs to. In other words, Bagley's training in citizenship aims at preparing a child for efficient participation in activities of out-of-school life. Society ever growing in complexity wants to perpetuate. Its continuity, however, depends upon the transmission of the tested, worth-while products of racial experience to the on coming generations, and from this flows the American subsidiary aim of universalisation of education. The biological school of educationists has described it in terms of 'adjustments and adaptations.' The older ideals were more specific than the wider ones of the modern times. In other words, the modern aim of education is, so to say, 'everything desirable without the least of things left out.' The school master's aim is the highest percentage of success in public examination. A slave to public breath, obsequiously obliging to the management, the headmaster is hemmed in with too many limitations. His aim is minimum of indiscipline in the school with maximum examination result. The educational aims are most wasted on the servile heads of institutions. Most aptly has Raymont said that theory and practice are quite different things. Aims are useless without Arnolds of Rugby. The aim of the parents is to make their sons acquire money earning capacity. The politicians would make leaders of university graduates. Grieving over the physical degeneration of the educated, some educationists would advocate animalising the educands first of all and care more for nourishing their bodies than nurturing their spirits. Mahatma Gandhi would reform India into a race of spinners and fearless rebels. In the mysterious cult of N. C. O. discipline

and disobedience go together. Macaulay's aim was to make clerks of young men to run the administration with. Imperialism would naturally aim at producing docile lawless citizens. The convocation speakers would vocationalise the entire system of education. They would be the sooner disillusioned to find that smattering technical education would not solve unemployment much less industrialise the country to open up newer avenues of employment. It will be unfortunate to forget that livelihood is not the be-all and end-all of life. It is only a means to keeping life in being. This bread-and-butter problem is, no doubt, a consideration of first rate importance, but certainly not the aim of education. Findlay has classed education with those callings in life where emphasis is laid upon the advancement of mankind, upon progress in the fullest and highest sense of the word rather than callings which are concerned with keeping life in being. If men were to live only to eat and not eat to live, the livelihood or vocational objective could have been allowed to eclipse all other objectives. England aims to breed a race of perfect gentlemen with many-sided accomplishments including capacity to maintain the wide British empire. France aims at developing the accomplished, more-than-up-to-date individual with unrestrained freedom. Germany aims at producing enlightened and practical soldiers of her citizens. Japan excels in cheap efficiency. She has not only technicalised her education but has thrived and industrialised the country. America, the land of experiments, is lost in objectives of education. They specialise in everything. There is variety and variety without unity. Non-godliness is the creed of Europe and America. Height of materialism, and all-round perfect citizenship seem to be the aim of American education. India has no specific aim other than 'to carry on' although a philosophical bent of mind is the unfailing heritage of average Indians. Eastern spiritualism is strong enough to successfully withstand the onslaughts of

materialism. The philosopher will never be totally eclipsed in the East. Froebel was not understood and appreciated in Europe when he talked of unity in diversity. Findlay talks of nurture of the inner self and assumes the self to be a unity, in which mind and body are manifestations or appearances of an inner self. The minor objectives of education other than the spiritual, viz., the physical, mental, moral, and aesthetic aims set up conflicts amongst themselves, and each contends for mastery over the other, and all of them together contend for mastery over the spirit. That is the reason why the objects of education differ; some want to animalise, some to theologise, and some again want to socialise, and yet others would culturalise the aim of education. 'But a successful, healthy development of the self, an all-round development,' says Findlay, 'incorporates every kind of good that a man may attain, in an increasing apprehension of relations which we call godlike, or divine, or infinite, since other language fails to portray the situation.' An all-round, healthy development connotes a harmonious fulfilment of the physical, mental, moral, and aesthetic requirements of a man with the acknowledgement of the single purpose of nourishing the spirit. The spiritual life, the inner self cannot flourish in a vacuum. Paramhansaji has humourously said '*Panchabhuter fanda Brahma para kanda*' (Bengali). The Supreme Soul laments the state of being enmeshed in the wiles of the Five Elements. The Paramatma is to be liberated and realised in and through life by education. The worth of all progress, material, social, political, and moral lies in the aid which these afford to the uplift of the spirit of man. The different aspects of education, the legion varieties of experience should be made to co-operate in the culture of the human spirit. The aim is therefore essentially practical although connected with the intangible inner self as education covers the whole field of human activities.

There is yet another school of educationists who do not care to bother themselves

with defining the aim of education. To them education is not a means to an end but an end in itself. They think of to-day and leave to-morrow to take care of itself. They call it a growth and not a preparation for life. The momentum gained in course of the growth serves the end. Their purpose is to hold high the current living, making it wholesome, intense, abundant, fruitful, and fitting it firmly into the grooves of habits. The future life will thus be formed without specifically preparing for it. Men will thus garner a vast stock of ready responses to definite stimuli, and they will thus assimilate experiences to form 'master ideas' which we may call broad principles of life wherewith they would be enabled to meet new situations by discrimination and adaptation. Like virtue education is its own end. Dewey and Bobbitt would have the current living held high. But what are these heights but ideals for the different stages of life? A criterion or an ideal or an aim is therefore implied in it.

In the psychology of New Education the individual looms large, pedagogy softens, and the schoolmaster's rod is replaced by Interest. The angle of vision is evidently changed for better or for worse. An exception tends to become the rule. Collectivism, mass or class education are given a death-blow. Individual development under favourable circumstances is the aim of New Education. Prof. Nunn would secure those conditions for everyone which will develop individuality. The Dalton Plan, Montessori Method, The Project Method, The Play Way, etc., are designed to develop the individual. Reformers are more or less fanatics or they are no true votaries. They are liable to over-do their part. The New Educationists over emphasise the individual, whereas it was sadly missed in the past. It is true, that every man has some individuality, some special aptitudes, but these form generally a small part of him the greater part being common with others. If, however, a man is, as is not generally the case, wholly or mostly different from others of his species, he

is abnormal. Abnormality is not the rule—it is rather the exception. It may be presumed safely that a man's aptitudes are much in common with other men of his age and attainment, and to that extent, there need occur no revolt. Nor should a man's real individuality, be starved by lack of proper attention. It will be little short of criminality to refuse to provide for the development of one's individuality. On the other hand to provide for the development of individualism for each without any class teaching, would be too costly a luxury. It would not be practical. There will be no beauty without its being both useful and practical. The signs of reaction are not invisible. The Dalton Plan and Montessori Method have already been modified. The philosophy of individualism is liable to be badly abused. Egoistic impulses are likely to be aroused, which, in turn, will tend to disrupt society by transgressing social bounds with impunity. Man is a gregarious animal. Sociability is a fact and a datum of all organic life. True, the right of individuals to assert themselves has to be maintained, but that will be valid so far as it will be consonant with and conducive to the growth of community or society. A man is within his rights so long as he does not encroach on the rights of others. Individualism is tolerable so long as it does not clash against the interest of society. Nor should society be allowed to retard or suppress individualism. Perpetuating the individual is not to be an objective of education. It should rather be continuity of society, dynamic, ever progressing and expanding by individual contribution and not static, stagnant conservatism of the same old stock without irregulars and abnormals. It is as dangerous to stress individualism as to ignore society. Individualism, or in other words, unrestrained freedom is a terminological inexactitude. Society is only an agreed compromise for the largest measure of freedom to each and every member. To go beyond this, to emphasise individuality as an aim rather than a bed-rock fact of method, a means of effective teaching by special attention to individual

aptitudes, will be arguing like the part being greater than the whole.

As education is more or less a preparation for out-of-school life of a man after he enters the world, it is but meet and proper that the various fields of his activities be surveyed and analysed, that the curriculum may be so shaped that the man may be made efficient for all the fields, and through them again he may nourish the spirit for the ultimate realisation of the Self or Soul. Leaving aside the primary as well as the higher education, wherein, in one, broadly speaking, mere literacy, self preservation, or mere being in addition to a satisfaction of the most essential appetites and instincts are learnt, and in the other, refinement of feelings, sublimation of ideas, and ennobling of the self with a view to see themselves and their neighbours in the light of the Universal are practised and learnt, we may better concern ourselves with the secondary education which fits on to both. The Washington Bureau of Education listed seven phases of activities, which are better known as the Cardinal Principles of Secondary Education. Bobbitt enlarged the list to ten groups of activities. Spencer classed them under five heads. Monroe and Weber have brought them all under four heads.

Cardinal Principles.

1. Health.
2. Command of fundamental process-reading, writing, etc.
3. Worthy home-membership.
4. Vocation.
5. Citizenship.
6. Worthy use of leisure.
7. Ethical character.

Bobbitt Groups.

1. Health.

2. Language activities.
3. Citizenship.
4. General social activities.
5. Spare time activities (amusements and recreations).
6. Mental fitness.
7. Religious activities.
8. Parental activities.
9. Non-vocational practical activities.
10. The labours of one's calling.

Spencer's List.

1. Self-preservation.
2. Subsistence activities.
3. Parental training.
4. Social and Political relations.
5. Leisure time activities that gratify tastes and feelings.

Monroe-Weber Objectives.

1. Citizenship.
2. Worthy use of leisure.
3. Vocations.
4. Health.

The aim of education will now crystallise the sooner we get into an examination of the fields of a man's activities as analysed above under four to ten heads. We have already seen that an all-round development of the self incorporates every kind of good that a man may attain. It must also therefore include all the above activities whether we group them under ten or better four heads. It is through these activities then that education is to nourish the spirit of man an all-round, healthy, and harmonious development of man in health, in the activities of worthy use of leisure, citizenship, and vocations centring round the Self, or in the terse Bagleyan language, social-efficiency of the Self, or still better, socially efficient realisation of the Self or Soul may be said to be the aim of education.

"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."

—Bishop Waller.

The Teaching of History in Secondary Schools

By Prof. S. HANUMANTHA RAO, M. A.,

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TO understand the present position of history teaching in our Secondary Schools, it is necessary to trace it back to the period before 1909, when the Madras University fixed the School Curriculum and conducted a Matriculation Examination at the end of the six years school course. At that time, there was no specialisation in the High School. All the pupils were examined so far as History and Geography were concerned in Indian History, English History and Geography.

The Matriculation Examination was abolished in the year 1909 and since then, the control over the School Leaving Examination has been transferred to the Department of Public Instruction. The period from 1909 to 1935 has been a period of continuous experiment in Secondary Education in Madras. The present position in Hyderabad is that every student has to take a paper of 3 hours' duration in Indian History and Geography. There is specialisation in the higher forms and those who specialise in History have to take a 3 hours paper in English History as well. This is, however, not in conformity with what obtains in the Madras Schools to-day and our boys, who wish to specialise in History in the Nizam College, do not possess the same back-ground in the subject of History, as the Madras boys, with whom they have to compete in the University Examinations.

Firstly, the combination of Indian History and Geography in one paper is now done away with in Madras. Geography has never been a degree subject in Madras and there are very few teachers who possess adequate qualifications to teach that subject well. In practice, Indian History and Geography are taught by different teachers in the school and the Headmasters find it difficult to apportion credit or

blame for the results in that particular paper. These difficulties were noticed in Madras and at present only an hour's paper is set in Geography, carrying 40 marks.

Secondly, Madras has come to the conclusion that the abolition of English History from the list of compulsory subjects of the school course was unwise and restored it to its former position before 1909. A 2 hours' paper carrying 60 marks is set on Indian and English History. An elementary knowledge of English History is of inestimable educative value to every Indian School boy. The Indian History of the modern period is closely connected with English History. To an Indian School boy who is being trained to look forward to an All-India Citizenship within the British Commonwealth, the growth of the democratic idea in England and the transformation of the Empire into a Commonwealth are of absorbing interest and value. I would strongly urge the teachers to discuss these aspects in their committees and submit their views to the H. S. L. C. Board.

The method of teaching History is intimately connected with the question of Textbooks. There is a tendency in several schools to dictate notes or summaries. They are often taken down incorrectly by the boys and kept in a most untidy manner and serve no purpose except that of unintelligent memorising. These notes are worse than useless and should be tabooed.

There is a good deal of discussion on Text-book vs. Oral teaching. The opposition to the Textbook is chiefly based on the experiences some of us had in our own school days, when the teacher began with the assignment of a certain number of paragraphs or pages and ended with the hearing of a lesson. "After the battle the King went" Hanumantha Rao go on and

after some minutes "Next" and so on to the end of the lesson. The ideal was to reproduce the exact words of the Textbook.

Oral teaching has its evils. The untrained graduate teacher, who was accustomed to hear lectures for 4 years in the college, begins to lecture to his school boys. It often means in practice haranguing a class whose mental back-ground is not sufficiently developed to follow a lecture.

A judicious combination of oral and Textbook teaching is necessary and in no case can the textbook be entirely dispensed with.

In English History—for the optional student—no book is prescribed. But the book that is in general use is Tout's History of England and the period prescribed is to the end of the reign of Edward VII. In the Cambridge Handbook of Teachers, on the teaching of History by E. L. Hasluck, 1926 we read "If the History of the last two generations is to be neglected while the Hundred Years War and the career of Cromwell are to be studied in detail, then something is decidedly wrong. The school pupils of past generations were generally like Gilbert's Major General, whose knowledge while embracing every detail of Caractacus' uniform, did not extend beyond the beginning of the 19th century. But with a proper care for the interest of recent history we may hope to educate boys and girls who will regard History not as a record of a dead past but as a continuous chain whose newest links we ourselves are helping to forge." An elementary knowledge of the Great War—the idea of the British Commonwealth and its co-operation during the Great War, the emergence of the League of Nations, an idea of personalities like Asquith, Lloyd George and Macdonald—must be possessed by a school boy who is expecting to study History as a special subject in the University. Pedagogic methods have completely changed in England, since Tout published his school text 25 years ago. Greater emphasis is now laid on the social, economic, literary and religious development of a nation than

the purely political. It is desirable to use a Common Textbook in all the schools and bring the period down to 1920 and use more recent books than Tout's History.

The selection of a suitable Textbook in Indian History is a matter of very great difficulty. Those of you, who are following the proceedings of the Committee of Intellectual Co-operation of the League of Nations, must have noticed the views expressed by some of the greatest World Thinkers, that the histories written in the different countries of Europe in the latter half of the 19th century have contributed to the propagation of International hatred. The Committee of Intellectual Co-operation has passed a number of resolutions and obtained the approval of several Governments for the elimination from school texts passages likely to compromise International understanding. Material Disarmament must be preceded by moral disarmament. That requires international thinking and world textbooks of History, written by Internationally-minded scholars. This sounds a little ridiculous—especially now, when the war-mind has completely eclipsed the world-mind. But when we ponder over the history of progress through the succession of ages and consider the history of all ideas that have now become realities, we see how every one of those ideas appeared ridiculous to their contemporaries.

Our greatest statesmen and thinkers are urging the necessity of harmony and unity as the important aims to be pursued by our educational systems. Resolutions are passed at Teachers' Conferences that our History Textbooks are unsuitable but they remain merely platonic. The general impression created in the school boy who reads the Indian History textbooks that are in general use is that there is nothing in it except war and conquest. Not only that, the textbooks contain several passages, harmful to a mutual understanding of the three great peoples, Hindu, Muslim and British that have contributed to the making of a modern

India. It is important to eliminate from our school texts passages likely to compromise mutual understanding between the Hindu and Muslim on the one hand and Indian and British on the other. It is our duty to develop in the rising generation a spirit of mutual esteem and understanding and that can be done not by emphasising war and conquest but by the teaching of civilisation, of the intellectual, social, economic and juridical evolution of the country as of primary importance. All incitement to hatred of any community should be suppressed and every effort should be made to arrive at a better understanding of what the communities owe to one another.

Some critic might object that History is a science and what is suggested is a kind of propaganda. But History is both a Science and an Art. Historical truth is relative and its evolution is constantly changing as our outlook on life or attitude of mind changes. As Lord Balfour said ".....there is always an artist to be reckoned with. It may be Thucydides or it may be Mr. Dryasdust.....But there is always somebody and though that somebody might repudiate the notion that his narrative was a work of art, yet he cannot evade responsibility for selection, for emphasis and for color."

Books written on Indian History during the last 30 years record a bewildering variety of judgments and warn us against being dogmatic in our teaching. This variety of judgment is not entirely due to the rising nationalism in this country, which transforms the whole attitude of the writer towards national or communal heroes and leads to differences of judgment between Indian and foreign writers. English academic writers, themselves have passed different and sometimes diametrically opposite judgments on the same events of Indian History. Consider the different judgments of Lane Poole in his *Medieval India* published in 1903; Roberts—*British India* 1916; V. Smith *Oxford History of India* 1919; Dodwell and other collabo-

rators—*Cambridge History of India* 1929 to 1934; Edwardes and Garrett—*Mogul Rule in India* 1930; Marriot—*English in India* 1932; Thompson and Garrett—*Rise and Fulfilment of British Rule in India* 1934. All of them are academic and do not belong to the Burke or Macaulay type of historians.

Or take the judgments passed on a single historical figure like Warren Hastings from the time of the historian James Mill to his latest biographer, Davies. The pendulum of judgment swings violently from one extreme to another almost every decade.

The preparation of an All-India School Textbook on Indian History is, therefore, as important for peace and goodwill in this country as the preparation of a world Textbook is for the cause of world peace. It is not an easy task to prepare a School Textbook. It should be prepared by experts and carefully revised by persons of world-wide outlook, who are also representatives of what is best in Hindu, Muslim and British cultures. A School Textbook is not a trivial thing. It creates attitudes in boys and girls at the most impressionable period of their life—attitudes which determine their codes of behaviour during adult life. Eminent men like Gilbert Murray, Bergson and Millikan are engaged in this task in Europe. A national committee for India as a branch of the League Committee on Intellectual Co-operation is being formed in India and its task should be to prepare a textbook, where we might reduce the space allotted to 'atrocities and unedifying facts' and 'save it for things that matter, the abiding factors that have made and are making India.'

Not only is the problem of Textbooks a difficult one in history but also the question of Examinations. Examinations are an evil but an unavoidable evil and the more we can minimise the evil effects the better. Sometime ago a special committee of the Madras University studied long-period statistics in the system of marking

History subjects and other subjects and it was found that there was no uniformity of standard in the marking in History and English and the marking in Mathematics and Science. We arrived at the conclusion that the variations in the percentage of marks obtained in Mathematics and Science, on the one hand and in English and History on the other were due to different standards of marking or questioning in these subjects. Also the personal equation of the Examiner enters more in the subjects of English and History, than in Mathematics and Science. The way to minimise this evil is to adopt a judicious system of moderation, before the results of the examination are announced. According to the existing method, the best answer in Mathematics enables the candidate to obtain as much as 90 to 100 marks out of 100. For the best answer in History, we refuse to give more than 60. Further the average number of passes in Elementary Mathematics and Elementary Science ranges between 60 and 70% but the average number of passes in the History and Geography papers that are common to all sinks far below that level. This is not a fair and equitable system.

An ideal curriculum, an ideal textbook and an ideally conducted examination will yet fail to produce the best result, without the right person to teach any subject and more so History. What is the general opinion on the selection of teachers? A specialist is considered essential to teach subjects like mathematics and Science but to teach History any one is supposed to be able to do it at a moment's notice, more effectively if a day's notice is given to look up two pages in advance of the class. Such teaching will never create in the pupil, a taste for the subject. Every school must try to have at least one Honours and one Pass Graduate in History and both of them must have professional training in methods of teaching. And so equipped, they must see that all the Laboratory aids for the teaching of history are used by them in their daily work. They

must lay a good deal of stress on Local History, especially in the Lower forms. Mr. Gribble, a member of the Indian Civil Service, in his preface to the *History of the Deccan* written 40 years ago, deplored the ignorance a Decani boy exhibited in the knowledge of the history of his neighbourhood, which remains true even to-day. This can be remedied by teachers studying local guide books, taking out the boys on excursion to neighbouring ruins, and showing slides on the lantern. All these involve extra work to the teacher and are generally avoided. How many schools possess guide books to Ajanta, Ellora or Golconda? How many teachers take out boys, not on a picnic but on a historical excursion from which the boys obtained any educational benefit? How many have used the archaeological slides, available at the Office of the Director or Inspector of Schools?

There are other methods of creating interest in the pupils in the subject of history, by the use of pictures, source books, maps and the library. I questioned a class of 40 students of the first year University class, if they had ever heard of or seen a source book in history and all the answers were "No." Some of them have not seen historical maps and several of them did not know what the League of Nations was and only one had some idea of what an All-India Federation meant.

What the laboratory is for science, the library is for history. But the library is not properly made use of by the history teacher. We have school libraries but the only books boys usually take out are books of fiction. History books suitable for school boys are not to be found in our school libraries. The boys are not trained to read for themselves. They do not know how to use the Table of Contents or the Index. Their parents are generally poor and are unable to purchase even the text books and the numerous note books. And when they come to the university, they only like to be lectured to. They have not

got the taste for reading. A school has not fulfilled its purpose, if it has not been able to create in the schoolboy a love of reading—especially in the subject he wishes to specialise in at the university.

Extensive reading not only widens the outlook of the schoolboy. It improves his style and style is very important in the subject of history. How the boy is able to express his ideas is more important than the number of facts he knows.

The best qualified history teacher fully conscious of the advantages of all these up-to-date methods and full of enthusiasm to apply them in his daily task finds it impossible to go ahead, without the co-operation of the Headmaster. It is the Headmaster that has to find money for new maps, pictures, excursions, magic lantern and the other aids and accessories. If the Headmaster thinks it all a waste of time the young master receives a snub and things continue to remain as they are. It is therefore imperative that the Headmaster should keep himself in touch with the latest developments in pedagogy and be a man of many parts, adjusting methods in his school to the changing educational world of to-day. If our colleges are to discharge their legitimate function as Temples of Learning, the greatest need is a more systematic and well-planned machinery of continuous consultation between the colleges and the schools and a larger co-operation between schools and schools. We compete for results; we do not co-operate to create a common mental outlook.

When the college teacher is confronted year after year with a new class of 40 boys from 15 different institutions of a variety of mental levels, it is not so much the teacher raising his boys to the level of college instruction as the average boy lowering the teacher to instruct to his level. It will be possible to minimise this disadvantage by instituting Refresher courses to teachers in the vacations. No reforms will produce any effect so long as we regard education as a profession and not a mis-

sion. We are exhorted to look upon it as the noblest of professions but we know that no parent likes his son to become a teacher. There were times when the teacher was held in the highest esteem—and at such times, the teacher was only mindful of having given his best and not of what he got. It is this spirit of service that has enabled the christian missionary schools and colleges to achieve success especially in South India. More than 200 years ago, the Danish missionary, Rev., Schwarz, as tutor of the young Raja of Tanjore, promoted the cause of learning by organising the Tanjore palace library, which is one of the most valuable oriental libraries in India. Both the Protestant and the Roman Catholic Missions of South India have contributed to make Trichinopoly, one of the most advanced educational centres of South India, with more than a thousand students attending their colleges, while the educational advance in the city of Madras is to a large extent the work of Christian Missions. The name of Rev., Dr. Miller has become a tradition and quite recently the Roman Catholic Mission has started the Loyola College at Madras, which has got on its rolls more than 600 University students. The success of these institutions in South India is due to the spirit behind these institutions, the faith and the conviction that through the instrument of these schools and colleges they were not only giving information but creating a new outlook—the humanising of social instructions and economic relations. But if the mission schools in Secunderabad are to improve, they should insist on the head-quarters sending them more persons possessing highest academic qualifications.

That missionary spirit of service is needed very much in the non-missionary institutions and occasionally we happen to get a Headmaster or Principal, endowed with a vision, who is able to transform the whole atmosphere of not merely the school but also its neighbourhood. For 6 years, from 1898 to 1904, the Mahboob College was under a Principal, who was to the

students of Secunderabad what Dr. Arnold was to Rugby. He was himself the product of the St. George's Grammar School, then under an able Headmaster, Mr. Home. He completed his University education under the Rev. Dr. Miller. His aim was not to manufacture matriculates but to quote his own words of 1904 "the work to be done at school is clear-cut, with a precise aim—culture and character. Polemical theology or controversial sociology has no place there. An abiding sense of the Deity, a willing love for Humanity, a solemn respect for Self—that is all that is needed." His aim was to realise the end of the college "as an institution intended and calculated to be of some tangible use and help in moulding the India, that is, into the India that is to be—in which are to be worked out and realised the world's desire and hope of union and harmony." In his Life and in his work, he has made it possible for us to believe that even a graduate school-master, can with perseverance and unswerving loyalty to the ideal that life is a Mission and Duty its highest law, continue to educate himself and obtain not only the highest degrees that a University can bestow but

also the highest offices the University can confer. He has completed the normal span of life, six-score and ten, but even to-day, more than 30 years after his Principalship of the Mahboob College, Naidu Garu, as he is familiarly known to his students, prizes more than his knighthood and five years of Vice-Chancellorship, the valedictory address he received in 1905 from associations of Hindus, Muslims, Parsis and Christians of Secunderabad. He personified in himself the true missionary virtues of sympathy, charity, and non-resistance, and by his over-abundant trust in human worth, stimulated the most unworthy to try to become better and saved several from spiritual and intellectual stagnancy.

Let the memory of these traditions and the spirit of service that is behind them give us strength to perform our respective tasks in a spirit of co-operative harmony with malice towards none and with charity for all, everyone of us realising that in the words of Bertrand Russell, "Education should not become part of the struggle for power between religions, classes and nations."

A NEW ERA IN GERMAN EDUCATION

By Mr. GERHARD GRAEFE

THE remodelling of Germany's educational system does not consist of a mere reform in the school curriculum, nor is it confined to changes within the scope of this or that well-tried pedagogical method. The National Socialist idea strikes at the root of the whole former educational structure in Germany. Both the spirit and form of the old regime and its methods became of questionable value at the very moment when the liberalistic theories of education then in vogue were forced to give way to a conception of education as a truly political science, having its foundation in State and Nation. In modern Germany, all education

is fundamentally political. Its socialistic theory of discipline must have for its object the preservation and development of the nation. The new system of education is grounded on the new National Socialist forms of political power. These forms have been created by the people themselves.

The educational questions of the present day, therefore, are not concerned with what shall or shall not be taught. The primary aim is to find new ways and means of achieving such a development of political consciousness as shall transform each individual into an active and intelligent member of his race, ready, when called upon, to

serve and sacrifice himself for the public good, and inseparably bound up with his nation's destiny. The urgent demand of present day Germany for a proper conception of its rightful place in the world is the basic principle underlying this. The character of each individual is so moulded as to become inspired with a deep patriotic desire to promote the welfare of his country, a desire which in time permeates his whole being.

Education in Germany to-day aims at the cultivation of comradeship and devotion to the common interest. This does not mean that the schools themselves or their equipment must be scrapped. A new type of manhood is sought, and this requires a new type of teacher. They are being found in the rank and file of the nation, and are not simply the products of the big cities or the universities. The old type of pedagogue has gone. The institutions where student teachers formerly "learned" their subjects have now become centres of research in which students pave their way to knowledge by personal experiment along scientific lines. The new schools of pedagogy do away with the former distorted relations between city and country, material for future teachers being drawn not only from the big cities, as was often formerly the case, but being taken from town and country alike. They are therefore more nearly representative of the nation and people as a whole. Thus the educational structure is nurtured by the blood of the race, and depends not on the civilisation of the big city, but on the vitality of the land. Tangible proof of this new development may be seen in the removal of many schools and colleges from the larger cities into the country, notwithstanding that many new buildings for these schools were in progress of construction at the time of the change.

The entire practice of teaching, as advanced in these institutions, has for its basis the life and work of the whole people of the nation, so that the atmosphere and surroundings in the country or in small towns

are by far the most suitable for the training of student teachers. After passing entrance examinations, students at these centres must complete a two years' course of study, before they are qualified to become teachers.

The reforms in the fields of science, politics, and sports, as applied to the training of teachers, extend throughout the entire school system. Educating young men and women as political entities calls for the accentuation of the study of History, with special stress on ancient Teutonic history, a devoted attention to German history and geography, thorough instruction in race ethnology and heredity, in accordance with the concepts of National Socialism, as well as increased emphasis on the physical development of the youth of the nation.

The German system of education has in the past notoriously neglected physical training in favour of purely intellectual development.

To-day the curriculum has been rearranged, with fewer hours devoted to mathematics and physics, and in their place a more intelligent effort to train the youth of the country in character and intelligence. The placing of English at the head of the list of foreign languages goes to emphasise the significance which is attached to Germanic culture in the education of the young Germans of to-day.

The modern German school, moreover, is not disrupted by the continuous and undecided conflict between devotees of Humanism and Natural Science. It is rather the product of National Socialist aims and requirements, as embodied in the rules for admission to the higher schools, as laid down by Herr Rust, Reichsminister for Education. It is the task of the higher schools and colleges so to develop the physical, mental and moral character of the youth entrusted to their care, that they may, later on, fill leading positions in the political, cultural or economic life of the German Nation. It is considered to be the further duty of these higher schools to weed out all unsuitable

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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, OCTOBER, 1935

Problems of University Education

THE address recently delivered by the well-known publicist Mr. C. Y. Chintamani at the Convocation of the University of Mysore is noteworthy for its definiteness and for its avoidance of vague platitudes couched in sonorous and rhetorical language which generally characterises most of the usual convocation addresses. He drew pointed attention to what he considered to be the lines on which universities in our country should develop. Though he was speaking to a Mysore audience, his observations coming as they did from a person of such wide experience of men and things are applicable to the country as a whole. He is definitely of opinion that teaching and residential universities are in every way superior to the older type of federal or examining universities. This has to be carefully borne in mind as the traditions of examining Universities have not completely lost their hold as yet on some of the newly started universities in our country and as the implications of a residential University have not as yet been fully understood by all of them. It is gratifying to note in this connection that the conference which recently met at Berhampore to

consider the question of a separate Oriya University expressed itself in favour of a residential and teaching one.

IN many cases it is forgotten that the value of a residential university consists in the opportunities which it gives for the development of a corporate life among the teachers and the students. Mere residence does not create this life. It depends on the use made of residence for discussions among teachers and students as frequently as possible. We have a number of residential universities in India at the present day, but because of the absence of such discussions a real corporate life has not come into existence. Discussions ought not to be confined to teachers and students belonging to a particular department. They must be extended to those of all departments. We are living in an age of specialisation. A minute study of a small part of a subject is what every university teacher is expected to engage himself in; and this narrow specialism also characterises the work of the students. All this is necessary if new truths are to be discovered and if the bounds of knowledge have to be widened. It is this that has made possible the immense progress in science that we have had in modern times. But in this attempt at specialisation we are apt to forget the equally important need of co-ordination. After all what is necessary is an understanding of the bearing which the new knowledge discovered has on the problem of life. Unless we are able to correlate knowledge with the life we have to lead from day to day and with the ideals which should influence in our daily conduct, this pursuit after specialised knowledge loses its significance and meaning. A university ought to be the place for

bringing about this co-ordination. Specialists in all branches of learning must cultivate contacts with each other, meet frequently and hold discussions so that they may obtain a general view of their work. Nothing is more pathetic than to see a great scientist being completely ignorant of the A B C of the political system under which he is governed, or a great economist not knowing the elementary principles of science. It is when all the teachers and students of a university meet for discussions like these that they will be able to have a valuable outlook on life and become the members of a real corporation. As has been remarked by Mr. Chintamani, specialism is now carried to extremes and it is easy for a young man to qualify for a degree in a state of complete ignorance of things fundamental. This is the result of the ignorance of fundamentals that prevail among University teachers and their blind worship of specialisation.

MR. Chintamani has suggested several improvements in the courses of University instruction. There cannot be much difference of opinion in regard to the need for introducing a course in journalism. Journalism has now come to occupy a most important place in our scheme of life; and its importance is bound to increase with every step we take in the direction of democracy. Free discussion is the soul of democracy and if this freedom is to produce a sense of responsibility and enable people to arrive at sound conclusions based on correct knowledge, it becomes necessary that the journalists on whom the general public depend for the supply of information and guidance in forming opinions must be educated for their profession. Courses in journalism

therefore become absolutely necessary. But there is this danger in our country that when one university opens a new course, other universities also try to do the same thing and bring about a huge waste of public funds. It is not possible—for every university to develop an efficient and up-to-date school of journalism. Opening of such courses in a number of universities results in a large number of graduates being thrown on the market and intensifying the problem of unemployment. It is therefore necessary to realise that it will be enough if one or two Universities start a course in journalism and make it attain the maximum amount of efficiency.

THE plea which Mr. Chintamani put on behalf of the indigenous systems of medicine is also a most reasonable and necessary one. The neglect into which these have fallen shows the plight in which all indigenous culture happens to be at the present day in our country. The systems of Ayurvedic and Unani medicines are the products of cultures of careful observation, study and experience. They contain a large body of truth and they have been found in practice to be more effective than the Allopathic system. But because they are different from the Allopathic system they have been regarded as unscientific and nothing has been done to study them and find out how far they have been based on scientific principles. It may be that in the treatment of diseases peculiar to India they are in a position to throw more valuable light than the Allopathic system. This neglect of the Ayurvedic system is only one example of the wrong method which modern Indian Universities have adopted in approach-

ing the study of various branches of learning. It is now a truism that the thought of every great thinker is conditioned by the environment in which he lives; and the solutions which he puts forward for the various problems of life are true only of the life as experienced by him. All philosophy, politics, economics, and sociology are of this character. In approaching these subjects the starting point should be the philosophy, the economics etc., of the country and the region where they are to be studied. Unfortunately the West has cast such a large amount of glamour on us that we are trying to solve our economic, social and political problems by studying the problems of the West and the solution offered by western writers for the problems with which their countries are faced. The point to be noted is that the remarks of Mr. Chintamani about the indigenous systems of medicine have really a far wider application and they go to the root of the defects in the system of university education in India at the present day.

MR. Chintamani has put in a powerful plea for the imparting of religious instruction in Universities. But this is a matter on which he cannot expect much support. There are any number of practical difficulties in the way of such instruction being imparted in Indian Universities. He refers to the possibility of instruction in the broad principles of religion—"the most important of which are common to all religious systems"—but there is no agreement as to what these broad principles are. Moreover religion has in practice been a barrier dividing one community from another instead of being a unifying force. It is the principles that divide one religion from another,

that have always been emphasized by the followers of all religions. And no parent who is religiously minded will be satisfied unless his children are taught what he considers to be the special features of his faith. These considerations show that the opinion entertained by Mr. Chintamani in the earlier part of his career that 'the home is the legitimate place for religious instruction' is the more correct one and those who feel the need for religious instruction will do well to concentrate their attention more on the home and not make the Universities the hot beds of sectarian controversy.

MR. Chintamani concluded his address by emphasising the claims which the motherland has on every graduate. This is as it ought to be. We are passing through a period of transition in the history of our country in which the forces of division are fighting against the forces of unity. The barriers created by caste, creed and community are trying to get themselves perpetuated and it is only the right kind of University education that will help us to destroy these barriers and see the picture of a united India in its full splendour and glory.

The Tyranny of Examinations

HOW slow is the pace at which educational reform moves is shown by the unwillingness of the educational authorities in most countries to improve the system of examinations. It is widely recognised here as well as else where that examinations as they are conducted at present are really no tests of the educational attainments of pupils. But there has practically been no change in the system of examinations especially in our country. They continue to

be mere tests of memory; they deprive the students of any real interest in the work they are expected to carry out. Writing in the September issue of the *Journal of Education*, Dr. L. A. Lowe remarks that "careful investigation of some of the papers has been made from time to time, and the investigators have been aghast at what has been expected from girls of 18 or 19 years of age, at questions which, to be answered satisfactorily, would tax the scholarship and ingenuity of a post-graduate, and which, answered in any other way, are almost bound to set a premium on surface brilliance and mental gymnastics." If this is true of the papers set at the examinations in England where a scientific study of examinations has been made, it should be much more true of the conditions in India where paper-setters have always been following the beaten-track. And still success in these examinations is taken to be an indication of the real worth of the individual.

In this connection the following observations made by Dr. A. W. Pickard—Cambridge, the Vice-Chancellor of Sheffield University in his presidential address to Educational Science Section of the British Association require to be carefully considered. "Where the whole work of the school is planned to cover or lead up to the syllabus of some particular examination; where every subject is studied at a rush in order to work into the pupils' minds what are virtually prescribed answers to questions which may almost be said to be prescribed—so narrow is the range from which they can be drawn; where the teacher does not dare to encourage his pupils to think; where he cannot go at his own pace and cover in his own way the ground which he can effectively cover.....there examina-

tions are a mischievous thing." All this is only too true of examinations as we know them in India. There is no freedom for the teacher; he has no occasion for initiative. His work becomes a dull routine. All this is the reason why the authority quoted above is led to conclude that "unless the habit of working and teaching for examinations before everything else is abjured, I see little hope of the type of education which alone can save democracy, and bring up a race of freemen and women."

When will our School Leaving Certificate Boards and University Syndicates learn this lesson!

Girls' Education

MUCH of the opposition that we find even at present to the sending of girls to schools is due to our not having as yet evolved a type of education which is suited to the large majority of them. In most cases very little difference is made between education imparted to boys and that imparted to girls. When it is remembered that most of the girls have ultimately to become wives and mothers and be responsible for the management of the household and the proper training of the children, it follows that the knowledge they should obtain while at school should be to some extent different from the knowledge which boys (whose main function is to get an income for the family) have to obtain. Sir Mirza Ismail, the popular Dewan of Mysore, was therefore right when he emphasized in his recent speech in the London Mission Girls High School, Bangalore, that in the case of girls, provision should be made for instruction in the Fine Arts and Domestic Science especially in view of

the fact that Domestic Science is really a comprehensive subject. "It implies a knowledge of food values and a capacity to prepare a balanced meal..... A girl who has been trained in Domestic science should be able to invest a home with the atmosphere of a home." A similar view was expressed by Mrs. Rustomji Faridoonji, the president of the third annual conference of the Secunderabad Teachers' Association. As most of the girls get married, she urged that bifurcation of girls' education should begin at the age of eleven and they should take up a full course in Domestic Science. This is a point which has to be carefully considered by every reformer of educational system in our country. The ideal should not be to make women an inferior copy of men.

Army Entrance Test

WITH a view to speed up the Indianisation of the Army, the Indian Military Academy was established at Dehra Dun and its object is to give a training to those who wish to pursue a military career. There appears to be some difficulty in getting the right type of young men to enter the Academy. This is the opinion expressed by the Board of selection as well as by Sir Philip Chetwode in the course of a debate on the subject in the Council of State. But objection will have to be taken to their view of what constitutes the right type of men. It is true that those who never played games, and who did not develop active habits of outdoor life should not seek entrance into the army. But to indentify the right class of young men with 'the natural leaders of the country,' 'with the sons of Sirdars and big Zamindars,'

and with 'young men of princely or noble families in the States', is to cast a slur on the capacity of the youth belonging to other classes. Military talent and ability are not the result of mere inheritance. This attempt at dividing people into Military and Non-Military classes is bound to produce a good deal of harm. It is best that no attention whatever is paid to the ancestry of the candidates seeking admission into the Academy and that they are selected on the basis of what they are and not on the basis of who their fathers and grandfathers were.

A PRESS REVIEW

Educational India. Monthly

Masulipatam, S. India

Subscription Rs. 3-8-0 per year

The excellent monthly began its second volume in July. It is a forum for expression of views on all phases of educational theory and practise, and has already published a number of significant articles. A typical table of contents contains articles on the training of teachers, the history of education, the teaching of mathematics, the "poetry of science", and educational experiments in India. Distinguished Indian writers contribute, and the editorials are of a high order. The general point of view is that of progressive education, adapted to Indian traditions and present-day conditions. We heartily welcome this new organ of educational opinion and trust it will live up to the promise of its beginning.

—The Moga Journal for Teachers,
October, 1935.

Continued from page 140

elements, and by means of constant testing of physical and mental fitness to further in every way those who are most capable and promising.

By no means to be overlooked in the general scheme of education in Germany are the various associations not officially connected with the schools. A great impression was made in neighbouring countries by the establishment of the "State Youth Day", on which, once a week, are assembled all boy and girl scholars between the ages of ten and fourteen years. The arrangements governing this are in the hands of the "Hitler Youth Association" (Hitler Jugend).

Having for its aim the incorporation of the entire German nation into a more perfect form of socialism, as personified by the new German State, the scheme of education extends far beyond the jurisdiction of the school as such. Thus, on April 1, 1934, Prussia introduced its "Land Year" plan, for those who had just finished their schooling. This plan takes a large percentage of graduated scholars out of their city homes, before they begin training for their future occupation, and brings them in contact with peasant life in the rural districts. The underlying purpose of bringing the youth of the city and country together in this manner is to bridge the chasm which heretofore existed between them, in short, to effect a true national community of interest. Of equal importance is the introduction of a term of "Labour Service" (Arbeitsdienstpflicht) for students.

On May 1, 1934, Adolf Hitler, referring to this, said "Above all, we wish to compel those Germans whose occupation demands no physical labour to experience what physical labour is, so that they shall acquire a sympathetic understanding of their fellow-citizens who work in the fields, the factory or the workshop."

Accordingly every young student is now obliged to put in six months of manual labour before entering high school or university. Thus the "Land Year" plan, the Hitler Youth Association, the Labour Ser-

vice, and the Storm Troops form together a systems of training which supplements the school education.

"Our youth will be brought up to respect their own German origin and ancestry without whose achievements we would not exist, but not to despise the people of other nations. They desire honourable peace and not war. We look forward to the day when this youth will have grown up, because we should like to believe that the youth of other nations are growing up imbued with like sentiments." (Rust—"Hoschule and Ausland," 1935, Vol. I).

Personal Notes

MR. R. M. STATHAM handed over charge on the 10th October to Sir George Anderson as Educational Commissioner to the Government of India and left Simla the same evening.

MR. M. S. A. HYDARI assumed the Joint Secretaryship of the Department of Education, Health and Lands, Government of India on the 6th October.

MR. W. ERLAM SMITH I. E. S., ex-Director of Public Instruction, Madras, whose period of leave will expire shortly, it is believed, has no intention of returning to India; and he will have the leave period extended preparatory to his retirement.

SIR TEJ BAHADUR SAPRU, it is understood, has accepted the invitation of Sir James Sifton, Governor of Bihar and Orissa and Chancellor of the Patna University, to deliver the address at the next convocation of the University to be held in November next.

MR. YONE NOGUCHI, Japanese poet and professor of Leigijuku University, will give a series of lectures under the auspices of the Osmania University beginning with 20th Dec., next. He arrives in Calcutta on the 15th Nov., and delivers a series of lectures there on Japanese Poetry and Art. He will also deliver lectures on Japanese literature under the auspices of the Madras University in January.

PROF. FEY of the Cambridge University, it is stated, will deliver lectures on "Economics" and allied subjects, under the auspices of the Mysore University.

THROUGH different PROVINCES

DELHI

SIR G. ANDERSON RESUMES CHARGE

Sir George Anderson has again resumed charge on the 10th instant as the Educational Commissioner to the Government of India. He will probably have a good deal of touring to do in the immediate future including Quetta, Calcutta and Ajmer and of course get ready for the first meeting of the Central Advisory Board of Education which has been fixed for November 14 and 15.

AGENDA FOR THE ADVISORY BOARD MEETING

The agenda for the inaugural meeting is in the course of preparation, but it will presumably include the question of educational reconstruction in the country on the lines foreshadowed in the circular issued by the Government of India some months ago, over the signature of Sir G. S. Bajpai. It is also likely that the proposal for the revival of the Bureau of Education will come up for consideration and the meeting will inevitably appoint sub-committees of the type indicated in the official announcement of the Advisory Board.

SIMLA FINE ARTS EXHIBITION

His Excellency the Viceroy opened the 63rd Annual Exhibition of the Simla Fine Arts Society on the 13th September. This year's exhibition is the largest in recent years, there being over 950 exhibits, an increase of 150 over last year. Bad pictures are few and the general average is remarkably high, both among the professionals and the amateurs. The Viceroy's prize, together with the Society's silver medal which is awarded to the best picture in the exhibition, was won by Captain Fosbery's picture "Evening in Simla Hills."

MADRAS

UNIVERSITIES' SEAT IN THE NEW LEGISLATURE

At its meeting on the 12th September, the Madras Delimitation Committee, by eight

against four votes, rejected the proposition to have registered graduates as the constituency for the election of the representative of the universities on the Provincial Legislative Assembly.

The Committee, by seven against five votes, decided to recommend that the constituency for University representation be formed of the members of the Senates and the Academic Councils of the three universities in the presidency.

A DEPUTATION TO THE DIRECTOR

Mr. H.F. Saunders, Director of Public Instruction received on September 13, a deputation from the South India Teachers' Union and discussed with the members of the deputation for over an hour questions relating to conditions of service of teachers in non-Government schools and the security of tenure of teachers employed therein.

The Director is stated to have generally agreed that the various points mentioned in the memorandum needed looking into and that the conditions of service of teachers should be improved. He is also reported to have stated that the Grant-in-aid Code could be made more liberal than it was at present but that in the present state of finances, the pace must be slow. On the question of setting up Arbitration Boards to settle disputes between managements and teachers, the Director is said to have expressed the possibility of enabling District Secondary Education Boards to undertake that function.

RECEIVING SETS FOR THE VILLAGES

The Local Government have now taken up the question of the arrangements to be made for village broadcasting and with the intention of providing a nucleus, they are considering whether it will not be desirable to instal receivers and loud speakers of a simple model in about 40 or 50 selected villages and towns with a radius of 85 miles from the city.

This, it is considered, will pave the way for the local boards and municipalities in other

places buying sets of their own and adding to civic or rural amenities. The idea of the Government is to afford necessary encouragement to local bodies in this respect and to provide half grants to them towards the cost of capital and maintenance in this direction.

If this scheme matures, it is likely to be placed before the Finance Committee of the Legislative Council for their approval. It is roughly estimated to cost about Rs. 25,000.

BENGAL

EDUCATIONAL REFORM

Opposition to the proposals contained in the Government Resolution is gaining enormous proportions. Such a responsible body as the Committee of the Calcutta University has pronounced these proposals as calculated to retard the growth of education and to discourage private effort which has done so much for educational uplift. The Committee wants reorganisation but not restriction. The report says, "it will be fatal to take any step which may check the growth of the educational progress. Bengal wants more education. She also wants better education. Neither aspect should be sacrificed for the sake of the other." The Committee further emphasises that if the scheme is to be of real value it must be such as would be acceptable to public opinion generally.

BENGAL LINOTYPE

An important stage in the development of the Bengal Printing industry is now reached with the inauguration, of the first Bengali linotype on the 26th Sept., by Mr. S. P. Mukherjee, Vice-Chancellor of the Calcutta University. One of the greatest difficulties in adapting Bengali to the linotype machine is the large number of Bengali characters. The difficulty has been overcome by simplifying the characters, and reducing the number from 600 to 124, just within the range of the linotype keyboard. The machine looks exactly like the English linotype machine.

Mr. S. C. Mazumdar of "Ananda Bazar Patrika" first conceived the idea of adapting Bengali to the linotype machine and experiments to that end had been carried by the Linotype Company, with the help of others, for the last two years.

AIR TRAINING FOR GIRLS

Taking note of the fact that air-mindedness is growing among Bengali boys and girls and recognising the lack of adequate facilities, a scholarship of Rs. 1,000 has been offered by a non-official public body to enable a boy and a girl alternately every year to receive training in aviation.

The award is being made by the committee of the Das-Roy Memorial Fund, formed to perpetuate the memory of the late Mr. B. K. Das, one of Bengal's pioneer flyers, Mr. D. K. Roy, Miss Brownlow and Mr. P. Gupta, all of whom lost their lives in a flying accident in April last near Dum Dum Aerodrome.

It is understood that this year's scholarship goes to a Bengal girl aged between 18 and 25.

BOMBAY

PHYSICAL TRAINING IN HIGH SCHOOLS

In August last it was proposed by the University Senate that the Headmaster of a recognised High School should certify, before submitting the forms of Matriculation candidates, that they have undergone satisfactorily a course of physical training. When this proposal was circulated to the Headmasters for opinion, 165 of them replied 93 being against the proposal and 72 in favour of it. Hence the Senate has now decided that the proposal is not a practicable one.

KARNATAKA EDUCATION WEEK

The seventh session of the Karnataka Education Week will be held at Bagalkot in Bijapur district on 21, 22 and 23rd October, 1935. All teachers—primary and secondary—are expected to take an active part. Lessons in different subjects to demonstrate the methods of teaching are being arranged. Discussions on the technical, vocational and general aspects of education will be entered into. As usual, the educational exhibition will be an important feature.

U. P.

UNIVERSITY STUDENTS' FEDERATION

The second session of the conference of the U. P. University Students' Federation will be held at Allahabad on the 18th and 19th

November next in the Senate Hall of the Allahabad University.

Sir J. C. Weir, Kt., M. A., LL. D., K. C., has been elected Chairman of the Reception Committee.

It may be recalled that the Federation was started last year with its office in Lucknow and that the first U. P. University Students' Conference was held at Lucknow in January, 1934 under the presidency of Sir Mohd. Yakub. The Federation came into existence to create better understanding among students of the different universities in the U. P. to promote educational and social activities, to provide a permanent liaison between all University student organisations in India and to give practical effect to resolutions passed at sessions of U. P. University Students' Conference.

C. P.

EDUCATION CONFERENCE

The All-India Educational Conference is advertised to be held during the Christmas week and preparations are going on in connection with it. The Conference includes within its scope of discussion, education from primary students to post-graduate research and is open to all interested in education.

There are various sections through which the Conference works. They are, (1) childhood and home education (2) primary and rural education, (3) secondary education, (4) University education (5) adult education, (6) vocational education, (7) examinations, (8) educational experiment and research (9) training of teachers, (10) health and physical education, (11) Internationalism and peace, and (12) moral and religious education.

An All-India Educational Exhibition will also be held in conjunction with the Conference. The Hon'ble Mr. B. G. Khaparde, Minister for Education to the C. P. Government, has been chosen as the President to open the exhibition.

HYDERABAD

SECUNDERABAD TEACHERS' CONFERENCE

The third annual conference of the Secunderabad Teachers' Association was held at St. Patrick's Hall on the 20th September last with Mrs. Rustomji Faridoonji in the chair.

There was a large gathering of members as well as fraternal delegates from Hyderabad and other places. Rev. L. Simson, Principal of the Wesley High School, Chairman of the Reception Committee, welcomed the gathering. Then Mr. M. Hanumantharao, Honorary Secretary of the Association, referred to the work of the Association. Next came the presidential address. The programme included a number of lectures on educational subjects, a magic lantern lecture on "The Dimensions of the Universe" and an exhibition at Musthyala Ramanna Hall.

THE OSMANIA UNIVERSITY

The Annual Administration Report of the Osmania University for 1342 Fasli (ending October 1933) has just been issued by the Registrar. It is an interesting document recording satisfactory progress in the various branches of the University.

The report contains some interesting information with regard to the steps which the University is taking for relieving unemployment among the educated classes.

The translation of 20 books was completed, while 57 books were under translation. The subjects included History, Politics, Economics, Philosophy, Law, Mathematics, Physics, Chemistry, Zoology, Medicine and Engineering. 6,416 English technical terms belonging to various subjects were translated in Urdu at 190 meetings of the Terms Committee.

The Government in their review express pleasure that Extension Lectures continued to be delivered by the members of the University staff and eminent scholars from outside. They express appreciation of the work done by the Principal and staff of the University College, but are not satisfied with the working of the University Press. They note that the work of the observatory was carried on in an efficient manner and express pleasure that Mr. H. A. Ansari, the Registrar, "continued to discharge his ever-increasing duties very satisfactorily."

MYSORE.

EDUCATIONAL BROADCAST

Dr. E. P. Metcalfe, Vice-Chancellor of the Mysore University, inaugurated the Educational Radio-Broadcasting Station at "Akasha Vani" in Vontikoppal, Mysore, on the 10th September.

In the course of a short speech, Dr. Metcalfe said that the Mysore public ought to be grateful to Dr. M. V. Gopalaswami for his valuable public service. The question of starting a Broadcasting Station in Mysore was engaging the attention of the authorities concerned for some years past but the proposal had not materialised for some reason or other. Dr. Gopalaswami's initiative in the matter deserved great commendation. It was the desire of Dr. Gopalaswami to provide for the benefit of the public the twofold advantages, educative and artistic, in his radio programme. He suggested that some public body might take over the management of the beneficent institution.

ALL-INDIA ORIENTAL CONFERENCE

The Eighth Biennial Session of the All-India Oriental Conference will be held at Mysore in the afternoon of the 29th December next and continue till the 1st January next. His Highness the Maharaja of Mysore will open the Conference.

Various institutions in and outside India will take part in the Conference. The Government of India, Provincial Governments and Indian States of Hyderabad, Mysore and Baroda among others, will take part in the Conference. Universities of Madras, Bombay, Patna and Aligarh and also the Annamalai University will participate in the deliberations of the Conference.

Among the institutions, outside India, that have so far responded to the invitation are: The Royal Asiatic Society, London; India Society, London; American Oriental Society (delegate Dr. Emeneau of the Yale University) and the University of Cambridge. Felicitations have been received in the office of the Reception Committee from Germany and other countries.

BARODA

LIBRARY EXHIBITION

The Diamond Jubilee of the reign of His Highness the Maharaja Gaekwar of Baroda happily coincide with the Silver Jubilee of the Library Department. To celebrate the occasion, the Central Library, Baroda, intends to hold an exhibition of publications in English, Gujarathi, Marathi, Hindi and Urdu. The object of the exhibition will be to show the progress of the publishers' art especially as revealed in the production of books. It is

requested that such of the publications as would be helpful to the object of the exhibition be sent. Publications should be received in the Central Library, Baroda before the end of November, 1935.

TRAVANCORE

ART GALLERY FOR TRAVANCORE

The inaugural function of the Art Gallery was celebrated on the 25th September last, in the midst of a large and distinguished gathering of leading officials and non-officials including Mrs. Cousins and Mr. Humayun Mirza from outside the State. Dr. Cousins, organiser of the gallery, addressed the gathering, after which His Highness the Maharaja opened the gallery, and in doing so made a speech which was punctuated with frequent applause.

In an interview Dr. Cousins stated that other galleries might contain indications of the now universally known Ajanta frescoes; but no gallery that he knew of brought together direct copies of the ancient Buddhist wall paintings of Ajanta and Bagh and placed beside them copies of the Hindu Murals or Travancore and Cochin. The Murals of Kerala were of recent discovery and they were in existence as far back as the ninth century. The Trivandrum Chitralayam presented, with some gaps though more completely than any other gallery a consecutive view of Indian wall paintings from the sixth century to the eighteenth. The Travancore Murals were very striking in pictorial virility. Those from Cochin were very impressive in their largeness and in skilful grouping of numbers of figures. He hopes that by the time the first anniversary of the Chitralayam came round, they would be able to include copies of some of the splendid murals from Padmanabhapuram Palace.

RAMPUR.

EDUCATION IN THE STATE

The Rampur State has granted annual scholarships amounting to Rs. 6,109 against Rs. 4,980 last year to Rampur students, who go for higher education in different Universities and Colleges. It will be recalled that education in Rampur up to High School is given free, and the State also grants scholarships to poor and deserving boys in school classes, and the High School results are very satisfactory.



PUBLIC OPINION



SIR A. P. PATRO ON EDUCATIONAL REFORM AND JAPAN'S EXAMPLE

In the course of his speech at the Teachers' College Teachers' Association, Saidapeta, Sir A. P. Patro said:

The grafting of the British system of education into a country where tradition ruled supreme, had not yielded beneficial results as thought of. Government no doubt were able to secure the aid and assistance of the products of College education for carrying on the administration and many able administrators and powerful assistants were available. A new caste of educated persons was created. Beneficial to an extent were the results of the Universities, but from the point of view of national education, they fell far short of the national requirements. It was with the best of intentions that the scheme was designed to begin at the top in the hope that education would filter down to the village in course of time.

In every country, higher education was based on a system of primary education which had organic connection with the traditional culture and learning of the country. Japan's progress during the last two decades was most striking. In India without a strong foundation the educational system had become weak and unstable. Most of the schools and Universities in Japan were controlled either by the Central Government or by the local authorities. The aim of the educational system there was not so much "to develop exceptional ability or character, though there was ample scope for this, but to create a general high level of attainment and to provide a supply of well trained instruments of national policy". Japan had highly trained administrators, soldiers, businessmen and technicians and to these she owed her phenomenal success and not to intellectual prodigies. The service mentality, the tendency to dependence rather than originality, the absence of a spirit of research were apparent in India. To raise the educational level of the country, to preserve all that was fine and noble in its

traditional civilisation, they should combine the best in western and Indian ideals.

MRS. RUSTOMJI FARIDONJI ON TEACHERS' RESPONSIBILITY

Presiding over the third annual conference of the Secunderabad Teachers' Association, Mrs. Rustomji Faridoonji pleaded for better trained and better paid teachers.

She said that teachers should not be satisfied with mere book-learning. Their horizon should be widened and they should make research in their subject so that they might be able to impart true knowledge. They must find out new methods of teaching and compare notes with each other by holding frequent meetings.

She next pointed out that the teachers' profession which was a noble one was the most modestly paid. A teacher should be secured a living wage so that he might give undivided attention to his responsible duties. At present teachers got salaries which would not attract second class domestics. The Government and local bodies were responsible for this. She urged that the demand for better trained and better paid teachers should be first put forward in the scheme for reform of education.

Referring to the problem of unemployment among the educated she said that the remedial measures suggested such as change in the method of education etc., would not succeed until an inherent fault in the Indian character, viz., laissez faire, was removed. Pupils should be trained to think for themselves. At present they lacked initiative and could not be bothered to do anything beyond humdrum routine.

As regards religious teaching in school she was opposed to it. Considering present conditions in India she felt strongly that moral training based on spiritual ideals should be given to all students together in a school. It was only by paying special attention to this form of training in schools that we would be able to

eradicate the evil of communalism. A comparative study of different religions was a necessity for teachers not only through books but also by personal discussions.

SIR M. ISMAIL ON EDUCATION OF GIRLS AND DOMESTIC SCIENCE

In declaring open the new block of buildings of the London Mission Girls' High School, Bangalore, Sir Mirza Ismail in the course of his speech said :

It is no longer contested that girls should receive, at any rate, a secondary education as a minimum equipment for life, while a smaller number may be left to pursue higher studies according to aptitude, convenience, or necessity. Nor is there much controversy as to the content of secondary education for girls, though doubt is felt by some, whose opinion deserves attention, as to whether girls should receive the same kind of education at this stage as boys. When, however, the issues are carefully analysed and the differences checked up, we find that those who would like for girls different curricula only desire that in the case of girls who are not likely to go beyond the secondary stage—and these must always be greatly in the majority—some provision should be made for instruction in the Fine Arts and Domestic Science. The other subjects, languages, Sciences, History and Geography, must in any case be studied by both boys and girls; though in the case of Mathematics, girls at any rate may be spared some of the brain-racking intricacies of Algebra and Geometry.

Next, referring to the Scheme of Studies, he said that Domestic Science or Domestic Economy, as it used to be called, had formerly a narrow connotation, and it was considered that cooking practically covered all that a girl need know under this head. Nowadays, Domestic Science is far more comprehensive. It implies a knowledge of food values and a capacity to prepare a balanced meal. The dishes have not merely to be appetising, but should be served in an attractive manner because plain food can be made appetising by being attractively served. Beyond this, a girl who has been trained in Domestic Science should be able to invest a home with the atmosphere of a home, for it is said that the average man makes a den while it requires a woman to make a home.

PROF. V. K. AIYAPPAN PILLAI ON 'PUBLIC SCHOOL LIFE'

Prof. V. K. Aiyappan Pillai of the Presidency College, Madras, in the course of his recent address on "The English Public School System of Education" said :

The idea of the English Public School system was to make senior boys have some sort of control over the younger ones. Secondly, the inmates of the Public School led what was called a corporate life, living as members, so to speak, of one family. The Indian ideal of Gurukula was not far different from the ideal of the English Public Schools. No English Public School was considered to be complete without a chapel. One of the criticisms directed against the system of education in India at the present day was lack of religious education. Everyone felt that some kind of moral and religious atmosphere—not so much of religious instruction as such—was desirable.

The criticism was often made that the Public School boy devoted more attention to hockey and cricket than to his studies. Probably, that was an exaggeration. The fact was that English people always set a great value on their boys participating in games. It was not so much intellectual proficiency they aimed at, though that side of education was not neglected, but the development of character. Participation in games created a team spirit.

MISS M. L. BUTLER ON THE IDEALS OF LONDON MISSION SCHOOL

In the course of her annual report for 1934-35, Miss M. L. Butler, Principal of the London Mission Girls High School said :

"We hope the ugly name 'proselytiser' could never justly be applied to us, but we do believe that if only the spirit of Jesus could be spread abroad in the world, its problems would be solved, and we try to show our girls that the service and worship of God is not bondage, but perfect freedom, and joy and peace."

WANTED agents to represent 'Educational India' in every important city in India.

OUR WOMEN'S PAGE

Work for Indian Women

By Mrs. K. Satthianadhan, M. A.

JOURNALISM

IN her *Travel Notes* abroad, Mrs. Kuttan Nair makes mention of the various varieties of work undertaken by women in Europe, in social, international and humanitarian interests. While congratulating India on the fact that her women also are taking vital part in such work, Mrs. Nair deprecates the want of journals in India like the weekly "*Time and Tide*", run by Lady Rhondda in London, and contributed to by brilliant women and a few men. She speaks of the writers, Miss Winifred Holtby, of Cicely Hamilton, Vena Brittain, Rose Macaulay who are authors of books, and the inspirers of modern generations of English writers.

COMMUNAL FARMING

THERE is a plan in England, originated by women, to settle groups of about a dozen women each on farms near towns. On these farms, bee-keeping, poultry-keeping, butter-making, cheese-making, milking, market-gardening, vegetable, fruit and flower growing, will be taught by a trained gardener, and the produce will be sold direct to the consumer, through the medium of travelling shops to avoid middlemen. The Principal of the Kent Horticultural College said about it: "If I were free to do what I wish, I would like to have twelve unemployed older women at the College. I would give them a year's training in all branches of farm work and let them carry through the scheme in a small way. I see no reason why women should not be successful on the land just because they may have failed elsewhere. Of course the women would need to put their whole heart into the work, for farming is a

wholetime job. I would like to make the demonstration to see if the communal farms run by women would pay. The test would take at least three years."

RURAL MATERNITY SERVICE

A GREAT scheme has been brought forward by the Mysore branch of the Indian Red Cross Society. There are seven varieties of maternity and child welfare schemes mentioned, viz., (1) the establishment in every *mohalla* of maternity homes in which the midwives could do their work in quiet and clean surroundings, (2) the establishment of *creches* at the hills, (3) the nursery school movement, (4) the establishment of anti-natal and child welfare centres in smaller towns, (5) bringing the benefits of medical women once or twice a month with the aid of a small organisation to very small towns, (6) provision of maternity homes in the villages and (7) increase in the number of midwives. The most important need seems to be the want of midwives. It was suggested that there should be one midwife at least for every *hobli* or group of villages, the cost being met by the government, by the District Boards, by the Panchayats and by the Red Cross. This is a good scheme and bids fair to supply a very much required rural maternity service for one mother in at least five, instead of for one in ten as now.

COTTAGE INDUSTRIES

A PUBLIC meeting of women in Travancore considered the encouragement of industries, like screw-pine mats, lace and embroidery, bell-metal articles, ivory and inlaid work. Not only were better methods of design and production required, but also there was a need for sales depots at different places, attached to one at the centre, and the whole to be worked on a co-operative basis, thus doing away with middlemen.

TOPICS from PERIODICALS

HEALTH OF SCHOOL-GOING CHILDREN

In the course of an article contributed to the *Progress of Education*, Dr. V. B. Gokhale writes:

"Every young person's education is a continuous process from day to day, for years together. This is naturally to be shared by both the parents and teachers alike. A boy or girl really spends five-sixth of the day out of school under the apparent supervision of responsible parents. This very fact needs complete co-operation of parents and teachers, to ensure which every school should have a parents' association as an integral part of its system. There should be free exchange of mutual confidences, the primary object being to maintain uniformity of discipline, supervision in character-building, inculcation of healthy habits both in school and out of school. Children are prone to observe and imitate their elders. It is up to the parents and teachers to set good example for these youngsters. The association will form one of the means to induce parents to take a lively interest in the doings of the school. This is my first suggestion for your close consideration. My second point before you is the physical training of the pupils. You are all doing full justice to the education of the mind. But as far as I can judge, at present extremely meagre attention is paid to the development of the body. Although every one of us is so familiar with the time-honoured dictum, sound mind in a sound body (*sareera madyam khalu dharma sadhanam*), very little importance is given to this part of education.there should be no school hours for at least a couple of hours after full meal. Neither pupils nor teachers can do full justice to themselves during this period. In tropical countries like India, early morning is the best time both to impart and receive knowledge, which undoubtedly requires great concentration of mind. One is fresh after a good night's rest. In Egypt all transactions are suspended between the hours of 12 noon and 3 P. M. Once this point of paramount impor-

tance, entirely in the interest of our youngsters, is grasped and accepted all other difficulties can be smoothed away."

SAHARSA GIRLS' SCHOOL

Mr. Basudeva Narain Sinha of Saharsa gives an interesting account of 'A Modern School,' in the current number of the *Moga Journal for Teachers*. He pays a glowing tribute to the work of the American Missionaries working in that remote corner of Bhagalpur in Bihar and Orissa. The school he refers to is the Mission Girls' Upper Primary School at Saharsa.

He writes: "It affords ample opportunity for its girls to learn by doing and equips them to face the stern realities of life in all spheres. It aims at making the school a home, although for want of room it cannot be run on the cottage system. However, it provides scope for the girls to be better women both spiritually and morally, realise the value of thrift, and the dignity of labour, the force of perfect health, and impart education to develop the intellect. The girls of higher classes receive a good deal of practice in the duties of a mother, in caring for and feeding infants and small children, although no specific course of study has been drawn up for such training. They also receive lessons in nursing the sick by assisting in the sick room.

"The girls maintain their own plots of garden and grow seasonal vegetables to be used in their kitchen. Cooking is a part of the daily duty. Toilet duties such as washing and cleaning are also performed by the girls themselves. Handwork receives proper attention and is a spur to progress.

"It will thus appear that in the Saharsa Mission Girls' Upper Primary School you find in a girl, a trained housewife, a practical mother and a modern student—three in one and one in three."

Special study of similar institutions from different parts of the country are quite useful and of practical importance to the educationist.

Foreign Currents

TRAINING OF TEACHERS

4th International Conference

The fourth International Conference on Public Education, organised by the International Bureau of Education, was held at Geneva from July 15th to 19th. Among the resolutions passed by the Conference were the following:—

The Conference expresses the wish:—

That the age of admission to the teaching profession, and, consequently, that the age of admission to training centres, should be such that the young teacher, before entering upon his duties, shall have acquired a sufficient moral and intellectual maturity, and a deep consciousness of the importance of his task and of his responsibilities;

That the selection of candidates should not depend solely on knowledge acquired, but that moral, intellectual and physical aptitudes should be seriously taken into account;

That the studies of future elementary school teachers should be free, or that, at any rate, scholarships should be awarded to meritorious but necessitous candidates.

The Conference believes:—

That the professional and pedagogical training properly so called should be given in addition to a good general culture;

That, consequently, the duration of studies should be such that the pupils shall be assured, without overworking, both a general culture and a sufficient professional training;

That, nevertheless, it is possible to give this general culture first and to leave to the training centres (Universities, Faculties of Education, University Institutes of Education, Academies or Teachers' Colleges, Training Colleges or Normal Schools) only the professional training at least in countries where it is not deemed possible culture and the pedagogical training in the same school.

That, in view of the professional training of future elementary school teachers, the curricula and the timetables should include not only

the theoretical study of education and of the auxiliary sciences, but also serious practical training;

That a place should also be given to those economic and artistic disciplines in which the elementary school teachers must latter initiate the pupils entrusted to their care, either in schools or in organisations of post-school education; and that in addition account should be taken of the important role of physical culture in training the personality;

That particular importance shall be accorded to the model schools annexed, and that these shall include rural schools as well as urban schools;

That the training of urban teachers and of rural teachers, where it is deemed necessary to differentiate, should be of the same level and should confer the same status;

That the young teachers should not be permanently appointed until they have completed a sufficiently long period of probation, rationally organise and properly controlled.

PROFESSIONAL TRAINING OF SECONDARY SCHOOL TEACHERS

The Conference, considering that, in nearly all countries, secondary education is at the present time the subject of great reforms and sometimes even of complete re-organisation; and that it is important to seize this opportunity to further improve the professional and pedagogical preparation properly so-called of future secondary school teachers at the same time as their general training:

1. Particularly draws the attention of the responsible school authorities to the importance of this problem;

2. The Conference recognises the necessity of assuring future secondary school teachers a well developed scientific training in University institutions or in establishments for higher education, consequently recognise that this scientific training necessitates a certain specialisation;

3. But believes that this specialisation should not be too premature nor too narrow—that the training of future secondary school teachers should not be limited only to the subjects to be taught—but that it should include in addition:—

(a) A systematic moral training in the duties of the teachers;

BOOK-REVIEWS

THE NEW METHOD READERS—Reader I.
A, Primer; Reader I. B; The First Supplementary Reader I; The Second Supplementary Reader I; The Third Supplementary Reader I
By Michael West M. A., D. Ph., I. E. S.
(Longmans Green & Co. Ltd.)

The teaching of English to Indian boys and girls has always been a problem. Different

Continued from preceding page

(b) A sufficiently developed study of the related subjects;

(c) Theoretic pedagogical studies, of which it wishes to emphasise the importance—and which should in particular deal with psychology of the adolescent, and with modern methods of control concerning the results of this teaching;

(d) A particular training, no less essential, which should be given either in practice schools, or in systematically organised probationary periods;

4. Expresses the hope that, in the training of future secondary school teachers for girls full account shall be taken of the role that their pupils will have to play in the home and that a place shall be given in their training, as in the secondary schools curricula, to home economics, hygiene, child care and parent education;

5. Hopes that the duration of studies shall be sufficient to permit of conciliation between the demands of the general training and those of the theoretic pedagogical training and of practical training, and that adequate tests shall be provided so that students, without the natural qualities which are essential, may be eliminated before they proceed to the final certificate;

6. Recommends that in the procedures for appointment account should be taken not only of the theoretic knowledge of the new teacher, but particularly of his character and his professional aptitudes;

7. Draws the special attention of school authorities to the need of granting facilities to teachers already in posts to improve their professional status.

methods have been adopted from time to time without a preliminary study of child psychology and without a sound analysis of the kind of vocabulary that has to be selected if the maximum amount of advantage is to be gained in a reasonably minimum period of time. This difficult problem has been admirably solved by Sir Michael West. He has been engaged for several decades in carrying on a large number of experiments in the teaching of English to foreign children and the above readers are the outcome of these experiments.

The following are the merits which his Readers possess:— (a) There is a very careful selection of words. The words are introduced in the order of their relative commonness; (b) The words are introduced into the Readers not in large groups. They are so arranged that not more than three new words occur on each page. The pupil consequently finds it very easy to familiarise himself with them and obtain a mastery over them; (c) The same word is repeated a number of times in different sentences and as often as possible. (d) Every illustratable new word is illustrated by means of suitable pictures and this enables the pupils to fix the words easily in their minds. These and several other merits possessed by the Readers make them the ideal books to be placed in the hands of our boys and girls. They are sure to find that the learning of the English language is easy; the process of getting control over it in reading as well as speaking is pleasant and interesting and that it does not involve much of a strain. The Readers deserve to be widely used in all our schools.

The Supplementary Readers are as much a necessary part of this systematic course in the teaching and learning of the English Language as the other Readers. They contain interesting stories, fables and fairy tales. The third supplementary Reader consists of seven little plays. As they contain no new words with which the pupil has not become acquainted in the original Readers, they enable the pupils to effectively revise their reading-books. The stories selected are fascinating and their reading will be a delight. The dramatisation in the Third Supplementary Reader is of a high order and every child is sure to appreciate the little plays it contains.

All the Readers are cheap, their prices ranging from four to six annas.

BOOK REVIEWS

THE NEW METHOD COMPOSITION—Book 1
By Michael West M. A., D. Ph. I. E. S.
(Longmans Green & Co. Price Annas-8.)

This composition book is based on the Readers through which the pupil is first expected to go. Exercises are so arranged that the child will be in a position to learn and practise the correct usage of the words with which he becomes acquainted in the Readers. Lessons on Grammar are made extremely interesting.

LEARN TO SPEAK BY SPEAKING—
By Michael West

Section 1. The Elements. 10d.

Section 2. Guided speech. 1sh.

Section 3. Beginning to talk. 1s.

Section 4. Free Speech. 1s.

(Longmans Green & Co.)

These form a series of books in the "New Method Conversation Course" which is based on the same principles as the Readers viz., a scientifically selected Vocabulary and a Teaching Method which gives a large amount of practice in the use of the vocabulary. There are different types of exercises which the pupils can make use of independently of the teacher. They are also very well graded. There are the Free Speech Exercises and there are what are known as the Fluency Exercises. The combination of these different types of exercises is admirable. There is ample provision for written work. An extensive use of these books in our schools is sure to raise the standard in English which has unfortunately fallen so low in recent years.

THE NEW METHOD ENGLISH DICTIONARY
By Michael West, M. A., D. Ph.
and J. G. Endicott, M. A. (Longmans Green & Co.) 1sh. 6d.

This is a necessary sequel to the series of Readers through which Dr. West has been making the learning of English by foreigners a simpler and a more interesting task than is usually the case. This is a dictionary specially made for foreigners and it contains many features which are not found in the dictionaries ordinarily in use, dictionaries which are primarily made for English children. It contains 18,000 words and 6,000 idioms and its selection of words is up-to-date, e. g., it includes such words as Nazi, N. R. A. etc. The explanations

of these 24,000 items are written within a vocabulary of 1490 words which the pupils are taught in the New Method Readers, 1A-V. Rare and highly technical words which the foreigner will not have any occasion to use are omitted. Slang expressions in common use are included. This is undoubtedly the best dictionary in the field from the point of view of practical utility. In the small pamphlet "How to use the New Method English Dictionary," a Teachers' Handbook, the Principles on which the dictionary is based are explained.

A SCHOOL COURSE IN HYGIENE—
by Robert A. Lyster, M.D., Ch.B., B.Sc., D. Ph., (University Tutorial Press, London.)
pp. 266.

Health education has become a necessity at the present day. Living as people do in overcrowded towns and cities, depending as they do on articles of food produced perhaps in distant places and under conditions with which they are not familiar, it becomes essential for every man and woman to have an elementary knowledge of all those factors which affect their health and the health of the community as a whole. But principles of health cannot be understood unless one is acquainted with the elements of human anatomy and physiology. The book under review is written with a view to give to the readers the knowledge that is absolutely necessary in regard to anatomy and physiology and also the principles of health. The treatment of all these topics as one unit is the supreme merit of the book. It is written in simple and clear language. Technical terms have been reduced to a minimum. The book is illustrated with numerous diagrams. It will serve admirably as a text book in Hygiene in our schools and it will be of great use to the general public also.

ELEMENTARY FRENCH COURSE—
by H. V. Jervis, M.A., (University Tutorial Press, Ltd., London.) pp. 100 with a vocabulary. Price 1 sh. 3d.

As the title itself shows, this book is intended for children undergoing elementary training in French. At this impressionable age they learn a new language in the most effective manner by the Direct Method, and this book is very well suited for it. By undergoing the

SPORT FOLIO

CRICKET

THE three days match between the Indian 'Varsity Occasionals and All Ceylon ended in a draw. Ceylon was represented by Messrs. Mendis, Clover Brown, Jaya-Vikrama, Kelaart, Porritt, Gunasekara, Joseph, De Saram, Schokman, Jayasundera, and Dekretser. The Indian team was represented by Messrs. K. Bose, Banerjee, Merchant, Palia, Wazir Ali, Contractor, B. Bose, Dr. Gunasekara, Puri, Surita and

Continued from preceding page

Practice and Drill laid out in this book it may be easy for children, as is claimed in the preface, not only to speak French but also "to write it and to understand it when they hear it spoken or when they read it," of course, in their limited sphere. This is achieved without taxing their brain with French equivalents of English words.

In Part I, without bothering the pupils with rules of pronunciation, exercises are begun straight away, enabling them to imbibe all their ideas about things found in the classroom and about actions performed with ease then and there. The pronunciation of words will be acquired practically from the teacher. In the next Part grammar is introduced, shorn of all technicalities. All rules are carefully omitted so that the teacher may make the child itself formulate the simple rules from the copious examples given under each heading. The third Part is greatly helpful to test the progress of the pupil at every stage. There are connected narratives in the last Part for translation giving them glimpses of real French life. Previous to this, some stories appealing to their imagination would have been better. A few illustrations here and there as are found in all children's books in France would have enlivened the book greatly.

There is no doubt that the book as it is is very useful for the little children in schools.

Y. S. Ramaswami. 'Varsity Occasionals scored 453 for 9 and declared. Ceylon in the first innings obtained 204 and in second innings 171 for 7 wickets. Clover Brown was the outstanding batsman for Ceylon and was 100, not out. Palia for the Occasionals put up a brilliant 118 runs. De Saram distinguished himself as a bowler in the Ceylon team and Y. S. Ramaswami captured the most wickets for the Indian side. The Indian side was weakened by the unavoidable absence of Nissar and Nazir Ali.

ECCENTRICS VS., 'VARSITY COLLEGE

The University College team from Colombo played a series of matches against local teams in Madras. Their first match was with the Eccentrics.

In the Sind Pentangular Tournament, the Hindus met the Parsis in the finals and won the match by 113 runs.

TENNIS

IN the Bowring Institute Tournament the Junior Doubles winners are Dr. Nagaraja Rao and Sreenath, the runners up being Khaliq and T. W. D. Naidu.

The Americaa Lawn Tennis Championship was again won by Wilmer Allison at Forest Hills. He beat Sidney B. Wood in the finals.

ATHLETICS

THE World's greatest runner Paavo Nurmi who is described as the phenomenal long distance runner and probably the most wonderful runner of all time, has definitely retired at the age of 38. It is stated that Nurmi will devote his time to coaching Olympic teams from Finland.

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. 6. Should religious education be given in educational institutions? Don't you think the proper place for religious instruction is the home?

Answer. There can be no two opinions on religion being the basis of all education. Cultivation of the intellect without any reference to the deeper meaning of life will produce at best a soulless civilization attractive in its material splendour but rotten at the core. That is why no educational system in ancient India was purely secular. The yoga system for example begins with a moral discipline which was to act as a restraining influence on the extraordinary psychical powers to be released at the next step and the whole of it was to be governed by the religious purpose of attaining Samadhi. What is true of yoga is in general true of all ancient Indian educational systems. The same can be said of education in Europe during the Middle Ages. But undue association with religion had its defects in religion domineering secular studies to such an extent that no freedom was allowed them to develop in an unfettered way in the search for scientific truth. On the other hand, the independence that secular studies have claimed has resulted in the error of the opposite kind. Without the sobering influence of religion, science and life based upon such science have become soulless. If before we fought with stones and sticks, now we have learned to fight with bombs and shells. The animal in us has not yet been killed. Education worth the name ought to make us more of men and less of the animal. It ought to enable us to have a right sense of values. The cash nexus of modern life is making us more worshippers of mammon. The chief defects of modern age seem to be materialism, secularism and irreligion. If

this tendency should continue our civilization will soon be swallowed up in chaos and confusion. The only hope of the future is religion. The home certainly has a great part to play in sowing the seeds of religion in the minds of the youths. The educational institutions also have their own part to play. If they fail, there will be gap in the training of the youths which no other agency can fill. There are, certainly, many practical difficulties in a country like India with its many religions. But the need for religious education is so great that some way out must be found. The problem can be solved in some such way as this. The Government institutions may offer instruction in all the major religions, viz., Hinduism, Christianity, Muhammedanism. The private institutions may concentrate on the particular faith for which they stand and have a Conscience Clause to safeguard the interests of those who have a conscientious objection to that particular teaching. If the numbers of such students should justify the move, parallel instruction in other religions should be offered. So far as University colleges are concerned they may either, like Government colleges, offer instruction in all the major religions of the land or work out a scheme of higher religious principles that will equip its alumni to meet successfully the three common enemies of religion and a stable civilization. In any case, we feel, educational institutions, of the higher or lower kind, cannot shirk their responsibility in this matter and leave it all for the home to tackle, merely because there are certain practical difficulties in doing their part of the great task.

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---*Hindustan Review*

The Teaching of English In India

BY

M. S. H. Thompson, B. A., I. E. S.

Principal, Government Training College, Rajahmundry

AND

H. G. Wyatt, M. A., I. E. S. (Retd.)

Formerly Principal, Central Training College, Lahore

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Mysore Dewan's Appreciation

Sir Mirza Ismail's Private Secretary writes to us under date 6th November 1935:

"I am to convey to you the Dewan's appreciation of the high ideals by which your journal is inspired and of its thoughtful contribution to the solution of the educational problems of the country. He wishes your Journal a career of increased usefulness in the future."

§ § § §

Moga Journal's Review

The Moga Journal for Teachers' writes in its recent October Number:

"The excellent monthly began its second volume in July. It is a forum for expression of views on all phases of educational theory and practice, and has already published a number of significant articles. Distinguished Indian writers contribute, and the editorials are of a high order. The general point of view is that of progressive education, adapted to Indian traditions and present-day conditions. We heartily welcome this new organ of educational opinion."

His Highness the Maharaja of Travancore
Confers 'Veera Srinkhala' on Dr. Cousins



KULAPATHI DR. JAMES H. COUSINS

THE Associated Press of India of November 2 gives wide publicity to the investiture of Dr. James H. Cousins, the Irish poet now Principal of Madanapalle College, Madras Presidency, India, with the ancient decoration of the *Veera Srinkhala* or bracelet of heroism, and ceremonial robe, by His Highness the Maharaja of Travancore, during the birthday celebrations of the latter. The decoration is the sequel to the organization by Dr. Cousins of the State Gallery of Indian Painting recently opened by His Highness, and is regarded as a unique event since Dr. Cousins is, as far as can be ascertained, the first westerner to receive this

coveted recognition of eminent service to the State. The bracelet, formerly conferred on warriors, is the highest distinction in the gift of the Maharaja. It is made by hereditary palace goldsmiths after a traditional model, of patterned gold in short overlapping sections, an inch in diameter, one third of the bracelet being encrusted with precious stones in traditional patterns. The robe is of scarlet Kashmir cloth with heavy gold embroidered borders. This is usually given to scholars. The two together symbolise high cultural achievement. The *srinkhala* is mentioned in the oldest literature of India.

GOVERNMENT OF INDIA CIRCULAR LETTER on Educational Reconstruction

By Principal K. S. VAKIL,

M. Ed., M. R. S. T., F. R. G. S., I. E. S. [RETIRED]

IT is, indeed, gratifying that after a period of inaction dating from the abolition of the Bureau and the Central Advisory Board of Education on the recommendation of the Inchcape Retrenchment Committee in 1923, the Government of India have publicly recognised the genuineness of public dissatisfaction with the present system of education in this country and invited opinions on the subject from Provincial Governments. Notwithstanding the transfer of Education to the control of the Provinces, the Government of India cannot divest themselves of their responsibility for the direction of the general policy in Education in India, since India is one federated unit whose general advance depends largely on the extent and quality of the education of the people of the provinces federated in it. India is represented, treated, and judged as one unit in all international educational organisations, committees, and conferences, such as those of the League of Nations Committee on Intellectual Co-operation and the World Federation of Educational Associations. The children of the people of the provinces are as much potential citizens of India as they are of their respective provinces. The Indian citizenship of the people is indistinguishable from their provincial citizenship. The Provincial Departments of Public Instruction were all organised on the general lines indicated in Wood's Edu-



cation Despatch of 1854 and still retain much of their original character. Further, as the Auxiliary Committee of the Indian Statutory Commission (p. 277) observed, "Education is a subject in which fresh advances are being constantly made and India cannot afford to remain behind other countries in educational progress. New and more efficient methods of teaching are constantly being introduced all over the world. Moreover, it is essential that each province should be kept constantly in touch with the experience and progress of other provinces. The *Annual Review* published by the Government of India and the *Quinquennial Review* are quite insufficient for the purpose."

2. The first resolution of the last Universities' Conference at Delhi recommended, as a practical solution of the problem of unemployment of the educated and as a means of enabling Universities to improve their standards of admission, "a radical readjustment of the present system of education in schools in such a way that a large number of pupils shall be diverted at the completion of their secondary education either to occupations or to separate vocational institutions." This resolution implied that in the opinion of the Conference, diversion of pupils unfit for literary education should take place on completion of the secondary stage of their education.

The conference appears to have left out of consideration the educated unemployed standing below the level of matriculation, e. g., passed boys and girls who are turned out by our primary and middle schools in larger numbers every year than are matriculates by our secondary schools. If the problem of unemployment of the educated is to be effectively attacked, it appears necessary to take into account not only the unemployed graduates and matriculates but the much larger numbers of the unemployed primary and middle school pupils, for it is unemployment of these latter that drives a not inconsiderable number of them to secondary schools and swells ultimately the number of those seeking admission to the Universities.

Further, if a radical readjustment of the present system of education is to be attempted, the readjustment should proceed from the bottom upwards, i. e., from the Primary stage to the Secondary and from the Secondary to the University; not from the top downwards, as appears from the wording of the second resolution to have been done by the Conference. The Conference first laid down the minimum period of study at the University for the Pass degree; and then the normal length of the total period of instruction at school and college. This contrary-wise treatment of the question of educational readjustment by the Conference is exactly what was done by the builders of the present system of education in India. They built from the top and began with the establishment of colleges and universities and thought of organisation of the primary stage of education at a much later date. They worked on the "downward filtration" theory that the higher education of the few would in course of time filter down to the bottom and be the means of education of the masses of the population. It is, however, satisfactory after all that the Conference included the Primary stage in its consideration and restored it to its proper place in the division which it indicated of the total period of instruction.

Lastly, one cannot help remarking that the consideration given to the question of radical readjustment of the present system of education is so scrappy and so inadequate (Dr. Paranjpye who moved the first Resolution in the Conference did not himself consider the Resolution "satisfactory" or "of great immediate practical use") that the resolutions, as they stand, can be used only as basis for further and fuller discussion of this very important subject, as they have been used by the Government of India. To do full justice to the subject, it appears desirable and necessary for the Government to treat "Education" as an organic whole, including in it all its stages from the lowest to the highest, and to make it the subject of detailed consideration by a body of educationists concerned not only primarily in University education but in Education as a whole from start to finish as a means of progress and uplift of the entire population of the country. For such comprehensive consideration, nothing less than a Royal Commission on Indian Education appears to be needed at the present juncture. The Indian Education Commission of 1882 considered the primary and secondary stages of education; the Indian Universities Commission of 1901 considered only the University stage; and the Calcutta University Commission considered largely the problems concerning the Calcutta University. The question of Education in all its stages has not yet been considered in a public and comprehensive manner.

3. The Conference recommended that the total period of education should in no case extend beyond 15 years and that it should be divided into 4 stages called Primary, Middle, Higher, and University. Proceeding more or less on the basis of these recommendations, Provincial Departments of Public Instruction would be well advised to readjust their present systems of education as indicated below:—

(a) *Primary stage* consisting of stds. I-IV and covering a period of 4 years, with

the vernacular as the medium of instruction and with literacy and simple manual training as its main objectives. It is pertinent to note in this connection that the Bengal Government have proposed in their recent scheme a four years' course for the Primary School stage.

(b) *Middle stage* consisting of stds. V-VII and covering a period of 3 years, with the vernacular as the medium of instruction. Its objectives should be to give a fair knowledge of the mother tongue, elementary arithmetic, provincial history and geography, elementary physiology and hygiene, drawing, light wood-work, needle-work for girls, and, where there is an effective demand for it, English and pre-vocational training in agriculture, industry, or commerce.

(c) *High stage* consisting of stds. VIII-X and covering a period of 3 years, with the vernacular as the medium of instruction in all subjects except English. Its objective should be to give general school education corresponding to what is given at present in our high schools and where there is an effective demand for it, vocational training in agriculture, industry, or commerce, and, for girls, in home economics.

Education in this stage should close with a School Leaving Examination to be held by Divisional Examining Committees, under the direction of the Department of Public Instruction and to be recognised by Government and other public bodies as qualifying for admission to lower branches of the public service, to primary training colleges, and to industrial and technical institutions. Recognition and inspection of schools up to the end of this stage should rest entirely with the Government Department of Public Instruction. The University should have nothing to do with it. Thus would High Schools be enabled to free themselves from the domination of the University Matriculation Examination.

(d) *Higher stage* consisting of a course of 2 years for High School pupils who have passed the School Leaving Examination

and who desire to prepare for the University Matriculation Examination. The medium of instruction in this stage should be English in all subjects and its objective should be preparation for the University Matriculation Examination. It should give instruction of a higher grade, than is at present given in our High Schools by our present school teachers, in subjects leading to the Arts courses or Mathematics and Science courses of the University. The Higher School course should close with the University Matriculation Examination which would be held either in Arts subjects or in Mathematics and Science subjects. The proposed Higher school would be a higher type of secondary school between the present-day High School and the University likely to produce a better quality of recruits for the University. Inspection and recognition of the Higher schools proposed should rest entirely with the University. The Government Department of Public Instruction should have nothing to do with it.

(e) *University stage* covering a period of 3 years, offering bifurcated courses in Arts and Mathematics and Science from the first year.

4. The scheme of educational readjustment outlined above provides for practical training as well as for intellectual training and is calculated to meet the present insistent demand for a practical turn being given to education. If education is to be divested of its present literary character, a beginning in this direction should be made in the School by inclusion of practical work in its curricula for the different stages. Under the scheme outlined above, the Primary school pupils would do drawing and hand-work. The Middle school pupils would do drawing, practical geometry, light wood-work, and needle-work, and would also be given agricultural, industrial, or commercial training of a pre-vocational character, if there was an effective demand for it. The High School pupils would in addition to their ordinary instruction, receive agricultura-

ral, industrial, commercial, or domestic training of a vocational character, if there was an effective demand for it.

In the Philipines, after the first four years of the Primary course, three alternative Intermediate courses, each of 3 years, viz.,—a General Course, a Farming Course, and a Trade Course, are provided to suit different needs and aptitudes of pupils. Again, at the end of the Intermediate Course are provided 7 alternative Secondary Courses, each of 4 years, viz., (i) a General Course, (ii) a Home Economics Course, (iii) a Farming Course, (iv) a Trade Course, (v) a Commercial Course, (vi) a Normal Course for those who would be elementary teachers, and (vii) a Nautical Course for sons of sea-faring people living on the sea coast.

The 'Mittelschule' which is a post-war development in education in Germany and is based on the four years' course of the 'Grundschule' is both cultural and vocational in aim and offers vocational (industrial, commercial, domestic economy, and other) as well as general courses of instruction.

Even in England, the Education Committee of the London County Council has recently suggested the establishment of a system of post-primary education which will function as an integral whole rather than in separate departments or types of school like the present system of senior, central, secondary, and technical schools which are now administered under different sets of regulations" and the organisation of "a new type of school which would be large enough to provide within its four walls most of, or all, the activities now carried on in existing types of post-prim-

ry School." It is considered that "more fluidity between all types of post-primary schools is desirable in order to secure that every pupil gets the type of education most suitable to his ability and particular bent." This new type of school would, it is expected, "help to break down any prejudices which may exist regarding the relative merits of one type of post-primary education as compared with another."

The suggestion that vocational training should be ordinarily provided in separate vocational institutions after pupils have completed the proposed shortened secondary course does not appear likely to produce the desired result. Pupils who have been nurtured on literary instruction for 9 years are hardly likely to turn back from the literary course they have pursued for such a long time and take willingly to an altogether different kind of course in a separate institution designed for pupils considered unfit to proceed to the higher secondary course and, by so doing, get themselves damned as 'inferior' in public estimation. The history of industrial and technical schools in the country bears witness to the fact that because of their general treatment as inferior, they are not able to attract the same quality of pupils as ordinary secondary schools.

5. According to the scheme above outlined, there would be only two public examinations:

(i) The School Leaving Examination to be conducted by the Department of Public Instruction at the end of the 10 years' course, and

(ii) the University Matriculation Examination at the end of two years' instruction in a Higher School.

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.

—Bishop Waller.

VERNACULARS, THE MEDIA PAR EXCELLENCE

By Mr. B. RAMACHANDRA RAO, M. A., L. T.,

Principal, Hindu College, Guntur.

LANGUAGE is the means by which we can give articulation to our thoughts. The metabolism of thought proceeds in the easiest, most lucid, charming, and effective manner in the mother tongue which from the outset of the child's sentient existence constitutes "the anchor of his purest thoughts, the nurse, the guide, the guardian of his heart and the soul of his moral being." To the Sanskrit adage "*Janani Janmabhūmisha Swargadāpi garisaya*" (Heaven itself is not sweeter than mother and motherland.) We may include '*Janmabhāsha*' (mother tongue) and justly postulate that these three constitute the origins of man's physical, mental, aesthetic and spiritual unfolding. Though the mental processes are the same with man wherever he may live and whatever language he may speak, yet his inborn impulses find readiest expression in his own mother tongue in a mould peculiar to itself and with an emotional connotation acquired in infancy. The trees in a garden may all draw their sustenance from the same soil, air and water and yet each tree will retain the peculiarities of the species to which it belongs. So also with languages. The multiplicity of tongues does not hamper the evolution of identical culture and civilization but the subtlety of feeling and expression will vary from language to language. The devotional songs of the Hindus differ in subtlety and melody according to the Vernacular in which they are composed. The "Song Offering" of Rabindranath—"Gitanjali"—which earned for him in its English garb the Nobel Prize in Literature—was originally done in Bengali, the Poet's mother tongue, and report has it that the English counterpart pales before the original in melody and subtlety of expression. Hence the superiority of the mother tongue as the only intimate and expressive channel for the free flow of subtle thought and

emotion. As Sweet puts it "the truly original mind seizes instinctively on the most efficient means of expression at its command—that is to say, it prefers to express itself in the language it knows best, which is its own."

The claim of the Vernacular to be the best medium of instruction in schools and colleges goes unchallenged by the practice all the world over. But it is unfortunately not recognised in our country, and this is largely due to political and other considerations. It is often asserted that India is merely a geographical expression and that its congeries of races and tongues militate against national unity. But this argument ignores the undoubted existence of fundamental unity of cultural and civilization amidst apparent diversity of race and language which is but an illustration of the infallible cosmic principle of diversity amidst unity, and unity amidst diversity.

Though the British rule became a *fait accompli* after the battle of Plassey, it was only three quarters of a century later that English rulers felt the need for enunciating an educational policy for territories under their control. In this they were guided by the shining example of the Romans who in their time were unsparing in their efforts to spread their language and culture in all their dominions—a system of cultural mechanization for inducing loyalty and obedience in subject peoples and for consolidating their rule.

Down to 1833 the despatches of the Court of Directors to their agents in India showed evidences of concern for the education of the natives of the soil and grants were awarded for the encouragement of indigenous languages and culture. The permanent establishment of the British rule in India brought in its wake new ideals and aspirations and there was controversy over

the content and the vehicle of education. The Orientalists were for perpetuating the traditional learning of the land while the Occidentalists, with full faith in the superiority of western science and culture over indigenous learning, were for the wholesale supersession of the latter by the former. The cause of the Occidentalists gained momentum on the appointment of Lord William Bentick as Governor-general of India who, in collaboration with Macaulay, issued the famous Resolution of March 7th 1835, by which the native population was to be educated in western science and culture, through the medium of English language. To make this policy effective and immediate English was proclaimed the official language, and competency in that tongue was made a necessary qualification for appointments in the Company's Service.

The sponsors of this new policy in education looked forward to the emergence of a new class of persons Indian in blood and colour but English in taste, in opinions, words and intellect, so that they, steeped in ignorance of the hidden wealth of their own racial learning, might adore everything western and loyally serve "the powers that be". The filtering down of western culture and science to the masses through the westernised Indian seemed however as time went a remote possibility.

The suppression of indigenous languages and culture and the super-imposition of an alien tongue and culture, do not easily make for a cultural renaissance. The promotion of a true renaissance is possible only through the rejuvenation of Vernaculars and this is evidenced by the phenomenal progress of Japan in the second half of the 19th century and of the Irish Free State in the second decade of the present century.

Henry Hudson reviewing American education in the middle of the 19th century comments thus on the impediments to straightforward thinking of application in early youth to one or two modern languages in addition to the mother tongue.

"On the general subject, however, I have to remark further, that our education, as it seems to me, is greatly overworking the study of language, especially in the modern languages. From the way our young people are hurried into French and German, one would suppose there were no English authors worth knowing, nor any thought in the English tongue worth learning. So we cram them with words, and educate them into ignorance of things, and then exult in their being able to "speak no sense in several languages". Surely a portion of the time might be as innocently spent in learning something worth speaking in plain mother English. When we add that, with all this wear and tear of brain, the pupils ten to one, stick to the crust of words, and never get through the marrow of our thought, so as to be at home in it, our course can hardly be deemed the perfection of wisdom." *Mutatis mutandis*, these remarks apply to conditions in our own country at the present moment.

Of the harmful effects of a foreign tongue as the medium of education, we have the pontifical verdict of Rabindranath. "Like Hanuman who, not knowing which herb might be wanted, had to carry away the whole mountain top, these boys, unable to use the language intelligently, have to carry in their heads the whole of the book by rote. Those who have extraordinary memories, may thus manage to carry on to the end, but this cannot be expected of the poor fellows with only average brain power. These can neither get through the closed doors of the language barrier, nor have they any means of escape by jumping over it" (Modern Review 1917). Education through foreign tongue has suppressed originality and imposed a very severe strain on young brains.

The findings of the Calcutta University Commission point to the same conclusion and suggest a solution quite in agreement with needs of the situation.

"No young man in England would be considered to have received a sound and

good education unless he possessed a mastery over his own vernacular, had learnt to avoid grammatical errors and had acquired a taste for niceties of the idioms of his mother tongue."

"We are emphatically of opinion that there is something unsound in a system of education which leaves a young man, at the conclusion of his course, unable to speak or write his own mother tongue fluently and correctly."

"We are disposed to think that the educated classes in the various provinces of India will, like those of some other countries both in the British dominions and elsewhere, wish to be bilingual, to use their mother tongue for those dear and intimate things which form part of life from infancy upwards, and which are the very breath and substance of poetry and of national feeling; to use English as a means of inter-communication necessary for the maintenance of the unity of India and of touch with other countries, for mutual interchange and stimulation of ideas in the sphere of scholarship and science, and for the promotion of that interprovincial and international commerce and industry on which the economic future of India will largely depend."

The infusion of western culture and science through the medium of English is really an anomaly of anomalies and the double impediment of an alien tongue and an alien culture, has prevented the healthy assimilation of occidental and oriental cultures, making for a remarkable evolution of new life and thought. As a matter of fact in its initial stages and even much later, western education through English was taken undue or unfair advantage of by the most articulate classes of society who had been long accustomed to carry book-loads of knowledge in the brain by their remarkable feats of memory. There was little chance of the dissemination of the newly acquired culture through vernaculars to the lower strata of society in as-much as the educated few were absorbed in the

onerous duties of official life. The cultural conquest of the West became absolute during the second generation of the educated classes. One sided and wholesale admiration for western culture and English language in the votaries prevented a proper appraisal of the oriental culture which is essential for the effectual operation of the forces of renaissance that the impact of the two cultures should necessarily generate. Education has become lopsided and spent itself in the perfection of mere intellectual forces to the utter neglect of aesthetic and spiritual values.

The triumph of English as the *lingua franca* of the educated classes and the resultant awakening of the true national spirit would have produced immediate and far reaching results but for the submergence of vernaculars and the hibernation of oriental cultural. But a political incident of 1905 served to switch the attention of the educated classes to an investigation of the possibilities of indigenous culture and languages. There followed a rapid rejuvenation of vernaculars and there sprang up quite a crop of literature in every branch of knowledge, and if advantage were taken of this renaissance of vernaculars, literacy and vernacularisation of studies would have made rapid strides by this time.

English education presented such a fruitful fascination to young men that they for a long time treated vernaculars with utter contumely and it required the stimulus of a national awakening to attempt the salvage of vernaculars. In the effort to enrich vernaculars to enable them to carry the nutrition of western culture and science to the nation, an inevitable conflict arose between the Pandits of vernaculars, and the English educated scholars in the Andhra country. The latter, in their endeavour to purvey the rich stores of Western culture through the vehicle of vernaculars, cast to winds sometimes traditional rules of grammar and rhetoric and the renaissance of letters has assumed an iconoclastic turn and has violated the natural process of

linguistic evolution. Two schools of thought have cropped up among the educated in the Telugu country—the one for bringing out texts of the non-language subjects in the ordinary language of the people without regard for grammar and rhetoric and the other demanding scrupulous attention to the disciplinary linguistic code to maintain the pith and dignity of the language. Every vernacular traditionally traces its descent from a classical language and all innovations in the diction and grammar of the vernacular, should be carried out so as not to impair the derivative and grammatical connections with the original classical model. In liberalising and replenishing the vernaculars care should be taken that there is no divergence between the language of general knowledge subjects and that employed in the texts intended for the improvement of the vernacular itself. It will be a most harmful distraction for the pupils to be privileged to neglect linguistic rules in one lesson and observe them in another. The subject of scientific terminology is another vexed problem that waits consideration from two aspects. To incorporate or invent from a vernacular or an allied Indian classic, terms of appropriate scientific connotation may appear to be the safest method but to avoid equivocal or incongruous formations, there should be an authorative and exhaustive glossary for every general knowledge subject and this can be achieved only by a body of subject and language experts, preferably by an academy wherever such exists. This view point is rational and agrees with the spirit of vernacularisation. But the second view avers that the foregoing procedure will introduce a Babel of scientific terminology which, if adopted right up to the conclusion of the University studies, will impede inter-University co-operation and co-ordination in studies and conferences. The widely accepted international terminology should constitute the currency of thought at all Universities to afford easy collation of advances in research and keep the Indian votaries of Scientific Learning as members of

the International League of thinkers and research scholars.

This naturally compels our attention to the collateral subject of the place of languages in Indian Education. Uninformed public opinion, as though teachers have nothing doing, expects of them to endow the pupils with all sorts of equipment to meet every contingency in life. It is often forgotten that home and society incidentally provide a portion of the equipment necessary for every child to be useful to itself and its fellow beings. The unfailing operation of the laws of limits and optima is recognised by entrepreneurs in agriculture and industry. According to the law of limits, almost any environmental condition becomes fatal if it is either too intense or too weak. By the law of optima between the upper and lower limits of every environmental condition, there is a certain degree of intensity which is most favourable to any given organisation or activity. Between the optimum and the limit of any condition there is of course, every gradation. Even so in the realm of education the influence of these laws is felt and may be discreetly utilised in determining the number of languages and types of knowledge to be brought up. Confining our attention to linguistic studies we may say that the mother tongue is irreplaceable and unchangeable and its claim to act as the main vehicle of knowledge has already been established. The need for learning one or more additional languages has been voiced by scholars from centuries onwards. "For even as a hawk flieth not high with one wing, even so a man reacheth not to excellency with one tongue." (Roger Ascham) "The main object in learning other languages is to get a correct knowledge of one's own." (Jespersen) The Indian youth will have to concentrate his attention in early years on the mother tongue and the Indian classic with which it is allied.

In recent years, as a result of the insurgent national feeling, an earnest attempt is set on foot to consolidate the national posi-

tion in culture and politics by making Hindi the *lingua franca* of the masses as a counterblast to English which has established itself as the common tongue of these educated in western culture and science. We seem to be in for a battle of the languages. Hindi may be welcomed as a supplement to English but should never be allowed to supersede it, for English, on account of its superior position as an international language of culture and commerce, becomes indispensable to India, let alone its fortified position as the 'Chief Official Language.' Proficiency in the mother tongue and the allied classic facilitates easy acquisition of Hindi even after the school days are over. Recent advances

in psychology have revealed that there is no foundation for the fear that the capacity for acquiring languages is shed early in life and this is fully borne out by E. L. Thorndike in his paper on 'Adult Learning' at the last session of the British Association. "In learning a subject like a modern language, the gain made in a given time is greater for adults between 20 and 40, than for children of any age between 8 and 12." So the cultivation of the mother tongue, an allied Indian classic and English, will meet most of the requirements of ordinary cultural and business ends, while only scholars engaged in advance research work will find the need for bringing up other modern cultural languages like French and German.

S. S. L. C. MATHEMATICS

By Mr. Ch. SREENIVASA RAO, B.A., B.Ed.,

The School, Rishi Valley (S. India).

Analysis:—

1. Secondary Education—Place of Mathematics.
2. Present Scheme—Opportunity for advancement.
3. What it should be? — (a) Elementary Mathematics (b) Optional Mathematics.
4. Text-books.

IT is now generally accepted that education is to fit the pupil for life—it must be more practical. One should study educational problems with special reference to the conditions of our country. The greatness of a nation or a country is measured by its University standards. University education can never reach the highest point of success unless the foundations are well and truly laid in the lower stage. Mr. Thakur Chain Singh has said that it is not sufficiently recognised that a good system of secondary education is at the root of national efficiency.

In our country the system of secondary education is dominated by the S. S. L. C.

scheme. Ordinarily, pupils stay in school for over a decade to complete the secondary education. One should question himself how far this secondary education is successful in laying the foundations on education of the whole man, i. e., in the following matters.

1. Pupil's physique—height, weight, strength and general health.
2. Intellectual development and acquisition of the knowledge of the physical and human environment.
3. Future choice of profession in this material world.
4. Achievement in matters spiritual and contentment with what he or she has.
5. Development of "Individuality of life" and of character and growth of mental self-reliance.
6. Behaviour in a community or in the world at large, of which he or she is a part.

As it stands, the present curriculum is a preparation not for life but for the

devillish S. S. L. C. public examination, and teachers treat the subjects of the course as ends in themselves. Ballard, in his book 'The Changing School' remarks that "Too often our pupils leave school knowing many things, but ignorant of the most important things of all—how to learn, how to study, how to find out things for themselves." Mr. Ziauddin Ahmed opines that "We are on the eve of a revolution in education with which the Government, the people and parents are all dissatisfied." So some kind of reform is necessary at this stage. Mr. Champion holds that the quality of secondary education would improve, if it is possible to exclude unfit pupils from it, but the elimination of the unfit is not in itself a reform—it is only one of the many essential conditions overhauling the present S. S. L. C. scheme. Moreover, how to eliminate the unfit is in itself a problem.

"Mathematics is one of the few characteristic types of human thought." Mr. Kant said, "A science is exact only in so far as it employs mathematics." Professor Voss says, "Our entire present civilisation as it depends upon the intellectual penetration and utilization of nature, has its real foundation in the mathematical sciences." Mathematics is an indispensable factor in secondary education. It is primarily taught, as Schultze says, on account of the mental training it affords, and only secondarily on account of the knowledge of facts it imparts. He says, "The true end of mathematical teaching is power and not knowledge." By a study of mathematics, one is led to use his or her reasoning faculties intelligently and recognise the value of *thinking*. Moreover, the pupil is led to a judicious mode of study in general and acquire mental self-reliance and independence. Every pupil studying mathematics with interest derives more pleasure from his studies than ever before. There is found, in a mathematician, the development of the power of concentration and the constructive imagination.

Now we are confronted with the question what mathematics is expected of a

boy of 16 who has completed the secondary education. This is very difficult to answer. Common-sense tells that students require very little mathematics after leaving school. Most of the professional or business callings require no algebra, geometry, or trigonometry. Of course, arithmetic has a bread-and-butter value because we need it "in daily life, in our purchases, in computing our income, and in our accounts generally". From the cultural standpoint of view, it trains one "to think clearly and logically and accurately."

I fear, I am already too long. Coming to the question of our S. S. L. C. scheme, it is deplorable to see that it has failed to devise a successful scheme so far. In other countries, fresh and interesting curricula have been evolved. In our country it is high time to frame a scheme in accordance with our own requirements and in the light of educational reforms made in other countries. Old schemes are being given up and new ones introduced.

Here we are concerned with the syllabus in mathematics of the present S. S. L. C. scheme. It is certain, as Florian Cajori says, "that the teaching of mathematics will require constant modifications in order to keep pace with the ever-changing needs of modern life." But what is the good of frequently changing the scheme when the changes are not for the better?

Fortunately, the scheme of 1934 is kept in abeyance for two years. The time to act has come. Though the S. S. L. C. Board does not think and care what happens to the education of the young boys and girls for these two years, it has given a nice and choicest opportunity for teachers to take up the question of remodelling the S. S. L. C. scheme and frame educationally sound syllabuses in various subjects of the course. And it is left to the Board to give such considerations to the valuable suggestions of the experienced educationists as they deserve.

In proposing that schools should revert to the 1929 scheme for these two years,

"All that it (the S. S. L. C. Board) has done is to take such action as will enable the representations that have been made and that may be made in future to receive the leisured and unhurried consideration their importance demands." Already a term is over, and no work is turned out in this direction. At least by the end of this academic year the Board should come to an understanding in giving a new orientation to the system as a whole, so that enterprising authors and publishers may be busy in bringing out text-books. Next year, before the schools are closed for summer vacation, the Headmasters and managements have ample time to prepare for a change and arrange everything in their schools for the following year. Time will not be lost as it had been when the 1934 scheme was hurriedly introduced.

It looks as though that most people consume more mental food than they can assimilate. There is no use of crowding the syllabus with everything on the face of the earth, attributing to it some aim or other. Mathematics, if it is taught as an informational subject, is boring and harmful to the mind. Of all the high school subjects, Elementary Mathematics "requires nothing but the plainest common-sense."

The following course in Elementary Mathematics is suggested:

The four simple rules applied to integers, vulgar and decimal fractions. (Common fractions with denominators above 100 are very uncommon in life. Not more than three decimal places are wanted).

Tables of denominate numbers and reduction of such numbers, and the four rules as applied to them. (For the majority of people the time-consuming subjects—as for example, Table of Troy Weight, Tables of Apothecaries' measures have no utilitarian value, and hence should be dropped).

Metric system. Approximations. (No contracted methods).

Averages. Factors and square root. Ratio and proportion (compound proportion and partnership should be dropped from the course, because explanation is too difficult for pupils.)

Percentage and its simple applications to compute a commercial discount and the Simple Interest on a note. (Insurance, Savings Bank account should be known).

Direct problems on Compound Interest (Equation of payments should be omitted).

Mensuration of plane rectilinear figures, circles, right prisms and right circular cylinders. (A knowledge of field book, cones, spheres, etc., not required).

Generalised Arithmetic. Simple and simultaneous equations and problems relating thereto.

Graphical solution of some problems in arithmetic, and statistics.

Simple experimental geometry, Triangles, Quadrilaterals, Polygons (of 5, 6, 8 sides), circles, and their properties. (No theoretical geometry is required).

Every process in arithmetic should be generalised. Besides, a good working knowledge of the above, a knowledge of the ordinary problems of daily life should be there. No line of demarcation should be drawn between arithmetic and algebra and geometry. A coherent treatment of "unified mathematics" should be given. That is to say, there should be a natural intermingling of Arithmetic, Algebra and Geometry as to make them all appear "one harmonious indivisible whole."

Provision should be made for those who have a taste for mathematics to cultivate it further, though that number be a small percentage of school-going population. In olden times, there was mathematics for all. And so the progress of some was limited. No attempt was made to distinguish boys having special aptitude for mathematics. Nor was there place for "experiment and intuition." Psychological experiments have shown that individuals vary greatly in their

capacities and tastes. So individual adjustments are but an imperative necessity. The syllabus in Elementary Mathematics should be in consonance with the idea as to how much of mathematics is necessary for all. Abstract problems find no place. All that is needed is experiment, observation, intuition and common-sense.

The logical and abstract points of view should prevail in optional mathematics. In taking up optional mathematics in the secondary school course, pupils should not be allowed to take it merely for the sake of its use in after-studies. They should not be allowed to choose by themselves. The last term in the Fourth Form should be devoted to find pupils who can safely take up optional mathematics.

The pupil of mathematics should appreciate the power of mathematics and the part played by mathematics and abstract thinking in the development of civilisation, in particular in science, in industry, and in other arts. In framing a syllabus in geometry, one should be reminded of Schultze's words: "A course in geometry should be principally a course in the methods of attacking original exercises; the regular book demonstrations should follow as by-products of such a course." The book demonstrations should not be made the chief object of the study. Geometry should appeal more to the reasoning power and less to the memory. That is to say our object should be to teach the method and not the facts of geometry. Hence there is no necessity for the pupil to learn a large number of propositions having no organised thought. Instead, a small number of practical and useful propositions properly organised serves the purpose. Easy riders should be set in the examination to gauge the capacity of the students during the course of study. The teacher should avoid the "bane of inaccuracy and the danger of dryness" in teaching the geometry.

Trigonometry should be included in the curriculum as it is the "back-bone" of applied mathematics. Moreover, the sub-

ject is easy and contains much that is of interest to young students though it requires more memorizing than geometry or algebra. All that is beyond the pupils' comprehension or which is logically unsound may be omitted from the course. In the selection of the subject matter in Trigonometry, the functions of the versed sine, co-versed sine, the secant and the co-secant should be deleted. Care should be taken that the functions are defined as questions of the sides of a right-angled triangle. Solutions of right-angled triangles without using logarithms should be thoroughly mastered in the S.S.L.C. class only. General definitions and problems of an advanced type may be introduced in the Intermediate classes.

One should note that "the primary purposes of teaching of mathematics should be to develop those powers of understanding and of analysing relations of quantity and space which are necessary to an insight into and control over our environment and to an appreciation of the progress of civilisation in its various aspects and to develop those habits of thought and of action which will make these powers effective in the life of the individual. All topics, processes, and drill in technique which do not directly contribute to the development of the powers mentioned should be eliminated from the curriculum.

In all these matters there is the necessity of standardised books. They are essential to different provinces. Experienced people who are in touch with the modern times only should form a symposium and bring out "sane and balanced" books satisfying the requirements of the syllabus to be framed. A sort of "unified mathematics" should be aimed at. The subject-matter should be so arranged that the topics may be taken up in the order in which they occur. When there are excellent text-books with satisfactory and up-to-date problems, they should receive the support of all. Variations will be made for good reasons. But generally teachers should follow the

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RELIGIOUS INSTRUCTION

By Mr. T. SURYAPRAKASAM, M. A., L. T.,

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"FOR forms of State let fools contend. What is administered best is best," observed Alexander Pope. Political theorists from ancient times to the present day have advocated different forms of the State and different mechanisms of government, and each has claimed precedence for his own pet form or device of others as best securing full scope for the release of the personality of the individual without prejudice to order in the community. In the sphere of politics which is now an art than a science, where experiments are made at great hazard and therefore theories should follow rather than lead practical politics, the rule of guidance laid down in Hope's quotation seems very appropriate. The thing that matters is good administration. As Wordsworth has it in his 'Ode to Duty'—"Joy is its own security." Yet philosophers, political and others, give us a warning that the security afforded by felt joy, or the satisfaction derived from a 'good' government may alike be misleading and unstable unless their true bases are discovered and found to be unimpeachable on an analysis of the subtle forces and tendencies of human nature.

What is true in the sphere of politics appears to be equally true in the realm of

Continued from preceding page

book without squandering a great many hours in attempting to develop something along some line not followed by the text-book in hand.

"In scraps of time rescued with difficulty from the calls of professional life" I shall be able to think over the matter and put forth a detailed syllabus—what the pupil should know definitely under each section of the syllabus. Meanwhile I can hope competent scholars do think deeply on this matter of vital importance.

religion, which is much more an art than a science. We may apply the aphorism of Pope to religion and say, "For forms of Faith let fools contend, what is *lived* best is best." The quarrel over the forms of faith, the doctrine, the more complex varieties of ritual, proved to undermine the welfare of humanity more than quarrels in other fields. Happily, the world has outgrown the stage when the sacrifice demanded by a religion proved to be the blood of the heathen, staining the sword of its champion. With the steady growth of culture and the progress of a comparative study of religion, there has sprung up in the civilised world a fair degree of mutual tolerance; and what little animosities still exist, do so in undercurrents of life, flaring up once in a while, perhaps only in our country, in the Hindu-Muslim tensions.

As in the life of the individual, so in the community's, the spirit that sustains and is nurtured by an effort to fight the external foe, fails when the foe is found within. Protestantism that thrived under State persecution ceased to be so potent when the outward persecutor disappeared. The peace now proclaimed among the faiths has robbed the militant Faiths of half their zeal. The sacrifice now claimed by religions is a harder thing to secure and offer, being the beast in man so often asserting itself and so fondly clung to that it is hard to separate the victim from the intending sacrificer. It is much easier for one to *die* for one's religion than to *live* for it; and those who have recognised the office of religion in the economy of life—its invaluable tapping of the main springs of life and its impetus to release the wonderful personality in man—have ever been striving to stimulate people's interest in their religion and to foster its form in a variety of ways. And all men who have sounded the depths of

life have shown in their lives a greater allegiance to the fraternity of their faith than to any other association in the world. That is the sphere in which the whole man moves drawing his nurture, plant like, from above and below—from the fountains of the past and those of the present. Its neglect is dwarfing human personality and cutting away those sinews of life which help an individual to overcome the otherwise irresistible beast in him.

Every civilised State, therefore, has sought to foster the distinctive forms of its religion with devices many and varied. It helps in rearing artistic places of worship, running imposing ceremonial and above all in maintaining associations like *parishads* and seminaries by making rich state endowments. In these days of the greatest concentration on wealth and readiness on the part of most to sacrifice all that is worthy in life on the altar of Mammon, it is the supreme duty of the State and society to keep alive the forms and spirit of religion though subsidising religious institutions and encouraging the incorporation of religion in school curriculum. Every civilised state in the world has taken upon itself this duty and has pledged itself to prepare each rising generation for life, by equipping the young with all that is best in the traditions of its race and religion. And the International League for Intellectual Co-operation has been steadily working towards purifying the current of national life from all unworthy and jarring elements, and securing perfect harmony of thought and feeling in the greater society of the world at large.

The history of our country in this regard offers a unique experience and presents a unique problem. No where else have so many religions made their home as in our country. In this sense also is our land 'the epitome of the world' as having the representatives here of every religion in the world. The streams of four principal world religions, Hindu, Boudh, Muslim and Christian, have been made to flow alongside each other and one another. The pre-Muslim

period witnessed the contest—albeit peaceful—between the Buddhist and Hindu faiths. From the eleventh century onward the Hindu Faith suffered a subordination, even from which state it reacted forcibly upon the Faith of the rulers and there arose the powerful devotional cults of Nanak, Kabir, Chaitanya in the north, and Dadu, Tukaram and Ramadoss in the south. The advent of the British and the facilities created for the spread of the faith of these 'Sahebs' has resulted in the growth of the third community in India which, though weak in numbers, is nevertheless effectively strong by virtue of its organisation. The population has been so intermixed, and the denominations in each religion are so many, that the problem of imparting religious education in schools has assumed a difficulty too hard for ready solution. It is plain that there cannot be as many schools as there are communities, nor is it desirable that children living in the same locality should be nurtured in water-tight compartments and denied the change of getting to know and grow into one another. Unfortunately, the British government, to escape the fears entertained by the natives of India at the time of the Mutiny, and also to make themselves less unwelcome rulers of the vast and diverse concourse of people, had to adopt an attitude of the much praised neutrality in religion. Though this may be defended on grounds of political expediency, the total tabooing of religion in schools or colleges, or withholding public support and concern that religious instruction demands, is more in the nature of cutting the Gordian knot, a harmful evasion of the question, than its solution.

The history of education reveals to us that it has had its start under the auspices of religious bodies. Education had a strong religious bias before the State took it up. It is therefore strange, now-a-days, to notice that even in Mission institutions the bias given to religion is so scant as to escape any attention. It is unnatural to bite the hand that feeds—

that secular education which was started and fed by religious bodies should elbow out religion almost altogether.

For the past hundred-and-fifty years or more the culture of religious spirit in India has suffered so much, and the impact of the materialistic civilisation of the West has been so irresistible, that we now see an appalling state of irreligion in the country. India has now become a by-word not for poverty only but for callousness, unreliability and the absence of civic virtues. For want of proper nurture, religion has been reduced to mere formalism, a kind of 'dividual movable,' a concern of the priest. It has ceased to be, except in very rare individuals, a source of power, an impelling urge for sacrifice, and a burning desire to continually give out one's self to the realisation of common good.

The Scott Commission, which a few years ago visited Indian schools and colleges, horrified at the absence of disciplined life and a character in the young, and recognising the peril not to one religion or another but to *Religion* as a whole, recommended that the Christian Missions should heartily co-operate with the other religions in India to combat this evil of irreligion. Misfortune is said to make strange bed-fellows of one another—and this misfortune shall unite us all. The superficial uniformity existing under the aegies of the material civilisation is all the more dangerous when communal or religious dissensions set in, for then the quarrel is based not on essentials but on non-essential things e.g., music before the mosque—, and where cultured people should co-operate to secure mutual good, even the so-called educated people take sides with the ignorant and fanatic masses. The uniformity that should, therefore, be aimed at is to be secured through the attempt on the part of every community of religion to dive deep into the essentials where all religions are bound to be one—a uniformity that is consistent with divergences of particular tradition. Thence is born a tolerance which bears the stress of opposing forces

and endures. What is desirable is not a dull lifeless superficial uniformity, born of a fear eminently represented by Walpole's motto 'Let sleeping dogs lie,' but a living uniformity in the deeper currents of a surging, rich and varied life.

This is indeed a very hard work, but not too difficult for solution. It was very gratifying to learn from Professor Saunders of Gettysburg College in U. S. A., in the course of a conversation, that the study of religion is obligatory upon all undergraduates of the College. The bare minimum of equipment in religion is thus assured to all and though the seed which falls on careless or unprepared ground is lost, the responsiveness in even a few others is enough recompense to the costly effort, for the few can be trusted to give a tone to their surroundings and to keep the torch of real life burning from generation to generation. Even to all and sundry, the profit of such a course is not slight—they are at least kept informed of the forms and essentials of their Faith, and life may spring up any time into them.

This example of Gettysburg has a lesson to teach us. Our University might insist upon a similar provision in all college affiliated to it. In the High Schools two periods a week or three may be allotted to formal study of religion. It is not any more difficult to provide for the diversities of faith among the student population than for the teaching of different optional subjects, or the different vernaculars of the pupils. In the Lower Forms scripture texts may be got by heart by the pupil and in the Higher Forms commentary and interpretation may be expected. For Hindus, the *Bhagavad Gita* may be chosen as a suitable text. As regards the interpretation of the texts, the individual teacher may be left to deal with it at his discretion. The main lines of teaching and interpretation may be discussed once in a while by the teachers engaged in this kind of instruction. Those who are acquainted with the weight of the teaching of the Bible in Christian institutions will see that they have it

two sections for each class—one for the Hindus and the other for the Christians. Similarly, there may be three or four sections in the proposed or altered scheme. There may yet be a conscience clause for excusing from the classes such students as whose parents put in a written requisition to that effect.

To add a very desirable and an agreeable tone to the institution, all the pupils in a school or college may be gathered together in a hall to listen to, daily, weekly or fortnightly according to convenience and opportunity, short discourses on religious topics or texts either by competent members of the staff or distinguished gentlemen of the locality or visitors.

The need for giving such an exposition on scriptural texts is very likely to react favourably on teachers too, who in being called upon to hold out to their pupils good

precepts are constrained thereby to couple them with example in their personal lives as well.

Occasionally, there may be held prize examinations in the quotation of texts and interpretation and expositions of them. Problems in life may be presented for solution and the most ideal, yet practical, solution suggested be entitled to a prize. An appropriate occasion may be selected—a seasonal festival preferably—to provide an opportunity for the pupils to express their best in themselves in various works of art which may constitute the offerings to the *True* and the *Beautiful*.

Education, without a programme like the one very briefly outlined above, is not worth its name, and it is earnestly hoped that educationists in this land would strive to give Education this very necessary bias.

EDUCATIONAL EXPERIMENTS IN INDIA

Vidya-Bhavan of Udaipur

By Swami Jagadiswarananda

IT is to eliminate the glaring defects of modern education that an educational experiment is being made in Rajputana. Nestled on the high peaks of the Aravalli hills, Udaipur, the queen city of Rajputana, situated as it is at the altitude of about two thousand feet above the sea-level, affords beautiful scenery and a wholesome climate to the *Vidya-Bhavan* to carry on its activities. The *Vidya-Bhavan* of Udaipur which is hardly four years old wants to give constructive shape to the common protest against the evils and imperfections of the existing system of education—particularly the inadequate attention paid to the formation of character and training in citizenship. Its primary aim is to use education as a means of social reconstruction and eventually to enrich society in all its branches with

a supply of active, dutiful members imbued with a spirit of idealism and fully equipped morally and mentally. The infant institution has gone forward in its desire to conduct experiments and to employ up-to-date methods of child training so far as it has been practicable. It has already demonstrated its distinctiveness and has amply justified the need for more institutions of its kind for the advancement of education in the country.

The *Vidya-Bhavan* is particularly fortunate to have a suitable site of about sixty bighas of land, with its natural healthy surroundings, in a secluded suburb of the beautiful Udaipur town. The school buildings and hostel are surrounded by flower gardens and fruit orchards. The founder-president and the chief executive officer of

this promising institution is the public-spirited Dr. Mohan Sinha Mehta, Ph. D., M. A., LL. B., Bar-at-Law, who has devoted his life and resources to it. There are about ninety students on the rolls and sixteen teachers. It is partly residential at present for want of boarding accommodation. Of course, attempts are being made to make it wholly residential. The school is up to the Matriculation standard from the lowest infant classes. Miss Katherine Heilemann, who is a highly qualified and noble-hearted English lady, is its chief supervisor and rector. She is not connected with any Christian Mission and is a great lover of Indian thought and culture. She is mainly responsible for the phenomenal success of the *Vidya-Bhavan* in such a short time. She has dedicated herself to the service of India on educational lines from a quite disinterested motive.

The basic principle of child psychology that the fundamental nature of the child is intelligent and good, as advocated by Maria Montessori, is being assiduously kept in view in the *Vidya-Bhavan*. So long we have governed the child through mistrust almost resembling hatred, instead of allowing it to grow through love and understanding. The individual has been lost in the mass. The great quality of discipline has been approached from altogether a wrong angle with grievous moral results. Through our bigotry and ignorance, we have obstructed the child in his one great natural mission, that of growth. In a word, it has been at its best only instruction, which we have misnamed as education. In the *Vidya-Bhavan* a steady end deliberate effort is made to adopt the method suggested by Joseph Payne whereby the teacher's part in the process of education is that of a guide, director or superintendent of the operations by which the child teaches himself. The boys are encouraged to be their own teachers. They are taught to educate their own mind and to train other senses, external and internal. They are always discouraged to cram and memorize their lessons like automata.

The science and art of education has

made great advance in recent years. The old theory that the child's mind is a blank tablet, a *tabula rasa*, as Locke called it, has already been exploded. The new belief of "nature and nurture", summed up in the two words of Sir Percy Nunn, is widely being accepted and applied with remarkable success. The child is born with certain inherited mental traits and the aim of education is to afford the atmosphere in which they grow. If the right environment is created, the child will himself learn with ease. The teacher in the *Vidya-Bhavan* is a guide and counsellor in the child's studies. Here a strong effort is being made to make the child think for himself and take care of himself. The co-ordination of all subjects of study is being attempted. The personal element in education is very, very great. Unless the teachers are highly qualified bodily, intellectually and morally, the students will never be drawn towards them. The teaching profession is a sacred one and the teachers are in fact the builders of the future society. But unfortunately the majority of teachers look upon their profession as no better than a money-making and bread-winning one. The pivotal principle of educational philosophy perhaps is that example is better than precept. But the modern teachers are far away from the former. The well-known educationalist Thring has rightly said: "Life imparts life to life through life." So in the *Vidya-Bhavan* the teachers are more friends, guardians and parents than mere instructors. Mentally and morally efficient teachers there are in the staff. The aim of education, as Bagley points out, is to develop the social efficiency of the child. The school stands midway between the home and society. So the *Vidya-Bhavan* has been making every effort to develop a healthy corporate life in its wards.

The child is father of the man, says the poet-philosopher Wordsworth. Whatever is learnt in the formative period of childhood bears fruit in the adult age. Bertrand Russell has also said to the same effect that a child completes its education before it is

nine years old and later on the child mind almost loses its plasticity and flexibility. So the Vidya-Bhavan admits only little boys between six and ten years. Its ideal is to begin education on right lines in infancy. Play-way is the key-note of the method of dealing with these infant classes. There is no rigid time-table for it. Greater emphasis is laid on training the senses than the reasoning faculty. English is taught by the direct method more or less as a living and spoken language by way of conversation. Both the analytic and synthetic methods, like the phonetic and "look and say," are employed according to individual need. For teaching the correct accent of English the school possesses a set of 'lingua-phone' records. Plans are ready for the cottage hostels, real modern gurukulas, in which six small children between the age of six and ten will reside with the married master, entering the latter's family. Life in these cottages will modify the sudden change from the mother's care to the ordinary hostel crowd.

The special feature of the Vidya-Bhavan is to give each boy absolutely individual attention. To achieve this end the group system has been introduced. The whole school has been divided into groups consisting of about fifteen or twenty boys more or less on a psychological basis. Each group is under the charge of two, or sometimes three, teachers. This is a great help in the co-ordination between the home and the school and the complete harmonious development of the child. The conventional homework is avoided. It being a whole day's school from dawn till dusk, children prepare their lessons in periods of 'supervised study.' The 'assignment' work combined with supervised study is a cautious approach in the direction of the Dalton Plan. The classrooms in the school are allotted to different subjects and are accordingly equipped. It is hoped to have in course of time laboratories for working around the Dalton method. Examinations are not regarded as the only criterion for promotion. The boy has to prove through solid work throughout the

year the simultaneous development of head, heart and hand for the same. Sanskrit and Persian are compulsory up to the middle standard. This arrangement is preferred not only because of the study of classical languages which broadens the mental outlook but also because it gives a wider basis to the boy's studies at a higher stage. Science and Geography are taught in a realistic and humanistic way. The boys learn Geography through pictures and observation of birds and animals. Science is taught through the life-stories of great scientists and their discoveries. The child's mind is thus impressed with the creative possibilities of the human mind. The syllabus of History is drawn up on a 'concentric method' by which the boys learn first the fundamentals of Indian History and great personalities of the world. Music and drawing are compulsory because the study of them respectively develop the inner rhythm and aesthetic sense of the child. The medium of instruction is the mother-tongue. The boys are not merely confined to the textbooks prescribed for the course but the teacher leads them to the library which is an open one. This has produced excellent results.

Manual training, gardening, physical education and games are all included in the curriculum. There is also a library, a workshop and a laboratory attached to the school. The Vidya-Bhavan also makes use of the Boy Scout movement. The boys with their teacher's guidance bring out a manuscript magazine. This develops the creative faculty, the imagination and the writing capacity of the student. Occasionally trips to places of historical or geographical interest and excursion camps are organized to train boys in self-reliance and endurance. Moreover, camps bring them in touch with the mystic and spiritual influence of nature. Outings arranged on group and scout lines have proved of great educational utility. Plato, long ago, truly pointed out that for the sound education of a child a gymnasium for the boy is as necessary as the gymnasium

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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, NOVEMBER, 1935

Training for Citizenship.

IN his address at the recent Convocation of the Annamalai University Sir Mirza Ismail, the Dewan of the progressive State of Mysore referred to the need of the universities training their students so as to fit them to be good citizens and deprecated the old idea which looked upon universities merely as places where culture was pursued to the exclusion of all other interests. He also spoke of citizenship as having a range which reaches beyond the sphere of politics and economics, and covers every branch of life, and makes a man conscious of his continuous obligation to society as the source of his rights and as the object of his service. These words coming as they do from a statesman and an administrator deserve to be seriously pondered over by all those who are the well-wishers of the youth of the country and especially by those who are responsible for the management of educational institutions. It may also be noted that though Sir Mirza was referring to the Universities, his words are quite as applicable to schools and other educational institutions.

STUDENTS of contemporary history are aware of the importance attached

to this aspect of education in countries like Russia, Germany and Italy. The 'Americanisation' movement in the United States is more or less of the same character. A perusal of the leading journals on education issued from that country shows how great is the importance now attached to Education in relation to Social Planning and to Democracy. Even in England where till recently nothing direct was done in giving civic training to the youth, there is at present a great deal of activity in this direction and an Association for Education in citizenship was started last year with a view to supplement the work done by schools and universities. It is therefore now becoming increasingly recognised that as much attention should be paid to train the youth to become good citizens as is done to give them culture and to equip them with some technical ability for earning their livelihood.

THE importance of this kind of training has become all the greater in view of the changed conception of society that is now held by leading thinkers. The social and educational philosophy of the nineteenth century was based on individualism, competition and enlightened self-interest. The English educational system was also dominated by these ideas. The Indian system which has always been a pale reflection of the English system was characterised by the same ideas. During the last two or three decades, however, the idea that it is for building a co-operative commonwealth that we should strive our best gained a great deal of prominence. Consistently with this idea, increasing stress has come to be laid on the need of each individual realising that his welfare is closely

bound up with the well-being of the society of which he is a member and of his being ready to discharge with enthusiasm and cheerfulness his duties and responsibilities to the society as a whole. Educational systems are being remodelled in conformity with this view.

SHALL India lag behind other countries in this respect? It will be suicidal for her to do so. We are passing through very critical times. There is a fierce struggle between the old and the new in every sphere of our life. We want to see realised the vision of a newer Indian Community in place of the existing smaller communities dominated by differences of caste, creed, race and language. As Sir Mirza Ismail said, "We must all regard ourselves, as indeed we are, as children of the same mother." This ought to be the foundation for all training in citizenship. Who can say that it is not an ideal worthy to be placed before the youth of the country?

THE more important question that has to be answered is "what can schools, colleges and universities do to give this training in citizenship?" Work has to be carried out in two directions. In the first place more prominence has to be given to a study of those subjects which are fundamental in helping a person to realise his place in society. History, Geography, Economics, Politics, Sociology and Ethics fall into this category. It should not be possible for anyone to obtain a University degree unless one undergoes a course in these subjects. What the nature of the course should be and how differentiation should be made between a general course intended for all and a specialised one intended for a few is a matter of detail

which can be left to be solved by educationists. They may also be trusted to determine which of these can be reasonably taught in secondary schools and which in colleges and Universities and what modifications should be introduced in the selection of material, if history and the other subjects are to be taught not with a view to increase bitterness between community and community but to develop a feeling of unity among all the communities and classes.

THE second direction in which work has to be done is in the encouragement of team-work of all kinds in schools and colleges. The essence of citizenship consists in the preparedness of each individual to work along with others in the interests of a common cause and to follow the guidance of competent leaders. This habit requires cultivation when boys and girls are at school. It is also this team-work that gives opportunities for real leaders to come forward and prove their capacity for leadership. In countries where the importance of civic training is recognised, a great deal of value is attached to work of this kind.

REFERRING to this subject a writer in the October issue of the Journal of the National Educational Association (U. S. A.) observes as follows:

"In the midst of all the distrust and criticism of present day institutions, the schools are placing more and more emphasis upon education for citizenship and leadership. The two go hand in hand, for a certain amount of leadership is demanded of a citizen in order for him to participate intelligently in the affairs of the community. All other objectives of education are subordinate to the broad objective of education for citizenship and leadership..... Modern educators are more and more coming to recognize this fact and to utilize student leadership in building better schools."

EDUCATIONAL institutions in India are sadly defective in this respect. Very little encouragement is given to group activities. No one obtains credit at the examinations for the interest he displays in them. Only a very small percentage of students take part in the work of debating societies, of school magazines, and in sports and games. A movement like the Scout Movement is looked at with indifference by the majority of school authorities. Courses of studies are so bookish and literary in their character that a conscientious student finds little or no time to devote to these activities. What is, therefore, required is a new orientation in education so that an important place may be given to civic training and the development of the civic sense in our youth.

The Madras Medical College

THE Madras Medical College celebrated its Centenary a few days ago and we take this opportunity to express our best wishes for the continued progress and development of that institution which is deservedly occupying a leading place among the medical colleges of our country. It was a small Medical School when it was started in 1835 with only four members on its teaching staff and twenty one pupils. It is now a highly developed college with ninety teachers and nearly seven hundred students. Among the members of its staff there have always been some of the foremost physicians and surgeons of the day and several became famous for the original researches they made. But for the large number of graduates that came out of that college, the improvement in public health and sanitation that is found at the present day would not have been possible.

Among the benefits that our country received from its contact with the West, nothing is more valuable than the knowledge of western systems of medicine and surgery. In the alleviation of human suffering and misery this has been and still is a most effective instrument. There was a time when our people had a great deal of prejudice against the system. But thanks to the skill and ability shown by the Allopathic doctors, the prejudice slowly disappeared and the system gained in popularity and favour.

There is one problem which has to be taken on hand and solved. It is the possibilities of indigenous drugs and indigenous methods of treatment. Experience shows that the Ayurvedic, the Siddha, and the Unani systems of medicine are effective in some cases where the Allopathic treatment has proved ineffective. They have centuries of experience behind them. It may be that some of the drugs they use have properties which can produce better results in Indian climate and environment, especially in the treatment of some peculiar Indian diseases. Will it not be conducive to the growth of medical knowledge if allopathic doctors, with their training in the up-to-date western system of medicine, also make a study of the Indian system and rediscover what is really good in it and thus evolve a system which will, perhaps, be more serviceable than either the Western or the Indian system?

A Committee for Training a Scheme of Compulsory Elementary Education?

NEWSPAPERS report that the Madras Government propose to constitute a committee for advising them as to the best method of

framing a scheme for the introduction of elementary education for all boys of school age in villages and towns with a population of five thousand and above. It is also stated that the recommendations of the committee should in first instance be placed before the Provincial Economic Council. It is not possible to say whether one should feel glad of this announcement or sorry for it. The history of the proposals for a compulsory scheme of elementary education is tragic. For nearly twenty five years discussions have been going on. Under the Elementary Education Act a scheme is already provided for. An elaborate survey of elementary education has been made in the Presidency some years ago. The general principles have been discussed and elaborated in authoritative reports as for example the Hartog Committee Report. There does not seem to be any need for appointing a new Committee for advising the government as to the best method of framing a scheme.

All those who paid any attention to the subject are agreed on the urgent need for introducing universal elementary education and for making it compulsory. No committee is required to study the *Pros* and *Cons* of this aspect. There is also agreement on the view that the only obstacle in the way of the introduction of a compulsory scheme is finance. How much money will be required for introducing such a scheme has been calculated by the Hartog Committee. The education department has got figures relating to the cost of elementary education per head in Government Schools, Board Schools and Aided Schools. Other statistics are also available to give an

idea of the cost if the scheme is confined to localities having a population of five thousand. No big committee is required to make these calculations.

As to how compulsion should be enforced, whether there should be attendance committees and in what cases exemptions should be granted on these and on other kindred matters, the government has ample information based on the experience gained in working the compulsory scheme in some of the towns at present.

What is necessary is not so much a committee but a determination on the part of the Government to introduce the scheme and to find the necessary finances for the purpose. This is a question of policy pure and simple. And it is for the Cabinet to decide whether funds will be available in the near future to introduce a compulsory scheme and whether there will be need for fresh taxation to meet this expenditure. Before any committee is appointed the government will do well to make up its mind on the question of policy. Otherwise the committee will only be an excuse for postponing the consideration of the question. Experience shows to us that most committees are appointed in our country to shelve questions and not to solve them.

Continuation Schools

HOW backward is educational organisation in India is revealed by the fact that practically no continuation schools of the type with which the West is familiar are to be found in this country. Even the few Adult education centres have not been able to do work of a satisfactory character. There is a loud complaint

everywhere that many who pass through elementary schools relapse into illiteracy and that young men who undergo secondary course of education are not half as equipped for life in India as in the West. The remedy in all these cases is the organisation of continuation schools wherever possible. It is not difficult to do this in bigger cities and towns. Youngmen and women may be easily persuaded to gather in such schools and spend an hour or two in the evenings in refreshing and adding to the knowledge they gained while they were in regular day schools. It may not also be difficult to get competent persons as teachers in these schools to do some honorary work to start with. In places where there are well-equipped high schools and colleges, the working of a continuation school is bound to be easier. There are many on the staff of colleges and universities who are anxious to make themselves more useful to the general public and an organised effort on their part to start and work continuation schools will be of the greatest service to the country.

It is said that in the United States of America the system of continuation schools has produced remarkable results. Within one year of the starting of the first such school in Wisconsin, the President of the local board of vocational education declared, "There used to be 125 children idle on the streets. There are none now." The municipal judge said "Whenever a wayward boy or girl enters these schools, waywardness ends, and the child is much benefited." At present continuation schools are found to be a mighty factor in the lives of the working people. Attendance in 1934 exceeded one million. The early continuation schools

taught forty trades. To-day a thousand or more subjects are taught.

It may not be possible to work these schools in India as in the United States. But a beginning may be made. Enthusiastic social workers will do well to turn their attention to this field of social service.

The late Mr. Herbert Champion

We are pained to record the sad and untimely demise of Mr. Herbert Champion, Director of Public Instruction, Madras, on the 30th of October last at his residence in England.

Mr. Champion was born in 1883 and graduated from the Cambridge University. He joined the Educational Department in 1908 and after serving in various capacities, he was appointed Director of Public Institution in 1934. Mr. Champion has become well known for his report on the scheme of concentration and consolidation of Elementary Education.

In his sad demise the Department has lost a capable officer and the public a veteran educationist.

Personal Notes

DR. S. K. MITRA GHOSH, Professor of Physics, University Science College, Calcutta, left for Europe on a travelling fellowship under the Calcutta University for the purpose of studying the latest researchs and developments in wireless and television.

SIR S. RADHAKRISHNAN has been invited by the University of Calcutta to accept the Stephenos Nirmalendu Ghosh Lecturership for 1936-37 and deliver a course of lectures on Comparative Religion.

MR. C. Y. CHINTAMANI will deliver the Sir Alladi Krishnaswami Aiyar Endowment Lectures of the Andhra University in the third week of this month. The lectures will be three in number, the subject being, "The Evolution of Political Ideas and Institutions in India since the great Indian Mutiny."

THROUGH different PROVINCES

DELHI

AGRICULTURAL INSTITUTE'S BUILDINGS

"New Pusa" as it is popularly called or the Imperial Agricultural Research Institute is rising up with remarkable rapidity. It may be recalled that only seven months ago the Viceroy laid the foundation stone of the buildings which will house India's main agricultural institute.

There will be research laboratories for Chemistry, Mycology, Entomology and Botany and provisions for certain number of research workers. A well-equipped up-to-date library and the whole group of buildings will cover about 1,000 acres of land. In the next winter it is expected that the Institute will be in full working order.

ADVISORY BOARD OF EDUCATION

It is understood that Sir T. B. Sapro, Sir Akbar Hydari, the Bishop of Lahore, Dr. A. H. Mackenzie, Pro-Vice-Chancellor of the Osmania University, Rajkumari Amrit Kaur and Lady Grigg will be members of the Central Advisory Board of Education, nominated by the Government of India.

The inaugural meeting of the Board will probably be held in the middle of December.

AIR TRAINING CENTRE

The Aeronautical Training Centre of India has commenced its training on October 21. Those in charge of the centre state that the preliminary instruction on up-to-date lines will give the cadets a sound basic knowledge of air-craft and engineering with which to embark upon their further training. The cadets will be divided into five groups, each group being instructed every morning in succession in one of the following subjects:—Wireless, Wood-working, Navigation and Meteorology, Mechanical Drawing and Workshop practice. The afternoons will be devoted to instruction by the Principal in Air-craft and Engines.

INDIAN PUBLIC SCHOOL OPENED

The first Public School in India, the Doon School, which will be run on the lines of the Public Schools in Great Britain, was opened on October 27, by H. E. the Viceroy, amidst an imposing ceremony. There are boys in the school from all Provinces and many Indian States. There is a healthy nucleus from South India too. All religions are represented and the Masters come from all parts of India as well as the United Kingdom.

DELHI BROADCASTING STATION

The experimental transmissions will begin from next week and a regular programme would commence from January next.

MADRAS

DIPLOMA COURSE IN JOURNALISM

At a recent meeting of the Senate of the Madras University, held on 18th October, the resolution moved on behalf of the Syndicate that a Diploma in Journalism be instituted and that the advice of the Academic Council be obtained regarding the academic aspects of the question was adopted.

A DEPUTATION TO THE GOVERNOR

A memorial has been submitted to His Excellency Lord Erskine, Governor of Madras through the Director of Public Instruction, by Pandits and Munshis in the Madras Educational Subordinate Service.

It is urged that the existing anomaly in the matter of status and pay of the Pandits and Munshis in Government colleges who have equal qualifications with, and do the same kind of work as Assistant Lecturers, should be removed and an act of bare justice done to the long-suffering Pandits by placing them in the cadre of Assistant Lecturers on the scale of Rs. 100—10/2—200.

"AGRICULTURAL BIAS" FOR ELEMENTARY SCHOOLS

The Government have before them, it is understood, the question of starting a Popular

Agricultural Course at Kalahasti in Chittoor District.

When the late Raja of Panagal was Chief Minister, he assigned certain lands at Kalahasti to the Government on the distinct understanding that an Agricultural Middle School should be started at that place. An Agricultural Farm was started then, and the question of establishing an Agricultural Course was also considered. In the course of their investigation, a suggestion was made by the Agricultural Department that agricultural training might be given to teachers of elementary schools, and in this way an 'agricultural bias' might be given to elementary education. This was not favoured in some quarters, and the matter was not pursued. Recently, fresh investigations were made on the subject. The Agricultural Department has now suggested that a popular course in Agriculture might be started at the Kalahasti farm.

BROADCASTING IN MADRAS

Mr. Lionel Fielden, Controller of Broadcasting, Government of India, recently visited Madras in order to give final touches to the scheme already prepared on Mr. Edmund's report. He said that "Madras will be having a Broadcasting station next cold weather."

BOMBAY

AN ACADEMY OF PRINTING

An academy of printing for the training of young men and women in the various departments of the printing industry was recently opened by Mr. K. Natarajan, at Vithalbhai Patel Road, Bombay.

The Academy has been started under the auspices of the Bombay Press-owners' Association and in the initial stage it will train apprentices in composing, machine-minding, press work and proof-reading. Later on, when better facilities are provided, the Academy will impart instruction and training in book-binding, photo-engraving, lithography and type-founding.

The curriculum prepared by the academy is intended to give technical and theoretical training to students.

BOMBAY PRESIDENCY TEACHERS' CONFERENCE

The tenth session of the Bombay Presidency Secondary Teachers' Conference was held on the 1st of this month in the buildings of the New Era

High School, Baroda, under the presidency of Rev. J. Mackenzie, Principal of the Wilson College, Bombay. Dr. B. C. Lele, the Assistant Commissioner for Education, Baroda State, welcomed the delegates as Chairman of the Reception Committee. Mr. G. K. Dandekar, the Naib Dewan of Baroda, inaugurated the proceedings of the Conference.

The session was a great success in so far as it was able to formulate certain definite proposals for improving the status and economic conditions of the teachers and for the establishment of a Bombay Presidency Secondary Teachers' Association. It is hoped that this new body will come into existence from July next.

PRIMARY EDUCATION IN BOMBAY

Seventy-five thousand pupils are expected to receive primary education during 1936-37, according to the report prepared by the Schools Committee of the Bombay Municipal Corporation and, therefore, the Committee has asked the Corporation to give it a grant of Rs. 32 lakhs, which the Municipal Commissioner has endorsed. Seventy-one thousand pupils are receiving primary education during the current year.

BENGAL

TRAINING IN AVIATION

Three lucky Bengali girls who were selected by the Committee of Das Roy Memorial Fund for an hours' flying test are Miss Rama Gupta from Sylhet, Miss Indu Moulik, Lahore student and Miss Anjali Das, lecturer, Bethune College, Calcutta.

Scholarships of Rs. 1,000 and Rs. 500 for a course in Aviation at the Bengal Flying Club, Dumdum, will be awarded to two from the above three girls who are successful in the flying test which will take place shortly.

EDUCATION OF ANGLO-INDIANS

A Technical and Vocational Scholarship Fund to provide scholarships for technical and vocational education of the Anglo-Indian and Domiciled European community, who are ineligible for the benefits offered by the Gidney Higher Education Scholarship Fund, is shortly to be started by the headquarters of the Anglo-Indian and Domiciled European Association.

The scheme, which was urged by a resolution sponsored by Mrs. West, was necessitated by the fact that applications from numerous

members of the community could not be granted due to the absence of any provision therefor.

U. P.

THE UNEMPLOYMENT COMMITTEE

It is understood that the meeting of the United Provinces Unemployment Committee members which was to be held on November 14, may not materialise this month, as several members are stated to have expressed their inability to attend the final meeting on that date or any date in November. It is therefore, likely, that this final meeting may be held in December next.

THE ALLAHABAD UNIVERSITY

The election of the Vice-Chancellor will be the chief business at the annual meeting of the Allahabad University Court which will be held on December 4, and be conducted by the Governor. The nominees are Pandit Iqbal Narain Gurtu, the retiring Vice-Chancellor, Sir Charles Weir, and Rai Bahadur Kanahaiyalal. Other business includes the consideration of statutes regarding the establishment of a Women's Advisory Board for matters affecting women's higher education.

SECONDARY EDUCATION CONFERENCE

One special feature of this year's Conference held last month at Cawnpore was the Industrial and Educational Exhibition. It is noteworthy that the Chairman of the Reception Committee was a lady, Mrs. Sobha Bose, Lady-Principal of the Balika Vidyalaya Intermediate College of Cawnpore. She extended a cordial welcome to the delegates and made an appropriate speech in which she dwelt on the reform of secondary education, the health of the rising generation, the problems of girls' education, the disabilities of teachers and other kindred topics.

The presidential address of Professor E. Ahmad Shar, M. A., B. Litt., M. L. C., was thoughtful, and instructive and contained much statistical and other information.

THE AGRA UNIVERSITY

The annual report of the Agra University which has been adopted by the University Council last month bears ample testimony to hard and strenuous work and great progress achieved in all departments. The reports of the Deans of the various Faculties in the Uni-

versity reveal remarkable progress in the academic activities. In the Faculty of Agriculture, the question of post-graduate training and the institution of an M. Sc., degree in agriculture is under consideration.

PUNJAB

BROADCASTING IN PUNJAB

The Punjab Government have issued a questionnaire to the villagers in the Province inquiring whether they are really interested in broadcasting and whether they are likely to develop the habit of "listening-in" and not take broadcasting as a mere passing fancy to be abandoned as soon as the novelty of the thing had worn off.

The government propose to make use of the New Delhi Broadcasting Station as an experimental measure in the development of rural broadcasting, and they want to know whether the villagers would be prepared to shoulder at least a part of the cost of rural broadcasting service.

N. W. F. PROVINCE

THE GOVERNMENT REPORT

The annual report of the D. P. I. and the Government review thereon for 1934-35 is published. In spite of the financial depression, some improvement and expansion has taken place in the department. It is satisfactory to note that the percentage both of male and female scholars rose slightly, while the average cost of educating the male students fell slightly in almost all cases.

A reference is also made to the establishment of a University for the Province but the Review points out with regret that the considerable sum required for the inauguration of a University fully equipped for all branches of scientific studies and training, has not yet become available.

C. P.

THE ALL-INDIA EDUCATIONAL CONFERENCE

The 11th All-India Educational Conference will be held at Nagpur from 27th December till the 30th. Arrangements are going on apace. Mr. Bhavani Shankar Niyogi, the Vice-Chancellor of the Nagpur University, will be the

Chairman of the Reception Committee and Mr. Shyam Prasad Mukherji, the Vice-Chancellor of the Calcutta University, will preside over the Conference.

WOMEN AS HEADS OF DEPARTMENTS

Mr. B. S. Niyogi, Vice-Chancellor of the Nagpur University, has appointed the following three ladies to be the heads of the department of studies noted against their names with effect from 21st October, 1935. The appointments have been received with satisfaction in Nagpur and elsewhere since this is the first time that ladies have been appointed to such responsible posts in the University. 1. Miss K. S. Ranga Rao, M.A., L.T., F.R.C.S. (Geography). 2. Mrs. Comolata Dutt (Music). 3. Mrs. Ramabai Tambe B.A., T.D. (London), (Domestic Science),

HYDERABAD

WIRELESS IN EDUCATION

The establishment of a Government Broadcasting Station in Hyderabad is now an accomplished fact and opens up an interesting field of thought for educationists. It is now decided to enlarge the scope of broadcasting so that it may be available for the whole population, and a plan has been drawn up whereby the State will be provided with four up-to-date broadcasting stations. The main station will be in Hyderabad and will transmit in Urdu, the official language, and English. The second station at Aurangabad will use Mahratti for its transmission. The final completion of the broadcasting scheme provides for two more stations at Gulbarga and Warangal which will broadcast in Kanerese and Telugu respectively. It is intended to equip about 2,000 villages in the State with special community receivers. The idea is to install them in schools and public squares where a large percentage of the population will be able to listen-in. The programmes for the sub-stations will cater for the tastes of the rural population, and a special feature will be talks to improve the cultural outlook of the population on hygiene, agriculture, and other educational subjects.

MYSORE

EDUCATIONAL EXHIBITION

Sir C. V. Raman declared open the Educational Exhibition arranged in connection with the Second Education Week. There were more than 2,000 exhibits on show contributed

by 55 different institutions both in the State and the C. & M. Station, Bangalore. The exhibits comprised a large range of subjects and qualitatively much better than last year.

TRAVANCORE

MEDICAL INSPECTION IN SCHOOLS

The Government have, on reconsideration, decided that the medical inspection in schools recently sanctioned be started in selected taluks in all the four Educational Divisions instead of in one Division only.

The taluks which are proposed to be selected from each Division are as follows:—Trivandrum Division—Trivandrum and Neyyattinkara, Quilon Division—Quilon and Mavelikara, Thiruvellah Division—Thiruvellah and Changanacherry, Muvattupuzha Division—Kottayam and Meenachil.

ALTERNATIVE COURSES IN SECONDARY SCHOOLS

The Government have sanctioned the introduction of alternative courses in English Schools on the following lines from the current school year 1935-36.

(1) An experimental beginning will be made in the Sri Mulam Vilasom High School, Trivandrum, by the opening of a separate Division of Form V in this school year followed by a separate Division of Form VI in the next school year. These Divisions will be outside the English School Leaving Certificate Scheme and attendance or instruction in them will not qualify pupils for eligibility for admission to the College. (2) The course of studies will consist of Mathematics, English, Textile Theory, with special reference to Coir, Carpentry, and Accountancy and Book-keeping. The pupils will also be apprenticed to different business concerns and the Head of the business in which they are apprenticed will report whether they are making such progress as is likely to fit them for work in the industries after their training. (3) The classes will be held in the Central Technological Institute of the Industrial Department.

COCHIN

HINDI IN COLLEGE CLASSES

The Cochin Government have accepted the resolution passed by the Educational Advisory Committee recommending that Hindi be taught in the College Classes as a tentative measure till affiliation in the subject is secured from the Madras University.

PUBLIC OPINION

REV. J. MACKENZIE ON THE EXAMINATION SYSTEM

In the Course of his Presidential Address at the recent Bombay Presidency Secondary Teachers' Conference, Principal Mackenzie of the Wilson College, Bombay, dwelt on 'Examination and its relation to Education.'

Rev. Mackenzie held that the examination was very largely a modern phenomenon incorporated from China in the modern educational system. There were great teachers in ancient India and ancient Greece but there was no evidence that they ever passed any examination or ever set them for others in the sense they were doing now. Whatever training and testing was done then, it was relevant to the functions for which the youths were trained.

Defining the main object of education, he said: "It was not primarily meant to fit one for the practice of a particular profession but to train the mind so that it may become a flexible instrument capable of being turned to one or another of many different kinds of useful service and the accomplishments acquired in process to practical use. True education touches life at every point and probably most important of all is its effect on character, for, far more important than a boy's stock of knowledge or his skill in performing certain kinds of actions, is the knowledge what kind of a person he is. And this means, if the full significance of it is grasped, the boy's whole attitude to life—cognitive, affective and conative."

Rev. Mackenzie then made certain constructive suggestions for reform. He held that any real improvement in educational work would depend on the co-operation of many influences of different kinds. He exhorted the teachers not to be discouraged by the difficulties they had to face viz., the bad traditions, the mercenary practices followed by the lower class of institutions, the poverty that had made many parents think of education as an investment from which they must get as large a

return as possible in as little possible time, and the other evils which the educational system itself fostered or permitted. He thought the first and most important thing was the personality of the teacher but he was much impressed by the wealth of self-sacrificing service and thought that was being devoted to education at present. The radical evil, he said, was the dominance of the idea of examination in general and of the Matriculation in this Presidency in particular, the monopoly enjoyed by the University of examining those who had completed the High School course whether they proposed to go on to college or not and control exercised by it over all high schools.

NAWAB MAHDI YAR JUNG BAHADUR ON 'THE IDEAL SCHOOLMASTER'

Nawab Mahdi Yar Jung Bahadur, Political and Educational Member of H. E. H. the Nizam's Executive Council, presided over the ninth Annual Meeting of the Hyderabad Teachers' Association. In the course of his speech he defined an ideal school-master thus:

His duty is by no means confined to actual instruction. He must know his pupils individually, understand their character, appreciate their difficulties and be their friend and guide. At the same time he must not effect such familiarity with them as would lose him their respect. A sound school master is loved by his pupils but at the same time respected by them for he can maintain discipline and make the weight of his authority felt when necessary. Character building is the most important part of the moulding of the young, and in this part of the training the teacher and the parents must have a thorough understanding and co-operation between them. Example is the best moral tutor, for the young are by nature imitative and will follow a good or a bad example. It is a true saying that an ounce of example is better than a pound of precept. The teacher must therefore stand forth as a model of all that is good in human character. Manly games, if played in the right spirit, and also athletic sports, are a great

adjunct to moral training, for they teach the qualities of sportsmanship, fairplay, manliness and courage. A good schoolmaster must be a sportsman and must see that games are played in such a way as to cultivate this spirit. They should be so organized as to enable every pupil to take part in them. It is very unsporting to maintain just one team of eleven good players and to neglect the games of the other pupils. Playgrounds must be provided in all schools and the Inspectors must see and report in respect of every school whether games and sports are properly organized and taken part in by all the pupils.

MADRAS DIRECTOR ON THE FUTURE OF SECONDARY EDUCATION

Mr. H. F. Saunders, Director of Public Instruction, Madras, in the course of an address recently delivered at Tinnevely, replied to the protest made by teachers against the frequent changes in the Secondary Education course, thus:

There were many people devoting thought and attention as to what should be the real aim of secondary education and how the course of study should be shaped to ensure the fulfilment of such aims. The efforts of such people could not be discouraged.

There were two views, said Mr. Saunders, on secondary education. One set of people thought that every boy who come out of a secondary school course should know something of everything. Another set of people held that such an aim was not necessary or possible and that secondary education should aim at developing certain definite aims, tendencies and ideas and the course should be so framed as to encourage and foster them. As usual in such grave issues, much might be said on both sides. So far the authorities had not come to a definite solution about the secondary school course.

But there was one thing, continued Mr. Saunders, which he wanted to tell definitely. A great many boys went to the High School and thought they could naturally go to the University though they were not fit for such a training. There was a great deal of room in India, he said, for more businessmen and more employees and for trade and commerce with a reasonable level of general education and knowledge. If during the secondary education stage, boys would start with that idea and trained themselves accordingly, instead of aimlessly drifting to the university, much good will result and the problem of getting employment would

become less difficult and a lot of trouble and wastage could be avoided.

CAPT. ABDUL HAMID ON UNIVERSITIES' ROLE

Capt. M. Abdul Hamid of the Madras Mohammedan College, in the course of an address delivered on the occasion of the Founder's Day at the Annamalai University, spoke on the functions of a modern University.

He said that there are four major concerns of modern Universities. The conservation of the knowledge and ideas of the nation, the interpretation of knowledge and ideas, the search for truth and the training of students, who will practise and carry on. The University is only one of many educational enterprises in the country and, it therefore would follow that it ought not to concern itself with matters, that do not concern it. The conservation of knowledge and ideas has always been recognised as the business of Universities and in whatever manner they may be constituted or reconstructed, they cannot be deprived of this primary function. It is, therefore, creative activity, productive and critical inquiry that should bulk larger and larger in their work. The implication of these words is, that a University is the proper place for the forging of new ideas, for the elucidation of contested beliefs and for continuously revising judgments upon things in the light of available knowledge. It, therefore, is the only available agency that must shelter and develop thinkers, inventors, experimentors, teachers and students, who, without responsibility for action, will explore the phenomena for social life. The intensive study of phenomena under the most favourable conditions possible, the phenomena of the natural world, of the social world and of the aesthetic world, and the ceaseless struggle to see things in relation to these are the most important functions of the modern University. The advancement of knowledge, the study of problems and the training of men are the ends, the accomplishment of which should monopolise its attention.

For the accomplishment of this purpose, a body of Professors, who have objective responsibility to their subjects and who, in their person, represent and sum up their subjects is a necessity. It will also be seen that the University is a place for mature students and not for boys which is a criterion of first-rate importance.

PERIODICALS

MASS EDUCATION

Dr. P. Guha-Thakurta in an interesting article contributed to the current number of *The Twentieth Century* offers constructive criticism on the existing system of rural education in India and pleads for an [agricultural bias.

"Rural India," he says, "cannot be opposed to education just as it cannot be opposed to any reform which is ostensibly in its vital interest. So the only explanation of her seeming antipathy to compulsory education in its present forms has to be discovered in its lack of attractiveness."

"The solicitude of the Government for improving the lot of illiterate masses of India is, unfortunately, not coeval with the measures they adopt for the purpose. It would be infinitely better to offer the village folk a simple and rudimentary scheme of general education, with adequate facilities for improving their agricultural knowledge, than to compel them, under threat of inquisition, to keep their children at school for four years merely to acquire an indifferent knowledge of the three R's, merely to save them from the odium of illiteracy! Rural illiteracy cannot be treated in the same category as urban illiteracy. The uneducated peasant does not desire to be initiated into the mysteries of superior learning; high school or collegiate education can be the inspiration of only very few among the masses who live on the soil. Compulsory primary education in rural area has, therefore, to be of a predominantly agricultural bias. Class room routine should be limited only to the acquirement of average primary knowledge; the major portion of the teaching must embody practical instruction in physical, household and farm work. In other words, the pupils should acquire the necessary elementary knowledge through active, useful work at school. The work may consist of attending to their own needs, such as washing, cleaning, and keeping the places in which they live tidy taking care of domestic cattle, gardening, cooking, and serving their food. The work may be distributed into consecutive stages for various age-groups, but the system

must be throughout uniform and thoroughly regularised."

ORISSA UNIVERSITY SCHEME

The Modern Review for November editorially writes:

The Orissa University Committee, of which a meeting was held on the 14th October last under the presidentship of Pandit Nilikantha Das, M. A., have published a draft scheme of the University. The courses of study laid down in it are as follows:

It is proposed that the University should undertake teaching in the following subjects though some time might elapse in instituting courses of study in some of them.

Mining and Metallurgy; Marine Engineering; Physics; Applied Chemistry; Oriya Language, Literature, Art and Culture; Indian History and Culture including Archaeology with special reference to Orissa, English Language and Literature; History; Economics and Politics; Mathematics; Sanskrit and Philosophy.

Each Department should be in charge of a Professor assisted by one Reader and four Lecturers. Chairs may be created in the first instance in the case of Applied Chemistry, Economics and Politics, Oriya Language and Literature, Indian history and Culture, including Archaeology.

The prominence given to some scientific, technological, archaeological, and cultural subjects in view of the needs of Orissa, is what it ought to be.

The initial cost is estimated to be Rs. 3,30,000 and the annual recurring cost Rs. 1,66,300.

There are some ruling Oriya princes and chiefs who can individually meet the initial cost, though as a people the Oriyas are undoubtedly poor. Government ought also to contribute both to the initial and recurring costs.

Foreign Currents

HEALTH EDUCATION

DR. Clair Turner is an eminent authority in America on the subject of Health Education. He is the author of several books widely in use. He is now on a visit to India and in the course of a press interview, he said that the world movement began about 18 years ago in the United States, when it was realised that the standard of young men in the country recorded for the army during the Great War was definitely lower than it should have been. Since then it has spread all over the country and beyond. He has already visited 23 countries in Europe and Asia before coming to India and found the movement progressing everywhere. He was particularly impressed with the results achieved in England, Sweden, Russia and Germany.

He referred to three points in formulating a programme for health education. (1) the Provision of Hygienic conditions for the child (2) the provision of a properly functioning health service which would include medical inspection of the child and (3) the formulation of an organised programme of training and instruction for the development of behaviour, attitude and knowledge conducive to physical, mental and emotional health.

"The health of a nation," he observed, "is very largely in the hands of educators and teachers who should receive the co-operation of the Health Department."

EDUCATIONAL FILMS

THE Manchester Education Committee recently received a report on the use which certain of its schools have made of wireless and films. The report suggests that there should be formed in large towns a central library of educational films. The films that are judged to be the most successful are of a geographical nature. Science films are said to give little that could not be done more successfully by actual experiment in the schools, or they cover too much ground for school use—especially for one lesson.

The experiment's chief reported advantage is that it has helped backward children, enabling

the visual learner to keep pace with the aural and it is hoped it may teach children to discriminate among films shown commercially. It has also made new contacts with parents. Some, after being told of the films by their children, have asked to be allowed to see them, and in one school the projector is being used in conjunction with a parents' wireless discussion class.

WIRELESS TALKS

WIRELESS was first used by Manchester Education Committee in juvenile unemployment centres, where the shifting "population" made it difficult to rouse and retain interest. This was in 1927. Four years ago sets were bought for discussion groups in the evening classes; and these, when housed in day schools are now used for children, some as young as six years. Extremely young children are being taught "the true rhythmic response to music" in the "Music and Movement" lessons. It is suggested that for talks young children need special training, as listening to a voice without the visible presence of the speaker.

Wireless lessons are supplemented by necessary maps and drawings. The syllabus of a school is never subordinated to B. B. C. courses. The report suggests that a technical difficulty experienced by some schools can be overcome by schools having each a central receiving station, with extensions to various rooms.

THE SCHOOL AGE IN BRITAIN

THE raising of school age from 14 to 15 seems to be an urgent reform in England. It is primarily an educational problem. The reform, if adopted, will present deterioration of thousands of children under 15, because of idleness, and secondly will bring about a distinct improvement in the labour market. Politicians, churchmen, industrialists, businessmen and, above all, the Press, have all been in favour of it. Mr. Macdonald himself while in office as Premier promised to institute a survey of the problem. Yet nothing has been done. Recently Lord Tweedsmuir (formerly Mr. John Buchan) has submitted his report, as Chairman of the School Age Council, calling upon the Government not to lose any more time in arriving at a conclusion. Mr. Oliver Stanley, Minister of Education, has also recognised the significance of the problem. This reform, it is hoped, will be taken up soon, now that the general elections are over.

Vidya-Bhavan of Udaipur

(Continued from page 180)

for the soul. The boys have, apart from systematic physical culture, regular outdoor games including swords-play and lathi-play. The Vidya-Bhavan is making some experiments to find for itself the educational methods which may best suit its children. No method is taken for granted for good. Every project is accepted on an experimental basis. Methods have been adopted to minimize the evil effects of excessive external authority which breeds either blind obedience or unreasoning revolt and to develop a sense of responsibility and self-reliance in children. Great emphasis is laid on the adjustment of the boys to the environment. The Vidya-Bhavan is a non-denominational institution and is so by choice. No particular dogma or theological system forms the exclusive basis of the scheme of religious education. Common principles of all religions and lives of all world teachers are told to the boys in the form of stories after the prayer on Sunday mornings. The talks have often stimulated searching enquiries and interesting discussions of God and the Universe and the duties and obligations of man towards them.

The Vidya-Bhavan is fortunate to have a band of selfless workers, sincere to the back-bone. If Dr. Mehta, the founder-president, is the body, Miss Heilemann, the rector, is the brain of the institution. It is indeed a great enterprise for a lofty purpose. It requires Herculean strength and Himalayan patience to work out its plans and projects and to make it a growing reality. But the logic of it is irresistible.

It is right ideals in education that shape the destiny of the nation. India was denationalised by following a wrong course of education. But the time is not far off when Indian ideals will be adopted in the Indian educational institutions to build India's future, greater than her glorious past.

—Extracted from the 'Modern Review'

Here and There

AERIAL PHOTOGRAPHY

Aerial photography is being used extensively as an aid in the revision of maps by local authorities in areas where development has been so rapid that ground survey cannot keep pace with it. The belt of land completely surrounding London has recently been photographed by an air survey company. It comprises the whole of Middlesex and all newly developed parts of Surrey, several districts in Essex and areas connecting them.

COMMON DRESS

"It must be admitted that common dress does add to the sense of corporal Unity. Signor Mussolini would not have any influence over Italians had he not conceived the simple idea of a Blackshirt uniform for all Fascists. The slow growth of the feeling of nationality in India is largely due to want of a common dress for all Indians. The fact that each caste and section has a different kind of dress tends to keep them apart and accentuates feelings of superiority and inferiority", said Dr. Paranjpye, Vice-Chancellor of the Lucknow University, in the course of a debate on the motion that "in the opinion of this House, there should be uniform dress for all University students." The motion was carried.

TIBET SCIENTIFIC EXPEDITION

Mr. C. Suy Da'Cutting, trustee of the American Museum of Natural History and his field associate, Mr. A. S. Vernay, arrived in Calcutta on the completion of their scientific expedition to Tibet, which lasted about three months. They brought with them a large collection of anthropological, natural history and botanical specimens, which will be distributed between the Kew Gardens London, and the New York botanical gardens.

NOBEL PRIZES

The Nobel Prize for Chemistry has been awarded to Prof. Joliot (Paris) and his wife, Madame Curie-Joliot, daughter of Madame Curie.

The Nobel Prize for Physics has been awarded to Prof. James Chadwick of Cambridge in recognition of his discovery of the Neutron.



OUR WOMEN'S PAGE



What is Woman's Sphere?

BY MRS. K. SATTHANADHAN, M. A.

IS domesticity alone woman's sphere? Is the highest bid of a wife for a happy marriage to be only the slogan to "feed the brute?" Sir Mirza Ismail remarked lately on this matter at Bangalore, and approved of the teaching of domestic science to girls; but he took care to enlarge the meaning of this term to include everything a girl should know about home-making. He said: "Nowadays, domestic science is far more comprehensive. It implies a knowledge of food values and a capacity to prepare a balanced meal. The dishes have not merely to be appetising, but should be served in an attractive manner, because plain food can be made appetising by being attractively served. Beyond this, a girl who has been trained in domestic science should be able to invest a home with the atmosphere of a home. For, it is said that the average man makes a den, while it requires a woman to make a home."

But why, after all, should there be such a difference in the education needed for girls and boys? Both must have some knowledge in languages, science, history and geography, aye and in mathematics too, though some may think the latter too "brain-racking" for women! Some education in the fine arts is necessary for both. As a matter of fact, what are needed are really sound principles in education. These will aid in the case of all people, old and young, men and women. A good training for efficiency, thoroughness, high purpose and management, is always needed indeed, and welcome too. Home training is not surely enough for women!

Sir Mirza stressed the value of good education. The *Madras Mail*, commenting on this, wondered humorously whether a good education was after all considered not a handicap in life for woman, in that it taught her to lack proper respect for her lord and master! But the same paper distinguished between good and bad education, the values of which ought to be the same for girls, as for boys. It said rightly that education was meant to bring out hidden capacities and so there was no use of too much fuss about a special education for women. "Too much concern with superficialities, which often form a very large proportion of female education—formerly much more than today—leads to shallow minds and the discontent which is such a

mind's chief form of expression." Let us not be too worried about feminine subjects; for, as Sir Mirza said, these must be for those, "who are not likely to go beyond the secondary stage." "Treat them," as the *Madras Mail* said, "as vocational subjects, even though some of them belong to the vocation of marriage." It is of the utmost importance to India's future that "Indian girls should be taught not only to cook, to sew and to look after a household or to play gracefully on the *veena*, to dance or talk French as well as English, but that they should also learn to think."

As an English paper says, "a man should not always want a *hausfrau* for life, but an honest and intelligent friend." There is no use of expecting a wife to be specially kept to her home, in order that he may be made comfortable. There can be housekeepers, good servants and good conveniences to help. "I am not going," says a man, "to urge my wife to surrender her stimulating contacts with the outside world the moment that economic security of a sort falls into her lap. I have too great an admiration for the mental qualities of the modern woman to seek to increase my domestic comforts at such a cost." What a fine philosophy of marriage will such a view provide in India! It is sure to produce its own response in home-making; for a woman likes as much as a man to be comfortable in her surroundings; and, knowing that she is more capable than the man for this task, she is sure to be careful about it.

Moreover, such a view of marriage may provide a possible remedy for an inevitable outcome of equality between the sexes, of which Princess Nirgidma de Torhout complains in the *Spectator*. Does woman gain by the equality she asks, woman with her "long tradition of indulgence behind her, who is still far behind man?" And do not so-called inferior women exert as much influence on men as that exerted by equal women? Who is happier? But perhaps, as the Princess says, happiness is not the most essential thing in life!

What woman really needs, I think, is a happy marriage in which she can, together with her man, have "a more spacious and more worthy life than now," and not be trammelled and held in by chains and fetters, though such may be of gold and jewels.

BOOK-REVIEWS

THE UNIVERSITIES OF INDIA by P. Seshadri, M.A., Principal, Government College, Ajmer.—Oxford University Press, 1935. pp. 58. price Rs. 2/-

This is an informing essay on the Universities of India written by the well-known educationist Prof. P. Seshadri. In a short compass it gives a good deal of information on the history of Indian Universities, the special features of each of the Universities, their administrative organisation and finance and the courses of study provided for by them and the degrees conferred by them. The author's reflections on the Indian student's character are based on mature experience and observation. He approves of the idea of starting more Universities. There is a good summary of the work of several research institutes like the Indian Institute of Science, of the Inter-University Board and other Academic organisations. There is a critical examination of the more important problems of University education and fruitful suggestions are offered for some of them. The essay gives within a short compass all the information necessary to get a clear idea of the past and the present of higher education in our country.

INDIA IN THE WORLD By Miss E. D. Birdseye. Messrs. Macmillan & Co., Price As. 8.

This book was written especially for the use of Indian pupils of the Madras Presidency.

Though intended to throw light on India, primarily, it deals with general geography in a very lucid way. The style is simple and the book reads like a novel; so much so that geography loses, in the hands of the author, the usual terrors. The author takes a modern point of view of dealing with the subject as can be seen both from the matter contained in it as well as the practical work suggested at the end of every chapter. As such, it can be recommended to the teachers handling the subject in the Lower Forms, where much practical work can be done.

The publishers are to be congratulated on the general get-up and neatness. If translated into Telugu, it would prove useful to pupils in the Lower Forms.

TALES OF INDIA—SENIOR XI, XII, XIII, XIV by Rai Bahadur A. C. Mukerji, M. A., I. E. S. Messrs. Macmillan & Co., Ltd.

The author has done meritorious service to the cause of the Education of the Indian youth by bringing out four useful books entitled.

- King Karna's Heroic Sacrifice. (As. 2)
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Book Notes

1. **A Challenge to Secondary Education.** Edited by S. Everett. Rs. 8/- This book describes 12 challenging plans for American High Schools.
2. **New Schools for Young India.** By W. J. Mackee, Ph. D., Prof. of Education in Extension Teaching. Rs. 13/8/-
3. **The School Boy: A study of his nutrition, Physical Development and Health.** By C. E. Friend, M. R. C. S., L. R. C. P., Rs. 6/8/-
4. **English Speech for Asiatic Students** (8 Error Method) by B. L. Milnes. Rs. 2/-

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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. 7. Do you think too great a stress is laid on games in schools these days? Is that connected with the general standard in studies going down?

Answer. The emphasis, these days, on the side of body development of students in schools and colleges can never be described as too much. The old idea of the scholar was of one who would mind his books and care for nothing else in life. If the ancient Spartans made a fetish of the physical development, much of education in our country in the past had erred on the side of too little enlightened care of the body. The ideal culture is one in which there is the harmonious development of all the parts in man. We want a full development and not a truncated development. The motto ought to be a "healthy mind in a healthy body." It is true the body is only an instrument of the mind and for that reason we ought to pay more attention to the body and make it a fitting medium of the mind's activity than we do at present. It is a healthy sign of the times that games and physical activities are coming into their own in the educational system of India. Thanks to the Y. M.C.A. College of Physical Education which has helped us to realise physical education as an integral part of education as such and has made it a vocation worth while for some of the best and highly educated young men in the country. Games not only provide a natural means of physical development but also encourage the team spirit, sportsmanship and all that it connotes. How valuable these things are and how very necessary it is to develop these traits, in the character of the young men and women who are going to be citizens of the future, will be granted

by all competent educationalists. Games know no distinctions of caste or creed or colour. They help to break down the narrow domestic walls more than anything else. Boys who are difficult cases for discipline in the class room can be brought round on the games field. Observant and thoughtful educationalists know how much of defect in character can be attributed to the lack of proper training in physical education of the student. The wild horse in the student could be broken on the games field better than elsewhere. In view of these advantages, the demand should be for more and not less emphasis of physical education. Of course physical education should be well organised and run under the direction of well qualified men. The days of the old fashioned Drill-masters are gone and better days are in store for Indian youth and every one interested in the education of the young should help forward this move in the new direction. It is a legitimate claim of modern system of physical education that the hard and fast distinction between mind-culture and body-culture no longer holds good. There is such a thing as the philosophy of the play-ground and those who know anything about it will exploit books as much as organised games in developing the mind.

Whether the general standard in studies is going down or not is a debatable point, but one thing is certain; and that is, the lowering, if any, is certainly not due to physical education of the modern type.

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SPORT FOLIO

Cricket

WE seem to have Cricket everywhere this season and our sports page may therefore be confined this time to that king of games. For one thing we have the Australian Cricketers among us this season and for the rest there are the many Inter-provincial Tournaments and the Inter-varsity Tourney.

Australian Tour

Australians Vs. Rajaputana: In the match between the Patiala Team of Australians led by Jack Ryder and the Rajaputana team, played on the Mayo College grounds, the Australians were easily the best. The only outstanding players in the Rajaputana team are Jagdale and Hassan. Jagdale played with impunity the balls of the veteran Australian left-hander Ironmonger. The Rajaputana team scored in all 131 runs, the top scorer being Jagdale with 32. The Australians had made 50 for the loss of 3 wickets.

Bombay city is getting ready for the fixtures on November 30, December 1 and 2. The Bombay Cricket Association have requested 26 players to be in readiness to meet the visiting team. Among the Bombay names are those of L. P. Jai, Mehta, Kapadia, Hasan and others. The Parsi Gymkhana has kindly undertaken to make all the arrangements for the match on their grounds.

The Nawab of Pataudi, who has been selected to captain the Indian team in England next year is reported to be suffering from nervous strain and will not be able to captain the India XI against the Australians in Bombay. The choice will therefore fall on major C. K. Nayudu. He is one of India's best and the choice will be equally welcome to India's Cricketers.

Inter-Provincial Tourney

Madras has made its selection for the Inter-Provincial Tournament against Mysore State at Bangalore on November 30, December 1 and 2. The team will be led by the veteran cricketer C. P. Johnstone. The other players are Capt.

A. L. Shaw, C. R. Ganapathi, M. J. Gopalan, A. G. Ram Singh, C. Ramaswami, C. K. Nainakannu, A. V. Krishnaswami, C. D. Parathasarathi, and R. George. Madras is very hopeful.

Inter-varsity Tourney

In the above tournament Andhra University met Madras University at Madras. The latter came out with a victory by 8 wickets. The game is reported to have been very much delayed and disturbed by rain. They have managed, in spite of it all, to play the match. The Andhra team, though comparatively new to the game, did creditably in their first innings. They scored in all 95 runs. The outstanding player for the Andhra University is B. S. Badradri who scored 64 for his side in the first innings and 27 in the second.

Now the Madras University Team is qualified to meet the Mysore University in the second round (South Zone) at Bangalore.

AUSTRALIANS' TOUR PROGRAMME

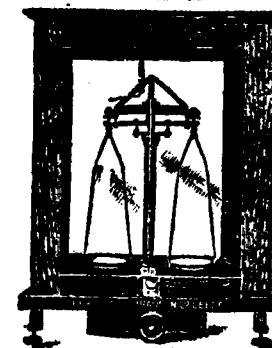
From 23th November to 22 December.

November 20 :—Arrive Karachi.
November 21 :—No play.
November 22, 23 and 24 :—Vs. Sind.
November 25 :—Leave Karachi.
November 26 :—Arrive Bombay and leave for Poona.
November 27 and 28 :—vs. Maharashtra.
November 29 :—Return Bombay.
November 30, December 1 and 2 :—vs. Bombay.
December 3 and 4 :—No play.
December 5, 6, 7 and 8 :—vs. An 8 India XI
December 9 :—Leave Bombay.
December 10 :—Arrive Allahabad.
December 11 and 12 :—vs. United Provinces.
December 13 :—Leave Allahabad.
December 14 :—Arrive Indore.
December 14, 15 and 16 :—vs. Central India.
December 17 :—Motor to Bhopal.
December 18 :—Leave Bhopal and arrive Nagpur.
December 19 :—Nagpur.
December 20, 21 and 22 :—vs. C. P. and Berar.

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AN UNHOLY MUDDLE

By HENRY MARTIN, M. A., O. B. E.,

Nizam College, Hyderabad (Dn.).

THIS is the well-deserved description of our English spelling given by Mr. Walter Ripman, Chief Inspector, University of London. He writes: "If a nation has the spelling it deserves, then we must be in a bad way; and if we have a reputation for 'muddling through', we may in part owe it to the way in which we have to muddle through the early stages of learning to read. There can be no doubt about it: our spelling represents *an unholy muddle*."

English people have got so used to the spelling of their language that they scarcely notice its illogical absurdities. Adults forget the agonies they went through at school in trying to master it. But when one whose native tongue is not English comes to learn the language, he very quickly comes up against the spelling difficulty. There is no doubt that the Indian student finds English spelling the chief obstacle in the way of his mastering the English language. And if he does not always succeed, we cannot blame him. There are many English people who find the spelling a difficulty all their lives, and who have to consult dictionaries while writing letters, or pester their friends with the question, "How do you spell.....?"

Words are really sounds, which the people of any nation agree shall represent certain meanings. When we say in English, "horse," we all know what that sound represents. The invention of writing was the agreement that certain written signs should represent to the eye certain spoken sounds. So letters (the signs) simply represent certain sounds: and the sounds have come to represent certain meanings. Hence letters are the symbols of symbols. So long as the signs (letters) really consistently represent the sounds (words), there is no trouble. But when pronunciation changes, and the signs remain the same, spelling gradually gets divorced from pronunciation,

and no longer properly represents it. This is what has happened in English spelling. Our present spelling fairly represents English pronunciation in the 16th century; but it does not represent truly English pronunciation today. Not only this; many of the signs (letters) represent more than one sound, and many of the sounds are represented by more than one sign. Hence confusion.

In a perfectly phonetic system of spelling, one sound would be represented by one sign, and by one sign only; and one sign would represent one sound, and one sound only. The principle in any sound spelling system is—*one sound, one sign, and one sign, one sound*. On this principle, the Italians and the Spanish have sensible and sound systems of spelling; and I am told that Sanskrit is even better. But judged by this standard, the English language is the most irregular. That is easily proved. Take the letter A, for example. Instead of invariably standing for one, and only one, sound, it represents in English not less than six, which are heard in such words as—1. *fat*; 2. *father*; 3. *fate*; 4. *fare*; 5. *what*; 6. *water*. Or, to reverse the process, the one sound of long A (*ay*), as in "*pagan*," is represented in spelling by as many as six and more signs, namely:—1. *patent*; 2. *fate*; 3. *sail*; 4. *play*; 5. *grey*; 6. *veil*; not counting such odd spellings as—*reign*, *weigh*, *straight*, *break*, *gaol*, *dahlia*, *half-penny* (pronounced *hayp'ny*). And what is a foreigner to make of a language in which the following string of words, all differently spelt and yet all having exactly the same vowel sound, can exist together?—*fire*, *liar*, *trier*, *choir*, *tyre*, *buyer*, (all perfect rimes); *high*, *try*, *buy*, *eye*, *fie*; *isle*, *mile*, *aisle*; *mite*, *height*, *sight*. This is bad enough; but the classic absurdity of English spelling is the *eight* pronunciations of the letters OUGH. We have—1. *off*; *cough*, *trough*; 2. *uff*: *rough*, *tough*, *enough*, *chough*, *slough*

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EDUCATIONAL INDIA

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(cast skin): 3. *ou*: plough, bough, drought; doughty: 4. *oo*: through: 5. *oh*: dough, though; although; slough (bog): 6. *ock*: hough (of a horse); also spelt, and always pronounced, *hock*: 7. *au*: ought, bought, brought, fought, nought, sought, thought, wrought: 8. the neutral vowel sound, heard only in unstressed syllables, in *thorough*, *borough*. Besides these there is "lough," the Irish name for a lake, which some pronounce *lock*, some *loh*, and some like the Scotch "loch," with the guttural sound like "kh" in *khan*. Compare with these "daughter" (*dauter*) and "laughter" (*lafter*, or *lahfter*).

Nor are the consonants very much better. The consonants C and G both have two sounds, as in *come* and *city*, and *give* and *gem*. CH has three:—as in, *church*, *chasm*, *chaise*. Y is a consonant (*yellow*) and a vowel (*myth*, *tyre*) as well. X is superfluous for it is either KS (*expert*) or GZ (*examine*). F and PH have the same sound; and B, L, P, G, H, K, N, W, are often mute; as in—*lamb*, *calm*, *pneumatic*, *sign*, *hour*, *condemn*, *who*, *knight*.

No wonder Professor Max Muller wrote long ago: "English spelling is a national misfortune. It is unintelligible, unhistorical, and unteachable." And since his day things have not improved.

It would take too long to explain how this chaotic state of affairs has come about. It is enough to recognise its existence, and to see whether it can be improved. For the illogical and irrational nature of English spelling is responsible for serious difficulties, especially in education. These should be clearly recognised.

First, in education: We are assured that an average Italian child learns to read his own language a year earlier than an English child learns to read in his. Why? Because Italian spelling is comparatively phonetic, and so it, and in consequence reading, is quickly and easily learnt. This means that our irrational spelling causes the loss of a whole year in every English child's school-

ing. This is a serious matter, when we consider how much the child has to learn, and how much more profitably that wasted year might be utilised in acquiring useful and important knowledge. Nor is this all. The illogical nature of English spelling has a bad effect on the child's mind, and even on his character. In other studies he is taught to expect reason, law, the sequence of cause and effect: but when he comes to reading, he finds himself in a topsy-turvy land, where there seems to be no law or order, but all is illogical and apparently governed by chance. For example: he is taught how to pronounce the word "cloud". So when he comes across "soul", he naturally says *sowl*, but is told he must say *sohl*. Very good; then he concludes that "ought" must be *oht*; but he is again corrected, and told to say *awt*; in consequence, when he sees the word "touch", he calls it *tawch*, only to discover he is wrong again, and must say *tutch*. By that time he is so confused that he concludes that spelling is all a matter of luck, and gives it up. In the end, of course, learning to spell becomes sheer memory work; and before he has finished he has to learn the special spelling of hundreds of words by heart. For there is nothing in the spelling to tell him, or any one, that "schism" is pronounced *sizm*; "phthisis" *tysis*; "was," *woz*; "have", *hav*; "what", *whot*; "of", *ov*; "phlegm", *flem*; rove, love and move—*rohv*, *luv* and *moov*; "loose", *looss*, and "lose", *looz*; "weak", *week*, but "break", *braik*: etc., and etc. Some have actually argued that the difficulty of learning to spell is a good thing, for it teaches children to tackle difficulties, and is good exercise for their memories. One might as well say that the tread-mill was an excellent exercise for the muscles. Exercise that is meaningless, and serves no useful purpose, is worse than useless; it is harmful.

Secondly, our confused spelling is a serious obstacle in the way of the spread of the English language. Foreigners who wish to learn English for business or other purposes, find our spelling their chief hindrance. In spite of this handicap, English is more

widely spoken than any other language in the world, being known, it is said, to over two hundred million of the inhabitants of this globe. But it would spread much faster if it had a phonetic, or at any rate a rational, system of spelling. It even now bids fair to become a world language; with a reasonable spelling, it would very soon become that, and so a very important unifying international influence. In India, as it is, it is the only language that serves the purpose of a *lingua franca* for the educated classes, in which Madrasis, Bengalis, Punjabis, Maharattas, and the rest, can converse together. But if its spelling were simplified, it would be far more extensively used than it is at present, and so far more useful.

In consequence of these, and other, drawbacks, there is a movement in England in favour of spelling reform; and it is supported by a large number of educationalists in the English Universities and great schools. There is a "Simplified Spelling Society", which is doing excellent work in educating the people up to a change, and in putting pressure on the Education Department to make a move in this direction. The chief obstacle is sentiment, and the inertia and innate conservatism of the British public, who dislike change until it is forced upon them. But it is to be hoped that this will in time be overcome. Some definite arguments are brought against any change; and these may be briefly considered. One is that a new phonetic spelling would look "ugly". What is meant is that at first it would look "strange". But, once it was established, we should soon get so used to it that we should no more notice its "oddness" than we now notice the still greater oddities of our present spelling.

Another argument at first sight seems more serious. It is that a reformed spelling we should lose the history of the language; for it would conceal the origins and derivations of the words we use. For example, if the word "psychology" were spelt, say, *seikoloji*, we should not know that it comes from the Greek words for the "soul"

(*psyche*), and "word" or "discourse" (*logos*). There is something in this: though we might reply that ordinary people do not really analyse the words they use every day in conversation to find out their derivations, and so would not miss them in a new spelling; and those who take an interest in the study of words (and it is a fascinating study) would not be affected, for they would still have their etymological dictionaries to guide them. But when we find acknowledged experts in language and etymology pooh-poohing this argument, we may feel reassured; and they do. Sir James A. H. Murray, the editor of the great "Oxford Dictionary," said: "The ordinary appeals to etymology against spelling reform utterly break down upon examination." And Professor W. W. Skeat, the acknowledged authority on etymology, said: "In the interests of etymology we ought to spell as we pronounce". As a matter of fact, English spelling as often conceals and misleads, in the matter of the derivation of words, as it reveals and preserves. For example—"belfry", a bell-tower, is not derived from "bell", but from Old English "berfrey", a watch-tower; a "greyhound" is not so called because of its colour, but from a Scandinavian word "grey", meaning "dog"; a "slow-worm" does not get its name from its slowness of motion, but from "slay",—the snake that "strikes"; a "witch-elm" had nothing to do with witches, but means the "bending" or "drooping" elm; "buttonhole" does not come from "hole", but from "hold"; "curtain" is not from "tail"; and "cutlet" has nothing to do with the verb, "cut"; and to "egg on" a person to do a thing, has nothing to do with "egg", but is a corruption of "edge". These popular etymologies, and many more of the same kind, are not to be trusted. When people come across an unfamiliar word, they are apt to twist it into some thing they are familiar with. For example, there is a street in London called Birdcage Walk; and actually a legend about it that it is so-called because it was once a street of bird-sellers. Yet the name is really a corruption of the French word "bocage"

(*bocahzh*), meaning "shady"; it was the "shady walk." In the same way, there is a vegetable called the Jerusalem Artichoke; but it never came from Jerusalem, that name being a popular corruption of the Italian word "*girasole*," the name for a "sunflower." In view of all this, we may consider the appeal to etymology as out of court.

A more formidable objection is that a phonetic system of spelling would cause a revolution in printing; because it would mean the invention of a number of new letters and signs to represent all the sounds in the language. The English alphabet consists of only twenty-six letters; but a phonetic alphabet would require at least forty. And when we remember that there are in English only five vowel letters to represent about twenty vowel sounds, we can see the force of this argument. In fact, it must be frankly admitted that the introduction of a strictly phonetic alphabet is not in the realm of practical politics. The change would be too drastic; it would never be agreed to by the British public; it would involve enormous expense in the printing trade; and it would cut English off from the other European languages, and from all languages which use the Roman script. What then? Must we then give up all hope of a reformed spelling? By no means. Several perfectly sound schemes for a practically phonetic spelling of English, without the addition of any new letters, have been devised; any one of which would be an enormous improvement on our present system or "no-system". The main point is that the spelling should be based on the phonetic

principle of one sign for the each sound, and one sound represented by one, and only one, sign. This can easily be arranged with the letters, and combinations of letters, of the present alphabet.

The advantages of a simplified system of spelling, which would accurately represent the actual pronunciation of English words, would be very great.

First, it could be very quickly and easily learnt. A few hours study would enable anyone to spell at sight any word, whether known or hitherto unknown, merely by the sound. This would mean an enormous saving of time now wasted in learning to read. It would make the acquisition of English as a second language an easy matter for the children in Indian schools, and would enable them to devote the time saved to more important subjects.

Second, it would accelerate the spread of English over the world, till it became a sort of world-language. And it would help to knit together in a common tongue all the peoples of our great British Commonwealth of Nations. Apart from its spelling, English is an easy language to learn to speak, because of the simplicity of its grammar and syntax. If its spelling were made easy, because rational, more foreigners would learn it.

Thirdly, it would help to preserve and improve the correct pronunciation of English, the present spelling of which is responsible for much mispronunciation of words. It would prevent the language from becoming vulgarised, and would check deterioration.

(In the next issue, a scheme for simplified spelling will be explained and illustrated.)

"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."

—Bishop Waller

ON EXAMINATIONS

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

Lecturer in English, Andhra University.

PROBLEMS of Indian education have recently attracted considerable notice, partly because this is the time when we reap our full crop of convocation addresses, and partly because, I think, the evils are becoming genuinely recognized. The most important of these pronouncements have been His Excellency the Viceroy's summing-up¹ of the Indian Educational system as a "rather a soul-less machine," and Mr. J. Mackenzie's address² to the Bombay Presidency Secondary Teachers' Conference, followed by the spirited defence of Indian Universities by the Principal³ of the Maharajah's College, Mysore, who, cheerful in a world of gloomy prophets, still believes that God's in his heaven, and all's right with at least, "the humanistic studies" of our higher institutions. Last of all comes the convocation address of Sir Tej Bahadur Sapru at Patna, remarkable for its genuine sympathy with the unemployed, and its urbane, but nevertheless complete, denunciation of an educational system which boasts of its cultural instruction, and expects its graduates to subsist on thin air.

It is rather interesting to note that the most of these critics of Indian education are agreed in regarding "examinations" as the villain of the piece. They all say that we merely "cram young men and women with book learning in order that they may pass examinations,"^a that the "dominance of the idea of examination in general,"^b and of Matriculation in particular, is a radical evil in our system of teaching, that even

poetry and drama, subjects which "should bring radiance and delight to the student, are too often ground out, line by line, with textual comment in order that the examiner may have something to which he can assign a value,"^c and that whatever may be the nature of other reforms which are needed in our schools and colleges, we must, forthwith, cease "to attach so much artificial value to examinations and the result of examinations."^d

Before I proceed to examine this "villanous" institution, perhaps it will be just as well to say a few words on how examinations came to acquire such a pervasive and paramount influence on our educational policy. With the exception of the U. S. S. R., Examinations form the coping stone of most educational structures of the world, but no where is their tyranny so great as in India, and the reason is not far to seek. In our country, schools and colleges are still adjuncts to the offices of the government, and degrees are sought mostly because they are the magic passport to substantial jobs. They are a visible symbol of the candidate's proven fitness for departmental work. In a country which is economically poor, and where the scramble for jobs is so intense, it is not surprising to find examinations acquiring an all-eclipsing interest. It is just a question of competition, of race; he who runs fastest gets the first prize. Universities whose main aim should be the creation of new knowledge, and the propagation of the old, which should foster production and critical enquiries, not primarily with any practical responsibility (for the primary responsibility of the University Professor should be to his subject, and to learning) are, alas, degraded in this country by concentrating

¹ Remarks on opening the Indian Public School at Dehradun

² The subject was, "Examination and its relation to Education."

³ In his speech delivered as President of the Coorg Teachers' Conference.

^{a, b, c & d.} The Viceroy, Mr. Mackenzie, Mr. J. C. Rollo, and Sir T. B. Sapru respectively.

their talent and resources on an education which, thanks to a mechanical system of examinations, is, on the whole, propitious only to the training of the clerks. Of an atmosphere which inculcates in its alumni a love of disinterested knowledge and higher learning, there is in our Universities, if truth be told, precious little; on the other hand, it is well-known that nearly all the best students (and heaps more!) of any particular year try the super-competitions for the All-India Services, as soon as they have done with examinations in their academic career. Mr. Bertrand Russell says somewhere that "competition is not only bad as an educational fact, but also as an ideal to be held before the young." The amount of waste involved in this competition for services is incalculable. For one thing, in spite of their inexplicable surprises, these examinations do succeed in carrying off some of the finest brains of the country, I fear, very much to our ultimate impoverishment. All educationists must have noticed, that although either individually or as a race, we are inferior to no other people of the world. Our Universities and Colleges turn out, proportionate to the number of graduates, a lesser percentage of brilliant men than, were it not for the glaring anomaly¹ of a defective education in an alien tongue, one would legitimately expect. Considering the odds against which we have to fight, one is rather inclined to agree with Mr. Aldous Huxley when he wonders, not at the relation paucity of clever educated Indians, but at the numbers which escape with their brains intact from our academic institutions. In

¹ Mr. Havelock Ellis than whom there are few more profound thinkers to-day, has a very instructive article on the subject called "What is the worth of education?" in his book: *My Confessional*. In India, we stuff the student's mind with a number of oft-repeated maxims. "But they remain on the student's mental surface, a mere matter for idle enquiries; they have never sunk deep to become entrained in the mental texture, to help to constitute a distinct mental and spiritual personality." p. 91.

the circumstances, therefore, it can but be regretted that the services lure away (quite rightly from the individual's point of view, who cannot find anything approaching their prestige and material ease elsewhere) some of the finest of our men, where, the delegated powers being so conditioned, the second best could have just as well done. The greatness of a country is known by its poets and philosophers, its scientists and *savants*, and not by its civil service however efficiently manned. Most of the incumbents, who had the promise of scholarly attainments in Universities, and just that dawning lore of knowledge which was all they could have at that time, but which held, as in a bud, all the wealth of the subsequent flower, live to see the decay and, therefore mourn the loss, of their intellectual proclivities. So much for those who purchase their *surcease* with success. As for the majority who try and fail, the emotional strain is in the attempt, the suspense and the sequel, is so considerable; it involves so much harmful intellectual fatigue that one is not surprised to find that their mental freshness, is for a long time, considerably impaired. "In each generation," says Bertrand Russell, "the best brains and the best imaginations are inundated upon the altar of the Great God Competition."¹

Recently, many Universities and colleges have started separate classes for training students for these services—as though that were the end of liberal education! The Public Services Commission have asked the Universities to help them in reducing the number of competing candidates—a gesture which quietly underlines the connection between two examining bodies arranged in an hierarchy.²

¹ *Education and the Social Order*, 1932. p. 162.

² A very interesting example of the governmental dominance of Indian education, either directly or indirectly, either in cause or in effect, is furnished by the fact that Governors of provinces are *ex-officio* Chancellors of the Universities situated within their jurisdiction. Some of them are quite interested in problems

It might be asked that if not competition, is there another sounder method of recruitment for the services? The answer, unfortunately, is not easy, and must involve an examination of the very bases of society of which educated men and women form the superstructure. Education is very unusually practical politics, because we cannot change one without effecting the other. If, therefore, we want a new system of education, based not on competition, which concerns only with those who succeed, but on co-operation which must embrace the successful, as well as those who, according to the present metric, are the unsuccessful members of society, and assign them all their proper places in the social order, we shall have to reorganize the political and economic values of the country. Just at present the percentage of failures is so large that one wonders if the Indian Universities were not bent upon disqualifying men for life. An adequate realization of human ends is not easily achieved, and unrelated to it all education and politics is so much waste. That our schools and colleges are crushed under a mechanical system in which there is little provision to energize con-

of education, some others are probably not, except in a remote fashion; but willy-nilly all of them have to preside at a convocation and conduct that dreary ceremony. I suppose some of them, like the Governors of U.P. and Madras who have to attend three convocations a year, must feel quite bored. With all the elaborate police precautions that attend their visit these days, our convocations are more like Governor's *darbars* than academic events of the year. The University authorities might elect the Governor as their Chancellor; a man like Sir William Morris, ex-Governor of U. P., and now Pro-Chancellor of an English University, would have been eminently worthy of such honour; or they might choose a distinguished Indian who have rendered notable services to the country. The Oxford University elected Lord Irwin as its Chancellor after his Viceroyalty of India. The point is that if the head of the Government is *ipso facto*, the head of a University, academic freedom is necessarily curtailed.

sciously and consistently the human mind, to evoke its curiosity, and its powers of judgment and critical appreciation is shown by the fact that the spectre of examination rules most of our doings. The mind of man is unfortunately not dead matter; to shape it properly and well we need very much more than a schedule of prescribed subjects. Instead of giving the mental faculties scope for freeplay, we have devised a cunning system of over-education, which makes even clever persons lose spontaneity, self-confidence and health. At every rung of the ladder we have put a test, so that what time the student doesn't spend over books he spends divining the workings of the examiner's mind, with the result that if he succeeds in reaching the top, "he finds," as Marvin puts it, "that his energy and taste have been exhausted in the process, and he lies down to rest in an educational sleep."¹ Of education which is the art of utilizing knowledge he has acquired precious little.

Such thorough-going insistence on examinations were right if they were an infallible method of testing a candidate's ability, and of labelling him for all time to come. But it is a notorious fact that examiners are as liable to err as the gods are inclined to forgive; so much depends upon their moods and their varying degrees of competence. In 1931 an experiment was carried out at Durham in which all the English answer-books from one school were marked independently by seven experienced examiners. The results showed an astonishing lack of agreement both as to the class of candidates and to the relative order of the individual performances. One candidate, for example, was failed by three examiners, passed by one, and awarded a pass with credit by three. Even in a subject like Mathematics where one would expect a fair degree of uniformity, American investigators have found that "a hundred experienced teachers gave marks ranging

¹ *The Nation at School* by F. S. Marvin, p. 86.

from 28 to 90 to the same answers in an actual examination paper." ¹ Professor Valentine ² has carefully investigated the causes of this unreliability, and he has come to a conclusion with which no teacher can disagree—that there are two types of students—one, an 'intelligent pupil,' and the other a 'good examinee,' both being sometimes joined, but very often existing quite apart from each other. Apart from this there is the question of 'examination luck,' and of psychological factors such as nervousness, which, judging from the grave economic consequences of success or failure is quite understandable, but which defeats its own end.

To reduce the element of instability due to the vagaries or the incompetence of examiners, a system of elaborate standardization has been suggested. Model answers are written and divided into so many 'markable points' (allotting separate marks to Thought, Development, Structure etc.,) subjecting thereby the result of several years' education to a simple problem of mechanics³. This, perhaps, is inevitable in cases where the number of candidates is large, and marking has most often to be done against time. But here the reform is likely to prove worse than the evil; it encourages unintelligent memorizing, and promotes habits of unreflecting industry. In examinations where a small number of candidates is involved, it is possible to devise questions which defy cramming; in literature, for instance, it is possible to abolish set books and substitute

¹ For this as well as some other information in this article, I am indebted to a paper on the same subject by Mr. L. C. Knights.

² Cf. His *The Reliability of Examinations*.

³ That even this scheme has failed to secure the desired effect is shown by Dr. Perrie Williams in his *The Northamptonshire Composition Scale*, where commenting on many experiments conducted according to this scheme he says that they "produce a sense of dismay and a feeling of uneasiness concerning the reliability of any purely subjective examination marking." Quoted by Mr. L. C. Knights.

for them general papers which no unthoughtful study can answer, but where the numbers are so large as in the Matriculation and Intermediate examinations of our Universities, it would seem that there is no escape from the evils of mechanical standardization.

The adverse effect of examinations on school and college teaching is known to all who have any experience of the matter. The efficiency of teachers is judged by the examination results, and not infrequently their very job depends upon them. The confident assurance with which, on speech-days, Headmasters and Principals boast of their high percentage of results, clearly shows that they do not want to be judged on other considerations. So far as the actual teaching is concerned, students are given potted information, with so much haste and finality (quite necessary in a crowded curriculum, perhaps), that all spirit of enquiry is most definitely killed. Instead of letting them discover their own interests, and minister to their particular intellectual needs, we give them what Professor Whitehead calls "inert ideas",—ideas, that is, which do not fertilize the mind, which, coming into contact with our "sense perceptions, feelings, hopes, desires, and... mental activities"¹ do not set new trains of thought into motion. Our students are mostly full of unintegrated information, are generally averse to private study and are often even "incapable of taking useful lecture notes." Anything which is not "on the course" is disregarded; our boys are trained like the race-horses, with an eye on the day which at no time is far off, when the great event will take place. No wonder that the teachers, hedged round by the artificial impositions of such an essentially non-cultural and specifically "administration" systems, are able to do so little in the way of real education. Most of us would find parallels from our own experience to the tale of a Training College

¹ *The Aims of Education and other essays* by A. N. Whitehead p. 4.

lecturer who, in giving evidence before the Panel of Investigators appointed by the British Government (1932) to enquire into the workings of the School Certificate Examination said, "If I discuss poems as intelligently as I can, a third of the students go blank. They think, perhaps rightly, that understanding of poetry is not an examinable subject. Twice when I have been discussing the poetry of *Othello* I have been asked reproachfully if I think they are likely to get a question on *that*."

Examinations induce in the teachers as well as the taught an unnecessary strain and staleness; a wrong attitude towards study, a narrowness of approach, and a slavish reliance on accepted opinions. The lecturers adopt the line of least effort, and indulge in that anti-intellectual process of dictating notes which cannot be too severely indicted. Like disenchanted but grave drill-masters they shape the intellectual stature of their pupils which will be measured by the scale of examination values.

Considerations of space forbid a review of the stultifying results of this system on the teaching of literature. The set texts are in many cases eminently unsuitable, and they are mastered like books on science; the questions can be conveniently predicted, and, thanks to an unwholesome excess of "annotated editions," comfortably prepared. These "pompously authoritative" notes help in the perpetuation of conventional judgments, for the students rarely attend to the teacher's remarks if they happen to be new, and forget them even if they listen, because in the last resort they always lean on these pernicious stays. Literature as literature soon ceases to exist after this infamous treatment. Of the study of words as "the tools of thought" employed in expressing emotional attitudes and intellectual perceptions, we have very little in our departments of literary studies. ¹

¹ An admirable little book on the subject is *Reading and Discrimination* by Denys Thompson. See also I. A. Richards's *Practical Criticism*.

The conclusion, therefore, is obvious. If education in India is to produce men with freedom of thought and independence of judgment (and there is no other sense in which it can be called nation-building); it must be freed from the incubus of examinations as early as possible.

In his presidential address to the Educational Science Section of the British Association at its Norwich meeting this year, Dr. Pickard-Cambridge said that, "the thing most essential is to distinguish examinations as an aid to education from examinations as a test of fitness for purposes external to the school. As it is, the attempt to combine the two aims has had a sufficiently long trial, and has proved a most unhappy failure. The external purpose has virtually eclipsed the internal." The competitive idea was inoculated into education in the nineteenth century when the doctrine of *lassiez-faire* obtained such unlimited sway over men's minds. With its failure in most other departments of lives there is no reason why it should find such a sacred sanctuary in our educational curriculum. The intelligent as well as the less intelligent go to form the variegated texture of society, and, their capacities being given the proper scope, they must be impartially provided for by the state. An apt commentary on what happens now is furnished by the painful spectacle of boys who have to appear in an examination several times, just because they happen to fail in a particular subject which is thought necessary for an all-round education. "The essence of getting pupils through examinations," says Professor Whitehead, "is to give equal weight to all parts of the schedule. But mankind is naturally specialist. One man sees a whole subject, where another can find only a few detached examples." Moreover, it is well-known that many of these "failures", due to new interests, or the impact of new circumstances, do exceedingly well in life, whereas with many others the position of a degree signifies nothing else than that they possess one.

I agree with Mr. L. C. Knight in thinking that the mere abolition of examinations would be such a positive gain that it is irrelevant to ask what we shall put in their place. We may take long to achieve this desired result in our country, where the examining bodies act as a barrier between the haves and the have-nots in a special way. Opposition will also come from the examiners themselves to whom these gloomy operations are a source of considerable income. The top-dog in this case takes more meat than, in that time, he can consume, whereas the pinched under-dog gets just enough to fill a hungry stomach. One consequence of the move for the abolition of examinations should be the raising of the teacher's salary,—thereby robbing this institution of their interested support. The marking of answer-books becomes surprisingly dull as soon as the gilt of payment is taken away from the task. How much precious time in the vacations, which should be utilized in research or study, is wasted on this melancholy drudgery!

If the day of deliverance is far off, it should be possible for us to introduce some reforms in the meanwhile. It is now generally recognised that school and college education should both be made self-sufficient, and not one as the complement of the other. The school should be a unit, but

"no absolutely rigid curriculum not modified by its own staff should be permissible." The government departments can hold intelligence tests for those who want to serve them; in other professions vocational tests would be a surer guide. The colleges and Universities should give a more definitely critical and cultural education; the curriculum should be general; in literature, in particular, text books should be avoided; the tutorial system should be introduced; and in most institutions, libraries, which are the training-ground for all intellectual work, should be very considerably improved. Questions should be designed to test the candidate's power of critical appreciation and of forming independent judgments. Lectures should be voluntary,—a reform which will free the student's mind, and impose upon the teacher the necessity of making his lessons worthwhile. Mr. Bertrand Russell thinks that "by means of short hours, voluntary lessons, and good teaching, it is possible to cause about 70 per cent. to learn from loss of knowledge." We must cut down the hours of work and avoid giving useless information. It is very much more important to teach our students the use of books rather than expect them to perform feats of memory. If we fail to initiate them into the inner significance of information, all our education, in spite of its heroic efforts, will be a mere futility.

LINGUISTIC METHODOLOGY

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

NO truer words have been spoken for some years now on a neglected aspect of study, which far from deserving indifferent treatment, requires to be examined, encouraged and elevated to a respectable status in English studies. As Mr. Harold E. Palmer, Linguistic Adviser to the Department of Education in Tokyo, says, "While the needs of *students* of English have been amply catered for, those of *learners* of English have been generally ignored."

The problem envisaged by him can only be sketched here. English has become or is fast becoming a World-language, and yet "the science and art of teaching economically and effectively English pure and simple to those who know no English or are unable to use English," is in its infancy. How to make English easier to learn or more easy of approach, is a subject that demands immediate and careful investigation.

A German proverb says, "All beginnings

are difficult." Apart from it our experience endorses its truth. While many have admitted the stupendous nature of the task, few have taken any real pains to study it and offer any solutions. In this land of ours, the *Guru* had been a much respected member of society. Such reverence and such respect were paid to him that he was placed in such a position above want that the means of living did not enter into his calculations. The position today is reversed. And the standard of social values has changed. Everyone wishes to be a teacher for want of a better job and why not? Everyone that wishes to, can be a teacher, inside the school or outside it, on the pial or beyond it, not to speak of everyone who can criticize and evaluate his work. The wider the electorate, the vaster is the army of critics and judges! What is more, every teacher can be a teacher of English, shall I say, should be a teacher of English?

I do not mean to disparage or cast any slur on any body of teachers. But there can be two opinions on the need for training or better training, when a teacher goes about to teach English to beginners. And perhaps there cannot be a better training than self-training, the kind of training that one receives from experience enriched by conscious effort at turning the searchlight inwards, to detect the defects in his methods with a view to get over them. It must be noted, however, that an extensive field cannot be negotiated by a single furrow. No teacher by himself, however gifted he may be, can work out the problem of English teaching to beginners and other problems, unaided. Nor is a training college by itself best adopted to

carry on the work without the assistance of teachers actually engaged in the work in schools.

It would seem, therefore, that the competent persons are a body of researchers, experienced teachers but ardent enthusiasts, whose enthusiasm is warmed by experience and whose experience is sublimated by enthusiasm. I am aware of training colleges, where teachers under training were, and are called in to assist an enthusiastic lecturer to help in the compilation of statistical data in educational problems and to conduct investigation of a kind on certain lines chalked out by them. Dr. Johnson criticizes blind Milton for dictating "Paradise Lost," to his daughters, a drudgery which they hated. In a similar manner, how far the teachers under training will take the investigation as a purposeful activity is open to question. I mean that the task is imposed on unripe or unwilling minds.

The idea of a Research Institute for Linguistic Methodology is not novel. One such institute is in existence in Tokyo, and seems to be doing useful work under the lead of Mr. Harold E. Palmer, Linguistic Adviser to the Department of Education in Tokyo. A twelve-year-old experiment, it has outgrown the stage of solicitous patronage, anxious attention and unfriendly criticism. It has come to stay, though perhaps the only one of its kind in the world. We are told, that recently, "under the auspices of the Carnegie Foundation of New York, a committee was held to consider the possibilities of English as a World-language."

In a subsequent article it is hoped to probe deeper into the subject.

"Education must not unfit our boys and girls for their future occupations; but it would be a terrible mistake to judge education solely by its success in turning out wage-earners. Our pupils must grow up to be intelligent men and women, well equipped to think accurately and clearly about the problems which face a citizen to-day. The benefits of a good secondary education will never be wasted, whether the pupil ends as a University don or a domestic servant.

—Oliver F. G. Stanley.

PARENTAL CO-OPERATION

By Mr. D. RAMAMOHAN RAO, B. A., L. T.,

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BEFORE going into a consideration of the ways and means to be adopted to tackle the question of Parental Co-operation with any measure of success, it is necessary at the outset to realise the conditions now obtaining, which seem to militate against a closer co-ordination of the school and home activities of the pupil. The outstanding feature that well-nigh fills us with despair is the wide hiatus that separates the school from home—a tragic divorce of the school atmosphere from the domestic.

The first reason for this pathetic isolation seems to be the illiteracy of the vast body of parents; and even if they be conversant with a working knowledge of the mother-tongue, parents, in general, have no means of assessing the attainments of their sons, when the education now imparted is in a foreign language, and when the subjects of instruction are much advanced and complicated. But if you will hear with me a while, I will tell you that this illiteracy or ignorance on the part of the parent cannot be an insuperable barrier against a happy synthesis of the school and home.

The second reason for this antagonism—or at any rate, non-co-operation—between the school and home is the myopic vision of the average parent, his self-complacent self-centredness, and his pathetic inability or unwillingness to shoulder his share of the responsibility in the moulding of his boy's future. If you ask a parent, "How is your boy faring at school?", ready comes the reply, "Well, I have surrendered my boy to the teachers, it is their business to make him pass; for have I not been paying school-fees!" In fact, the average parent looks upon his boy as having been married into, or adopted by, the school with the consequential severance of family obligations. The parent, generally apathetic and unconcerned about his boy's progress at school,

rouses himself into Himalayan energy on the eve of the annual promotions. He flits about from teacher to teacher; assures his acquaintance, if not with a particular teacher, at any rate, with that teacher's remote ancestors and far off relatives: and gives a pious undertaking that he will certainly take greater care of his boy, *if he is promoted*. This tragic and traditional outlook on the part of the average parent, it is the bounden duty of the teacher to rectify. And at every stage of parental co-operation, the teacher should impress on the parent that the latter's responsibility does not cease with his ushering of his boy into the world, but that it is co-extensive with that of the teacher in all that tends to the welfare of his boy.

But a recognition of the difficulties of the problem that confront us, though they impress us with the magnitude of the task that lies before us, is not the same as its solution. And the only two ways, by which we have been trying till now to bridge over this gulf that separates the school from home, are the methods of fining and the issue of progress cards. The time-honoured method of fining, which is really intended to operate as a kind of vicarious punishment—to bring home to the parent the lapses of his boy—is of very doubtful value. The boy gets the fine-money from his parent under some pretext or another; it is duly credited to the school; the school to that extent is enriched; and there the matter ends. The second method of issuing progress cards at the close of the terminal examination for the information of the parent about his boy's progress—this method too cannot be said to be really helpful to us in inducing the parent to evince greater interest in the welfare of his boy. As it is, the progress cards are issued, they are signed by parents, they are collected and filed in school records, and then the curtain is dropped. In this connection, I cannot refrain

from citing an incident which has come under my notice. A progress card was duly issued to a pupil; the boy took it to his parent; unfortunately, the parent happened to be illiterate; he commanded his boy to read the figures for his benefit; the boy proudly did so in English—'ten percent in English'; the parent got irate; he slapped the boy into a Telugu rendering of the entry; the boy—let it be said to his credit—correctly translated it. Thereon the parent roused to fury spat out, "You knave, what did you do with the rest of the marks?" The boy, with a mischievous twinkle in his eye, retorted, 'the teacher kept the rest for himself!' Thereupon the parent fell into a general denunciation of teachers as a pest of thieves, swindlers, and what not!

Having outlined that the hackneyed methods of fining and issuing progress cards are of very doubtful value in solving this vexed problem of parental co-operation, I shall now give my suggestions for the solution of this problem according to my lights: Firstly, every teacher in the subject he teaches should keep a record of the pupil's attainments and conduct; and the system of daily marks now in vogue, but more methodically followed will be a correct index of the pupil's daily progress or its reverse. Secondly, once a fortnight or month, the class-teacher should consolidate the marks of his class pupils in *all* subjects, so as to enable him at a glance to assess the worth of all the pupils of his particular class. In preparing this consolidated register, it will be of material value if the several subject-teachers meet together and compare notes for a full and correct appreciation of the pupil's attainments. Thirdly, from this consolidated register, it will be easy for the class-teacher to classify his pupils under the following headings: Under the first heading come those pupils who are up to the mark and whose conduct also has been satisfactory. These pupils do not present either the teacher or the parent with a problem—in fact they themselves have solved their problem and to that extent our task has been simplified. Under the second group, come

those dull, and mentally deficient pupils. They need special treatment. More often the teacher mistakes their mental backwardness for gross negligence and imposes on them heavy tasks. Under the third category, comes the nomad, who is incapable of steady and sustained work though mentally alert. He often brings in the handy excuse of 'head-ache' to deceive the unwary teacher, and to repeat his Round-the-town tours—perhaps as a preliminary to the round-the-world tours—which have now become the hallmark of the enterprising youth. These rambles are generally seen at coffee-hotels, cinemas, railway stations, soda-shops, and *Killy Kottus*. As most of the teachers also resort to these places—I say guardedly in the capacity of teachers—it will not be difficult to pick them up. Under the fourth and last heading, comes the rebel. Such rebels are few and far between. During my long experience as teacher, I have not come across such a boy who delights in flagrant breach of school discipline. His is a case of restless energy, the brimming buoyancy of youth, ever on the alert to notice the slightest lapse or mannerism on the part of the teacher to be exploited for the general jubilation of the class. A sweet persuasiveness coupled with a little tact and an appeal to his sense of self-respect, will, I am sure, tone him down. Even if he is an incurable, we need not despair of him; for he has in him the mettle with which our future Robert Clive will be made.

Thus, when the classification of each pupil has been made, we will have a ready history of each pupil. When the spade work has been gone through, we will have a ready reckoner to be presented to the parent of each pupil. Then the class-teacher should send invitations to the parents of his pupils, and with the classified list of pupils before him, the teacher should explain to the parent concerned the particular failings of his boy. If the pupil comes under the first heading, that is, of those who are up to the mark, the talk between the teacher and parent ends soon and the parent can be dismissed with a smile and a thankful shake of hands; for as

I have told you, the up-to-the-mark pupil has solved his problem for himself. If the pupil belongs to the category of the mentally deficient, the teacher in his talks to his parent, should refer the boy to a doctor for the cure of adenoids, mal-nutrition, or some other ailment. If the pupil comes under the list of the nomadic tribe, which is the more common feature, the fact should be well impressed on the parent especially when the parent lives outside; and effective steps should be taken for keeping the boy under the surveillance of a responsible person in the town, failing which under the custody of the teacher himself. Generally, nomadic pupils are very extravagant. An effective control over their purse by the parent, or in his absence by the teacher, will, indeed, go a long way to stabilize him. If the pupil comes under the class of rebels—and I have told you that they are very rare—it is no compliment to the teacher himself to tell the boy's parent that he has been setting at naught the teacher's authority—the remedy lies with the teacher himself.

These interviews between the teacher and the parent would, indeed, help us not a little to explore every means of reforming the pupil; and they should be in the nature of *Talks to Parents*. Where special coaching in a particular subject is necessary, the teacher should impress on the parent the necessity to engage a good tutor, which is no difficulty in these days, when even qualified teachers can be easily picked up from the host of the unemployed for a trifle for the purpose of undertaking tuition.

Such talks to parents should take place as frequently as possible. But as some may happen to live outside, they should be invited to the school at the close of each terminal examination, when it will be easy to correctly assess the worth of a pupil in all the subjects of his study. Open conferences like these, in which both the teachers and parents assemble once a year, serve no purpose at all; for every pupil presents a problem in himself with his particular fail-

ings and special needs. Such open conferences are generally a day's *tamash*. There is another danger, too, in convening them. Naturally, we will have something hard to say to the parents about their irresponsibility for their boys. Inevitably, the parents will retort that we have been remiss in the discharge of our duty. And the parents, being numerically stronger, can easily manoeuvre to pass a 'No-confidence' resolution against us with perhaps the prospect of a further cut in our salaries.

It may be remarked that these methods of direct contacts between the teacher and parent, involving as they do, a sort of scholastic survey of each pupil's attainment and lapses with a particular method of reform needed in the case of a particular pupil, with frequent correspondence also when the teacher is away—it may be said that all these and many more will place a heavy strain on the responsibilities of teachers which are already taxed much. But with a living faith in us as the torch-bearers of knowledge, with a faith in a wise and overruling Providence, with a faith in the spirit of missionary zeal that prompts us on to rise equal to the occasion, I feel sanguine that with the willing co-operation of the vast body of parents, we can, in a large measure, contribute to the solution of this most important of all social problems—the creation of the cream of the future citizen of India. Then the society, in which we live, will indeed come to appreciate that all our toils and tribulations have not been in vain. The society then instinctly grasps that we, the teachers, are an indispensable and effective factor in social economy. When we have shown ourselves to the world that we are prepared to shoulder these responsibilities involved in bridging over the gulf that separates the school from home, we can then feel certain that the badge of slavery which we all wear, that the bonds of inferiority complex which enthrall us, that the fetters of social ridicule and derision on one hand and of official superiority and arrogance on the other—that all these shall

Continued on next page

INFANT TEACHING

By Mr. D. KRISHNAYYA

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THE highest for the lowest,' is an educational maxim well worth the attention of all those interested in the sound education of children. The true basis of Elementary Education is infant teaching, as all know. The infants have to be particularly cared for as many of the pupils admitted into these standards drop off before coming up to 5th standard—the ambition of the Elementary Education scheme. Statistics disclose that, generally 2 or 3 out of every 20 scholars in the infant class come up to the highest class and of these only a small minority of pupils pass the examination conducted by the educational authorities. What the main causes of wastage and stagnation in the Elementary Education scheme are, form the main subject of consideration of the educationists. Many reasons are advanced which have no doubt direct bearing on the subject.

Out of these causes, one should admit that the infants are not generally educated on sound principles of educational reconstruction. The pupils are not made to love their class, class-mates, school room, class teacher and the school in entire *i. e.*, they have no attractive school life. The infants are merely grouped and are made to be in the class room for a few hours both in the morning and afternoon sessions of school life. What the bent of mind of the infant is, the teacher does not mind to care. His attention is almost entirely fixed in trying to manage his class so as not to disturb the class or classes adjoining. Often the infant

Continued from preceding page

snap of themselves, when we can proudly rise to the full stature of the endearing, ennobling, and enlightening brotherhood of the teaching profession.

(Read at the Conference of the Andhra Teachers' Federation on 23-11-35.)

class is almost unwieldy so that it is not possible to give individual attention to the pupils and the teacher is an untrained one or one with a lower grade certificate. To add to this, he is obliged to manage in some cases standards II and III in schools falling in the group of single-teacher schools.

It is indeed a problem how these three standards have to be effectively managed, controlled and instructed efficiently by a single teacher with the minimum educational qualification and with no idea of the psychology of the child. Evidently, the teacher by circumstances unfavourable pins himself to this condition in life and drags on somehow in as much as he has nothing better to think of. How in such cases the infants are cared for and what progress can be expected may easily be judged.

If little boys are not taken into confidence and if the teacher were not to play and dance to the whims and wishes of the infants they do not care for authority but try to escape into those circles where they can be free and enjoy. So it is, from a serious study of child mind, various systems of education have come to be advocated from the view point of the child. Experiments have been laboriously made and systems on actual educational experience have come to be advocated and are being advanced. 'The play way of education' is a new theory to the eastern mind and some parents even laugh at it when they see their children engaged more in play than in serious study as they say though the Kindergarten and Montessori methods are mainly intended for the recreation and the construction of the child mind in a healthy atmosphere of school life.

Children like toys, games and a lot of fun. They are the funniest things in Nature. They like fine pictures and bright colors and love mischief of the highest kind.

Their energy is dynamic finding a safety valve in a fund of play. Children love liberty and cling to it perhaps far more vehemently than to their pretty dolls, toys and sweetmeats. When the children are approached from an insight into the rich treasure of childish fancy, the teacher is much loved and he becomes their elder brother, playmate and an instructor unconsciously.

Teaching cannot be forced on them but the children have to be drawn magically to educational games, exercises and picture albums containing alphabets and words. When the treasure chest of a child is examined into, we find a number of curiosities which are indeed very precious things to the child. Bits of colored pencils, crayons, slate pencils, old cinema reels, peacock feathers and the like are the rich exhibits of the children's treasure chest and these should induce a true lover of the infants to interest himself to the children and educate them ultimately almost without their understanding that they are learning while they seem to be actually playing. It is in view of all these that some educationists regard women as the best teachers for the infants but we do not ordinarily get highly cultured women as teachers for young children to satisfy their curiosity. The why and what of anything and everything the children wish to interest themselves in, and any explanation not appealing to their taste is cast away as useless and the train of questions is all there ever marching. What difficulty is often experienced and how many reference books one has to consult to interest and satisfy them, one who has tried to answer children's questions can easily certify. Have we such women teachers is the question?

Children are associated with curiosity and their curiosity should be satisfied at all costs in the interests of sound education. The psychology of the child is a treasure house with delightful details each of which

the teacher has to carefully study, apply, observe and watch but many infant teachers do not know generally what psychology treats of and what a real friend it is in sound teaching.

In the West, children form the special objects of study by all grades of educationists. So much so, English literature is rich in books written mainly from the view point of the child. From the *Æsop* fable down to the present day books, scholars, poets and educationists have devoted themselves and enriched the Literature with things suitable and interesting to them. The printing press has contributed not a little in the West to the growth of literature specially suited to the children. Every library big or small is full of books—bumper volumes beautiful and attractive to suit the fancy of the children. They are generally printed on thick glaze paper in bold block letters full of pictures in natural colors beautifully bound and gilded including edges even. How much we owe to the English publishers for such children's literature even in our country everybody knows.

In Oriental literature books specially suited and edited from the view point of children are absolutely wanting and unless the educated Indians make it a point to publish children's books in the various Oriental languages, our children cannot be on an equal footing with their brothers and sisters in the West in the matter of their cultural uplift. The want of suitable literature for the children in their respective mother-tongues is also a great handicap in infant teaching in our country. If the children are approached from their view point and if education is imparted to them with work and play on the basis of the latest applied psychology and if suitable literature in Oriental languages is profusely thrown open for them as in the West and if school life is made specially attractive, the problem of infant teaching in this country can be solved to a successful degree ere long.

EDUCATION AND EMPLOYMENT*

By the Rt. Hon'ble Sir Tej Bahadur Sapru

THERE are many among us who think that having regard to the size of the country and the population, the number of universities existing in the country does not err on the side of excess. Indeed, the dominant feeling is that it is nothing short of a sin to put any kind of barrier in the way of higher education, that it is the pious duty of every one of us to promote and foster the diffusion of higher learning on an ever-widening area. The votaries of knowledge and culture, steeped in the wisdom of the East and West, will always tell you that knowledge must be pursued for knowledge sake and that sordid considerations relating to the material interests of life must not be allowed to contaminate the pure atmosphere pervading our seats of learning. On the other hand, there are those who think that if only universities did not exist and did not produce ambitious young men with half-baked ideas of freedom and nationalism and socialism and all the inconvenient isms of the present day, there would be no such thing as the Indian problem and India would be a land flowing with the milk and honey of contentment and gratitude for favours received.

PRACTICAL POINT OF VIEW

Now let me tell you frankly that I do not agree with either view. It is not that I do not realise the benefits of higher learning or the necessity for developing a higher cultural life for the nation, but I cannot reconcile myself to India becoming a nation of learned beggars. It is all very well for successful lawyer-politicians who, when they have nothing else to do, take out a book from their shelves to beguile their time, to talk of culture and so also learned professors at the universities, who at times betray the common weakness of humanity by comparing their emoluments with those better circumstanced than they are, may talk of culture and knowledge for knowledge sake. But I should like these gentlemen to place themselves in the position of the long-suffering but fond parent who stints himself to educate his boy to find that the young man, on whose future he had built his hopes, when

face to face with the reality of the situation finds that he has to drink of nothing but the cup of disappointment and despair so far as a career in life is concerned. Government, foreign or national, can provide "jobs" only for a limited number. The learned professions, if they are to be followed as professions, presuppose a certain amount of private means during the period of waiting. Agricultural life has no prospects to offer. There are not many vacant or waste lands to occupy. University training has filled his mind with fine cultural ideas and all the doctrines about the distribution of wealth and the control of the means of production from the time of Plato down to that of Lenin. Cinemas and newspapers have created new tastes which cannot be satisfied in the humble and undeveloped surroundings of village life. Trade and industry there are; they call for development and developed they must be but unless he happens to belong to the charmed circle of a trading class or belongs to a certain caste there is no use for him there, specially when the expert has yet to fight for his recognition in the economy of Indian life. This being the position—and I hope I have not placed before you an overdrawn picture—it is for those who are responsible for our educational system to revise their ideas.

To put it briefly my submission is that the problem of education must now be viewed along with and as connected with the problem of employment. This does not, by any means, mean or imply that we must close our universities or curtail their activities. It does, however, imply that we shall so re-adjust our entire system of education as to afford, on the one hand, every possible opportunity to those of our boys for receiving university education in arts or sciences who are likely to benefit by it and it also implies that we shall not allow wastage of intellect and opportunity in the case of those who are not likely to benefit at all by academic education at universities or other higher seats of learning. For the latter class we must provide suitable education, vocational or industrial or some other kind which may enable them to acquire the faculty of doing things at an early stage of

* Extracts from his Convocation Address delivered at the Patna University on 30th November, 1935.

their life and earn a decent living. We must give a new bias to education in its early stages.

ESSENCE OF THE PROBLEM

It seems to me that the essence of the whole problem lies in reforming education at the bottom, i. e., in reorganising (1) our primary education so as to bring it more into harmony with rural conditions and (2) secondary education so as to make it self-sufficient and not subservient, as it is at present, merely to university education. It must mark, in my opinion, a definite stage in the career of a boy so that if he wishes to start in any career, for which he has received the proper training he should be able to do so at the end of his secondary education. No doubt we shall have to provide a suitable kind of secondary education for those who propose to join universities either merely for cultural purpose or to qualify themselves for certain higher branches of public services or certain learned professions. It is only thus that in my humble judgment you can secure on the one hand the true interests of culture and on the other the material interests of a large number of our boys. At the present moment I fear the progress of the really intellectual and culturally-minded boys is impeded by their being associated at the universities with others who act as a drag on their progress. It is only when you have made some suitable provision for the latter class of boys that you will enable the former to render that service to knowledge and culture which will enable India to claim a position of honourable equality among those nations of the world which are making daily contributions to the development of science, philosophy and culture. Further, this will also permit universities to raise their standards still higher.

At the present moment I am afraid we talk somewhat loosely of higher education in connection with our universities. It is true that we produce every year men who achieve distinction at certain competitive examinations both in India and in England. It is also true that these men have raised the level of public conduct in our services, nor do I forget that some of these men who join learned professions achieve distinction, but when I think of universities as they are at

present I do not think of the limited number of good men they produce but of the very large number of, I shall not say second class but third class men with very indifferent intellectual equipment, with scarcely developed cultural tastes and with no clear ideas about many things. My conviction is that we cannot allow to tinker with this problem and leave things to drift for themselves. We must have a definite policy with regard not merely to university education but also with regard to educational institutions at the bottom.

Now that we are going to be responsible for educating our own people, I think there is no reason why we should not approach the whole problem boldly and courageously with definite and clear ideas as to the future. I am anxious to prevent misunderstandings. As I have said before I do not wish to discourage university education or curtail the beneficent activities of our universities. I would much rather concentrate for the next few years on a reorganisation of our school education. As regards the universities themselves I suggest that the time has come when each university—and it must be remembered that our resources are not so ample as those of western countries—should select for itself certain subjects of study on which it would lay special emphasis so that special value might attach to its alumni in those subjects. I am afraid as a layman I have no business to go further into this matter, but perhaps you will permit me to say that in the earlier stages of our boys' education I would much rather that their power of observation was developed, that their general knowledge of things around them and beyond them was of a higher character than that their mind should be fed merely on certain text-books and that we should continue to attach so much artificial value to examinations and the result of examinations. One danger that I foresee under the new constitution is that education being a provincial subject our universities and our entire educational system in each province may tend from a national point of view to become far too provincial or parochial. I sincerely hope and trust that without in the slightest degree interfering with the autonomy of the provinces it may be possible to devise some machinery for the interchange of ideas between province and province and to secure some co-ordination and prevent unhealthy competition.

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: DEC., 1935

The Economics of Education

THERE is at present a many-sided attack on the system of education that is obtaining in our country and it is education in all its stages and grades that is being attacked. The view-point of most critics is best seen in the observation made by Sir Tej Bahadur Sapru recently that we are in danger of becoming a nation of learned beggars. The danger referred to by him is real and it is assuming large proportions. It is worth-while considering what issues are involved in the present situation.

THE main point that has to be noted is that from the economic standpoint the educational system has got to be pronounced to be a great failure. Those who are receiving education and those who pass out of universities and secondary schools are not in a position to render any wealth-producing service to the community and earn their livelihood. Their education has not fitted them for any occupation in life and whatever is invested in it is found to be a sheer waste. The question whether the investment has come from public funds or from the private pockets of parents and philanthropic persons is not of much importance. Whatever be the sources of the expenditure on

education the expenditure itself has not resulted in an increase of the real national income.

THERE are of course those who persist in arguing that the value of education should not and cannot be measured in terms of rupees, annas and pies; that learning has got a value of a superior order and that in every country there must at all times be a certain number of persons who are cultured, who pursue knowledge for its own sake and who are actively engaged in the discovery of truth in the field of science, history, philosophy, etc. It is their opinion that universities in India are performing the function which in this respect are being performed by universities in all parts of the world and that it is unfair to judge their work by the number of graduates that are able to get employment or earn a decent income.

THE fallacy, however, in this line of argument is that there may be too much of even a good thing in comparison with the quantity of other good things that an individual or a nation requires. The discovery of truth or the pursuit of knowledge for its own sake are not the only aims of human existence. The removal of poverty, of suffering and misery and the raising of the general level of comfort should also be aimed at. And it may be that it is impossible for truth to be discovered or for knowledge to be pursued if those who are supposed to be engaged in such pursuits find themselves in want and utter poverty. Life must precede good and if education does not make life possible it cannot achieve its aim of making life good, happy and beautiful. And this is the position in which we find ourselves placed at present.

of four and eight it will be better if teachers see that children bathe, put on clean clothes, and avoid bad habits like smoking and chewing and have regular exercise. There should be a new orientation in regard to school-work in general and schools should be prepared to do all they can to promote the health of boys and girls who are in their charge.

Curriculum of Studies

WHAT should we teach our children at school? This is a subject to which sufficient attention is not given in our country. The absence of clear ideas about it is due to a very great extent to training colleges not devoting any time to research and experiment. There are many enthusiasts everywhere who demand that a child of seven or eight years should be given formal instruction in all possible subjects—English, the mother tongue, arithmetic, history, geography, civics, science, and general knowledge. Text-books are prescribed on each of these and sometimes more than one text-book in each subject. Besides text-books there are the notes dictated by the class-teacher. Let it be noted that this is what happens not to grown-up boys in high schools but to children of the age of seven or eight in classes three and four. It is no exaggeration if it is stated that on an average a thousand pages of printed matter has to be gone through during the eight or nine months of the school-year by every child in these classes. Without any loss whatever it is quite possible to give up formal instruction in history, civics, geography and general knowledge in the lower classes and more time devoted to drawing, card board work, modelling

etc. The present system is quite detrimental to the mental and the physical development of our children.

In this connection it is interesting to note that an experiment is being conducted in some American schools under which Arithmetic, which has from time immemorial been regarded as one of the most important subjects in the curriculum from the lowest class onwards, is omitted. Writing in the *Journal of the National Educational Association*, an experienced superintendent of schools gives the story of his experiment. Years before he started it, he was of opinion that "it seems to me that we waste much time in the elementary schools, wrestling with stuff that ought to be omitted or postponed until the children are in need of studying it. If I had my way I would omit arithmetic from the first six grades. I would allow the children to practise making change with imitation money, if you wish, but outside of making change, where does an eleven-year-old child ever have to use arithmetic? I feel that it is all non-sense to take eight years to get children through the ordinary arithmetic assignment of the elementary schools..... The whole subject of arithmetic could be postponed until the seventh year of school, and it could be mastered in two years' study by the normal child."

Teachers of mathematics in our country may shagger at these views. But the experiment has been tried by the superintendent and it has been found a success. Arithmetic was omitted. More time was devoted to teaching the children the three new R's as he calls them—reading, reasoning and reciting—in the first six years of their schooling and when formal instruction in arithmetic was given to them in the seventh

and the eighth years their standard of attainment was found to be higher than that of children who were taught arithmetic from the lowest class. He concludes that the effect of the early introduction of arithmetic had been to dull and almost chloroform the child's reasoning faculties. Who has got the courage to initiate such experiments in our country?

The Andhra Teachers' Federation

THE fourth annual conference of the Andhra Teachers' Federation had a successful session at Rajahmundry under the presidency of Mr. S. K. Yegnanarayana Iyar, the President of the South Indian Teachers' Union. In the course of his address he drew pointed attention to the epoch-making character of Macaulay's minute on education which with all its faults has been responsible for the national awakening which we see around us to-day. He also referred in detail to the lack of a self-consistent policy in education which has resulted in the difficulty experienced by the products of our schools and colleges in fitting themselves into the society around them. He made a powerful appeal to the teachers to do their duty by the pupils entrusted to their care and by the country to which they belong. It was a very suggestive address that he delivered.

The conference passed a number of resolutions on a variety of educational topics including modifications in the Secondary School-Leaving Certificate scheme. It is a pity that the Education Department has not as yet come to even tentative conclusions on such an important subject. The Federation and the Teachers' Associations affili-

ated to it should discuss the various aspects of the scheme and place before the Government and the S. S. L. C. Board what they consider to be a reasonable scheme. Another contentious question discussed at the conference was the relation that should exist between the Federation and the South Indian Teachers' Union. It is not desirable that the one should be completely merged in the other. It is on the whole better that they work as separate organisations, co-operating, however, through joint committees in the discussion of problems common to the whole province and taking concerted action whenever such a course is necessary. Teachers' Associations in the Andhra country have not somehow been so active as those in the South. The Federation should strive its best to undertake an active campaign of propaganda, start Teachers' Associations in places where they are absent at present and create and develop among all Associations an enthusiasm for organised work. We wish every success to the Federation in this line of work.

Personal Notes

H.E.H. THE NIZAM OF HYDERABAD has, it is understood, made a donation of Rs. 5,000 to the general fund of the Viswabharathi. The Nizam has already donated a lakh of rupees for the establishment of the Islamia Studies Department at Santiniketan, and Rs. 19,000 for erecting the quarters for the Nizam Professor of Islamic Studies, attached to the staff of the Viswabharathi.

MR. M. S. H. THOMPSON'S, (Principal, Training College, Rajahmundry,) services have been placed at the disposal of the Resident of Bangalore and the Commissioner of Coorg for employment as Inspector of Schools in Bangalore and Coorg.

THROUGH different PROVINCES

DELHI

INDIAN INSTITUTE OF INTERNATIONAL AFFAIRS

A move for the formation of an Indian Institute of International affairs, in affiliation with the Royal Institute at Statham House in London, has been announced over the signature of 16 distinguished persons, official and non-official.

This would be of great value to our country. There are already in Canada, South Africa and Australia Institutes of this nature affiliated to the Royal Institute.

"The Royal Institute of International Affairs was founded in 1920. Its objects are the scientific study of international politics, economics, and jurisprudence; the provision of accurate information on international subjects; and the promotion of understanding of the circumstances, conditions and views of nations and peoples.

If the Indian organisation were affiliated with the Royal Institute of International Affairs in London, its members would enjoy the full privilege of members of that body when in London, and would be entitled to use its services as freely as its own members."

CENTRAL BOARD OF EDUCATION

The complete list of members constituting the Central Advisory Board of Education in India has been published as follows:

Ex-officio: (1) Sir Girja Shanker Bajpai, Member-in-charge of the Department of Education, Health and Lands (Chairman) and (2) Sir George Anderson, Educational Commissioner.

Nominated by the Government of India: (3) Sir T. B. Sapru, (4) Sir Akbar Hydari, (5) Dr. A. H. Mackenzie, (6) Rt. Rev. G. D. Barne, (7) Lady Grigg and (8) Srimati Rajkumari Amrit Kaur.

Elected by the Council of State: (9) Sir K. Ramunni Menon.

Elected by the Legislative Assembly: (10) Dr. Ziauddin Ahmed and (12) Dr. Bhagawandas.

Nominated by the Inter-University Board: (12) Mr. Shyamaprasad Mookherjee, (13) Sir S. Radhakrishnan, and (14) Dr. R. P. Paranjpye:

Representatives of Local Governments: Either the Minister of Education or his deputy, Director of Public Instruction or his deputy, (15) the Director of Public Instruction, Madras, (16) the Director of Public Instruction, Bombay, (17) the Minister-in-charge of Education, Bengal, (18) Sir J. Srivastava, Minister of Education, U. P., (19) the Director of Public Instruction, Punjab, (20) Dr. Ba Maw, Minister of Education, Burma, (21) the Minister of Education, Bihar and Orissa, (22) Mr. B. G. Khaparde, Minister of Education, C. P., (23) the Director of Public Instruction, Assam and (24) the Director of Public Instruction, N. W. F. P.

MADRAS

HEADMASTERS OF BOARD SCHOOLS

The Government have directed that the posts of headmasters of Secondary Schools under the control of District Boards and Municipalities, should be regarded as selection posts to which appointments should be made with reference to qualification and merit and not merely seniority.

LOCAL BOARD TEACHERS' PAY

Fifteen District Boards have so far adopted the revised scales of pay for elementary school teachers, fixed by the Government in February last.

The Government have now suggested the adoption of revised scales in the case of such Boards as are able to balance their elementary education budget with a cut not exceeding two annas in the rupee of the pay of the teachers.

NEGRO DELEGATION TO MADRAS

The Negro Delegation of the Student Christian Association of America is now touring Madras presidency. A rousing reception is being accorded to them everywhere. The purpose of their visit is to get into touch with the youth of the East and to know their view points on international questions. One of the members opined

that the disunity and misunderstanding among the nations of the world was due to a lack of confidence in themselves and doubt whether others would carry out their obligations.

BOMBAY

AHMEDABAD STUDENTS' DEMAND

A plea for vocational training was made at the recent Ahmedabad Students' Conference. The Conference passed a number of resolutions urging reorganization of the courses of studies, reduction of college and school fees and removal of the ban imposed on students taking part in political activities, in view of the enfranchisement of matriculates under the new constitution.

Resolutions were also passed declaring the Conference's faith in co-education, emphasising the need of an organ to voice forth their grievances and safeguard their interests, asking the Universities to widen their franchise giving enfranchisement to all students above 18 and appealing to the students all over India to consolidate themselves.

NASIK MILITARY SCHOOL

H. E. Sir Phillip Chetwode, Commander-in-Chief, on the eve of his retirement, has supported the efforts of Dr. Moonje, who proposes to start a Military Training School at Nasik. Dr. Moonje received a communication from Sir Phillip wishing success to the project and hoping that it would be followed by other similar institutions all over the country.

Sir Phillip has donated Rs. 100 to the proposed military school.

BENGAL

AN ENQUIRY COMMITTEE ON EXAMINATIONS

A committee, consisting of several well-known educationists under the chairmanship of the Vice-Chancellor, has been formed in order to examine the present system of examinations conducted by the Calcutta University and also suggest if it is desirable to introduce what is called "compartment" examinations.

The Committee is collecting information on the subject from other Indian Universities.

ON EDUCATIONAL REFORM

By 28 votes to 10, the Senate of the Calcutta University adopted the report of the

Syndicate Committee appointed to consider the Government resolution on the question of future educational reform in schools in the Province. After criticising the Government resolution, the report urged the Government to appoint a representative committee to go into the question.

TRAINING FOR DETENUS

It appears that good progress has been made with the scheme for training detenues in Agriculture and Industries, which was announced by the Governor, in the speech proroguing the last session of the Legislative Council.

Land selected for starting the first agricultural camp and houses are being made ready for the establishment of the Industrial Training Centres. It is understood that a plot measuring 500 bighas has already been taken on lease for the purpose in a place not far from Calcutta. It is expected that these initial training centres, which will commence work about the beginning of next month, will absorb over 80 detenues.

Over 400 detenues were permitted by the Senate of the Calcutta University to appear for different examinations of the University as non-collegiate students.

PHILOSOPHICAL CONGRESS

The eleventh session of the Indian Philosophical Congress was held this year on 19, 20 and 21 of this month under the presidency of Dr. A. G. Hogg, Principal, Madras Christian College. Dr. W. S. Urquhart, Chairman, Reception Committee, welcomed the delegates. Sir Manmathanath Mookherjee, Acting Chief Justice, delivered the opening address.

At the afternoon session on the 19th, an address was presented to Sir Bajendra Nath Seal, well-known servant and ex-Vice-Chancellor of the Mysore University, on his attaining his 70th birthday.

TEACHERS' TRAINING COURSES

The three existing Training Colleges in Bengal, of which one was meant for men alone, were insufficient to meet the ever-growing demand for admission into training classes. Hence, for this reason the University has now, as an experiment, made arrangements for short courses and vacation courses in methods of teaching selected subjects.

U. P.**THE ALLAHABAD UNIVERSITY**

In view of the increasing financial embarrassment, the Court passed unanimously a resolution moved by Munshi Iswar Saran asking for adequate funds and expressing dissatisfaction with the Government's policy of interference with the details of financial administration of the University which is calculated to destroy the autonomy of the University.

HINDI LITERARY CONFERENCE

It is decided to revive the annual Literary Conference which was abandoned three years ago on account of reduction of the Government grant from 55 to 25 thousand rupees. It will be held on January 12 and 13 next at Allahabad. Mr. Sachidananda Sinha, Ex-Finance Member, Behar Government, will be the General President of the Conference. The object of the conference is to provide a platform as scholars and literate of the Hindi and Urdu languages by meet and evolve measures for the advancement of the two languages and their literatures. Pandit Ganganatha Jha will be the President of the Hindi section while Moulvi Abdul Haq of Hyderabad will preside over the Urdu section.

A BUDDHIST UNIVERSITY AT SARNATH

Sarnath near Benares where the magnificent Buddhist temple of Mulgandhakuti Vihar has been erected is growing into an important international Buddhist centre. The Vihar has become an attraction to tourists.

There is a scheme to evolve a Buddhist University for which the "International Buddhist University Association" with Hon. Justice N. N. Mukherji as President and Anagarika B. Govind, a German Buddhist, as General Secretary, has been formed. For the present, the activities of the Association are confined only to the publication of a series of bulletins dealing with different aspects of Buddhist culture.

C. P.**ALL-INDIA EDUCATIONAL CONFERENCE**

The 11th All-India Educational Conference will be held from 26 to 30, of this month at Normal School grounds, Nagpur, under the Presidentship of Mr. Shyamaprasad Mookherjee,

M. A., B. L., Bar-at-Law, Vice-Chancellor of the University of Calcutta. On the 26th instant the All-India Educational Exhibition will be opened. Invitation is hereby extended to both men and women teachers, professors, administrators and inspectors of all types, to attend the Conference in large numbers and give it the benefit of their participation.

Correspondence with regard to lodging and board should be addressed to the General Secretary, Reception Committee, Mr. S. L. Pandharipande, M. A., Principal, City College, Nagpur.

N. W. FRONTIER PROVINCE**GOVERNMENT CIRCULAR ON THE MEDIA OF INSTRUCTION**

At present Indian Gurumukhi is the media of instruction in all the Frontier schools. But a recent Government circular enforced Urdu alone as the medium of instruction in upper and primary classes onwards. This has been taken objection to by all the Hindu and Sikh educationists. The Education Department has already given notice that if the terms of the Educational Code are not properly observed with regard to the medium of instruction, they would not be entitled to the grant-in-aid for five years. Consequent on this a Hindu-Sikh deputation has already waited on the Governor. This is really a vital question of educational policy.

BURMA**THE GOVERNOR ON MEDIUM OF INSTRUCTION**

In the course of his recent Convocation address, Sir Hugh Stephenson, Chancellor, referring to the controversy over the question of the Burmese language compulsory for admission to the University, said that a satisfactory solution of the problem would soon be found, but he added that non-Burmans, if they were to be citizens of Burma, should have reasonable knowledge of the language and civilisation of the country even if that involved extra strain owing to their keeping in touch at the same time with their own literature. The idea of making Burmese the sole medium of instruction was a rather perverted spirit of Nationalism.

PUNJAB**PROTEST AGAINST TIME-TABLES**

More than a month's agitation against the

decision of the Punjab University to hold two papers daily instead of one as heretofore during the University examination, came to a head on the 5th inst., when 3,000 students from different colleges demonstrated in front of the Senate House.

BIHAR & ORISSA**A NEW DIRECTOR FOR ORISSA**

It is understood that the just claims of Prof. Betheja for the Director's place in the new Orissa Province have been overlooked by the Bihar Government who proposed Mr. Dieppe, in spite of the opposition of the Education Minister. The ground chosen for Mr. Dieppe's appointment is that Oriyas wanted a European.

HYDERABAD**REORGANISATION OF EDUCATION**

The Secretaries of the Standing Committee of the People's Educational Conference have issued a statement in regard to the general problem of the reorganisation of education in Hyderabad, and, in particular, with reference to restrictions on the admission of students to collegiate classes.

The statement concludes:—"The Committee hopes that, with the present Educational Member, who believes in consulting public opinion, before reorganisation is set afoot, it will be able to concentrate public opinion on educational matters, preferably by holding a conference in the near future, so that an appeal could be effectively made to the charitably disposed people to advance the cause of education by starting institutions for the Higher Education of boys and girls in the Hyderabad State. We are thankful to the Hon'ble Member for the sympathetic attitude shown by him, and it is strongly hoped that a new era of co-operation with the public in educational matters will signalise his regime as the head of the Educational Department."

MYSORE**NEW CHAIR IN SCIENCE INSTITUTE**

A new chair for Mathematical Physics will be established at the Indian Institute of Science, Bangalore, in the near future.

This decision was taken by the Council of the Institute at its meeting on the 18th November, the Hon'ble Mr. L. G. L. Evans, the British

Resident in Mysore, presiding.

The money for this department is to be found by observing economies in the Institute's expenditure.

RADIO STATION FOR BANGALORE

The City Municipal Council, Banagalore at its meeting on the 7th instant Rao Bahadur B. K. Garudachar presiding, decided to have a small short-wave transmitting set with necessary equipment at a cost of about Rs. 5,000.

TRAVANCORE**A UNIVERSITY FOR KERALA**

A deputation of the Kerala University Committee waited on the Dewan on the 6th inst. The deputation had presented a memoranda on the question of establishing a Kerala University to the Dewan and the main point urged by the deputation was the appointment of an official committee representing the government of Cochin and Travancore to explore the possibility of establishing a Kerala University and how the co-operation of the Madras was essential in the matter. It is understood that another deputation would also wait on the Madras and Cochin Governments to impress upon them the views of non-officials regarding the proposed university.

LIBRARIES FOR VILLAGES

In pursuance of a previous Government order issued in March last on proposals regarding the library movement in the State, the Government have now sanctioned the introduction of rural libraries system in the state with a view to preventing as far as possible lapses into illiteracy and providing facilities for adult education.

COCHIN**TEN-YEAR PLAN FOR EDUCATION**

Mr. J. N. Menon, Director of Public Instruction, in the course of a speech at Trichur announced that from next year the Government are going to launch a ten-year plan to make the best of the money they were spending, according to which the demands of a certain number of schools would be met each year.

PUDUKOTTAH**SCHOOL FEES REDUCTION**

A resolution urging the Durbar to cancel the levy of enhanced fees for High school classes was carried in a recent session of the State Legislative Council.

PUBLIC OPINION

SIR M. ISMAIL'S POWERFUL PLEA FOR 'MORE EDUCATION'

Sir Mirza M. Ismail, Dewan of Mysore, presiding over the Bangalore College Jubilee celebrations on the 7th inst., has put forth a strong plea for more education. He said:

India needs more universities and ought, in course of time, to be able to maintain them. For great work has to be done in the next fifty years and the cry is for more men to do it—more educated men, men of culture, men of character and sound commonsense, men who can plan and bring to fruition the great ideal of a new, happy and united India—an India where every man is first and foremost an Indian, with common rights and responsibilities, common ideals and aspirations, making common history, without undue emphasis on caste or creed or sex or rank or whatever else it is that separates men and women from sharing a common humanity.

I am not afraid of more education, of more educated men. I am not daunted by the glut of graduates on the market, by the vexed problem of unemployment. Not that I am heartless or do not sympathise with the youths who are wearing their hearts out without something to do and the parents and guardians who have given their all to see their children well established in life. But I feel that the trouble is only a passing phase and that the sky will soon brighten. There was no easy and ready-made solution, but we must all unite and attack the problem on all fronts, the Government and the general public, the individual parents and the young men themselves, whose education ought to be a strength unto them, and not a weakness, and help them to combine and organise, to bring into play their grit and their spirit of enterprise, to open out new avenues, to find a way or to make it.

National development in all its aspects—social, political and economic—so essential for India's freedom and the achievement of her rightful place among the nations of the world—requires that her sons and her daughters should

be educated sufficiently to realise their great heritage and their no less great responsibilities to future generations. For this great work we want men—as, of course, we want work for the men we have educated.

SIR G. S. BAJPAI ON 'CULTURAL HARMONY'

In the course of his Convocation Address at the Aligarh Muslim University, the Hon. Sir G. S. Bajpai, Education Member of the Govt. of India points out how we have to achieve cultural and through cultural communal harmony. He says:

The language of polite intercourse between the great majority of Hindus and Muslims in this Province represents a union between two great Aryan and Semitic stocks. It is a heritage to whose present-day vitality and richness both Hindus and Muslims have contributed. In no other part of India, have the relations between the two communities been more friendly or more intimate. Within these provinces, too, exist the two institutions that were specifically founded to preserve and to transmit to future generations all that is finest in Hindu and Indo-Muslim cultures. I refer to the two Universities of Benares and Aligarh. For the high endeavour that I have advocated, what background of history could be more auspicious, what accident of geography more helpful?

But let not the scope of the ideal that I have placed before you be misunderstood. I have not pleaded for a fusion of individualities: for any sacrifice of the essentials of tradition or faith; both Hindus and Muslims would be unworthy of themselves if they could learn to live in peace and goodwill with one another only after an act of cultural Nirvana. The peace between them that I envisage is not a peace of extinction but a peace of mutual understanding. I wish to see them united in a patriotism, conscious and convinced of common interest, sustained and strengthened by a determination to live and let live.

MISS READ ON 'LESSONS TO LEARN FROM EUROPE'

"If we could borrow the Public School spirit from the English, the enthusiasm from the Italians, the concentration from the French, the organising ability from the Germans, and the education for the masses from the Russians, what a wonderful new educational system we can introduce into India," observed Miss M. E. Read in the course of her presidential address at the recent Secunderabad Women Teachers' Conference. Discussing the School systems found in the principal European countries she said:

The underlying principles of English education were an emphasis on games, just as that of France was on learning and that of Germany on knowledge. The standard set up by the Public Schools in character training was the model which the Grammar Schools and even the Elementary Schools tried to imitate.

Unlike the public school, the Lysee or secondary school and the college, took the first place in the educational system of France. Schools and their curriculum were standardised and little time was given to athletics. In common with the English system, the French educational system also was governed by tradition, handed down by the Jesuits. The characteristics in their teaching were the military character of their discipline, efficiency in teaching, punctuality and tendency to suppress individuality. Germany, she said had always been an experimental country with regard to its educational system. But the very efficiency of the Germans had developed into an abnormal militarism. A group that had an international understanding led the present day Germany, and they might succeed in humanising their educational system.

Owing to the late unity of Italy, education, she observed, had been backward in that country. It is quite apparent that Signor Mussolini is trying to revive as his ideal something of the imperialistic ideals of ancient Rome. It is an appeal to the imagination, and the Italians always romantic, are doing their utmost to support him.

Referring to Russia, she said that education was free and the poorest peasant was provided with a "complete, all-sided, free education." The education was socialistic and communistic, the creed preached was collectivism, and the programme was anti-religious.

Concluding, she said that the children of to-day were the citizens of to-morrow and that there was a lesson to learn from each nation.

MYSORE DIRECTOR ON A PLANNED ACTION IN SECONDARY EDUCATION

The need for a carefully planned reorganisation of the present educational system with a view to avoiding the dangers of unemployment and waste was stressed by Mr. N. S. Subba Rao, Director of Public Instruction, in the course of his speech at the school day celebrations of the Maharaja's High School, Mysore.

He said that those responsible for the educational organisation were faced with a dilemma. If their work became more efficient, they would only add to the number of those that ultimately would be unemployed; or if the present system continued, the failures at the examinations would continue, and the reproach would lie on the High Schools that their work was inefficient.

The dilemma could be resolved only by determined and planned action in one direction. It was an integral part of the proposed revision of the High School studies that there should be in addition to the groups of physics and chemistry, other groups like Agriculture, Industry, Commerce, Domestic Science and Fine arts, any one of which might be taken instead of the Arts group or the Science group so that a boy with an aptitude for any one of the subjects could take to it.

In addition, he suggested that the University might provide for a certain number in new Degree and Diploma courses, but the larger number of those that now entered our High Schools should be provided during those years with distinctly Vocational courses, so that at the end of the stage, they would not think of the University but of entering a definite occupation in life. In other words, Vocational High Schools must arise and operate side by side with the present type of High Schools even with the modifications that had been suggested.

These changes would involve much careful thought, and also a certain amount of ruthless decision as to a boy or girl's social destination, based on tests for Vocational fitness. If the community was to progress and become prosperous, he said, it was necessary that the occupational distribution should be related closely to the economic ground plan of the country.

Foreign Currents

The Secondary School in France

THE French secondary schools, which had their beginnings in the church and the university faculties for the liberal arts, acquired their own character from the jesuit schools of the 16th and 17th centuries. The "College de Clermont", later the "Lycee Louis-le-Grand", best embodies the jesuit tradition, the special characteristics being the importance of Latin and the education for a brilliant elite. In the particular part which the jesuit schools assigned to Latin we find the root of France's literary and rhetorical culture. The care given by the jesuits to brilliant achievement has in the course of time led to that critical attitude which is specifically French, and which is typical of the French even to-day. The French Revolution turned sharply against this aristocratic form of education and called for a democratic school. Lakanal drew up his plan for the central schools, something between the primary and secondary schools, but this was never realised. Napoleon, when consul, gave France the triple system of education in the primary school, the secondary school and the high school. In the Lycee there arises a place of French military training strongly rooted in the requirements of the state. As the question of training teachers had already been settled in 1766 by the introduction of the "agregation", the foundation of the French school system was laid down in its broad outlines at the beginning of the last century.

The severe upheavals caused by economic and scientific development in the 19th century had their effect in the reforms of 1902, a comprehensive piece of work, under which all tendencies of the modern spirit have been fostered. The broad outlines of present day education in France are the maintenance of general education as an aim, independence and activity as a method and the education of an elite (in the jesuit tradition) as its final form. The result of this education is summed up in the following words: "If one is successful in furthering 5 or 6 children out of a class of 50 then this small elite group will be the bearers

of our great national tradition—a tradition in literature, in art, in scientific speculation, of general political standards, a tradition which makes up the spiritual, moral and political existence of our race."

The educational factor par excellence for this mental attitude of the French is Latin. We learn Latin in order to know French better, for French in its essence is strongly Latin. The language is the key to what has been termed "latin attitude." "It lies in the nature of this latin attitude that a store of common ideas and feelings have been fostered and handed down from generation to generation, creating in the 20th century a spiritual entente between the nations of the west. The spiritual unity is not of a purely political or national kind; it is not bound to the hegemony of a particular country or to a special class or race: it is single and alone led by the exalted idea that mankind is composed of human beings."

—*International Education Review.*

ACADEMIC FREEDOM IN AMERICA

"ACADEMIC Freedom has won a notable victory in Mexico" writes Dr. Sudhindra Bose in the course of a recent letter to *the Hindu*. He says: "About a month ago, when President Cardenas sought to impose the new Socialism on the University of Mexico's curriculum, the university council and the teaching faculty resigned, closing the institution's doors. This is not evidence of the institution's personnel being opposed to the Socialistic character of Mexico's education programme, but it indicates the insistence of this oldest university on the American continent that its freedom be unhampered by government. To that extent, the institution has now affected a rather complete victory, for the Mexican government has capitulated in everything except to guarantee continuance of financial aid—and that is expected to be forthcoming shortly."

WANTED agents to represent 'Educational India' in every important city in India.

OUR WOMEN'S PAGE

Lessons from Christmas

BY MRS. K. SATTHANADHAN, M.A.

CHRISTMAS is the birthday of Christ, who, apart from being the only Saviour for Christians, is a pattern of perfection of character and ideality of soul for almost the whole of the rest of the world. There are not many who can help admiring the beautiful figure of Christ, and who therefore do not aim to follow, consciously or unconsciously, his example. His mission, there is no denying, was to make the world, a purer and cleaner place; and it will therefore not do us harm to pause a little and see in what way we can take the lessons of this season into our hearts.

Christmas should bring beautiful thoughts into the hearts of women, being in special a festivity of the home.

In the first place, Christ had respect for the family: Christ never despised the institution of marriage. We know that He attended the marriage ceremony at Cana of Galilee and did all He could to make the feast a success. And He respected the purity and sanctity of marriage, for He was against divorce. "And thy twain shall be of one flesh. What therefore God hath joined together, let not man put asunder." Then, He liked, I think, the domestic type of woman from whom comes gentle, kind and helpful companionship. At all times, He revered the ideals of faith, steadfastness and devotion; of patience, endurance, greatness and kindness of heart; of charity, selflessness and sacrifice; and I am sure He found many of these ideals among the women who helped Him and served Him as their revered Master.

Secondly, above all, he revered motherhood. Christ looked after His mother and yearned over

her! When He saw that beloved woman standing forlorn and aghast at his cross, His heart bled for her; and, in the midst of His own agony, he saw to her protection and commended her to the care of His loved disciple, John. Indeed, Christ understood and revered that divine feeling of motherhood planted in women, which is one of the saving graces of the world: "A woman, when she is in travail, hath sorrow, because her hour comes; but, as soon as she is delivered of her child, she remembereth no more the anguish for that a man is born into the world."

Thirdly, from this relationship grew His love for children. How beautiful was the attitude of Christ to children: "Suffer little children to come unto me and forbid them not; for of such is the Kingdom of God." And from this love to children, comes that larger saying: "Whosoever shall not receive the Kingdom of God as a little child, he shall not enter therein." Christmas, therefore, should be chiefly for children; but let not our women forget, while ministering to their own children, to serve the children of others. As Ruskin said, we must always think of the feeble flowers around us; which for the want of a little help, are fading and dying. I hope, then, that we shall be able to carry comfort to those children outside our own homes, who may not have been able to get all those delights of the Christmas season, gifts, rich and dainty food, festivities, games, and all the little pleasures, which are so eagerly looked forward to by our own children.

Fourthly, Christ spread family love into a wider sphere. From that feeling, He has drawn a larger relationship, which we shall do well to gain inspiration from; for the domestic relationships of men and women will be of more value, if from them we can get a larger love of humanity. "Whosoever shall do the

will of God, the same is my brother and my sister and my mother," said Christ. We cannot aspire to say quite the same; for, how can we claim to be so good as to arrogate to ourselves relationship with only the good? But we can echo the words of Christ in a lesser, yet a larger, measure. In all His sojourn on earth, we notice that He was especially kind to erring and destitute women; and so sure was his touch of sympathy, that he was able to win response and repentance from many of them. Mary Magdalene, the Samaritan woman, the Syro-Phoenician mother, the poor widow of Nain, the woman with the plague, the poor widow who gave only two mites to the Church, all respected and loved and followed Him. His own mother belonged to the humble class of artisans. Is not this a good lesson for us—the lesson of service and work for humanity and especially for the poor, the despised and the ignorant? "Daughters of India," we can hear Him saying, "Weep not for me, but weep and work for yourselves and your children!"

HERE AND THERE

A FRUIT SHOW

The Punjab Agricultural Department will hold the Annual Fruit Show in the Punjab University Hall, Lahore, on January 16, 17 and 18, 1936. The main objects of the show are:—(1) to bring fruit growers, dealers and consumers into more intimate contact with each other; (2) to bring to the notice of the public the best specimens and varieties of citrus fruits grown in the Punjab and the localities where they thrive, with a view to encourage the production of better varieties; (3) to popularise the best system of packing fruits and fruit trees for transportation; (4) to encourage the preservation of fruit as a cottage industry to popularise home and manufactured fruit and vegetable products; and (5) to induce dealers to practise better methods of displaying their fruits.

SOUND RECORDING

A remarkable invention, that will revolutionise the entire system of sound recording and

reproduction, and that threatens to drive the existing gramophone industry into oblivion, is now revealed.

In this new invention, a "needle of light" takes the place of the ordinary gramophone needle. The recording is made on paper and the sound is amplified through an ordinary radio loud-speaker.

The device is called "Fotoliptofono," the inventor is Senor Fernando Crudo, an Argentine engineer.

"The 'Fotoliptofono' is a decided improvement on the gramophone for recording sound, all scratching being eliminated owing to the absence of metallic transference, as with the gramophone needle.

"The making of the 'records' is absurdly cheap, and there is, of course, little wear and tear, except in the handling of the paper. The reproducing machine will cost between £ 6 and £ 10, though later, it may be possible to market it more cheaply.

"An advantage of the paper records is not only their cheapness, but their convenience. They can be used for business and telephone conversation, and there is no reason why they should not later be used for recording law-court decisions and Parliamentary speeches."

Personal Notes

Mr. A. S. P. AIYAR, M. A., I. C. S., District and Sessions Judge of Madras, who is now in London, was elected a Fellow of the Royal Society of Literature.

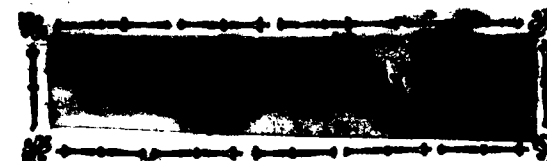
H. H. THE MAHARAJA OF BARODA has offered a donation of Rs. 5,000 for the Library of the Doon High School.

Mr. T. AHMAD was conferred the degree of Ph. D., by the University of Cambridge.

SIR K. P. PUTTANNA CHETTI (Raja-sabhabhushana) was conferred the Honorary Degree of Doctor of Laws by the Mysore University.

MESSRS. KRISHNA CHANDRA AND MAHABIR PRASAD SRIVATSAVA were the recipients of the degree of M. Sc., in physics from the University of London.

DIWAN BAHADUR L. K. ANANTA-KRISHNA AIYAR, formerly Professor of Anthropology in the Calcutta University, has been conferred the degree of D. Sc., by the University of Breslau.



ARCHAEOLOGY IN GWALIOR STATE,
By Mr. M. B. Garde, B.A., Supt. of, Archaeology, Gwalior State—Published by Alija Bahadur Press, Gwalior, 1934. Second edition, pp. 151 + 34 plates and a map.

The value of Archaeological evidence in the study of ancient and medieval Indian History can never be too much emphasized. The measures taken by the Government of India especially during the viceroyalty of Lord Curzon, for the survey, conservation and restoration of ancient monuments have since produced a good harvest of materials for the reconstruction of the history of our country. Cunningham, Burgess, Fergusson, Havell, Marshall and several others in the field of Archaeology have rendered yeoman service to the cause of historical studies in this country, by drawing the thoughts of our people in that direction. But for their patient spade work many a chapter in Indian history would have remained blank. It is a good augury that the lead given by the western pioneers in Archaeology is now being intelligently pursued by our countrymen. Following the example of the Government of India, the progressive Indian states like Mysore, Hyderabad, Travancore and Kashmir established their own Archaeological Departments, and the Gwalior State did not delay to follow suit.

In the book under review, Mr. Garde gives a succinct account of the Gwalior Archaeological Department and its achievement. There could be no abler person to deal with the subject than the author, because he 'had the privilege of completing his training in Archaeology under Sir John Marshall' and because he has been in charge of the Dept. since its creation in 1913.

The book consists of two parts. The first part briefly surveys the history of the Gwalior Archaeological Department and its activities connected with the work of Exploration, Conservation, Museum and Publicity. It includes brief notes on the sites of ancient cities, monumental antiquities, Sati and Memorial Pillars, epigraphy, numismatics and arrangement of exhibits in the Museum. The second part gives a small

directory of twenty-seven places of Archaeological interest in the State with descriptive notes on the history, topography, art and architecture of the important monumental antiquities found there. Among these, those relating to Bagh, Badoh, Gwalior, Manasor and Ujjain are especially noteworthy. The accompanying plates illustrate their peculiar styles of architecture and sculpture, while the map adds to the utility of the book.

No doubt that many of the facts noticed in this book have been known to scholars for decades through the Annual Reports of the Archaeological Department of the Government of India and the organs of the learned societies like the Royal Asiatic Society of Great Britain and Ireland, the Asiatic Society of Bengal etc. But the value of the present work lies in focusing the attention of students and scholars on a number of promising ancient sites for Archaeological excavations within the State which, when properly explored, are likely to illumine the many dark corners of Indian history. It is a stimulating and suggestive piece of work and will be useful to all those interested in the study of Indian antiquities. G. Venkat Rao

THE SCHOOL OF THE FUTURE by K. G. Saiyidain, B. A., M. Ed., Professor of Education and Principal, Training College, Aligarh Muslim University—Published by The Indian Press, Allahabad, 1935.

It is very rarely that one comes across a book on the educational problems of India which is so refreshing, stimulating and outspoken as this book by Prof. Saiyidain. It is the outcome of a careful observation of the educational systems in other parts of the world and of mature reflection on the conditions obtaining in India. It draws pointed attention to the central defects in Indian schools, Universities and Teacher-training colleges and offers numerous constructive suggestions as to the directions in which educational institutions should move if they are to really fulfil the purposes which such institutions are expected to fulfil in the life of a community.

Indian education, at the present day, is sadly defective as it is neither Indian nor education in the true sense of these terms. It is not Indian because it is not "broad based on the solid foundations of national culture and civilization and does not derive its inspiration from the achievements of its past or the pre-occupations of its present." It is not real education because it does not release the creative impulse in man

which is the true function of education. A school should promote the capacity for self-expression on the part of the pupil. Such a capacity is found in every pupil and not merely in those who in later life turn out to be great poets or painters or musicians. Schools can discharge this function only when value is attached to the freedom of the child and when he is provided with an "environment that is as rich and active and joyous as possible with opportunities for play, social co-operation, manual work, creative and constructive activities." Ordinarily education is regarded merely as pouring in of ready made knowledge. This is a serious mistake and this is responsible for the repression of the surging life in the pupil. He must be given opportunities to take part in all activities so that he might acquire knowledge through personal experience and observation, through the doing of things instead of through the reading of books. Prof. Saiyidain draws a beautiful picture of the school of the future which will serve as an active environment, and a centre of community life and help in the release of the creative impulse in man.

There is a frank criticism of what goes under the name of university education in our country. He does not follow the beaten track. He is emphatically for making universities centres of real learning and is opposed to making them mere technological institutes. In these days when universities are blamed for bringing into existence the problem of middle-class unemployment and when every person has vocational and technical education on his lips, the plea put forward by Prof. Saiyidain in favour of Universities becoming real centres of culture is timely. It is not that he is against technical education but he emphatically asserts that it is *not* the business of a University to train students *directly* to this end.

His observations on Teacher-training are highly suggestive. Our training colleges do not recognise that education has to do with the moulding of national life and that a teacher should have an intimate understanding of the social, economic and political problems that are influencing the situation around him. They pay attention to the mere technique of class-room instruction and even here they are hopeless failures. Prof. Saiyidain puts a convincing plea in favour of making the education of teachers more human than what it is at present; and here again his ideas are all of a constructive character.

The book makes a substantial addition to the educational literature of our country and

deserves to occupy a leading place among books on education. *M. K. R.*

THE THEORY AND PRACTICE OF TYPE-WRITING By K. Mohammad Khan—The Premier Technical Institute, Chittoor. 1935. Price Rs. 3-8-0.

This is a most useful book on the theory and practice of type-writing. The demand for typists is increasing all along. Many are anxious to learn this art and obtain high skill in it. This book by Mr. Mohammad Khan is found to be of very great help to every one who wishes to learn the art and to practise it on up-to-date lines. Prominent place is given to the system of "touch type-writing." There are lessons on the mechanism of some of the standard type-writers. All the necessary points in theory are clearly explained. There are graded exercises included in the book and they are varied in character. There is justification for the author's claim that it is possible through the use of the book for any one to acquire proficiency in the subject even in the absence of a teacher. The book is decently got up and well-bound.

INTERNATIONAL EDUCATION REVIEW

Edited by Alfred Baemler and Paul Monroe. Published six times a year. Subscription 12 RM. Single copy 2. 50 RM. Published from Berlin S. W. 68.

We are in receipt of the latest number of the *International Education Review* which was originally a quarterly, now converted into a bi-monthly. Conducted as it is, in co-operation with the leading experts in all countries, under the distinguished guidance of the American and German editors, it pursues the aim of presenting the problems of actual educational life in the light of critical examination. It contains contributions in English, French and German and is strictly run on scientific lines.

Education today is an international problem and no longer a national or a provincial one. It seems to us therefore that it is in the fitness of things that an educational magazine should be an international one in spite of language barriers. Our contemporary bids fair to fill that role and contributes much to the intellectual and spiritual understanding between nations. We heartily commend it to all educationists in different countries of the world.

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. 8. What should students do during holidays?

Answer. Mental work, more than Physical work needs work and rest periods to be carefully interspersed. If we work without rest we will experience a mental fag. After all, the body and mind are so closely inter-related that any fatigue to the body will result in also a mental fag. We do need, from time to time, rest and holidays to recover from the strain and feel fresh for the next work period. Presuming that we did our work well during the work period, the holidays may be spent in resting from our usual routine and diverting our attention to some extra-curricular studies. Change of place and scenery, preferably to a sea coast or a country part is advisable. During the holidays more exercise than studies will be the right thing. The idea that we should desist from all work and get into a life of laziness is wrong. For once we fall into this error it will be difficult to get out of it. We naturally love ease and we ought not to pander to that tendency in us. Again it is thought that we should stop studies and abandon ourselves to games etc. This is also wrong and inadvisable. The holidays should be a preparation for the ensuing period of work and therefore work done during holidays must be congruous with our regular work. Then only it will help us in the struggle ahead of us.

Q. 9. What are the best hours for school work?

A. For the lower classes the best will be the morning hours between 7.30 to 9.30 and again from 2 P. M. to 4 P. M. Unfortunately in our country even children in the lower classes are expected to work from 10 A. M. to 4 P. M. with an interval from 1 to 2 P. M. These hours are bad from the point of view of climate. We cannot expect the young ones to do their best during the hot part of the day. The enervating climate of India certainly indicates an earlier hour for school work, particularly for the lower classes.

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Students' Corner

[We are much delighted to give publicity to the following news, contributed by a student from that well-reputed educational centre, Pasumalai, which celebrated the Education Week in a unique way. Similar news of special interest from students of different schools and colleges in India will be gladly published.—Ed. E. I.]

How we Celebrated Education Week

(T. S. KODANDARAMAN, SEC., JUNIOR)

At Pasumalai we celebrated the Education Week in a practical way.

Our Education Week commenced on the 15th of October and ended on the 18th. On the evening, prior to the commencement of Education Week day, we all assembled together in our School Hall under the presidency of Rev. G. P. James to discuss what we should do during the Education Week days.

The pupils of the High and Training Schools were divided into twenty groups, each group having twenty-five members headed by a teacher as leader. The villages adjoining Pasumalai were selected for uplift work. Each group went to that village which was assigned to it for reconstruction work.

Each group started from the school at 1.30 P.M., singing. Need I tell you how joyous we were at that time? Even nature seemed to be gay responding to our enthusiasm. The sun was not severe nor did it rain. It was cloudy. In short, the weather was splendid.

The group went round the village in procession singing health songs. Hearing our songs, the villagers from their houses came out—men and women, young and old.

Four members of the group called for adults. The members taught the adults to read. We had with us the adult Education Charts. The adults too learnt eagerly. They seemed to be inclined towards study if it could be carried to their doors.

Some others talked to the villagers about sanitation—how they should be clean, how they should keep their houses and surroundings clean,

how they should lead a healthy and hygienic life, about the causes of diseases and how they should prevent them.

After telling them these they got spades from the villagers. Insanitary pits near the houses were filled in and made level. They removed all the rubbish from the streets and put it away in the fields. The villagers looking at us joined in removing the rubbish. We tried all we could to clean up the village. The villagers assured us they would lead a healthy and sanitary life and would keep everything clean.

Yet others taught some of the villagers handwork such as mat-weaving, basket-making, etc.

Some organised games for young children. The children took a great interest in playing games. Some of the villagers came to witness how their children played.

Availing ourselves of that opportunity we exhorted the villagers to send their children to school regularly. We made them realize that their children are going to be the future citizens and that they should be educated.

All the villagers were cheerful. They began to thank us profusely. We told them it was our duty and asked them only to co-operate with us and do what they could for the betterment of the villagers.

As the sun was sinking in the west we turned homeward tired but gratified with the day's work.

Here and There

TO STUDY INDIA FIRST HAND

Wishing to make first-hand study of India at her best "partly for the elevation and partly for refuting the impressions created about India abroad by propagandists" five Americans have joined the Sanskrit College at Calcutta.

They are Dr. Henry Hand (California), Mr. Tom S. Kelly and Mrs. Kelly (Omaha), Dr. J. A. Balsley and Mr. B. T. Spalding (Los Angeles). They will attend a special course of lectures on Indian civilisation, culture and religion by Dr. S. N. Das Gupta, Principal of the College.

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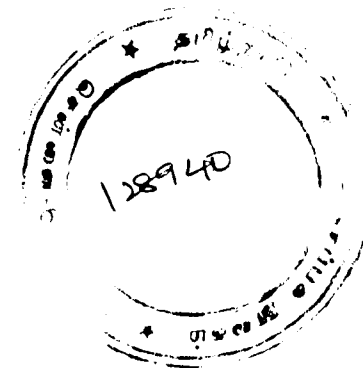
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