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THE INDIAN EDUCATOR

Devoted to Topics of Educational and Literary Interest
and Recognised by the Directors of Public Instruction
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25th JULY, 1935.

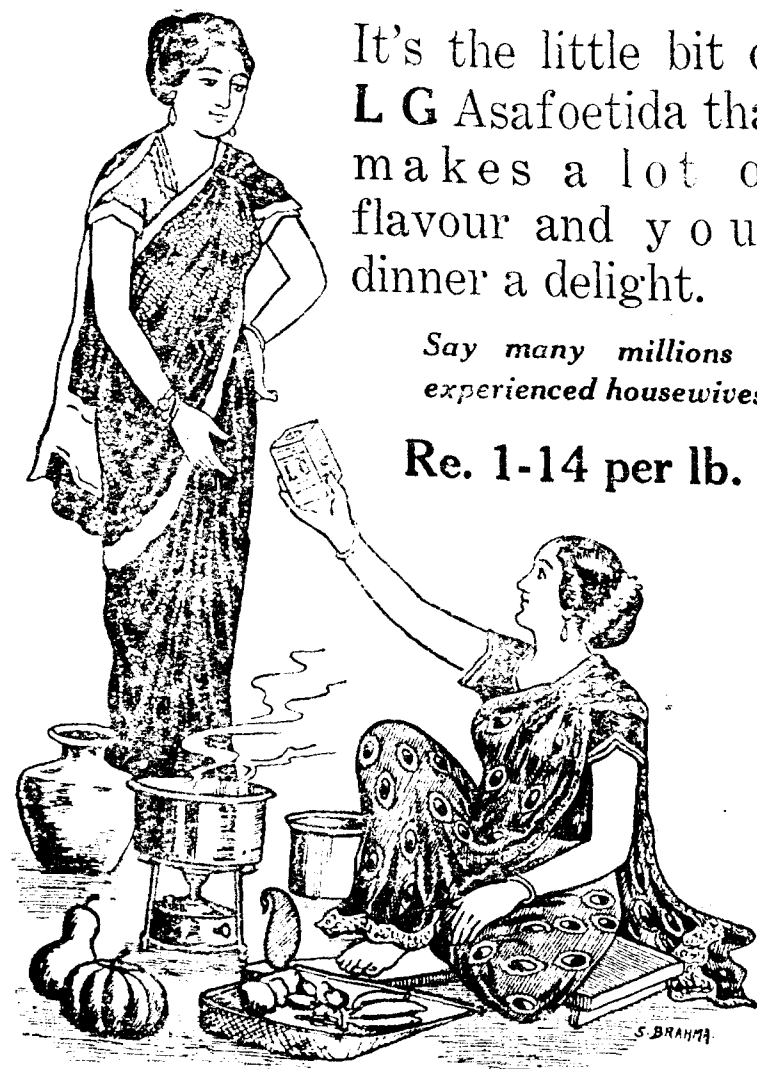


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N. B. We regret we could not include Reviews of Books this time, for want of space. Ed. I. E.

Wanted Headmasters to use School Registers on novel plans. Boys' Attendance and Fees Realisation Book combined, Teachers' Attendance, Admission Book and Cash Book etc. all bound and handy of foolscap size with fly-leaves. Boys' Attendance meant for 50 or more students of a section or of a class for a full year, @ -/10/-only. **Names of Boys to be written once a year. No need of a clerk or much clerical labour saved.** Highly commended by the authorities throughout India, Burma and Ceylon viz:—All India Federation of Teachers' Association, All Bengal Teachers' Association, European Schools, High Schools, Teachers' Journal Calcutta, (November 1933) The Indian Educator, Madras, (March 1934), The South Indian Teacher, Madras (August 34), The Hyderabad Teacher, Deccan (March, 34) etc. etc. **No Sample Copies.** Please place your orders with full address and the nearest

individuality and at the same time to place all one's creative faculties at the service of the state. These faculties and especially the way in which they are used form an essential part of a man's make-up or individuality.

"Dr. Wilhelm pictures the German school system as devoted to the making of loyal and efficient Germans, wholly bound to the State... Yet men and women are something more than citizens, the state exists only to serve human ends.

"The chief end that it should serve is simple justice, the securing of fair play as between one citizen and another. To some extent the state must control the lives and actions of individuals, but should never seek to control their minds and thoughts or monopolise their creative faculties".†

There are, undoubtedly, some commendable features in the Nazi scheme of education, e. g., its emphasis on detailed study of the language, history, and geography of the country, on physical training and on outdoor community life, and on the desirability of bringing teachers and pupils into living touch with rural life in the country. The idea of the Country Year is, indeed, original and is likely to remain in history as Hitler's contribution to Practical Education. The fact, however, remains that its fundamental aim is to subordinate man to the mechanism of Government control and to deny him freedom and require him to surrender his individuality to the state. Thus, it oversteps the legitimate limits of the purpose and scope of education in the true sense of the term.

A very remarkable measure recently taken by Hitler in the field of education is the drastic limitation of the total number of students to be admitted this year to the Universities and institutions of higher education to 15,000, their distribution in fixed proportions to the states and the allocation of only 10 p. c. of these places to girls. The main object of this measure is to correct the popular tendency towards purely intellectual higher education, to prevent overcrowding of the professions and to thin the ranks of the "breadless army of doctors".

We, too, have reached a stage at which it appears necessary to cry halt and adopt an exactly similar measure for the restriction of the number of students proceeding to our universities.

As regards girls' education, Hitler considers that their proper sphere is the home. He recently said to a large gathering of women at Nuremberg: "The woman's world is her husband, her family, and her house."

† The Teachers World, June 6, 1934, pp. 361 and 391

"Providence has given the woman cares in this world of her own from which alone can be built up the world of man. These two are never opposed, but are complementary to each other, just as are men and women.

"The progress of the National Socialist Women's Movement concerns only a single point and

(III) *The bimodal curve*: This curve has two crests and a trough in the middle. This may be due to any one of the following: (i) The examiner might have been too stiff in the beginning, when fresh, and too lenient at the end when he must have been disgusted of the job. (ii) Some of the questions might have been set from a portion not at all studied by a certain batch of students (say that portion might have been omitted by their teachers). (iii) The examiner might have been partial: He might have given marks very leniently to his group of favourite students and in order to balance the average he might have examined the rest very stiffly. (iv) The sampling might not have been from a homogeneous group e.g. The candidates might have been from two distant places or different classes. (v) The paper might have been very stiff but might have leaked out in a particular group or centre. (vi) Teaching might have been very efficient in some schools and very poor in the rest. (vii) The teacher might have entirely neglected a certain group in his class, say, his teaching might not have been for the masses but for the classes.

(IV) *The 'J' shaped curve*: This curve is rarely got from examination results. If in a village, examination is taken of all the children of the school going-age (including those that have never been to school), the result will give this curve. The curve for literacy in our country, at present, will be of the same nature. Uneducated are many, well educated are but a few. This curve is more common in economics. If a curve is drawn to show richness, we will get the same shape. Many are poor and very few are rich.

(V) *The 'U' shaped curve*: This curve also is not so common in education as elsewhere.

(To be continued.)

Poetry: What it is.

BY MR. S. C. SINHA, M.A., DIP. ED.

Some sort of idea of what poetry is we all have. We know what it means; we understand its nature; but it is hard to define it. It eludes our grasp when we endeavour to put it in language. Poetry would not be poetry, if it hadn't this spell. In fact, it is this mysterious charm that makes us wistfully gaze at the fairy-coloured wings of the butterfly, the wonderful play of colour in the rain-bow, the silvery beams of the autumn moon, reflected on the rippling brook; and listen, spell-bound, to the liquid notes of the Nightingale, deluging the world with its melody, the impetuous west wind, whistling through the leafy green, and the soft murmur of the sparkling streamlet, singing its lonely way through the rustling bush. Such is the secret spell of poetry. To define it is to tear away the pollen-laden petals of the rose, and scatter them in the wind. When asked to define it, St. Augustine said, "If not asked, I know; if you ask me, I know not." We shall follow his footsteps, and humbly attempt to examine its nature.

Poetry, primarily, is born of human feelings, emotions and impulses. We are all, more or less subject to these feelings, but we are not poets. What then, is the exclusive stamp of a poet? What is it that differentiates a poet from an ordinary man? His penetrating eye, a prophetic insight into the nature and experiences of the

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