

4

III: No. 1

84
2056
July 1936

EDUCATIONAL INDIA

AN STUDENT
ROAD, p. 27

Inter-University Board
p. 23

EDUCATION IN
COCHIN, p. 26

cial Harmony

tema in Education

ducation of the Soul

aracter Education

condary Education...

Prof. M. S. Srinivasa Sarma

Mr. Sheikh Iftekhhar Rasool

Prof. S. Hanumantha Rao

Dr. George F. Andrews

Mr. S. Srinivasa Rao

Mysore's Reorganisation Proposals

FOR DETAILED CONTENTS AND SPECIAL FEATURES SEE INSIDE

*"Elephant Brand papers are
the best"*

Made by

THE TITAGHUR PAPER MILLS CO., LTD.

Makers of High Class Papers
CALCUTTA

JL
T. 2, 1134, 135
N 36, 1-6

Detailed Contents for July, 1936

	PAGE		PAGE
SOCIAL HARMONY—HOW TO FOSTER IT? WHAT EDUCA- TION STANDS FOR?		Agricultural Institute	29
BY PROF. M. S. SRINIVASA SARMA, M.A.	3	Warning about Grants-in-aid	29
THE CINEMA IN EDUCATION		Hindi in schools: Government Circular	29
BY MR. SHEIK IFTEKHAR RASOOL	6	The Educated Unemployed	30
EDUCATION OF THE SOUL		Madras Minister on Education Reform	30
BY MR. S. HANUMANTHA RAO, M.A., (HONS.), L.T.	8	Suspension of New Scholarship Rules	30
WHAT IS WRONG WITH CHA- RACTER EDUCATION IN SCHOOLS AND COLLEGES?		Summer school of Physical Education	30
BY DR. GEORGE F. ANDREWS, M.A., Ph.D.	10	Calcutta Senate approves the Military Scheme	30
WHAT IS WRONG WITH SECON- DARY EDUCATION?		Supplementary Matriculation	31
BY MR. S. SRINIVASA RAO, B.A., L.T.	13	Educational Reform: Considerable Changes in C. P.	31
PRE-UNIVERSITY EDUCATION		Bhonsla Military School	31
MYSORE'S REORGANISATION PROPOSALS	18	Anglo-Indian Education and Vernaculars	31
IN MEMORIAM: ITS 'BEAM IN DARKNESS'		A plea for a Purdah College at Aligarh	31
BY RAO SAHIB DR. V. RAMAKRISHNA RAO, M.A., L.T., Ph.D.	22	Silver Jubilee scholarship	32
EDITORIALS		Development of Industries	32
Inter-University Board	23	Vernacular Medium and Success of Mysore Experiment	32
Elementary Education in Madras	25	"Education of the whole child"	32
Education in Cochin State	26	Dr. A. H. Mackenzie	32
Educated Unemployed	26	Scholarship Committee	32
Indian Students Abroad	27	Burma Educational Reform	32
PERSONAL NOTES	28	PUBLIC OPINION	
THROUGH DIFFERENT PROVINCES		Assam Director on the Responsibility of Teachers	33
Public Service Commission	29	Mr. Rai Joy Govinda Guha Bahadur on the Defects in Education	33
Expert Enquiry Scheme	29	Mr. Humayun Mirza of Mysore on Education	34
Expansion of the Doon School	29	Justice Sir M. Venkata Subba Rao's Advice to the Youth	34
		Sir C. P. Ramaswami Aiyar on the Right kind of Education	34
		OUR WOMEN'S PAGE	35
		PERIODICALS	36
		BOOK REVIEWS	37
		FOREIGN CURRENTS	38

Vol. III: No. 1

July, 1936

EDUCATIONAL INDIA

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

Edited By M. Venkatarangaiya



EDITORIAL BOARD

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

The Educational India Office
MASULIPATAM (S. India.)

INLAND
Rs. 3-8-0

Single Copy As. 6

FOREIGN
Rs. 5-0-0

"EDUCATIONAL INDIA has taken a leading place."

—Kulapathi Dr. JAMES H. COUSINS

Approved for schools and colleges by
The Directors of Public Instruction
OF
Madras, Bombay, Hyderabad, U. P., C. P. and
Berar, Punjab, Bihar and Orissa etc., etc.

Original contributions ; Several regular features every month.

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

Apply to: The Manager,
"EDUCATIONAL INDIA"
Masulipatam, (S. India)

LEAGUE OF NATIONS PUBLICATIONS

Aims and Organisation of the League of Nations	...	...	Rs. 0	9	0
Essential Facts About the League of Nations	...	...	0	11	0
Ten Years of World Co-operation	...	...	6	14	0
Bulletin of League of Nations Teaching	...	...	1	6	0
Balances of Payments, 1933, (Only existing statistical book of reference concerning international accounts—figures are given for 32 countries—information supplied concerning outstanding international liabilities & assets)	...	...	4	2	0
Armaments' Year-Book, 1935 (Contains monographs on 64 countries—information derived from communications from various governments to the Secretariat on the occasions of the Conference for the Reduction & Limitation of Armaments)	...	...	17	8	0
National Public works	...	...	8	4	0
Enquiry into Clearing Agreements	...	...	2	12	0
Statistical Year-Book of the League of Nations, 1934—35	...	...	6	14	0
Review of World Trade, 1934	...	...	1	12	0
Economics of Air Transport in Europe	...	...	2	7	0
Agricultural Protectionism	...	...	1	6	0
Commercial Banks, 1929—34	...	...	6	14	0

Obtainable from the League of Nations, (Indian Bureau)

Improvement Trust Building, Esplanade Road, BOMBAY 1. &
THE BOOK CO., LTD., COLLEGE SQUARE, CALCUTTA.



SOCIAL HARMONY—HOW TO FOSTER IT? What Education Stands for?

BY PROF. M. S. SRINIVASA SARMA, M. A.

ALL social philosophers and religious teachers agree in proclaiming that the happiness of the community is incompatible with individual selfishness, and that he who would save his soul must "lose" it. That is to say, the meaning and purpose of the individual life is only attained when it gives itself up freely to be possessed by that which is greater than itself. It is only in this way that self-interest can be identified with the interest of the social whole. If this is the end of life, it must also be the purpose of education. Education and life are of one piece, and must be guided by one principle.

All human strife, conflict and clash are due either to a lack of knowledge of the facts of human nature or to a misinterpretation of the facts involved in a situation. The exceedingly unhappy condition of modern India on account of its religious dissensions and communal tensions calls for an urgent and thorough re-orientation in the educational policy and programme. True education should aim not so much at individual as at social efficiency. What is greatest in life is achieved not by the assertion of individual claims, but by the merging of the self in the spirit of the whole so as to be possessed by it and to become the means of its expression. This is in the fitness of things; for, man is essentially a social animal. The gregarious instinct is perhaps the most deep-rooted instinct in him. Personal life and social life are so inextricably interwoven that the self is comprehensible only as a member of society. The child inherits everything valuable from the race before it comes into the world; and its long period of infancy consisting of about twenty years is spent in assimilating from society the system of knowledge, the code of morals, and the form of religion which are

indispensable to its development into a full-blown personality. There is strictly speaking no such man as a "self-made man." No man can make himself. What he does in fact is simply to use the opportunities that the society offers him. In fact, the individual can never even "know himself" apart from society. It is the membership of a wide and rich society that evokes the powers of the individual, and helps him to realise his possibilities. Not only are his latent powers aroused by society, but particular tendencies of the individual are selected and encouraged and confirmed by it; and thus he is trained in reflective judgment and personal valuation by the necessities of social existence; and he acquires these rights and powers by education.

The Mechanism of Social Intercourse

It was perhaps the consideration of this correlation between the individual and the society that actuated Herbart to emphasise that "all real education is moral education." He says categorically that "the one and the whole work of education may be summed up in the concept—Morality." Now, what is morality? Morality is our social attitude towards the human environment, and culminates in the formation of desirable form of character congenial to the individual and of service to the community. Morality is the principle of cohesion in society. A life can be great and full only through a wide social grasp. Character, therefore, is the organised capacity for efficient social functioning. It means social insight and, social executive power. There is thus a most intimate connection between public socialisation and private moralisation. Only in so far as man "identifies" himself with others, and seeks a common good can there be association.

5-JAN 1937

Now the task of harmonising the individual's aims with those of the society is no easy affair; but the realisation of it is at once the pressing problem and the main purpose of education. And the school which does not do something towards fitting the young to meet the social needs of the modern day by cultivating in them equality of treatment, community of interests and impartiality of regard stands self-condemned. The most effective way of socialising the individual is to develop the power of "empathy" in him. This new term appropriated by modern psychology is of Greek origin and means literally "feeling into." It is the power to "feel into" the experiences of others; and it is this which develops a sense of communion in us. Empathy is the imaginative capacity to project ourselves into the object observed, so that we temporarily as it were *become* the object losing in the process our own identity, being literally absorbed in the object. "The trees of the field clap their hands, the little hills shout for joy, great mountains have a voice breaking forth into singing, look abroad with silent brow; there are souls in lonely places, the moanings of the homeless sea, the sullen river, and the woods waving and muttering"—(Mitchell: *Structure and growth of the Mind*: P. 150.) When such words describe for us a real experience, such experience involves empathy; and this is the source of æsthetic emotions. This power of empathy is fostered by imagination; for it is only by imagination that we can get out of our own experience and put ourselves in the other fellow's place or see ourselves as others see us. But we must at the same time be on our guard against mistaking sympathy and pity for empathy. They have a tendency to degenerate into maudlin sentimentalism and arrogant domineering attitude; they are narrow, onesided and partial and attach themselves to one's own kinsmen and community and lead to positive injustice towards those who are outside one's caste or class.

Social imagination or empathy is the secret of genuine friendship; and social life will become impossible without the ability to

"identify" oneself with others. It is the lack of this power that is the cause of family dissensions, marital disharmony and communal tensions. The real foundation of empathy is knowledge concerning human nature. When a man does not appreciate the other man's point of view, and does not realise that what pains him and makes him miserable will also pain others and make them miserable, he has not developed social insight and empathic imagination. And if this capacity is not cultivated in early life, then there will be produced an individual who has little interest in the welfare of others. He can never co-operate with others since his social feeling has not developed.

Social Nucleation

Most of us suffer from a loss of human breadth and the tendency to fall into a narrow and exclusive habit of mind; and this breeds partiality, intolerance and mental rigidity. We are in danger of individual and social disaster if through lack of empathic imagination we confine ourselves to our local, petty and selfish aims and interests. There is in every man a social self which is sensitive to other selves around him, and which shares in their emotions, and desires the good opinion of others. This social self is a fact of human nature, not an idealistic construction. But then the perfect social order waits on the willingness of men, and is the product of the cumulative self-sacrifice and social service inspired by empathy. The aim of education should be to offer a discipline to the pupils to develop a thoroughly socialised personality. Prof. Moore points out in his "*Principia Ethica*" that "The association that—I am morally bound to perform this action—is identical with the assertion—this action will produce the greatest amount of good in the universe." The idea that goodness is foreign to and separate from ordinary human nature is wrong and pernicious; in fact, it is only an ampler expression of that nature.

The Task of the Educator

What can the educators do to guide the growth of empathy in children? The capacity

for empathy varies with individuals. Different subjects and modes of study should be undertaken by pupils at fitting times when they have reached the proper stage of mental development. How to go about determining? What is the fitting time for various subjects is the chief *raison d'être* of Educational Psychology. It should never be forgotten that education is a community life intended to inculcate ideas of organised co-operation and sound social spirit in the young students. The beauty of self-sacrifice and the glory of self-surrender are inspired and maintained by religion. Religion if anything is the unifying principle in social life; it is a social necessity; and a school which does not provide for systematic instruction and training in religion and morality—the two of the most powerful social agencies for unifying and integrating the diversified and differently constituted human beings does not justify its existence.

Sometimes even people engaged in the educational line speak glibly of social service—Leagues, Dramatic societies, Athletic clubs and Boy Scout Associations as “extra-curricular” activities which betrays a most lamentable lack of insight into the value and function of education. These vital limbs of a “live” school should function efficiently if the education that is imparted in it should fulfil its avowed object of nurturing such qualities as loyalty, truthfulness, justice, perseverance, self-control and tolerance—which are the foundations of character. If the essence of social life consists in being good and doing good, then play is the most powerful incentive to it. The sporting field is the nursery of all social virtues, and is a potent agency in increasing mutual understanding and sympathy. Playing together, working together, living together and studying together will certainly quicken in them a high and abiding social sense, train them in adaptive plasticity and sympathetic tolerance, and develop in them mutual forbearance and dependence.

Again, the teachers should strive to present the subjects they teach in their true relation to the actual realities of life. History for example should be taught with an emphasis upon the contributions which all nations have made to a common store of knowledge and ability which we call civilisation. A man may be proud of his country because of what it has done to the rest of the world. True patriotism always implies a love of one's own country as our instrument of service; it is sure to foster catholicity, tolerance and a “give and take” attitude. We cannot afford to live by ourselves in the modern age when the aeroplane, the railroad and the radio are linking all men together. But unfortunately the mind of man has not yet arisen to the occasion; and that is the ground for communal tensions and wars between nations. The crying need of the times is therefore a well-planned educational scheme to give a concrete shape to all social values, and train the young children to become living embodiments of those values.

In the last resort every school should create an “atmosphere” of sociability, mutual understanding and broadmindedness. The “atmosphere” which we associate with Oxford or Eton is not like genius a gift of the gods, something that human resources cannot produce. It is a resultant of determinable and controllable influences which every school must master and appropriate. If an institution lacks this unique “atmosphere”, it cannot be an effective educational instrument. The creation of the proper “atmosphere” and the realisation of the social ideals of education depend ultimately on the teachers themselves. They are directly responsible for integrating education with the life of the nation as a whole. The engineering of human nature lies in their hands; and since the foundations of correct thinking, associated life and mental balance are to be laid in childhood and adolescence, they have the best chance of achieving the rich and fruitful integration of Society.

THE CINEMA IN EDUCATION

BY MR. SHEIKH IFTEKHAR RASOOL

WITH a few exceptions, teachers in this country seem to look upon the proposal to use films as an aid to their work with some distaste and suspicion. Yet the idea is not new and its birth was almost coincident with that of the cinema itself. It is evidently not necessary to go into details what other countries have done, but it may be of interest to know the great work done in this field with the result that they have now made teachers aware of the immense possibilities of the new instrument. We cannot deny that in the short space of one generation the cinema has established itself as, perhaps, the most potent single influence in our civilisation. The multiplication of palatial theatres—and their attendant queues of 'fans'—testify to its attractiveness to all sections of the people.

Furthermore, the use of visual aids is recommended by all who put forward demands for fundamental changes in conventional methods and curricula. In fact, practically the only factor common to all the newer schemes is their protest against the overwhelmingly linguistic bias of our education. A mere knowledge of words and a superficial acquaintance with concepts acquired at second hand are condemned as harmful and useless. What is asked for is the cultivation of an interest and real things, an understanding of the connections between them, a concentration on what can be seen and perceived at first hand.

Films offer one of the easiest ways of conveying to the child some knowledge of a world wider than that of the home or of the school. An information is presented to him by pictures, satisfying and easy to understand, rather than by comparatively abstract words the full meaning of which is often beyond him.

It is therefore, both interesting and important to consider how this difference

between desirable possibilities and disappointing actualities can have arisen.

Of course, there are financial difficulties—there always are in education. But they can be overcome if teachers were really determined to use the cinema, much in the same way that money is provided for the excellent laboratories demanded by science specialists.

The truth is that no interest is taken, and many teachers seem to be convinced that the film will be of immense value in every subject but their own. This lack of real enthusiasm is due mainly to lack of knowledge and only the passage of time can be expected to cure this comparative apathy.

This is, truly speaking, the case in India. Now let us see what has been done in other film producing countries of the world.

FRANCE

Serious consideration of the use of the film in the service of education and culture commenced in 1926 with the formation of the Extra Parliamentary Film Commission. The Commission consisted of members of Parliament, Directors and Inspectors of Education, University Professors and Industrialists, and submitted its report, when it invited Parliament to make every possible effort to substitute films of a nature to inspire generous and noble sentiments in place of those likely to produce a harmful effect on the imagination of the young and even on uneducated audiences. The Commission also submitted suggestions for the use of films in schools and educational institutions.

The widespread influence of the cinema continued to engage for some years the attention of the Government, until by the decree of Government of Feb. 1928 the exhibitions of all motion pictures was

placed under the control of the Ministry of Public Instruction and Fine Arts. The Commission, moreover, in drawing up a list of films approved for a certificate, were instructed to take into consideration the whole of the national interests involved, and more particularly the interest in the conservation of national customs and traditions, and also in the case of foreign films the facilities for the release of French films in the various countries of origin.

GERMANY

The introduction of the cinematograph in Germany led to two movements—one to exploit the motion picture as a form of amusement; the other to use it as a medium of education, illustrating life and action, especially in the spheres of Biology, Geography and Science.

The Educational authorities waited until sufficient evidence had been accumulated to show that the film had a definite place in education, and it was not until 1918 that the Prussian Minister of Culture directed Dr. Lampe to examine the material of the cinematographic office of the Central Government, and to ascertain whether there were any films suitable for educational requirements.

After the war several big producing companies were formed which had educational film departments of their own, and it became necessary to see that all educational films were examined and the schools exhibited such films as were passed by the central office.

The Lampe Institute is to this day staffed by Government officials, including representatives of the Boards of Education, Agriculture and Health. The Institute also acts as an information bureau and offers advice to producers, renters and public authorities on all matters relating to artistic, educational or cultural films. In order to be able to give unbiased judgement, the office does not undertake the production or distribution of films, but examines scenarios before the film is produced and lays down the general principles that should guide producers in their work.

It also exercises influence on the teaching profession by ensuring that teachers and school authorities understand the value of cultural films. By means of lectures and meetings the teaching staff is unceasingly kept informed of all that is related to motion pictures, and the value of using the cinema for cultural purposes.

ITALY

It was due to Dr. De Feo, the present Director of International Educational Cinematographic Institute of the League of Nations, that in 1924 there was founded in Rome a small company known as 'Cinema Education.'

At the same time Mussolini had reached the conclusion that Fascism could very well be fostered by a judicious use of the film. Therefore, he commanded five governmental institutions to subscribe some money, and created a Governing Body on which these institutions were represented so that full governmental control could be exercised over the proceedings and policy of the new limited company, which was christened L'Unione Cinematographia Educativa.

After a year's experimental period, it was proved that the Institute had justified its existence. Accordingly the ministers of the Departments of Public Instruction, of the Interior, of the Colonies and of the Treasury were instructed officially to recognise its existence and to use the technical knowledge acquired by Luce for education, instruction and propaganda. These instructions being carried out, it was not long before a demand for educational films were created and the company became known.

The powers granted under this law enabled Luce to expand and sub-divide into special technical sections, i.e., propaganda and Education; Art and Religious Instruction; Agriculture; Military Training and Propaganda; Health and Social Science.

So great is its present hold over the Italian market that very few foreign films

save those imported on an exchange basis seem to be shown in Italy, and the dramas produced by independent Italian firms are distributed through Luce.

No such efforts have been made in India. The fact that we do not know all there is to be known about the use of the cinema in the school is not an ex-

cuse for still further delaying action: it should act as a stimulus and a challenge. It would be foolish for teachers, in this country alone, to continue ignoring so powerful an aid to their work. If they really believe in the aims they profess, it should not be difficult for them to remove the comparatively trivial obstacles that still stand in the way of its general adoption.

EDUCATION OF THE SOUL

BY MR. S. HANUMANTHA RAO, M.A. (HONS.), L.T.,
Professor of History, Nizam College, Hyderabad.

IN several of the farewell speeches that the distinguished Ex-Vice-Chancellor of the Andhra University delivered before his departure to Oxford, he emphasised the need of our young men giving a few minutes daily for the exercise of the soul, in the same way in which they have been asked in recent times to give a few minutes every day to their body. The ills of civilisation, both in the West and in the East, have been attributed to our lopsided development. We have trained the intellect and the body to unlimited heights but the soul has been allowed to become sick and needs treatment. "A civilisation which can produce motor cars, aeroplanes, railways, steamships, telephones, telegraphs, radios and cinematographs is generally regarded as advanced. But the enlightened few in every age have seen that true civilisation is something more than material development—that it is spiritualisation—that all these material things are only instruments for giving the leisure and opportunity for the development of the spirit."

But what exactly is the meaning of words like, spirit, soul and their development? The so-called practical man dismisses those words as indicative of some mistiness in the mind. In the latest publication of Sir Francis Younghusband entitled *Modern Mystics*, the author points out how spiritual experience cannot be disposed of as mere hysteria or

hallucination. "It is scarcely probable that men of great intellect like St. Thomas, Aquinas, Father Poulain, and Dean Inge would have devoted so much intellectual energy to its interpretation, if in their opinion, it had not possessed real worth."

The spiritual experience, known as the mystical experience, has been enjoyed by a few men and women in different countries, at different times. Even some of their friends have thought them mad but yet, it is a fact, that those few whom we call mystics, have experienced "direct correspondence with the power behind the Creative Activity—with the spirit of the universe—with God." They have also profoundly influenced men.

"From India and Persia, from France, England and Wales, from among Hindus, Moslems and Christians", Sir Francis has "drawn examples of men and women of modern times who have enjoyed the mystical experience." Keshub Chander Sen, Ramakrishna, Vivekananda, The Bab and his followers, St. Therese, Evan Roberts—all have similar experiences. "All are notable for their unconquerable earnestness of purpose and crystal sincerity of character. Many of them had to break their way through crustations of conventional religion and entanglements of religious traditions and harder still, through the binding ties of family life and social custom...All, then suffered far beyond the ordinary ex-

perience of mankind...and suffer as they did, the one characteristic of all others which they displayed was unbounded joy.....bringing them the sweetest serenity and peace... Adamantine certitude also was theirs.. that however bad men may appear to the eye... at rock bottom men and things are good—at the foundation of things is goodness—is a power unceasingly overcoming the evil and transforming it into good... They were all men and women who felt something in common between themselves and every other human being.. Their heart had come to beat in closest sympathy with the common heartbeat of the world.... They desire to communicate to others the joy and peace which they had known.... They would have all known that a common humanity was also a common divinity."

What is the practical value of this mystical experience? The mystic replies "that even for the most practical kind of work, spirit is what is ultimately required... science and philosophy may give the bare information that all things are interdependent, interconnected and cohere in one living whole... But where save in mysticism will be found the drive and passion, the glad courage, the sure intuition and the flaming conviction that will make men not only follow the way that wisdom shows but leave the beaten track and strike upward to unscaled heights?"

The mystical state is therefore, of most practical worth.... For if a man is given certitude at the centre, poise to his whole being and made at peace with himself that must clearly be something of untold value to him in the tossings and turmoils of life. If in addition he is set brimming over with an abounding Joy which buoys him up, enables him to buffet his way against the fiercest storms, to breast wave after wave and carry triumphantly through seas of misfortune then that value is redoubled. And if this invigorating Joy goes further still—gives a mighty impetus to all he does, attracts men to him, unites them together and shines from him with a radiance that dispels fear,

avarice, jealousy, hatred and all uncharitable-ness, then that value is again redoubled. If lastly, he discovers that something new has come to birth in his soul, that his whole soul is set going out to others, that he has become endowed with a new truthfulness of spirit and an intuitive insight which enables him to look straight into the hearts of his fellows and instantly detect the real thing in a man—that hidden best thing about him which is much more truly real than the worst which is so glaringly obvious on the surface—if a man finds himself possessed of such intuition then the value of the mystical state is once more redoubled. Such surety, such serenity, such all-conquering gladness, such insight must necessarily be a supreme asset to a man in practical life. In his business, in professional, official or public life he has against all provocation and at every cost, to keep his equilibrium, retain his composure, control his temper, maintain a sense of proportion and preserve his intellect unclouded and beyond this negative necessity he has the positive need of being able to see into men and carry them gladly with him in the work before him. And for what will infallibly do these things for him he would deem no price too heavy to pay."

In spite of the high value of this spiritual experience, Sir Francis deplors the absence of all attempts to develop this side of education in our Universities and seats of learning. "From Universities have come learned scholars, able statesmen, efficient civil servants, brilliant scientists. Where is the University that looks upon it as far and away its chief and highest business to impart the temper and the spirit which should animate these and give aim to all their activities throughout their lives?.... In most European and American homes, schools and Universities, attention is paid to bodily health, to training the mind, to forming character, to fostering patriotism; but how much is there given to the fundamental things of the soul and to that wider patriotism—the love of that great whole world which gave humanity birth? Where is to be found that highly expert and prolonged

education of the soul which the progress of mankind so urgently requires? Where is fit spiritual nourishment provided?

Sir Francis offers suggestions for a systematic training of the spirit. Not only daily meditation—focussing our attention on the highest perfection but also utilising the modern means of swift communication to search for living examples of those who have

reached that perfection. Prayer, meditation and the personal examples and inspiration of dead and living mystics and saints are the means by which, one can try to obtain that sensitivity of the soul that is necessary to make the perfect man. And that is the kind of religion we are in need of to-day, for the progress of the world—not a particular set of dogmas, but an intenser feeling of the Fatherhood of God and Brotherhood of man.

What is wrong with Character Education in Schools and Colleges?

By DR. GEORGE F. ANDREWS, M.A., PH.D.,
Asst. Physical Director to the Government of Madras.

IT may seem presumptuous to start off on the premise that something is wrong with character education in our schools and colleges. I take shelter for this statement under the wings of no less an educationist than John Dewey who says,

"Moral education in school is practically hopeless when we set up the development of character as a supreme end and at the same time treat the acquiring of knowledge and the development of understanding, which of necessity occupy the chief part of school time, as having nothing to do with character."

Character development is thought of as an ideal of education which the students must somehow approximate. And at the same time the whole emphasis is on the syllabus, the curriculum and the examinations with rarely a thought as to how best the students may be helped to acquire sound habits of personal and social conduct and weave them into the web and woof of their character.

And with what result? Call to your memory the many events that happen daily. The recent leakage of question papers and the publicity related thereto do not redound by any means to the credit of schools. Are we not painfully aware of a superintendent here and a superintendent there who at

public examinations will connive or wink at practices that should not be tolerated? What is the result of inter-school or inter-collegiate tournaments and sports competitions? Is it friendship or bitter rivalry? Is it satisfaction or extreme discontent? Or peeping into public life what of the communal tensions, the social disabilities, dishonesty in public dealings, etc? Or again consider the many ways in which the intelligent electorate of the University react at the time of elections to the various University Bodies: That from the press, platform and pulpit are poured forth tirades on the inadequacy of education for character is significant.

In the June issue of the South Indian Teacher the editorial began with this statement; "The question of Religious and Moral Instruction is engaging the attention of all anxious to reconstruct the present educational system." Yes, indeed. But will religious instruction solve the problem of character development of students? Dr. Arundale says that "religious education, if in the hands of the right type of teacher, will give the student all the morality he needs as well as the necessary intimations of life's real meaning and purpose." Dr. Mclean believes that through precept and example the teaching of the Bible is valuable as a means

of moral instruction, and suggests how moral instruction can be made real through school discipline, class work and the athletic field.

We are so abssessed with "instruction" that even in the realm of morals and character we seem to think that instruction is of primary importance. We forget that it is the one method of least value. As Dewey says,

"It is a matter of common experience in other subjects that formal instruction leaves no great impress. It is one thing to learn words and sentences by heart and another thing to take them to heart so that they influence action. At the best this method has no great force in comparison with the indirect effect of conditions that are operating all the time in and out."

What then should be done if character education should be more real and lasting?

1. In the first place the "instructional" aspect should undergo a change. An amount of instruction there must be. But it must be modified. To quote Dewey again,

"Moral instruction through conference and discussion would be much more effective if it grew out of concrete situations present in the experience of the young instead of centring about general discussions of virtues and vices in the abstract. The more the school is organised as a community in which pupils share, the more opportunity there is for this kind of discussion and the more surely it will lead to the problems of larger social groupings outside the school. Moreover, such organization would give practice in the give and take of social life, practice in methods of co-operation, and would require assumption of definite responsibilities on the part of the younger people—adapted of course to their age and maturity."

Greater opportunity for positive action with corresponding reduction of the amount of passive absorption will be potent factors in character education.

2. In the second place it should be remembered that it is not in the high school

and college that character education is to be begun. The responsibility of elementary schools in this matter is no less because it is in the highly impressionable younger age that character can be made or marred. But it does not appear as if this is realised. One has only to visit a few elementary schools to be convinced that talk of character education in elementary schools is all moonshine. The equipment of the elementary school teachers, the system of education in elementary schools, the wastage in the sense that very few who enter the first standard continue up to the fifth, the woeful insanitary and unhygienic and ugly conditions under which elementary education takes place—these need to be improved to enable foundations of character education being laid in the elementary school.

3. Environment is no less a factor to be considered. Research scholars are pointing out that the attitude of persons in the home, and others in close contact with children, is far more significant as an environmental factor affecting the future conduct of children than any physical or economic limitation of the environment. Not even chronic physical ill-health itself has a more serious effect upon the conduct of youth than does the environment factor of attitude in the home, the church and school.

Character education is going on all the time, every waking hour of the day and 365 days in the year, and the influences that shape it are extensive. Schools should see that proper environment is provided to the children during the period they are at school. Not stern frowning teachers who inspire fear, not overloaded teachers in charge of overworked classes, not repressive method of discipline, but all to the contrary which will evoke satisfactory responses, reverence, respect and love should be what the children should come into contact with.

Physical environment cannot however be neglected. Cannot our schools be made more beautiful and should our school compounds be dirty and ugly? How can children appreciate that a 'thing of beauty is a joy

for ever' in the midst of filth and squalor and that which is debasing to mind and morals? Organisations like the Junior Red Cross as they spread and grow in strength are positive sources of help in this respect; but it is the school teachers who should utilise these agencies.

Proper play environment is also essential because much of the leisure of children is devoted to play. It was Socrates who emphasised this centuries ago. He advised that "children from their earliest years must take part in all the more lawful forms of play, for if they are not surrounded with such an atmosphere they can never grow up to be well-conducted and virtuous citizens.

4. Fourthly, the necessity of learning by doing needs to be emphasised. Self-expression is vital to growth and equally so in the realm of character education because habits of right conduct can be cultivated largely through actual situations where one expresses his usual self and where discoveries of import for the development of character are possible. The necessity of providing opportunities for such self-expression, for making decisions as to the line of action to be followed is very urgent. In the class room, the laboratory, the literary and debating society, the playfield, the garden etc., as a matter of fact wherever students assemble under the guidance of a teacher or teachers, is it possible to find or to create situations full of opportunities for character education. In using them aright lies the wisdom and the genius of the educator.

5. Of utmost importance is the teacher himself. Character education demands teachers well trained in educational theory and professional techniques. But more than this, the teachers should themselves be living examples and exponents of the character qualities they endeavour to teach. They should have the right vision of the goal they desire to reach, be imbued with high ideals, and "dare to stand for the right with two or three." What John Ruskin says in this respect is worth quoting. He says:

"Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It is not teaching youth the tricks of members and the shapes of letters, and then leaving them to turn their arithmetic to roguery, and their literature to lust. It means, on the contrary, training them into the perfect exercise and kingly continence of their bodies and souls. It is a painful, difficult and continuous work to be done by kindness, by watching, by warning, by precept and by praise, but above all—by example."

Character education is as old as mankind. The traditional theory of character education has been resting on the principle of indoctrination—indoctrination of children with fixed and immutable principles, and has been carried on by the inculcation of fear and submissiveness. But the development of character rests on other foundations than those of fear and adult-conceived principles. Apart from its relationship to morals, character may be said to be the "organisation of a large number of habits of action, habits of thinking, of attitudes, and of emotional states" (Hughes). Character is not just a bundle of habits as James would have it, but habits so organised as to result in the right action at the right time in the right manner. As Hughes says,

"One's character is the pattern within which his habitual acts fall, and character education is concerned with discovering and helping to bring about the situations which provoke the right responses. Thus character and conduct are closely interrelated, the motive and the act are quite inseparable."

Educational reconstruction is uppermost in the minds of educators. Many are the proposals that have been made in this direction. But few are the thoughts bestowed to the development of the principles, materials and methods for enduring character education. How can the various activities of the school be harnessed together for this purpose?

Continued on next page

What is wrong with Secondary Education?

BY MR. S. SRINIVASA RAO, B.A., L.T.,
Head Master, Municipal High School, Chirala.

OF late both the educationists and the public have become nervously conscious of the manifest defects in secondary education, evidently disclosing that there is something very unsatisfactory about it. In arriving at this conclusion, each critic has beaten his own track to reach...what in his opinion will take him towards...an educational paradise. The aims of secondary education (or rather their absence), the curriculum of studies, the staff employed, the methods of instruction, the management, etc., etc., have all come in for a share of criticism. The problem has assumed startling dimensions in view of the increasing proportion of unemployed S. S. L. C. candidates, whose attainments are considered at present quite inadequate for the various professions. The deplorable inefficiency of the average eligible S. S. L. C. candidate as voiced by the universities, and the perceptible tendency towards a 'falling off' in the standards, cannot help arresting the attention of even an indifferent observer. In these circumstances, it behoves all educationists to put their heads together and pool all resources, that they might, in the first instance, trace the canker that has been eating into the vitals of the educational

system, and secondly destroy the same to ensure a development along healthy lines. No amount of beating about the bush, or the application of quack remedies will precipitate the desired reform.

Expansion of Secondary Education

In dealing with secondary education one often ignores the recent developments in the social and political spheres. A craze for the loaves and fishes of public service...to possess which the S. S. L. C. was prescribed as the minimum qualification...has given a tremendous fillip to all classes and communities to rush in for secondary education, irrespective of their intellectual traditions. The expansion in numbers has been quite incommensurate with the jobs available for their absorption. When in the past a few intellectual classes flocked to the schools, all was well with it. But now with the increase in numbers selection and gradation have become mighty problems. Pupils, with little or no aptitude for advanced studies are being recruited, nay thrust, into the class-rooms. The problems of admission and promotion defy solution, even at the hands of experienced heads of institutions. Incompetence on the one side, clamorous protests against the slaughter of the 'innocents,' the decrease in the 'employment' value of the S.S.L.C.,—all alike tend to import evils of wide variety. In my opinion, the root cause of inefficiency lies with the stuff drawn into the schools. The principles for recruitment of pupils into the various classes and forms are either lax, or toned down or compromised, evidently owing to an anxiety to swell the numbers. The part played by the teachers—members of the noblest profession—is not always creditable, either in the admission of the candidates or their promotion. The result must therefore be obvious that inefficiency starts right at the bottom, every class having on its rolls

Continued from preceding page

What place has sex education in the scheme? What use can be made of the extra-curricular activities like scouting, the Junior Red Cross, etc.? What is the contribution of the playground and its activities? A reconstructed educational scheme should take into consideration all aspects and all possibilities of character education in schools and colleges and point the way to the development of "well cultured and virtuous citizens" who will become the bulwark of the society they are members of, and serve their motherland with unselfish zeal and enthusiasm.

pupils, who are fit to be some times two classes lower. These children are not only a drag upon the whole class, and the despair of the teacher, but often-times give rise to vexatious situations at the time of promotions. The public contend that in these days, when the S. S. L. C. is without value, it is meaningless to detain a student in a class. The conservative teacher protests against a detention of more than 15 or 20 per cent of the children, which for him is a 'ma-mool,' whatever may be the standards attained by the pupils. If these forces are resisted, the head of the institution will be obliged to work in an atmosphere of hostility and suspicion, not to speak of the unpopularity which he must court all round. Even the teachers have not been initiated into the alchemy of turning incompetent students into good ones, and there is no ignoring the fact that, just as the class cannot progress without a good teacher, the teacher also cannot progress without a good class. It can be seen from this that the first requisite for success is a good class with children capable of intelligently digesting and assimilating what is taught to them, taking for granted that the teacher is a competent hand. If it is questioned why one cannot start with good material, the answer is that a proper selection is not possible owing to a vicious circle, in which the teacher is the victim of unwholesome pressure from several quarters.

Admission from Private Study

According to the practice obtained at present, students can be recruited into any class upto IV form (including it) from private study. In so far as the tests adopted for their admission can never be thorough, it can by no means be assured that such students have had a grounding in the various subjects. In all probability not more than 10 to 20 per cent of the candidates sitting for the S. S. L. C. Public Examination have had the benefit of school education right from the lowest standard, the rest having been drawn at various stages in their school career. When the teachers find that the new-comers have learnt precious little of one

thing or the other, he is obliged to start with the fundamentals, and cover the ground hurriedly so as to conform to the departmental syllabus. These students continue to be defective in most of the subjects right up to the conclusion of their studies. For the maintenance of proper standards, it is obvious, there ought to be no recruitment from private study into any class higher than the first form. In the alternative a common examination for regular as well as private candidates, on the lines of the S. S. L. C. Examination, might be held to ensure proper material getting into IV form, where a systematic study of all subjects in which the pupils should take the examination, commences. Without enforcing either of these methods one can never be too sure of a good set of students in any class. Is there any wonder, then, that the chief Examiner is sometimes impelled to remark that some of the candidates presented for the final examination are not worthy to sit in II or III form!

The Plight of the Teacher

I now advert to one of the fundamental factors conducing to the success of all educational systems and experiments, viz., the Teacher. In any profession or occupation *contentment is the keynote of efficiency.*

This decidedly is not the lot of the present day teacher, whose position in the past, especially in respect of those in local bodies, was by far better. Education, as a transferred subject, has been the cinderella of ministerial concerns, having been ignored or paid little attention to. The wail of the teacher has often been a cry in the wilderness, he having been let down by the Government every time his prospects in life were threatened. Ground between the chariot wheels of two forces, the local administration and the Educational Department, the teacher rarely finds an atmosphere of peace for tranquil discharge of his duties. Not unoften the teacher is the target of attack from both the powers, the instructions, written or verbal, going contrary to the grain of each other. Persons, who can put forth no claims to a correct appreciation of

education and its values, sit in judgement over them, and direct them in their daily activities. The frequent interference in the internal management of the school machinery, makes the teacher a slave of circumstance, rather than one working in unrestricted freedom to mould the 'citizen of tomorrow.' Himself curbed, snubbed and fettered, can he be expected to forge the citizen of the right type on the anvil of educational policy?

Now to his prospects. The crippled finances of the local bodies, ever since the days of depression have darkened the horizon, and consequent, in part, on the abolition of tolls, had their immediate repercussions, thanks to the generosity and ingenuity of those presiding over them, on the emoluments of the teachers. Even prior to the cannon of retrenchment was aimed against them, their conditions of service were by no means rosy, but this unfortunate change in the tide of their fortunes has filled to the full their cup of discontent. It is needless to analyse the justice of the cuts imposed, which on occasions rose to 40 per cent of their pay. In some instances more than one cut was imposed year after year, and in addition increments were withheld for years together. Yet the Department of Education was impotent to do anything to assist them. The Government neither set a limit to the proportion of the cut, nor thought it fit to back the just claims of the teachers, who, thus, not only failed to get their rights recognised, but became the objects of further tyranny, contempt, and persecution. This perhaps, is a dark picture, limited to a few institutions; but the existence of even one of its kind provides sufficient justification to give it publicity. Handicapped in the manner stated above, can the teacher give his best? He marks his days to get his pay, and never thinks of his efficiency or the welfare of his little charges, the worm of despair eating into his very soul. Until and unless the Department of Education realises the immensity of the problem, and takes a bold stand to safeguard the interests of the teaching profession, the downward

march towards decay cannot be arrested. Education must be shorn of pettiness, enfranchised in a way, to give scope to the teacher to work out his own salvation. Provincialisation of services seems to be the only panacea to the malady that has established a hold on the profession. Prominence has been given to this matter, because more than all else, the ruthless drive against their slender resources has driven the iron deep into their souls, and considerably demoralised them.

Other factors tending to lower the teachers' efficiency are—(i) the poor scales of pay and the absence of any prospect to rise higher than a particular limit—this, by the way, fails to attract into its ranks, men of first-rate accomplishments, and besides kills all ambition in those who are in it, (ii) the tendency on the part of many to make the profession a stepping stone for something higher, which must necessarily interfere with the activities associated with his school work, and (iii) the absence of the 'student' mentality in the teacher, who feels, after a few years of experience, that he has perfected his teaching technique, and so ceases to think about it, or to enrich his store of knowledge by contact with the latest developments in educational methods. The heavy work, which leaves him practically no leisure, robs him of all energy; the work he is expected to do at home to prepare for the class-room, (this is again peculiar to the teacher, for those in other professions leave their worries in the office, and are not called upon to supplement their work at home) turns into a half-hearted, matter-of-fact attempt; in fact, he 'plods his weary way' with no future to cheer him, no powers to encourage him, and nobody to recognise or appreciate his sincere and strenuous endeavours. He finds himself mocked, with frequent grandiloquent speeches, which in polished phrases set forth the 'sanctity' the 'nobility,' and so forth, of his duties, style him the 'architect of the future citizens,' and exhort him to rise above petty considerations, make sacrifices, and labour with no thoughts of profit. One should not, however,

forget that the teacher is as much a man, as any other, and mere sentimental appeals cannot make him a super-man.

Methods of Instruction

The Indian Teacher has earned an unenviable reputation for being static; he is slow-moving, conservative and charge-resisting; he does not readily adapt himself to new methods and principles; he rarely investigates the success or otherwise of his methods, and is quite content just to 'get on.' To initiate a team of such men into new methods and plans of instruction, is no easy job, especially when they labour under severe handicaps, and when dissatisfaction is written large on their faces.

Moreover, all educational experiments demand not only the right type of teacher, anxious to take advantage of the improved methods, but the right 'atmosphere' also, wherein the experiment can be subjected to the acid test of practical results. A certain minimum equipment is necessary for successfully working out any method: but unfortunately this minimum is not forthcoming in many an institution. The schools are generally starved and stifled owing to an inelastic grant-in-aid-code and the reluctance of the managements to invest monies on them. One often finds the school library, a mere apology, and a laboratory which offers little scope to the pupils to use their 'hand and eye.' It is for the reason, I believe, that many institutions have not tried their hand at the introduction of the Dalton Plan, or the Project method, or having tried it have given it up. Indeed one headmaster admitted that the Project method cannot be tried in the sixth form because of the rigid syllabus and the all-important examination. Owing to these reasons the teacher is forced to stick to his antediluvian methods, that have outlived their usefulness, although other countries have made great progress all round.

Managements and the Department of Education

I must now invite attention to a very intriguing situation, arising out of the control exercised by the managements over the des-

tinies of a school. Often, one finds the sorry spectacle of some person in power, meddling unnecessarily in matters which ought to be the primary concern of the head of the institution. The President or the Chairman makes his power felt in every sphere—in the distribution of work among the staff, in admissions and promotions, in the disciplinary measures, in the choice of text-books and other matters of minor importance. How much such interference affects the tone of the school, is a matter of common knowledge, for very often his influence is exerted in a manner prejudicial either to the rules or the established conventions or principles.

In the case of local board schools, the personnel of the management is liable to periodical changes, with the holding of fresh election. With each change the frowns and favours of the tiny gods of the managing body get metamorphosed. Local politics assert themselves in school life, and split the staff into parties alleging homage to different masters. The security of a teacher depends upon the presence of his patron in the management; else he lives in mortal dread of a bolt from the blue descending on him. Confident of support from the manager, a teacher may not only turn his back upon his duties, but even oppose the head of the institution openly. Efficiency, in such circumstances, will be an idle dream. Happy is the institution, where the manager is an enlightened person restricting himself to the wider problems of administration. The writer is aware of a student, related to a manager, adopting a defiant attitude towards his teachers, and sometimes even threatening them with impunity!

Elsewhere expression was given to the fact that the Department of Education, is not able to set right the grievances of the staff; yet the Inspecting Officers in their criticism of school work take no account of the handicaps that thwart efficiency. Even the suggestions for improvement made by them vary according to individual taste, so that no two inspecting officers are agreed on the methods of inspection while generally they are sympathetic to the claims of

teachers, they do not appear to be invested with powers, necessary to combat the evils creeping into schools.

Curriculum

Much has been contributed on this subject by educationists. Innumerable were the changes made by the Secondary Education Board, and still more are expected. The pendulum swings to and fro, now giving prominence to something, and now to another. Why the changes are made, and what are the results achieved do not appear to be very plain. The whole procedure does not materially differ from the 'blindman's-buff.' Recently a questionnaire was issued by the secretary of the S. S. L. C. Board to the heads of institutions, in which it has been sought to elicit views on the curriculum of studies. There is bound to be diversity of views on this matter. In suggesting a solution to this vexed question one should not lose sight of:

- (i) The aim of Secondary Education
- (ii) The standards prevailing in the schools, and
- (iii) The medium of instruction.

The question of specialisation in the Secondary School is one of outstanding importance. Secondary Education at present is controlled by the University. Whether the school course should be subordinated to the needs of the university, requires careful consideration. If the curriculum is framed ignoring the university altogether, what may be the repercussions of such a move? To be able to answer these questions, the percentage of students entering the university should be taken into account. If this percentage is considerable, the demands of the university should not be ignored; if negligible, the university may be left out of consideration in deciding the issue. It seems to be an admitted fact that the proportion of pupils taking up a course of studies in a university to those entering life is small. Then why bother about the university, and sacrifice the interests of the majority to feed those of small number? Until and unless

there are instituted two different tests, one for those taking the college course and another for the rest, it appears undesirable to give too much prominence to the needs of the university. Other interesting suggestions, such as the extension of the Intermediate Course by one year, or its annexation to the High School, have been made.

From the survey already made about the prevailing standards in many of the schools, too much should not be expected of the students. A rise in the general level of the candidates taking the S. S. L. C. Examination, is only possible by the institution of a public examination (on the lines of the old middle school examination) before the student enters upon his high school career. It may also be brought about by freeing schools from local or parochial interests and influence, so that the heads of institutions might be controlled by, and made responsible to a single authority, by whose instructions he must abide.

It is worth while to consider the evolution of a scheme to make it possible for such of the students, who neither wish to enter the university nor seek government service, to go through the entire Secondary School Course without any detention, if they seek no more than mere culture. This is intended to meet the criticism of certain persons who swear against detentions on the ground that certain of the students never seek to be admitted to a college class, or entertainment in Government Service. This is particularly the case with the children of merchants, who are satisfied with the culture obtained in a Secondary School.

The District Educational Officer also might find it possible to gauge the level of the students by oral and written tests, and seriously warn managements against low standards. There are institutions, which, while adhering to all the formalities imposed by the education department, keep their standards deplorably low.

The shaping of the curriculum may to a large extent depend on the medium of instruction also. Even at this stage there

are doubting Thomases questioning the wisdom of vernacularisation of non-language subjects, on the main consideration that such a step tends to lower the standard of English. This is at best a specious plea, for it is not of universal application. A student, who knows precious little of syntax, and is ignorant of sentence-structure—such are the majority of students presented for the S. S. L. C. Examination—cannot be expected to make proper use of the vocabulary he acquires in a non-language subject, the teaching of which sets no premium on grammar. The mere acquisition of vocabulary, without understanding the fundamentals of the language, is worse than useless. Any examiner who had occasion to go through the scripts prepared in English by the candidates can bear testimony to this statement. Only a pupil, who is able to write a correct sentence, with a full knowledge of its structure, can have any use for new vocabulary. Else he will develop a style which is neither fish, flesh nor good redherring. The hollowness of the

plea regarding the English Standard becomes transparent. At the same time, the improved averages of the schools in the non-language subjects after vernacularisation, as testified by the Chief Examiners, is further proof, if proof were needed, of the decisive advantage the pupils have in being coached in the vernaculars. Can it not be argued that the teaching of non-language subjects in English lowers the standard of the vernaculars, which are gaining more prominence! When the language difficulty is eliminated, a pupil need not mind an intensification of the syllabus in subjects other than English.

In conclusion, the writer desires to impress on the readers the immensity of the problem. One by one every defect pointed out must be tackled and overcome to evolve a better and nobler type of pupil. Mere tinkering with trifles and non-essentials, such as effecting changes in curriculum, without allaying the discontent among the ranks of the teachers, or improving the standards attained by the pupils will not achieve the end in view.

PRE-UNIVERSITY EDUCATION

Mysore's Reorganisation Proposals

[Now that Educational Reorganisation is engaging the attention of all the eminent educationists in India, the following report published by the committee appointed by the Mysore Government, under the chairmanship of Mr. N. S. Subba Rao, Director of public Instruction, Mysore, will be of immense value to all those interested in the educational reconstruction.]

THE committee at the outset, referring to the general aims of education, state:—Without entering into an academic discussion on this large and wide issue, we may point out that it is generally recognised that schools meant for the general body of pupils should aim at several objectives, while it may be that an individual school open to a particular class of students may have a specialised objective or objectives. We consider that the main objectives of school instruction should be defined with reference to the general environment in which the average pupil lives and has to live, the number of years that he is likely to spend in the school, the kind of vocation which the pupil is likely to engage himself in, after completing the course in the

grade under consideration, and finally administrative and financial considerations, such as nature and qualifications of the staff and funds available, etc. The question is further complicated by the fact that (1) our schools are at present drawing their pupils from an everwidening circle embracing practically all sections of society, some pupils coming from homes which provide literary and intellectual environment, while a larger number have no such environment, (2) the prevailing unemployment among the educated takes away much from the attractiveness of education, and the incentive to steady and hard work, which certainty of employment would naturally provide, is absent, and (3) the prevailing poverty of the country forces the

school to handle a large number of underfed and physically weak students. Again, for a long time past we have been mostly obsessed by the idea that a University degree is the normal end of the educational career of every pupil.

DEFECTS OF PRESENT SCHEME

"Under the existing scheme of education, students with varying temperaments, aptitudes and training are forced through a common course, which is mainly bookish and academic and is further crowded with several subjects with heavy syllabuses in each, and which further is designed mainly to lead on to the University course, with the result that an increasingly larger number of students fail to complete the school course successfully and thus lead to considerable wastage of effort and money."

The committee point out that it is being increasingly recognised that for some purposes other things are more worth while than a University Degree, and that there is immediate urgency to provide a diversity of courses to suit different temperaments and aptitudes. The school courses should be so organised that while no student wishing to enter the University is handicapped, all those that are not likely to profit by a stay in the University or cannot take the costly University courses, can find other courses open to them which are within their capacity, intellectual or economic. The schools should train not only those that are likely to be engaged in intellectual pursuits after school life but also the larger body of workers in the trades, industries, commerce and professions, etc.

The committee fully realise that it is one of the important objectives of education to promote the physical well-being of the pupils and the report says that the members are fully conscious that formation of character and personality is an equally important objective of education. In the detailed syllabuses drawn up by the committee, provision has been made for the former. The committee have also not lost sight of what is generally called Moral Instruction.

VOCATIONAL INSTRUCTION

Prominence is given by the Committee to the place of vocational instruction in the scheme of Education. The committee state that they consider it necessary to make definite provision

for vocational instruction in the Scheme of school education. "The question whether vocational instruction," the report says, "should be provided side by side with general instruction in schools meant for general education or should be imparted in separate institutions specially organised to impart such instruction gave rise to a considerable amount of discussion. We are agreed that it is not desirable to mix up vocational subjects with general subjects as is now being done in our middle schools (practical instruction) and High Schools (vocational education)."

The committee observe that their proposals in regard to Vocational Middle Schools and Vocational High Schools should be visualised against the back-ground of the economic life of the State. It was not suggested that these vocational institutions should be provided as plentifully and scattered about the State as freely as the general schools. The educational reorganisation, the committee had proposed, should be integrated carefully to the ascertained, and possibly planned, economic activities of the country. The vocational schools should be fitted to the needs of localities, and their number and location carefully determined. Every effort should be made to relate supply to demand, and the necessary machinery for vocational guidance must be instituted.

GRADES OF SCHOOLS

Reference is next made by the committee to the grades of schools, what should be expected from each grade of school and their articulation with one another. The committee observe: "It would be possible to have one continuous course from the lowest to the highest (pre-university) class if all the children in the State could spend the same time in schools and if it were possible open such schools in sufficiently large numbers and to locate them in all parts of the State. But it is well-known that neither of these conditions could be secured. From a practical point of view, it will be sufficient and economical to have three grades of schools, namely, (1) primary schools spread all over the State in as many places as possible, (2) Middle schools—general and vocational—located in central and populous centres, and (3) High schools—general and vocational—located in District head-quarter stations and larger towns. Again, each course should be complete in itself and not be merely a pre-entrance course to the one next higher.

The primary schools should aim at (1) preparing the pupils to enter the Middle school course, general or vocational, as the case may be, in accordance with the choice of the pupil and (2) enabling each pupil by the time he or she reaches the end of the primary course to attain such a standard of general education as to make it impossible for him or her to lapse into illiteracy even if the pupil drops off at this stage, and enable him or her to take his or her place in society and the State as a useful member and citizen. We are of opinion that every effort should be made to keep every pupil in the school until he or she successfully completes the primary course as we consider that this is the minimum amount of education that is necessary to ensure him or her not lapsing into illiteracy.

At the middle stage we propose that there should be a distribution of pupils between general middle schools and vocational middle schools in order that such of the pupils as are unable to enter the high school, either owing to want of appropriate capacity or other circumstances, may prepare themselves to enter life at a comparatively early stage and earn their livelihood as skilled workmen. Similarly, there should be a distribution of pupils after the Middle school course, between general High schools and vocational High schools. The vocational middle schools should aim at supplying skilled workmen for the several occupations, such as carpentry, smithy, weaving, etc., workmen who are competent to work under direction and are capable of a certain amount of initiative. The general middle schools should not only prepare pupils for entry into high schools but should also attempt to give a well-founded education, within limits, to enable the pupil who has gone through the course to take an intelligent interest in the affairs of the community and the State.

In the High School stage again, parallel courses should be provided for general and vocational education. The aim of general high school should be to prepare students for entry into the University, or for the several departments of service requiring academic rather than industrial or commercial qualifications or for a life of cultured leisure. The vocational high schools should aim at supplying skilled workmen who with a comparatively short experience in a well equipped factory, etc., can take the place of maistries or foremen over small groups of labourers.

Thus a pupil after finishing his primary course may proceed either to a general middle school or a vocational middle school. A pupil after finishing his general middle school course may proceed either to a general high school or a vocational high school. But whether a student after finishing the vocational middle school course can proceed to either a general high school or a vocational high school is a point for consideration. Room must be obviously found for him in the general high schools if the vocational middle schools are to be popular at all. But he will in the nature of things not be capable of taking the general high school course. Some *via media* will have to be found by providing a supplementary course to enable the few that may elect to take this route to general high schools to secure the necessary knowledge to fit them for the general high school course. Similarly, those that complete the general high school course successfully may go into the college, and the university will have to devise diploma or other courses for these and for those who have taken the vocational high school courses.

NURSERY SCHOOLS

One gap in our work must be indicated. We have brought under review all stages of pre-university education, starting with the primary stage. We have, however, not dealt with nursery schools, which have come into such prominence in recent years, and which are an essential link between child welfare and education. We understand that the department proposes to investigate the subject with the aid of another committee, and we need, therefore, only record our opinion here that we consider nursery schools an important and indispensable feature of the educational organisation of the State, both from the point of educational progress as well as of child welfare.

RURAL AND URBAN NEEDS

We have given careful consideration to the question whether it is necessary to provide different types of schools in rural and urban areas. There is hardly any place in Mysore, Bangalore or the Kolar Gold Fields area or towns like Davangere, which are entirely or mainly urban in character. Even here one has only to go a very short distance to get into a rural environment. Hence we are of opinion that there is no need whatsoever to have different types of schools so far as institutions for general education are concerned. In locat-

ing vocational institutions, the particular vocation to be provided for in a school will have to be decided in the light of local conditions. In the case of primary schools, the necessary rural areas can be secured by the methods of teaching adopted in the school rather than by differentiating the subjects taught. Individual schools may also emphasise this difference by selecting suitable kinds of handwork as part of school activity. In middle schools, the difference needed could be secured by the optional subjects taught in the school.

We have unanimously agreed that there should be an examination at the end of the high school course, the examination at the end of the general high school course being mainly written and that at the end of the vocational course being mainly practical, supplemented with such written papers as may be necessary.

"A test at present takes the form of a written examination, and written examinations as tests are exceedingly unpopular in certain quarters. They are supposed to encourage cramming, to encourage coaching as against educating, and to cause an unnecessary strain on candidates which would leave an indelible mark on their future health, and further, are not supposed to test the pupil's real worth inasmuch as it is not all pupils that can shine at a written examination and the results very often depend on accidents rather than on the actual attainments of the pupils and so on. There is some element of truth in some of these objections as applied to our present examinations. But the idea of the strain causing permanent injury which, if true, would be an argument for immediate abolition of written examination, at this stage does not appear to us as based on facts."

SUMMARY OF PROPOSALS

The following is a summary of the recommendations:—

(i) Vocational instruction should be given as distinct from general education and the two should not be mixed up.

(ii) There should be three grades of schools:

A. Primary Schools.

B. Middle School: (a) General, (b) Vocational.

C. High Schools: (a) General, (b) Vocational.

PRE-UNIVERSITY EDUCATION

(iii) Advisory Boards should be set up in connection with each school to advise pupils and their parents as to what course the pupils may take after completing each course.

(iv) There is no need to make any distinction between rural and urban schools in respect of type.

(v) The length of the pre-university course of education should be 12 years.

(vi) These 12 years may be allocated as follows: Primary Schools, 6 years; Middle Schools, 3 years and High Schools, 3 years.

(vii) Medium of instruction in all non-language subjects should be the mother tongue.

(viii) Contents of the courses and syllabuses.

(ix) There will be public examinations, written and practical in the case of the middle and high schools, and written and oral in the case of primary schools.

Indian Educational Problems ARE TACKLED BY EDUCATIONAL INDIA

The only Journal of its kind which
should be read by

THE
Members of Teaching Profession
Managers of Institutions
— Parents and the General Public

Subscription:

Inland Rs. 3-8/-
Foreign Rs. 5/-

In Memoriam : its 'Beam in Darkness'

BY RAO SAHIB DR. V. RAMAKRISHNA RAO, M.A., L.T., PH.D.

SCIENCE tells of 'the things we see.' But there be more things in heaven and earth than we see or she can so much as dream of.

'Life's bases rest,
Beyond the probe of chemic test':

so sings the humanist-poet. Man, altogether, is far from being a 'logic-chopping machine': so declares the prophet-philosopher. And of the things not seen Faith is the evidence. Unto Faith is unfolded the secret of the deepest of the deep things of the spirit—the meaning of Death in relation to Life. For, there exists no more common and, at the same time, no more confounding phenomenon than this of Death.

The first collapse under the crushing doom and the final victory over the devastating passion amid the varying alternations of denial, doubt and assurance—these, for every tuneful or tuneless minstrel of life's 'In Memoriam,' make the 'beam in darkness,' its source and its substance. The

'wild and wandering cries,
Confusions of a wasted youth,'

that are wrung out of the writhing heart upon the earthly exit of the comrade of its choice become eventually hushed and hallowed in Tennyson into the calm of 'the Larger Hope', the serene trust that the lost one still lives in the Everlasting One. Nay, in the end, to the lone, lorn heart the departed spirit comes restored as unspeakably 'worthier to be loved,' bathed in the supernal light of an all-transforming Heaven, the primal Fount of every ordainment in the *purgatorium* of the now and the here. Thus the ultimate principle of 'Immortal Love' at the root of the universe reconciles the soul to its encompassing gloom. It even endears and sanctifies that gloom through the sorrow

that tutors the soul into the realisation that love, under God, is evermore entitled to hold its own in fee and cannot, as it would not, suffer deprivation in any condition. The Love-light that has begotten both life and death now illumines the truth of truths that death only opens the portal to deathless life. And so, for man, the most valid as well as the most valued of all apperceptions comes to centre in the 'I have felt' of the experience that 'he was not made to die.' The love of God, transcending all evanescent phases, endureth for ever; and in it endure also all those whom that Love has filiated to our souls. Such is the sovereign efficacy of Faith in the supreme ministry of its suasion of solace:

'Let Love clasp Grief lest both be drown'd.'

Hence, beneficent because God-revealed and God-revealing, even as Science is in its own sphere and measure, Faith represents the 'beam in darkness' of the Larger Vision under the inviolate law of the conservation of the energy of Love. So let Science and Religion harmonise with each other, even by complementing and confirming each other—the one the revelation of the things of sense; the other the apocalypse of the treasures of soul. Then alone may sweetly sound through life the richest strain of its melody when 'mind and soul, according well,' help to save the self from the scoffing irreverence and inanition of the sceptical as also from the groping fear and superstition of the ignorant. Culture and Faith, Faith and Culture, wrought into mystic attunement or at-one-ment, bring the human into unison with the Divine. The mind, made wise in His wisdom, shall inspire the will, likewise, to make itself His. And this, *forsooth*, shall constitute a vaster music than when they of old believed while they did not know—know amply and clearly as do the children of this age of larger light.

NOTICE

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

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

EDUCATIONAL INDIA

MASULIPATAM, JULY 1936

Inter-University Board

THE Annual Report of the Inter-University Board, India for 1935-36 is like the reports of the previous years a record of good and useful work done by this body of eminent and experienced educationalists of India. A body like this was a desideratum of Indian University life and it did not come one day too soon. During the short time it had been in existence it has steadily increased in its usefulness. As pointed out by Mr. Littlehales, the President, Indian Universities present all possible varieties of University organisation and he has enumerated at least five distinct types, co-ordination among which becomes an imperative need. While standards and organisation may differ, there is the tendency on the part of those Universities to simply duplicate the courses of study which, unfortunately in India, are all too literary. The trouble is not merely with the *number* of graduates or research scholars produced by these Universities, but is really with the sameness in the type that is thus produced. The educated men are the wealth of the Nation and India cannot say that we have too many of them; still no country can count too many of the same type as its

wealth, much less India where all the available resources in money ought to be put to the best use and not squandered on the wasteful business of duplication. Eminent educationalists and the members of the Board have been drawing the attention of the Universities to this fact and it is hoped that the Board will not leave any stone unturned till it has achieved this object of encouraging the Universities to specialise in something new and useful and not be merely a repleca of an older or a neighbouring University.

IN pursuit of its main policy of co-ordination, the Board seems to have corresponded with the Universities and other bodies concerned in a number of important matters. The Board for example addressed the Provincial Governments on the question of organising regional Economic surveys with the existence of Universities in their provinces. Most Provincial Governments seem to have expressed their inability to take any action on account of financial stringency. The Government of Madras seems to have suggested that such a survey is best undertaken by the Universities themselves. Only the Governments of N. W. Province and the Punjab appear to be giving effect to that suggestion. It is much to be regretted that finances should stand in the way of co-operation between Government and the Universities in undertaking the survey that is so much needed. This is essential to the future well-being of India and will indicate the ways and means by which some at least of the crying problems of India might be solved. We would suggest that at least the Universities should go ahead with the work and earn the gratitude of India for opening up the way.

ANOTHER important question considered by the Board is the founding of an institute of Applied Psychology. Considering the wide application and possibilities of Applied Psychology in the fields of education, business, army, industry, etc., its importance cannot be over emphasised. Only the Universities of Mysore and Madras seem to have given a detailed suggestion in regard to the possibilities of such an institution. Once again money is the chief obstacle, but the suggestions made by the Professor of Psychology from Mysore gives us hope of such an institution in the near future. Madras has rightly pointed out the need for a comprehensive scheme in which Commercial and Industrial bodies will be interested and will come to the rescue, if the Universities will take the initiative. It will be a real asset to the nation in many aspects of its life and we would urge the Board to follow a bold policy in this direction.

AT the instance of Mr. Ernest Champness, the Board considered the possibility of starting Adult School Movement in India. Even in enlightened countries like Great Britain, America and the Scandinavian countries, the need for such a movement seems to have been felt and what it has done to the adult population of those countries is a matter of common knowledge. India is a country of appalling illiteracy and to whom can the country turn to wipe out this illiteracy more than to the University men? We have spasmodic attempts in different places and at different times to do something in this direction; but nothing in the form of a well organised and well planned-out scheme has come out of these attempts. There is plenty of talent in the country

and an equal amount of general enthusiasm for such a cause. It is up to an agency like the Board to take the initiative and move the Universities and Colleges to encourage their alumni to go to the rescue of the illiterate or half literate adults in their area. It is a matter for regret that in Bihar and Orissa, according to the Patna report, the following conditions are not to be found—1. The desire among illiterate adults for education, 2. Public interest in the problem of adult education, 3. A sincere band of selfless workers ready and willing to take up the work. Even if the first two conditions be true of that province, the third *viz.*, the paucity of selfless and sincere workers is much to be deplored. It must be one of the aims of university education to instil in the minds of its alumni the spirit of sacrifice and service. It is to be hoped that under the auspices of the Board an expert in adult education will be brought out from the 'National Adult School Union' to explain the meaning of possibilities of such a movement.

THE Board has also tackled the question of uniformity in compulsory Physical Education in all the Universities of India. The question of Physical Education is coming to the forefront, and while some Universities have already introduced compulsion some have not done so. It is time that the old attitude to the Physical Education is given up and the new attitude adopted. 'A healthy mind in a healthy body' is the dictum and we will pay the penalty if we go counter to it. We need not feel bothered about compulsion in Physical education. Common experience of teachers in Colleges goes to show that it cannot be done in any other way.

"THE Board continues to be in touch with the various departments of the Government of India, the Imperial Council of Agricultural Research, the Public Service Commission, the Universities Bureau of the British Empire, the International Student's Service, the International Institute of Intellectual Co-operation and the High Commissioner for India in England." Through its contact with these bodies it has been able to do much for India and Indian Universities. With the hearty co-operation of all the Indian Universities, we now look forward to a bright future for the Inter-University Board.

Elementary Education in Madras

THE Elementary Education Committee of the Provincial Economic Council of Madras seems to have considered a number of ways in which Elementary Education in the province can be made more efficient and more suited to the needs of the different parts. Among other things, they contemplate, the shortening of the Elementary School Course, reduction in the length of the school age for purposes of compulsion, alteration of the curriculum including differentiation between urban and rural schools, and the desirability of having part-time schools.

At present, Madras has a fairly good record in mass education on account of a large number of schools which teach up to the Fifth standard. It was not without some struggle that Madras was able to build up to this standard and, when we would expect progress in the direction of all Primary Schools being raised to this standard, it will be a case of putting back the hand of the clock of progress if even the existing five

standard schools are reduced to the four standard schools. Even with the five standard schools, it is doubtful whether pupils passing through them are made permanently literate. The tragedy of Indian Elementary Education is the lapse back into illiteracy of many who have been in these schools. This is what the Hartog Committee calls the waste in Elementary Education. Under the circumstances it will be a great pity if Madras, for any reasons, should lose even the little that it has built up.

We need hardly say that the suggestion to limit the school going age between five and nine is a retrograde step. As Mr. Statham points out, even in enlightened countries of the West, the school going age needs be raised and not lowered. India can hardly afford to do anything like what is contemplated by the Elementary Education Committee. If compulsion is worked in the way in which it ought to be worked, there will not be any difficulty in retaining students for a further period of one year at school. The idea of introducing compulsion at the age of 5 is a commendable one, provided, of course, as Mr. Statham points out, there are well staffed and well equipped Kindergarten classes in all elementary schools.

The suggestion to start part time schools has been rightly objected to by Mr. Statham, who feels that, there is likely to be much less efficiency and supervision than even in ordinary elementary schools, with the result that they give less guarantee of literacy than ordinary schools.

The committee's desire to effect a change in the curriculum is to be wholly commended. The needs of the rural and urban areas are not the same and

so there certainly ought to be a difference in the curriculum, method of instruction and in training given to teachers.

We sincerely hope, that with public and expert criticism, the committee will be able to formulate a definite scheme introducing compulsion in Elementary Schools of this province.

The Director of Public Instruction, Madras has suggested a much longed—for change in the matter of prescribing text-books in the lower classes. He is against prescribing text-books except in vernacular in the first three standards of the elementary schools, since such a practice, in his opinion, has led to the deterioration in the quality of teaching. Taking all things into consideration, excessive number of text-books in the lower classes does more harm than good, warps the intellect and renders teaching stereotyped. The sooner we get out of this incubus of text-books the better and we hope definite steps will soon be taken to end that practice and to inaugurate a new era in elementary education.

Education in Cochin State

THE report of the Director of Public Instruction in that progressive state of Cochin goes to show an alround progress. Though the report modestly says that it is only a year of consolidation more than of expansion, there are clear indications in the report to show that it is as much a year of expansion, as of consolidation. From the facts and figures before us, we see a definite increase in the number of schools of all varieties—and of such they have a lot—increase in the number of pupils, boys and girls, attending these schools and a proportionate increase in

the amounts spent on this head. Vocational training seems to be a definite feature of all the schools and attempts in this direction are not the half-hearted measures found in some other places. Their trade and industrial schools are made to measure up with the demands of a growing market by the pupils being given not stipends in an indiscriminate way, but by being given 75% of the value of the work turned out by them. They have twenty-two Government Industrial schools. Physical education and medical inspection are duly attended to. They also emphasise the art side of education. There is an art section attached to many of the schools. There had also been a definite increase in the number of public and village libraries. It is to be desired that the state will soon copy the model of Baroda and organise the travelling library system as well. A state so progressive in its educational policy deserves well of its people and we may hope other states and provinces also will have as good a record to show in the future as that of Cochin.

Educated Unemployed

THE problem of the unemployed is a world-wide one. But in India we have the tragedy of educated unemployed. It is not only a tragedy but also a danger to the state and the society. It must be solved and sooner the better. The problem has become sufficiently acute that one does not need to prove it at this late hour. The question now is one of finding the proper solution. Here we have men educated and with many talents willing to work, but not getting work even if they are willing to sell themselves cheap. What are we to do?

Many solutions are suggested, in 'More Facts' the organ of the International Student Service. Dr. Walter Kotsching says, "stricter examinations at the beginning, during and at the conclusion of study, the raising of examination fees and the application of numerous clauses generally exhausts the wisdom of the reformers." The restriction of numbers in colleges and universities may touch only the fringe of the problem and will not go to the root of the matter. The Committee of the International Students' Organisation holds that restriction on the pursuit of higher studies should not be imposed in any form, whether through raised fees or reduced scholarships or consideration of sex, race or opinion. The same Committee also suggests the preventing of a man holding more posts than one and the lowering of the age for compulsory retirement. Going deeper we will have to consider the conditions that oblige a man to hold more posts than one and also be unwilling to retire earlier than allowed now. Is it not true that the unsatisfactory economic conditions are responsible for such things? It may be alright in the higher ranks to impose the above mentioned conditions, but in the lower ranks where men are obliged to work on a pittance of Rs. 15 or 20, is it fair to impose these conditions? Will it not be far wiser to so change the economic conditions as will make it possible for people to accept those conditions? The educated men are the wealth of the country and we have none too many in India. Through a proper survey that will give us clear ideas about the number and varieties of unemployed, we will be in a better position to tackle the problem. The survey should be so made that it will not put all the unem-

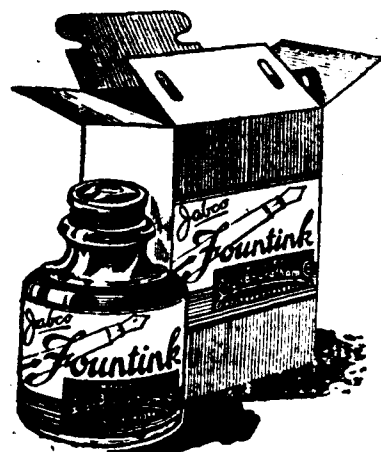
ployed *en masse* and enumerate them. If numbers are not to lie, we must make a separate count of the unemployed of the various educational standards such as the S. S. L. C., B. A., etc., and also take into account the financial resources of the unemployed. This is the first step in the solution of the problem. Then again there are the caste prejudices against certain kinds of work which must be rooted out. The Sapru Committee has done something substantial in this direction and we may await the developments in the near future. In the meanwhile we must learn to eschew cheap and rough and ready remedies to this very complicated problem. Educationalists, statesmen, businessmen, industrial magnates and the Government must all co-operate in solving this problem, which is sufficiently big and complicated to tax the brains and energies of all concerned.

Indian Students Abroad

DR. Thomas Quayle in his report of the Educational Department of the Office of the High Commissioner for India for 1935, while commending the performance of Indian students abroad, deplores the waste in the numbers who go there without a definite purpose and without adequate preparation. There are only 2000 Indian students in the British, American and Continental Universities. Considering the teeming millions in India it is not by any means a big number. There are certainly some who go to foreign universities without adequate preliminary training or the necessary capacity to benefit by such training. Such certainly ought to be discouraged. Indian universities have developed sufficiently to provide for

such. The employing authorities also will do well not to put a premium on foreign degrees, merely because they are foreign. That will discourage this undue rush for foreign degrees. But there are a large number who cannot but seek education in foreign countries, particularly those seeking training in higher technical and technological courses. Admission for such, Dr. Thomas Quayle says, is difficult. India, which is supplying a large amount of raw material and which is buying a large quantity of the finished products, certainly has a right to insist on some at least of her sons being taken into these places. Similar facilities are extended to other Dominions. Why not to India?

**Begin the New School Year
With a Good Ink**



"JABCO" FOUNTINK

— HIGH CLASS INDIAN PRODUCT —
Ask your Book-seller or us

**Jaya Bharatham Co.,
MADRAS**

Personal Notes

MR. J. C. POWELL PRICE, Officiating Educational Commissioner, Government of India, is appointed member of the Executive and Academic Council of the Delhi University, vice Sir George Anderson resigned.

MR. R. M. STATHAM, M.A., I. E. S., has been confirmed as Director of Public Instruction, Madras.

MR. H. E. DIPPIE, Director of Public Instruction, Orissa, is nominated to be a member of the Andhra University Senate, vice the late Dewan Bahadur Sir M. Ramachandra Rao.

DR. SHAMKAT ANSARI, the late Dr. Ansari's nephew, who had been studying medicine in Paris for the last 12 years has been awarded the M. D. degree by the Sorbonne University.

SIR G. S. BAJPAI'S term as Education Secretary, Government of India is considered likely to be extended for another year.

DEWAN BAHADUR S. KUMARASWAMY REDDIAR, Education Minister, Madras, will deliver the Convocation Address of the Andhra University in September next.

DR. S. PARTHASARADHY of the Indian Institute of Science, Bangalore, is the first student to get the D. Sc., degree in Physics of the Bombay University, for his thesis on "Raman effect—classical light-scattering in gases and in liquids." He is a distinguished alumni of the Bombay University having secured double first in B. Sc. (Hons.) and taken the M. Sc., in Physics by a special test.

MR. RADHAKISHEN DAINA, a businessman and industrialist, has created a trust (says a Patna message) earmarking Rs. 2,000 monthly for a period of two years for helping the poor deserving students in Bihar to prosecute their studies. The amount has been placed at the disposal of Sir Ganesh Dutta Singh, Minister, who has appointed a committee to expend the amount by awarding scholarships to students.

KING MOHAMED ZAHIR SHAH of Afghanistan has made a gift of 400,000 Afghanis (about Rs. 112,000) to the Government for the use of the existing educational and medical institutions and for opening new ones. A gift of 120,000 Afghanis has been made by the Queen Mother and 170,000 Afghanis by the Afghan National Bank for the same purpose.

THROUGH different PROVINCES

DELHI

PUBLIC SERVICE COMMISSION

It is understood that the question of establishment of Public Service Commissions in different provinces is under consideration of Local Governments.

They are framing rules which, in accordance with Sections 264, 265, 266 and 267, of the Government of India Act of 1935, will have to be issued by Governors as soon as Provincial Autonomy comes into force. There is the probability of some provinces joining others and of a single provincial Public Service Commission being established to serve more than one province. For example, the Frontier Province will probably amalgamate with the Punjab, Sind with Bombay and the Central Provinces with Bihar and Orissa.

EXPERT INQUIRY SCHEME

Replies are understood to have been received from the majority of Provincial Governments to the circular from the Education Department regarding the enquiry into the Reconstruction of Secondary Education and as most of them are favourable to the idea of experts being brought out for the purpose, it is presumed the Government of India will go ahead with the scheme to bring out educational experts from England early next cold weather.

EXPANSION OF THE DOON SCHOOL

Further expansion of the Doon Public School has been decided upon. At a meeting of the Board of Management of the Indian Public Schools Society held at Simla, administrative sanction was given to estimates totalling Rs. 2.24 lakhs on account of the buildings for the fourth boarding house and quarters for assistant masters, and the necessary electric, sanitary and water installations.

AGRICULTURAL INSTITUTE

No date has yet been fixed for the formal opening of the new Institute. But still it is learnt that students will begin to work at the

school in August next and that there is provision for a dozen students.

It is understood that Sir John Russel, Director of the Rothamstead Experimental Station, an acknowledged expert in the Science of Soil, and Prof. Kay, Director of the National Dairy Research Institute at Reading, have been appointed to conduct scientific survey of the working of the Imperial Council of Agricultural Research ever since its inception and suggest lines on which future work can be carried. Material for this expert enquiry is being prepared by the Advisory Board. Experts will arrive in India some time in November.

It is learnt Mr. Sithi, rice and sugarcane expert at Shahjahanpur and Prof. Agarwal of the Lahore Veterinary College have been appointed as Indian Secretary and Advisor respectively to the experts.

MADRAS

WARNING ABOUT GRANTS-IN-AID

The managements of educational institutions, it is understood, have been told that in view of the uncertainty of finances in the future they cannot expect grants-in-aid to be made on the same liberal scale as hitherto. The object of this general warning appears to be not to commit the new Government in the matter of grants.

HINDI IN SCHOOLS: GOVERNMENT CIRCULAR

The Government Order on the subject of the introduction of Hindi in Secondary Schools under the control of Local Bodies has been communicated to all Presidents of District Boards and Municipal Councils. The order was passed on the proposal of the Palacole Municipal Council to introduce Hindi in the Municipal High School.

The order runs thus: "The Government decline to approve the proposal of the Municipal Council (Palacole Municipality) to introduce Hindi as a compulsory subject of study in forms I to III of the Municipal High School. They

have, however, no objection to the introduction of Hindi as a genuinely optional subject, subject to the following conditions: (1) that attendance at Hindi classes shall be optional and no compulsion shall be brought to bear on pupils either to join or attend the Hindi classes. (2) that the study of Hindi shall not be introduced in the place of or to the neglect of the vernacular or to the detriment of the other subjects of the curriculum nor shall it be substituted for the study of Sanskrit where the latter has been already introduced unless the parents of the pupils concerned express in writing a desire to that effect and (3) that the essential needs of the institution as regards provision of suitable accommodation, satisfactory sanitary condition, adequate equipment and facilities for physical training shall be fully met before funds are spent on the introduction of Hindi."

The Trust Board of the P. S. High School, Mylapore, have sanctioned the opening of a Hindi class in the school, to be conducted in such a manner as not to interfere with the regular teaching, games and physical exercises.

EDUCATED UNEMPLOYED

The Commissioner of Labour invites graduates in law, Arts, Science, Engineering and Medicine and diploma holders in Economics and European languages, who are at present unemployed, to send in their names to him not later than 30th September 1936 with particulars as to the degree held, the date of graduation, the full address, employment, if any, previously held and the nature of the employment sought.

MINISTER ON 'EDUCATION REFORM'

In a recent address to Teachers at Tiruvarur, Hon'ble Dewan Bahadur S. Kumaraswami Reddiar, Education Minister, said:

The question of modifying the present system was engaging the attention of the Government. The Government of India had started an examination of the whole question and experts engaged in the educational activities had been meeting and trying to find the best solution to this problem. It was now the intention of the Government of India to invite the experts from the several provinces so that their views might be elicited towards remodelling the system of secondary education, which in its present conditions, has been recognised to be the cause of swelling the ranks of the unemployed. It was no doubt the concern of the Government, if it realised its responsibilities, to devise

measures to reduce unemployment in the country and to so remodel the system of education as to bring about this result. This question of remodelling and reforming the present system of education had now been seriously taken up by the Government.

BENGAL

SUSPENSION OF NEW SCHOLARSHIP RULES

The new Scholarship and Stipend rules published by the Government of Bengal state that henceforth Government scholarships would be awarded to "successful students, whose parents or guardians have not sufficient means to provide for their education." "The decision as to whether the means of parents or guardians are sufficient or not shall rest with the Director of Public Instruction." But as a result of severe criticism in the press against the new scholarship rules, the Government of Bengal in the ministry of Education have postponed the introduction of the new rules to next year and have promised in the meanwhile to go into the practical difficulties in the application of the new rules brought to light by the Press.

SUMMER SCHOOL OF PHYSICAL EDUCATION

The summer schools of Education for teachers, organised by A. B. T. A this year at Mymensingh and at Calcutta have proved a grand success. It is a matter for gratification that the Syndicate of the Calcutta University has granted permanent recognition to this summer school. Presiding at the closing ceremony of the school, the Vice-chancellor Mr. S. P. Mukherjee congratulated the Association on undertaking this useful task which the University itself could not take up. Further he said that "from 1940 a student passing his Matriculation Examination must submit a certificate of his Physical fitness," and further indicated the possibility of setting up a central organisation under the University of Calcutta for the promotion of physical Culture among the students.

CALCUTTA SENATE APPROVES MILITARY SCHEME

After a full dress debate, the Senate of the Calcutta University adopted, three members dissenting (Mr. Jenkins and Mr. Urquhart and another), the report of the Military Training

Committee recommending the inclusion of Military Studies as optional subject in the University curricula.

A committee has been appointed to consider steps to be taken for improving the quality of recruitment to the University Training Corps and also to promote enthusiasm among the students for military training. The committee suggested that there should be two courses, junior and senior running over two years each.

BOMBAY

SUPPLEMENTARY MATRICULATION

It has been decided by the Syndicate of the University to hold the Supplementary Matriculation examination in Oct., beginning from Monday the 26th and publish the results on the 23rd December. On this the *Karnataka School* writes that "the candidates who failed at the Supplementary will hardly get two months to prepare for the April examination, to be held according to the new course. It is quite impossible for them to study a new additional language within that period. They will have, therefore, to abstain from April Examination and appear again after wasting full one year and a quarter. The Syndicate therefore in the interests of those students, should arrange to hold the examination again in April according to the old course."

C. P.

EDUCATIONAL REFORM: CONSIDERABLE CHANGES

Scheme of far reaching consequences changing the present system of education, both secondary and collegiate, are under the contemplation of the Education Department of the Central Provinces. It is understood that the Department proposes to transfer the control of the Government Colleges to the University with a view to convert Nagpur University into a teaching University. At present the local University is only teaching law and the teaching in the other Faculties is done by affiliated colleges. By another proposal the Department desires to hand over the charge of all Government high schools in the province to responsible private institutions with full and free power to effect their own choice of system of education. This change, the Department presumes, will enable them to allot more funds for the primary

education. To improve the condition of physical education in the collegiate stage a suggestion for the establishment of a Faculty of Physical Education, it is said, has been made by the C. P. Education Department to the Nagpur University. Another important proposal under consideration of the authorities is that there should be a less number of public examinations in the various stages, thus affording better facilities to a student to chalk out his future career.

BHONSLA MILITARY SCHOOL

It is learnt that the staff of the Bhonsla Military School to be started by Dr. B. S. Moonje will be entirely Indian except probably the Principal, who will be a British Military Officer to start with.

The accommodation of the school will be limited to three hundred students, who will be admitted irrespective of province or caste, provided they have the requisite qualifications.

U. P.

ANGLO-INDIAN EDUCATION AND VERNACULARS

A press note, issued by the U. P. Government Education Department, says that a meeting of the Provincial Board of Anglo-Indian and European Education in the United Provinces was held at Nainital with the Minister for Education presiding.

The Board recommended to the Inter-Provincial Board of Anglo-Indian and European Education that a vernacular should be taught compulsorily in classes 4 to 10 in European schools throughout India, that the vernacular should be either a local vernacular or Hindustani at the option of the student.

PLEA FOR A PURDAH COLLEGE

A plea that as Moslem social customs and traditions did not permit Muslim girls to take advantage of non-purdah colleges, a purdah degree college should be established at Aligarh, was put forward by a deputation of influential Muslims of the province who waited on Sir Jalaprasad Srivastava, Minister for Education to the United Provinces Government.

In his sympathetic reply, the Minister said that there might be some difficulty in establishing a purdah college because the Aligarh University was under the Central Government

and the U. P. Government might have objection to granting funds from the Provincial funds, but the Minister promised to look into this aspect of the matter.

PUNJAB

SILVER JUBILEE SCHOLARSHIP

A Punjab Government press note says that the Silver Jubilee scholarship of Rs. 250 per mensem will be awarded this year to a woman graduate of an Indian University. The scholarship will be awarded for study of either (a) domestic science and hygiene, (b) physical training (c) arts and crafts, (d) medicine or (e) theory and art of education. The candidates must be native of, or domiciled in, the Punjab. No limit of age is imposed.

DEVELOPMENT OF INDUSTRIES

The first meeting of the Punjab Industrial Board constituted under the Punjab Industries Act which was passed last year for promoting industries, was held at Simla under the chairmanship of Sir Gokulchand Narang, Minister.

The Board framed rules and regulations for conducting its business and unanimously elected Mr. Sundarsingh Majithia as Vice-Chairman. It was decided to advise the Punjab Government to set apart five lakhs of rupees for assisting industries.

MYSORE

VERNACULAR MEDIUM AND SUCCESS OF MYSORE EXPERIMENT

"The Kannada medium of instruction in the schools, which was at first looked upon with considerable suspicion by several of the teachers, pupils and parents alike, has now come to stay. The text-books are forthcoming and pupils are making a free use of reference books in English. The teachers are increasingly enthusiastic and the boys and their parents have begun to see that their fears about the deterioration of the pupils' English and failure at the examinations are proving to be groundless," — is the considered opinion of the Department of Public Instruction in Mysore in regard to the teaching of several subjects in the High Schools to pupils through the medium of Kannada. It is stated that the pupils with the vernacular medium have secured a better percentage of passes as well as higher marks in English.

"EDUCATION OF THE WHOLE CHILD"

"The tendency to change the school programme beyond the purely curricular activities has been generally in evidence and it is really gratifying to note that the belief in the education of the whole child and not only of his intellect is gaining wider and more enthusiastic acceptance," is the observation made by the Deputy Director of Public Instruction, Bangalore, in his report to the Department about the general working of the High Schools in his area.

HYDERABAD

DR. A. H. MACKENZIE

The Hyderabad correspondent of the *Hindu* reports that Dr. A. H. Mackenzie, C. I. E., C. S. I., Pro-Vice-Chancellor of the Osmania University, who has been appointed Educational Commissioner to the Government of India, has made no perceptible improvement in his health. It is therefore, expected that he may not accept his new duties, but may prefer to continue as Pro-Vice Chancellor of the Osmania University.

SCHOLARSHIP COMMITTEE

It is understood that a meeting of the Scholarship Committee was held on 17th June and was presided over by Mr. Khwaja Liaquatalla, officiating Secretary, Finance Department. Scholarships amounting to nearly Rs. 25,000 were distributed among 908 students.

COCHIN

EDUCATIONAL REFORMS

Several important educational reforms are under the consideration of the Cochin Government such as a reorganisation of the present system of Sanskrit education, the recognition of music school and the assumption of management of several aided schools by the Sirkar. It is also proposed to reorganise the present system of medical inspection of schools.

BURMA

EDUCATIONAL REFORM

An exhaustive Report of the Vernacular and Vocational Reorganisation Committee, comprising over 450 printed pages is published; and it will be reviewed editorially in the next number of 'Educational India.'

PUBLIC OPINION

ASSAM DIRECTOR ON THE RESPONSIBILITY OF TEACHERS

In the course of a stirring address, as president of the ninth session of the Assam Primary and Middle School Teachers' Conference held on May 31 at Tezpur, Mr. G. A. Small, I. E. S., Director of Public Instruction, Assam said:

"You have the children of Assam in your hands for five years and what you make them that they will be. Yours is a great responsibility."

Proceeding, he said that he had experience of teaching more than forty boys at a time in several classes, and that he had given a good deal of thought to their difficulties.

"I have come to a definite conclusion," concluding he said, "and that is that if one is not interested in teaching, it is the most boring and heart-breaking job in the world but that if one really tries to take an interest in it, to find out and solve the difficulties of the children, to study new methods, to invent apparatus, to take a pride in the work as a professional man takes pride in his work, then, I believe, there is no profession in the world that can give so much happiness or such magnificent reward, not only in the daily interest but in the more subtle and more substantial rewards that come to you through the success of your boys in their careers after they have left you. Some of you, I am sure, have known as I have, the thrill of pure pleasure that comes when a former pupil acknowledges that we had helped him, that a word in season encouraged him, that he has a happy memory of hours in our Class Room."

MR. RAI JOY GOVINDA GUHA BAHADUR ON THE DEFECTS IN EDUCATION

Mr. Rai Joy Govinda Guha Bahadur, Chairman District Board, presiding over the Jalpaiguri District Teachers' Conference in May last said that nearly 75 years ago, the modern system of education was introduced in spite of

stubborn opposition by the Orientalists, who advocated indigenous education for us. But now the system after it has worked out for nearly three quarters of a century, has established beyond doubt, that it is not without its defects.

"The most glaring of them are two. National degeneration and Unemployment amongst the educated section of our society. The former, I mean the national degeneration, is due to the inability of our boys and girls to assimilate what they read. It is a matter of great regret that our boys and girls are to enter the store-house of knowledge through a door absolutely foreign to them. They are to learn the subject they want to learn through the medium of a language which is foreign to them, and as a consequence the better part of their energy is lost to crack the shell of the nut, and when they get to the substance, very little energy is left. The result of this becomes dangerous for the society. They fail to assimilate what they learn and become blind followers of a system of Social Order alien to their soil and society and thus national degeneration sets in.

The second difficulty is due to our inordinate love for liberal education. Every one here will get angry with me, if I say that the first concern of human existence is *bread*. With the dawn of consciousness, man realised it and in that primitive stage, the education that a father used to give to his children was how to earn bread. Thus in the beginning of our history, we were materialistic, and so, an education which teaches man to earn his bread should not be so looked down as it is done now-a-days. Our inordinate love for liberal education has drifted us away from the primary problem of life. As such our educational system requires an immediate overhauling, and a system which can produce Milton and George Stevenson from the same class room is a necessity. We are in need of a system which will enable every boy and girl to follow his or her natural aptitude."

MR. HUMAYUN MIRZA OF MYSORE ON EDUCATION

Addressing a meeting at the Besant Hall of the Theosophical College, Madanapalli, under the presidency of Sir C. P. Ramaswami Iyer, on the 13th inst., Janab Humayun Mirza of Mysore stated:

As a precept of teaching, he would assume that character, intelligence, and a sense of the beautiful were inseparable in the growing student. Instead of calling education a triangle, which had area but not depth, they must rather describe it as a triangular pyramid. Based on the fruitful earth, on a full and healthy cultivation of the bodily powers and senses; presenting the three facets of moral, intellectual and æsthetical training; it rose finally to a point, an apex in which all its aspects converged. Built from below, it was explained and determined from above. All its ideas were mutually supporting, and all at their height assumed a religious value. This value was not that of sectarian superiority. Such superiority, as shown in religious bigotry, was the greatest obstacle between mankind and its desire for a universal brotherhood. They should call for "a truce of God" in schools and colleges. The important matter in education was not whether this or that ethical or theological form should be used as the medium of religious instruction, but that none of the millions of children should be denied the mental, moral and physical training needed, and that there should grow up no soul in the blindness of ignorance.

JUSTICE VENKATA SUBBA RAO'S ADVICE TO THE YOUTH

In a recent address at Mysore, Sir M. V. Subba Rao, Chief Justice of Madras, spoke to the youth on the intrinsic value of education and said:

Learning must be pursued for its own sake. Education possessed an intrinsic value. If they were properly educated, they could bring to bear on the questions that faced them a trained intelligence and a critical faculty. They were living in a world in travail. Some decades ago, advanced views were the prized possession of a few, but at the present day new ideas and new ways of thinking were fast replacing the old order. He would take, for instance, the sentiment known as patriotism. In the pre-war

age, it was a fashion to acclaim combatant patriotism, militant nationalism, as the supreme virtue. But estimates of values had changed apace. International understanding and co-operation were what thinking men all the world over were striving after. The recent events might make some of them despair. Even in the great brotherhood known as the Scout movement which existed to break down barriers of creed and race, division and strife had crept in. That was what happened recently in South Africa.

"But what is to be the ideal before the educated youth?" Sir Venkata Subba Rao asked: "Would you be on the side of oppression or amelioration? Would you uphold social equality based on justice and progress or would you in the name of decadent orthodoxy perpetuate inhuman social inequality?...Act like men of courage. The enlightened humanitarianism should be the guiding principle of your life."

SIR C. P. RAMASWAMI AIYAR ON THE RIGHT KIND OF EDUCATION

Presiding over the annual reopening celebrations of the Theosophical College and High School of Madanapalli, Sir C. P. Ramaswami Aiyar appealed to the public to help the institution to fulfil its ideals and touched upon the right kind of education. He said:

Education, was of course not only to concern itself with things produced and manufactured, but with that made for peace and joy. A man was not truly educated, and could not even produce things well, who was not full of the joy of life and full of the spiritual significance of what he did. The great days of creativeness in the nations were the days of guilds of craftsmen who took pride in their work, who worked for the glory of God and the vindication of the splendour of God's creation. Education should not only make them realistic in the broad sense, but should suffuse and interpenetrate them with the enthusiasm for beauty and spiritual values which made for peace and joy in life. Therefore, any right system of education would make room for the study of words, room for music and the arts, and those ornamental aspects of education which were of fundamental value in producing an atmosphere of beauty, peace and joy without which neither education, nor life could be complete.

OUR WOMEN'S PAGE

Women's College, Aligarh

THERE is to be found a speedy increase in the number of students in the Aligarh University Girls' College from 200 to 310. Most of them reside in Boarding houses. The College is run on the residential system as it contains girls who have come there from different provinces of India. Though a majority of them belong to the Muslim community, there are Hindu girls who have been fostering the ideal of Hindu-Muslim unity. They discuss all important subjects in their Debating Club and participate with much credit to themselves in the All-India Debates organised under the auspices of the University every year. All possible steps are taken to see that they should send out good and efficient women by imparting to them religious education and necessary physical training.

Careers for Women

MEDICINE provides ample opportunities for educated women who wish to earn a decent living and serve the society best. Indian women are slowly casting off their seclusion and subordination and taking considerable interest in higher education and professional careers. They will do well to follow the noble example of their sisters on the Continent and take up to the medical profession. They can undergo either L. M. P. or M. B., B. S., courses, specialise in certain diseases relating to women and children in particular, settle down in rural areas and do much service to their class and country. They can also undertake the medical inspection work of Elementary and Middle Schools as they have an advantage over other practitioners. Others may get themselves trained as schoolmistresses as women are more suited to teach the youth on right lines in junior classes of Elementary Schools than their brothers.

Girls in Bengal Schools

MRS. C. Mukherjee, Chairwoman of the Medical Inspection of School Children Subcommittee made a powerful appeal for the improvement of the health of school girls. She advocates compulsory medical examination as about half the number of girls are found to be physically unfit to receive instruction. Though some ailments such as adenoids, tonsillitis, skin diseases, constipation, eye and teeth troubles can be attributed to economic conditions in the country, she believes that a little care and thoughtfulness in choosing the right kind of food for their children and training them up on right lines at home will bring about good results. She exhorts all parents to realise the seriousness of the problem and check the gradually increasing deterioration in the health of the nation.

Social advance in Turkey

BOYS and girls moving freely in schools and colleges, sit together and go out for excursions, and play tennis. Many Turkish women are employed as doctors, lawyers, professors and artists. They appear on the stage and in films and serve in offices and business houses. Women doctors and nurses have organised children welfare centres. The mothers are taught the most hygienic methods of bringing up their children with the help of wax models. Turkish women have come out of their purdah, cast off all social restraints following the example of the Soviet women and have adopted Western modes of dress. In trams and trains, cinemas and theatres they sit along with their brothers. They have placed on a footing of equality with men in marriage and divorce and in absolute control over their private property. They are given the right to vote and sit in parliament and are admitted to every club and association. Some of them take much pleasure in devoting their attention to problems like housing, drainage, health work and education.

PERIODICALS

THE SOCIALIZED SCHOOL

In an interesting article "The School as Social Nursery" contributed to the current number of *The Indian Review*, Mr. J. M. Kumarappa, M. A., S. T. B., Ph. D., writes:—

"The primary business of the socialized school is to train its pupils to foster in them the consciousness of inter-dependence, and to help them in a practical way in making the adjustments that will carry this spirit into overt deeds. In the school, as Froebel tells us, future men and women should be helped to learn the arts of co-ordination and subordination, of creative and directive leadership, of intelligent and cheerful helpfulness in the attainment of common purposes. The socialized school would seek to strengthen the pupil's individuality, invigorate it through exercise, lead it to ever grater self-consciousness in practice, elevate its drift and character by giving the pupil a tendency to seek worthy objects for a generous activity, enable him to become a leader in matters in which he has the stuff for leadership, and a contented follower in all affairs in which his powers assign him a humbler station. It must now be clear that socializing the pupil is in no wise contradictory to the view that the true aim of the school is to cultivate individuality. While the school would seek to form its pupils in the tradition of brotherly kindness and co-operative living, it would also recognise that the true training for such life is one that favours individual growth, and that the highest form of society is that in which every person would be free to draw from the common medium what his nature needs, and to enrich the common medium with what is most characteristic of himself. The socialized school would seek to organise and direct the individual tendencies and activities of children through the uses made of them in keeping up their co-operative living. It would seek to reproduce on the child's plane the typical doings and occupations of the larger, maturer, society into which he is finally to go

forth. In such a school group-work would form a prominent part; for in it several children, or the whole little society, could unite their skill and energy in the use of the gifts and occupations for a common purpose. Here the individuality of each child would find full play, and yet would be exercised in the service of a common purpose, subordinating itself to the claims and needs of the little society with no loss and much gain. Every attempt would be made in the school to develop these social tendencies methodically and in harmony with individual development, since the common needs and aims demand a growing interchange of thought and growing unity of sympathetic feeling. It is because this element of common and productive activity is lacking that the school of to-day cannot organise itself as a natural social unit."

RELIGIOUS TRAINING IN SCHOOLS

Mr. P. N. Sharma, M. A., writing on "Religious Training in Schools" in the July number of *The Modern Review* observes:

"One of the charges against the present system of education is, that it fails to provide for religious education and has thus rendered it "godless." By calling it "godless," we may mean much or little. We may merely mean that our education does not seek to inculcate faith in God and dependence on Him among our boys. We may go further and say that it is not only unspiritual, but also atheistical, irreligious and even immoral.

Much of this is mere cant. While "Godlessness" in the literal sense of the absence of the inculcation of a belief in God, is true of our education, the other charges cannot with any reason or propriety be laid at its door.

To avert the impending catastrophe, to repair the social structure, to harmonise and revitalise social life with a new inspiration, new yet old, appealing to all sections of the community and fusing them together would be a worthy ambition, nay a necessary task and if it could be accomplished by imparting religious training in the schools, it should be attempted with all the zeal and enthusiasm we are yet capable of. But lest we court disappointment and disillusion we should clearly set forth the objectives and adapt our methods for reaching them with some care.

BOOK REVIEWS

HISTORY OF EDUCATION IN INDIA UNDER THE RULE OF THE EAST INDIA COMPANY by Major B. D. Basu; (Second edition,) Published by *The Modern Review Office*, Calcutta.

Major B. D. Basu is known to be a powerful writer with a facile pen inclined to be fearless and outspoken in his criticism of men and manners. His books "Rise of Christian Power in the East," "India under the Crown" and "Decay of Indian Industries" are too well known to need any detailed comment. It is generally supposed that India in the Pre-British period was an illiterate country. Basu tells us how India was far more advanced in Education than many a Christian country of the West even before the British occupation of India and every Indian village had its school for the diffusion of secular and religious knowledge. In his own inimitable way, with profuse illustrations and extracts from the writings of contemporary authors and official despatches, Major Basu has proved that educational institutions were not established in this country as soon as the East India Company obtained political supremacy in India and that it took the merchant adventurers a century to realise that in their own interests they should impart education to the people on western lines giving prominence to English as the medium of instruction so that they might have a plentiful supply of young men for official posts.

Wood's Despatch commonly known as the Educational Charter of India was written after mature deliberation in 1854 and the system of education now in vogue in this country was modelled a good deal thereon. Some of the English Christians believed even then that it was a mistake to have introduced western education in India. Major Basu points out how the Indians themselves were the pioneers in introducing western education by the establishment of the Hindu College at Calcutta, long before Macaulay prepared his celebrated minute.

He observes that Macaulay and the Christian Missionaries who took a lead in starting educational institutions very much desired that

Indians should be converted into Christianity. He exposes the hollowness of the claim that the British have been spending enormous sums of money on the department of education by giving out facts and figures to prove that State-aid was very meagre, illiberal and incommensurate with aid given to education in other civilised and progressive countries of the West and the East. He pleads rightly for a reorganisation of education with Vernacular as the medium of instruction and a liberalisation of the grant-in-aid system, so that illiteracy may be banished out of the land at a very early date.

We commend this book to all lovers of education and those interested in its cause as it is well-written to serve a very important purpose that of creating a strong desire on the part of the Government to do its legitimate duty of spreading education by giving it its due place of recognition among the nation-building departments and providing ample funds for its progress.

EIGHTH ANNUAL REPORT OF THE MADRAS LIBRARY ASSOCIATION: Published by the *Madras Library Association*.

The noblest form of service to humanity is to carry knowledge to the doors of those that lack it and educate them in the righteous path. All public-spirited men are expected to lend their support to the project of starting libraries in every village and conduct the same on non-partisan lines. If we are to have an educated country, libraries, where students and others go in order that they may find that knowledge which they require, are essential.

The Madras Library Association started solely with the object of organising libraries and doing propaganda work by talks, lantern lectures, cinema shows, has been doing much useful work in this direction. It has organised a summer school of library service publicity department, popular lectures, library exhibition, undertaken publications and started agitating for library legislation and the reduction of the freight on library book parcels. There are about 120 good libraries in the presidency which deserve every encouragement and support.

The Government is requested to finance these libraries every year for the purchase of new books and the spread of a library habit among the people. The report is a faithful record of modest work done last year and the Association hopes to work better next year with the patronage of the public and the Govt.

Foreign Currents

American Schools and International Appreciation

By Rachel Davis Dubois †

[This article, condensed from more comprehensive material, points the way to conscious, systematic efforts to bring about in the schools a more sympathetic attitude among different races and nationalities.]

A NEW state of mind is needed to bring about a sympathetic understanding, and appreciation of the character, attainment, and traditions of other peoples, such as will reach beyond national boundaries without seeking to destroy them. This should be in the first place a concern of the schools because it is the task of public education to assume responsibility for those elements of culture that are not being successfully transmitted by other agencies, such as the family or the church.

The Commission appointed by the American Historical Association to investigate the teaching of social studies in the schools declares possible and desirable the steady enlargement of sympathetic understanding among different racial, religious and cultural groups such as compose the American Nation. American children should not be allowed to develop a superiority feeling if they belong to dominant groups, or an inferiority feeling if they belong to minority groups. Otherwise children of the dominant groups tend to become egotistic, self-centered, domineering, lacking in sympathy; while dishonesty is one of the traits produced in children of minority groups by adverse attitudes toward them on account of their race or creed.

Modern psychology finds that all human beings have a normal feeling of inferiority, which may be compensated in various ways, good or bad. It seems certain that in our case an adequate compensation would be the consci-

ousness that we are all part of humanity and of its accomplishments. Such a consciousness will make for great achievements, for useful and happy lives. It seems therefore certain that we should be concerned to develop in our schools sympathetic attitudes for the benefit of members of the majority groups, as well as for the benefit of the minority groups.

If our schools are to accept the task, they must set about it consciously by (1) a thorough analysis of the need; (2) a definite study of the techniques of social psychology required to change and develop attitudes; and (3) by planning the entire school program accordingly, so that the task may be accomplished. The teaching profession must conceive its task in terms of the widest and most fundamental interests of humanity, always seeking to advance the security and quality of living of all. Security and quality of living are based upon sympathetic attitudes, by which is meant not pity, not tolerance, but thinking, feeling, acting together. Leaders in schools, who accept the challenge to do something consciously constructive toward developing sympathetic attitudes, will find it possible to use three approaches which, for convenience, we call *intellectual*, *emotional*, and *situational*.

Intellectual approach—The three approaches overlap, but in the schools that have tried definite projects for changing attitudes, it was found that the classroom affords opportunities for the intellectual approach. Facts omitted in ordinary textbooks and in reading material were introduced into the regular work. For instance: a class in American History was studying the American Revolution. The teacher called attention to the fact that the first person to lose his life in the struggle for American independence was a Negro: Crispus Attucks; that the man who did most to finance the war, giving all his fortune and and thus dying a poor man, was a Jew: Haym Salomon; that of the great military leaders Baron von Steuben was a German, Kosciuszko and Pulaski were Poles, and Lafayette was French.

Emotional approach—In witnessing a play, children, even more than adults, feel themselves for the time being to be the characters, they live the experiences of the actors. Because feelings are the springs of conduct and education must not neglect them, the school assembly has been

used effectively for the emotional approach in education for world-mindedness.

When a dramatic performance is presented on the stage of the school the children see relationships never seen before, they have reactions they cannot possibly gain by mere reading. Naturally this is even more true of the children taking part in the performance—those playing the roles of Italian or Russian immigrants really live the lives of those immigrants. In addition there are the benefits of the working and feeling together required by the preparation of a program.

Situational approach—Situations are provided in which the pupils meet members of various culture groups, and have an opportunity to practise their new attitudes. In a school, after the general assembly, a tea party was held at which pupils met a young Chinese who had taken part in a play; a rabbi who had introduced the program on the culture contributions of Jews to American life; and a Negro artist who had talked on portraiture. In such face-to-face contacts differences that once seemed important were forgotten, and students found it pleasant to meet cultured Chinese, Jews, Negroes, Scandinavians, Slavs, Latins, and so forth.

Results—It is always difficult to be sure about results, and there is disagreement among educators as to the value of objective tests in the field of attitudes. But experimentation is just as important here as in any other field. We have used such tests in many schools during seven years, and have always found some change toward more liberal attitudes, so as to justify the contention that the school is the logical agency that should consciously have as a major educational objective the integration of our culture groups.

American educators should recognize and help preserve the great cultural gifts of the Jews; they should teach that Italy has artists like Raphael and Puccini, scientists like Volta and Marconi, and not gangsters only; they should make their pupils acquainted with the scientific discoveries of Dr. Carver, the Luther Burbank of the Negro race; they should help their students to see that they are one with all humanity, that all nations and races have a place and a part to play—thus transcending national and racial boundaries without seeking to destroy them.

How to Become A MASTER OF ENGLISH

You can easily become a Master of the English language by taking up Mr. Grenville Kleiser's New Correspondence Course in Practical English and Mental Efficiency. He is a leading authority on English and Speech, the best known teacher of English by correspondence methods, and he has discovered a new method of mastering this language. If you devote a few minutes daily to his simple and interesting Mail Course, you will quickly be enabled to add thousands of expressive words to your vocabulary; use the right word in the right place; avoid all mistakes of grammar and idiom; develop originality of expression; write in a clear, bold, vigorous style that carries conviction; prepare tactful, forceful letters, advertisements, articles, stories and lectures and thus earn more money, get better position and achieve success in life. The instruction has been endorsed by famous writers and editors and has been availed of by more than 100,000 persons all over the world.

WRITE FOR FULL FREE PARTICULARS TO:

The Tutorial Institute,
Head Quarters, Delhi, 57.

Young Ceylon

A widely circulated and popular Monthly Magazine, Published in English, containing brilliant articles, topics of local, Indian and International interests, Special Literary, Educational and Health Supplements, Women's page and Historical Novel and Gleanings.

ANNUAL SUBSCRIPTION RS. 3/ or 6 Sh.

MANAGER,

'Young Ceylon',

167, Hultsdorf, Colombo,

Ceylon.

† The author is executive secretary of the Service Bureau for Education in Human Relations, New York City.

SOME VERY POPULAR HIGH SCHOOL BOOKS

A SCHOOL HISTORY OF INDIA by the late M. S. Ramaswami Aiyangar, M. A., Chief Lecturer in History Maharaja's College, Vizianagram. 3rd Edn. Re. 1 12

THE ELEMENTS OF ALGEBRA popularly known as the "Three Authors' Algebra," revised and brought in line with the present syllabus in the subject by N. Panchapagesa Aiyar, B. A., L. T., Lecturer in Mathematics, Findlay College, Mannargudi. Fifth Edition Rs. 2 0

ELEMENTARY SCIENCE—PHYSICS AND CHEMISTRY by V. N. Visvanatha Aiyar, M. A., Lecturer, Government Muhammadan College, Madras, and P. A. Narayana Aiyar, M. A., L. T., Ceded Districts College, Anantapur. Second Edition—Revised and Enlarged Rs. 1 4

A NEW GEOMETRY FOR HIGH SCHOOLS, by A. A. Krishnaswami Aiyangar, M. A., Maharaja's Intermediate College, Mysore. Rs. 2 8

* All these books have been approved as suitable for schools use and the first has in addition been officially recommended as a text-book for the A Group by the Madras S. S. L. C. Board. They are very widely in use.

Commercial books by K. Subramani Aiyar, the late Rao Sahib S. Vaidyanatha Aiyar and T. V. Subramanya Aiyar also available.

Srinivasa Varadachari & Co.,

190, Mount Road

MADRAS.

"THE SOUTH INDIAN TEACHER"

IS

The Official Journal of

The South Indian Teachers' Union.

It is therefore the journal of the Teacher

AND

No teacher should be without it.

Subscription is only Rs. 3/- Per annum

Registered Office :—

41, Singarachari Street,
Triplicane, Madras.

◦ COMPLETE LABORATORY EQUIPMENT ◦

For Schools, Colleges, Universities, Etc.

Stockists

Precision Balances and Weights.

Microscopes.

Optical Instruments.

Thermometers of all kinds.

Laboratory Glassware.

Pure Chemicals.

Porcelain sinks and fittings.
etc. etc.

Manufacturers

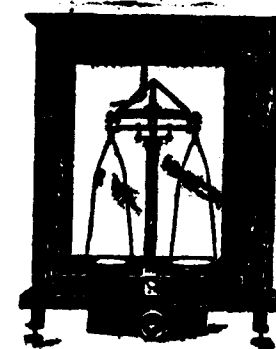
Distilled Water Plants.

Thermostats.

Electrical Resistances and Switches.

Scientific Instruments and apparatus.

Water and Gas fittings
etc. etc.



The Andhra Scientific Company,

MASULIPATAM (S. India)

The New Era English Readers

Primers First & Second & Books I, II & III.

Annas 5, 6, 8, 10 & 12 respectively.

EDITED BY

H. CHAMPION, M. A., I. E. S., (3 Books) & DR. JAMES H. COUSINS (2 Books)

BY

M. S. SUNDARESWARAN, M. A., L. T., & A. S. VENKATARAMAN, B. A., L. T.

Some of the more noteworthy features about the Readers are mentioned here. There is a progressive scheme consisting of words and phrases, real language units. Besides, due attention to grammar is imparted. There is a grammatical bias underlying each lesson. It is obvious that grammar in the early stages cannot be formal and must be largely an essential part of language acquisition. This principle has been recognised in a large degree. At the same time, one will be attracted by the questions and exercises at the end of each lesson. They are meant to assist the children in acquiring a real command of the linguistics.

Lessons are profusely illustrated appropriately to the subject matter of the lessons. Every book contains a tricolour plate of an important lesson.

We shall be glad to receive suggestions and criticisms for the improvement of the books and they will have our best consideration.

Specimen copies will be supplied on application from

Heads of institutions and Educational authorities.

B. G. PAUL & Co., Educational Publishers,

FRANCIS JOSEPH STREET, MADRAS.

THE OXFORD INDIAN SCHOOL ATLAS

By JOHN BARTHOLOMEW, M.C. M.A., F.R.G.S., F.R.S.E.

64 Pages

Eighth Edition

Re. 1-4

The new edition of the Atlas, completely revised and brought up-to-date, contains 16 more pages but is reduced in price to Re. 1-4. It is by far the best Atlas designed for Indian Schools and is unrivalled in the clearness of its maps, the comprehensiveness of its information and the high standard of its production.

CONTENTS

Population Tables; Elementary Principles of Geography; Astronomical Geography; Explanatory Notes on Time; Geographical Terms; Physical Geography; Maps and Map Reading; Illustrations of Mapping; World's Ocean Currents; Routes to the East; Asia and India—Relief Maps; Maps showing India's Rainfall, Population, Cultivation, Railways, Physical, Political and Economic Features; Bombay Presidency; Madras Hyderabad, etc.; Punjab, Rajputana and Sindh; United Provinces, etc.; Burma; Asia, Physical and Political; Southern Asia; Europe, Physical and Political; The British Isles; France and Central Europe; North and South Americas, Physical and Political; Africa, Physical; Australia and New Zealand; Maps of the World, showing Political and Physical Features, Rainfall, Population, Temperature, Occupations; India in 640, 1605, 1705, 1805 and 1857; Europe in 1789 and 1914; England to 1489 and 1489 to 1800; General Index, 12 pages, provided with a Key of Pronunciations.

'All the maps, both physical and political, are not only accurate and clear but beautiful. They give maximum information compatible with clearness. It should be a very useful atlas for the students of high classes in India.'

—PUNJAB EDUCATIONAL JOURNAL

'This is an excellent atlas for the price, and the name Bartholomew is a guarantee for accuracy and neat execution of details.'

—PROGRESS OF EDUCATION

OF ALL BOOKSELLERS

OXFORD UNIVERSITY PRESS

BOMBAY CALCUTTA MADRAS

Advertisement Tariff for Educational India

A DISCOUNT of 16 2/3% will be allowed if space be taken for more than 6 months.
PAGE SIZE: 8" x 6" (two columns); one column 8" x 3"; Half page 4" x 6"; 1/2 page 4" x 3"; 1/3 page 2" x 3".

A FREE VOUCHER COPY is supplied for every contract advertisement.

ORDINARY POSITION

PER INSERTION:	
Full page or two columns	Rs. 12
Half page or one column	7
Quarter page (for 3 insertions)	9
Quarter page or half column	4
One-eighth page	2

COVER PAGE

PER INSERTION:

First page (below contents 3" x 6" space)	Rs. 20
Second page	15
Third page	15
Fourth page in two colours	20

Apply to: The Manager,

"EDUCATIONAL INDIA"

Masulipatam (S. India)

THE NAME "SADHANA" BEHIND

Sir P. C. Roy says:—

"I visited Sadhana Aushadhalaya. The preparations are all made in large scale in strict accordance with Ayurvedic processes. Its preparations are daily gaining in popularity in all provinces of India and even outside."

"You prepared your medicines strictly according to the individual Ayurvedic Sastras. I know that you are doing something of material benefit for the patients and that it was something new to the world. I realise that medicines prepared in that manner are all powerful to heal."

(Sd.) WM. BROWN, M.D.,
Young Town, Ohio, U.S.A.

Speciality in prescribing medicines with suggestion free of cost by our eminent Kavirajas.

Sadhana Aushadhalaya

Adhyaksha—Joges Chandra Ghose,
AYURVED-SASTRI, M.A., F.C.S. (London), M.C.S. (America),
FORMERLY PROFESSOR OF CHEMISTRY, BHAGALPUR COLLEGE.

Head Office and Factory—DACCA.

AGENCIES:—London, Ceylon, Penang, Teheran,
Tientsin, Koforidua.

CALCUTTA BRANCHES:—Shyambazar Market; 213, Bow-
bazar; 67/4, Strand Road; 2, Russa Road; Kidder-
par; Howrah.

BRANCHES:—ALL OVER INDIA AND BURMA.

The Indian LIBRARY JOURNAL

BEZWADA

The official organ of the All-India Public Library Association. Expounds the various phases of Library Science and the Library Movement in India.

ANNUAL RS. 3/-

Apply to:—

I. Venkata Ramanayya,

MANAGER.

At the Threshold of the Second Decade

Gentle Reader,

"Andhra" offers her greetings

Progress of the First Decade

NEW BUSINESS IN 1935....	....	Rs.	27,10,000
LIFE FUND .....	....	"	11,50,000
PREMIUM INCOME .....	....	"	4,62,000
BUSINESS IN FORCE .....	....	"	1,00,00,000

Judge for yourself and give it of your best.

— THE ANDHRA INSURANCE Co., Ltd., —
MASULIPATAM *



Headaches

Avoid

Aspirins - and
Heart Troubles

USE

Amrutanjan



Printed and published by M. Seshachalam, B.A., at the Hindu Press, Masulipatam

EDUCATIONAL INDIA

EDUCATIONAL REORGANIZATION
IN BURMA, p. 61

TEACHING AND RESEARCH IN
UNIVERSITIES, p. 64

ntence Method

Rev. J. C. Koenig

Education and Employment

Mr. P. S. Narayana Prasad

Hints on Public Speaking

Prof. Henry Martin

rental Attitude

Prof. A. V. Matthew

hen the Inspector Comes

A Schoolmaster

FOR DETAILED CONTENTS AND SPECIAL FEATURES SEE INSIDE

*"Elephant Brand papers are
the best"*

Made by

THE TITAGHUR PAPER MILLS CO. LTD.

Makers of High Class Papers
CALCUTTA

Detailed Contents for August, 1936.

	PAGE		PAGE
SENTENCE METHOD IN TEACHING READING: ITS PSYCHOLOGIC- AL BACKGROUND		Medical Report of the Bombay University	... 69
BY REV. J. C. KOEING, M.A., IN EDUC.	43	Examination Season to be changed	... "
EDUCATION AND EMPLOYMENT [In the light of the Report of the Sapru Committee]		Music Classes	... "
BY MR. P. S. NARAYANA PRASAD, M.A.	46	Compulsory Education Bill	... "
HINTS ON PUBLIC SPEAKING [An Address to Beginners]		Training in Tailoring	... "
BY HENRY MARTIN, M.A. (OXON.) O.B.E.	51	Unemployment Statistics	... "
PARENTAL ATTITUDE		Echo of Rangoon University Strike	... 70
BY PROF. A. V. MATTHEW.	... 55	The Sind Historical Society	... "
WHEN THE INSPECTOR COMES		New Schools to be opened	... "
BY A SCHOOLMASTER	... 58	New Education Fellowship	... "
League of Nations Advisory Committee on League of Nations Teaching	... 60	Jubilee Celebration	... "
EDITORIALS		Govt. Review on Education	... "
Educational Reorganization in Burma	... 61	Vocational Training	... "
Teaching and Research in Universities	64	Expenditure on Education	... "
PERSONAL NOTES	... 66	PUBLIC OPINION	
THROUGH DIFFERENT PROVINCES		Mr. R. R. Khanna on Educated Un- employed	... 71
Educational Commissioner	... 67	Dr. A. Lakshmanaswami Mudaliar on Secondary and University Education...	... "
12th All-India Educational Conference...	"	Mrs. Cousins on Art in Education	... 72
Viceroy's Free Milk Scheme a success	...	Sir Sivaswami Aiyar on Calcutta's Military Training Scheme	... "
Central Poultry Institute	... "	Sir C. P. Ramaswami Iyer on Poten- tial Value of Broadcasting	... "
Annamalai University	... "	OUR WOMEN'S PAGE	
Age limit and Elementary Schools	... "	Professions for Indian Girls	... 73
Reorganisation of Courses	... "	BY DR. RUTH YOUNG	...
District Economic Councils	... 68	PERIODICALS	
The Calcutta University	... "	"Aim Lower and go Higher"	... 74
School Buildings as Troop Camps to be avoided	... "	The Aim of the Teacher	... "
Public Services Examinations	... "	FOREIGN CURRENTS	... 75
		BOOK REVIEWS	... 76
		HERE AND THERE	... 77
		CORRESPONDENCE	... 78
		THE EDITOR ANSWERS	... 79

Vol. III: No. 2

August, 1936

EDUCATIONAL INDIA

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

Edited by M. Venkatarangaiya



EDITORIAL BOARD

M. VENKATARANGAIYA. C. SWAMIKANNU PAUL.
M. SESHACHALAM. C. B. KRISHNA SASTRY.
D. NITYANANDA SASTRY.

The Educational India Office
MASULIPATAM (S. India)

INLAND
Rs. 3-8-0

Single Copy As. 6

FOREIGN
Rs. 5.0.0

"EDUCATIONAL INDIA has taken a leading place."

—Kulapathi Dr. JAMES H. COUSINS.

Approved for schools and colleges by
The Directors of Public Instruction
OF
Madras, Bombay, Hyderabad, U. P., C. P. and
Berar, Punjab, Bihar and Orissa etc., etc.

Original contributions; Several regular features every month.

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

Apply to: The Manager,
"EDUCATIONAL INDIA"
Masulipatam, (S. India)

LEAGUE OF NATIONS PUBLICATIONS

Aims and Organisation of the League of Nations	...	...	Rs. 0 9 0
Essential Facts About the League of Nations	...	...	0 11 0
Ten Years of World Co-operation	...	...	6 14 0
Bulletin of League of Nations Teaching	...	...	1 6 0
Balances of Payments, 1933, (Only existing statistical book of reference concerning international accounts—figures are given for 32 countries—information supplied concerning outstanding international liabilities & assets)	...	...	4 2 0
Armaments' Year-Book, 1935 (Contains monographs on 64 countries—information derived from communications from various governments to the Secretariat on the occasions of the Conference for the Reduction & Limitation of Armaments)	...	...	17 8 0
National Public works	...	...	8 4 0
Enquiry into Clearing Agreements	...	...	2 12 0
Statistical Year-Book of the League of Nations, 1934—35	...	...	6 14 0
Review of World Trade, 1934	...	...	1 12 0
Economics of Air Transport in Europe	...	...	2 7 0
Agricultural Protectionism	...	...	1 6 0
Commercial Banks, 1929—34	...	...	6 14 0

Obtainable from the: League of Nations, (Indian Bureau)

Improvement Trust Building, Esplanade Road, BOMBAY 1. &
THE BOOK CO., LTD., COLLEGE SQUARE, CALCUTTA.

SENTENCE METHOD IN TEACHING READING: Its Psychological Background

By REV. J. C. KOENIG, M.A., IN EDUC.

WHILE the Sentence Method has been adopted universally for the teaching of English in Indian schools, it has not yet become popular for the teaching of the vernaculars. It is used in only a few primary schools, mainly under Mission control. There was some hope in the last few years that its use in the primary schools might be greatly extended. The Experimental Syllabus introduced into a number of schools of Chattisgarh by Mr. Leonard D'Silva recommended the use of the Sentence Method. However, the proposed New Syllabus for Primary Schools in the Central Provinces, which is largely based upon the Experimental Syllabus makes no mention of any method for teaching the vernaculars. From this it is to be presumed, that teachers will go on using the old Alphabet Method and that Normal Schools will continue to give training in this method only. Without doubt the proposed new syllabus marks a great advance upon the old system. In the matter of methods for teaching reading, however, the claim made by the "Hitwada" of Nagpur, that this syllabus "Brings the schools of our province into line with the elementary schools of most advanced countries" is hardly applicable.

There are numerous obstacles for the introduction of the Sentence Method of teaching reading in primary schools. Chief amongst these is the lack of teachers trained in the use of this method and the lack of teaching material to be used with it. Great efforts would be required to introduce the method successfully. Yet, as in other matters of curriculum reform no efforts are being spared; it is to be presumed that a determined effort would be made to overcome the obstacles, provided the great advantage of the Sentence Method were truly understood. It seems that educational authorities in India

and the staffs of Normal schools are not yet convinced of the urgent need of this method. Apparently they are not convinced of the fact, that educational research has condemned the Alphabet Method as pedagogically wrong and even harmful in many ways. In this article we shall try to indicate the psychological reasons which demand the use of the Sentence Method in teaching reading.

In using the term "Sentence Method" we refer to a number of newer methods called by various names such as the "Direct method", the "Look and say method," the "Story method," etc. Though these methods vary in minor details, their essential feature is that they begin with whole sentences or even whole stories, and not with the alphabet. Usually some picture is shown or a story is told from which a few short sentences are made and put on a chart or on the blackboard. Sentences may also be made directly concerning the pupils as "Hiradas has a dog. The dog likes to play." The sentences are then read to the class and the pupils by a bit of drill learn to recognize and read them.

This procedure is based on the proven fact, that a child can learn to recognize a whole sentence just as quickly as a letter. In addition, the sentences present matter of much more interest to pupils than the alphabet. Where the Sentence method is used pupils learn to recognize from 20 to 30 whole sentences in the first month. There are few schools where children learn that many letters in an equal time.

By this time the second stage of the method is reached. Care has been taken that many words used in the first sentences reappear in further sentences. Often pupils will notice this similarity without any help from the teachers. At any rate at this

stage: the pupil is taught to recognize the individual words of the sentences taught so far. Since the pupil already knows the sentence, it is not very difficult for him to learn to recognize the different parts. By the end of the second month the pupil may have a reading vocabulary of from 50 to 80 words. From these words new sentences and even stories may be made, which the pupil reads with interest and ease.

The third stage is usually begun in the third or fourth month. Known words beginning with the same letter such as "bap, beta, balti, bakri" are written on the black-board one under the other. By sounding the words the pupils will recognize the similarity of the beginning sound. The similarity of the first letter in each of the words is then pointed out and thus the pupil learns the sound of the letter "b." In this way the whole alphabet is taught from known words by short daily drills, and from the known letters pupils are taught to recognize new words. By the end of the year the pupil reads easy reading material with pleasure and understanding.

Now the important point is not that the pupil has learned to recognize the words of the printed page and can pronounce them. That may be accomplished by the Alphabet Method also, although at the expense of much tedious effort and unhappiness on the part of the pupil. The important point is, that the pupil has learned to read from the start *with understanding*. The sentence "Hiradas has a dog" had meaning to him the very first time it was used. Whenever after he saw that sentence in print, it brought to his mind the picture of a boy with his dog. He is in the habit of continually forming pictures in his mind as he reads. The important psychological habit of looking for the meaning behind the printed words and sentences has become a habit. This is of the utmost importance, for we know that a habit once formed cannot easily be broken. Any book or newspaper which this boy picks up he expects to tell him something. There-

fore he is eager to read anything within his ability.

This is not the case with the pupil taught by the Alphabet Method. He has been trained to pay close attention to the letters of the printed page. His psychological approach to a book is expressed by the thought "how does this sound?", not "what does this tell?" Being preoccupied with the form of the letters and the sound of the words his mind has no time or opportunity to penetrate to the meaning behind the words. True, by stopping at the end of a sentence and thinking over the words he may after a time come to know what he has sounded out. But this is not done spontaneously. It must be done separately and takes extra time. Some pupils never learn to do it. We often find pupils even in the upper classes sounding word after word and at the end of a paragraph they have not the slightest idea of the meaning of the paragraph. It cannot be stressed too much that this is not reading at all, but simply the sounding of letters and words. This is the reason why so many pupils in India fall back into illiteracy. The truth is that most of them have never learned to read at all. True reading is the "apprehension of the meaning or the idea of a printed passage." The Sentence Method teaches that from the start. With Alphabet Method only a few pupils ever learn that, and that only with great efforts.

The physiological basis for these facts have been ascertained through pictures taken of the movement of the eye while reading. Contrary to common belief the eye does not move smoothly along the line of printed words but jerks from point to point with brief rests between the jerks. While the eye moves it does not see at all, only when it rests stationary does it see. Now the pupil learning by the Alphabet Method develops the habit of stopping at each letter. He focuses the eye at each letter and so the eye must make many movements to read a single word. The pupil develops what is called a short eye span, that is, the eye at each jerk takes in only a small part of the line, say one

or two letters at a time. Such pupils are always slow readers and because they are occupied with the single letters or parts of words do not understand the text quickly. The pupil taught by the Sentence Method, however, practices from the beginning to look at whole sentences or at least a number of words and tries to recognize them as a whole. The more this is done and the less his attention is drawn to details of letters and words the larger the eye-span he develops. Whatever practice in letters is necessary is done outside of the reading lesson during drill periods. True the new reader will often have to stop when encountering a new word and will have to take time to look at each letter. But he will not do so for long. The eye having developed a long span will try to recognize the new word as whole the next time it is met, and finally will succeed. Some persons have developed such a large eye-span, that they can see and recognize a whole line at once. They simply glance down the page of a book in a few seconds and thus read the whole.

We all know how difficult it is to break any habit after it has once been definitely fixed. This rule holds true for any habit formed by the eyes. A person that has developed a short eye-span can only with difficulty change it to a long span. The writer knows this only too well from his own experience. He has learned to read in five or six languages but all by the Alphabet Method. He is a very slow reader and though he has spent much effort has succeeded in increasing his speed of reading only a trifle. His wife was taught by the Sentence Method and reads at least twice as fast. Any one can test his own eye-span by glancing just a moment at a printed page. Care must be taken that only one glance is taken and the eye must not be allowed to move along the line. How many words did you recognize at the glance, or was it only one word or even only a part of a word?

Now one might think that the slow reader is compensated by understanding the text better than the fast reader. Pedagogical

experiments have, however, proven just the opposite. The first reader comprehends the printed page better than the slow reader. If we comprehend the psychology of reading, this fact will not surprise us. The mind of the slow reader is busily occupied putting all the letters or parts of words together, and as the mind cannot easily do two things at a time, it cannot easily comprehend the meaning of the passage. The fast reader, however, pays no attention to details, especially in silent reading, and thus his mind is free to absorb the ideas presented by the passage at once.

The greatest harm of the Alphabet method is that it is not inductive to the habit of reading for pleasure. The sounding of letters and words is not itself a pleasure, it is a task and frequently a disagreeable task. How many pupils can one find in Indian primary schools who get any enjoyment out of the reading lesson? Since they find no joy in reading, they will not be anxious to read books when out of school. They have formed the psychological reaction, that reading is an unpleasant task and therefore to be avoided. The writer believes that the failure of so many pupils to retain literacy is mainly due to the Alphabet Method. The Sentence Method, however, by stressing the meaning of the printed page, makes reading a pleasant experience from the start, provided the right kind of material is given to the pupil. The child learns to enjoy books and will always be looking for more. It is a pleasure to watch children trained by this method to pick up a book and watch the expression of interest on their faces as they read along silently to themselves.

For these various reasons it is to be hoped, that primary schools in India will soon adopt the Sentence Method for teaching reading. True, there is much to be done in the training of teacher in this method and in the supply of the proper material before it can be undertaken successfully. The old type of reader is not at all suitable for this purpose. Readers must be developed that begin with interesting sentences and short stories. Every word once used must be repeated frequently and new words must be

introduced sparingly. For if too many new words are used pupils must concentrate their minds on the letters and are in danger of slowing up in their reading. Very much more material must be given to each class, for pupils will become fast readers and can easily read several pages per day. Much of the reading should be done silently and all of it should be of real interest to the pupils. Fortunately good English and American models for such readers are plentiful and await those who are ready to adopt them to the Indian vernaculars. The only material

suitable for teaching the Sentence Method known to the writer in the vernaculars is the Moga Series of Readers for Class One. These are available from the Christian Literature Society, Allahabad, and supply a work-book, primer, and first reader as well as ten supplementary readers for class one. A complete guide for teachers of the series is also available in English, Urdu and Hindi. The series is recommended to managers and teachers of Urdu and Hindi primary schools and should be adapted to other vernaculars also.

EDUCATION AND EMPLOYMENT

[IN THE LIGHT OF THE REPORT OF THE SAPRU COMMITTEE]

BY MR. P. S. NARAYANA PRASAD, M.A.,

Andhra University, Waltair.

THE Sapru Committee Report on unemployment in the United Provinces has attracted considerable attention in all the provinces. Prior to this there had been a number of enquiries touching the question of unemployment of the educated in several other provinces as also one in the U. P. itself. But none of them has attracted the attention of the press, public and the government alike, although the nature of the reception is not uniformly warm althrough. The report is commanding the best attention of the Government, both in the provinces and at the centre, and it is having the rather unique distinction in this country of realising some of its proposals being carried into effect before they become obsolete by the efflux of time. In academic circles the reception given to it is of a mixed character, while in the leftist wing the attitude towards it is one of undisguised contempt—a congress socialist in one of his recent speeches having declared that the report deserves to be thrown in the sea. It is proposed to examine in this article some parts of the recommendations, especially those bearing on the question of educational reform.

The widespread importance attached to the report comes, no doubt, to some extent from the personality of the chairman who is so renowned for that spirit of objective realism in his attitude towards contemporary events—political and economic. Its importance is enhanced by the fact of the readiness of the various Provincial Governments and the Central Government to be in a mood to give them serious consideration. But the most important factor that contributed towards its publicity is the miserable state of affairs in the country accentuated by the depression, which is further aggravated by the "sound" policy of the Government in meeting it. But, however, its limitations are also too prominent to be brushed aside. Educated unemployment is but one phase of the longer problem of unemployment as such, which is itself a world-wide problem; but what is more important than that a part and parcel of the industrial civilization as we have come to know it, so that, probably there could be little consolation in any one country trying to perfect the conditions of employment within its frontiers. And when viewed from this angle, the idea of

one province out of many attempting to solve its problem independently, strikes as somewhat farcical. The Sapru Committee itself is not unaware of this. "The question of employment" they write "is intimately connected with the development of big industries and the development of big industries in its turn raises many intricate questions of policy relating to finance, currency, tariffs, etc., which are all clearly outside the scope of the provincial Governments."¹ The readiness of the Government to do something cannot be a consolation as long as the unpleasant fact is obvious that with the best will in the world Government themselves may not be able to accomplish much with their fettered finances, and the rest of the economic factors circumstanced as they are at present. Even the spirit of objective realism, however admirable it may be in itself, may not be able to take us far because of its usual contempt for any radical departure from the humdrum track of reformism and palliatives. We may assure ourselves that some amount of idealism is certainly worthwhile.

In spite of all these, however, some of the facts collected by the committee as regards the plight of the educated unemployed are instructive, although they may not shock our senses, because being so intimate with these very facts in our life we are reconciled to viewing this unnatural state of affairs as an inevitable adjunct to the present state of political and economic environment. In his evidence before the Committee the Inspector-General of Police said that for 5 vacancies about 200 candidates had applied.² The District Magistrate and Collector of Muzaffarnagar stated in his evidence that for an unadvertised post 700 applications had been received, the applicants including "a London Ph. D., scores of M.A., LL.B's and first and second class Graduates with excellent athletic and university qualifications."³ The Commissioner of Excise stated that in the year 1935, for 8 posts of Excise Inspectors, 13 LL.B's; 68 M.A's and M.Sc's;

236 Graduates and 4 Bachelors of Agriculture had applied, besides several others.⁴ The Principal of the Allahabad Training College said that a man with a Diploma in Agriculture applied for a post in the office as Junior clerk 'despatcher' and was appointed.⁵ The Sugar Technologist of the Imperial Council of Agricultural Research said that "cases are known of graduates selling milk, M.A's applying unsuccessfully for junior typist jobs and matriculates applying unsuccessfully for cycle peon's jobs."⁶ Such are the facts in a province which is probably comparatively better off in this respect than some of its sister provinces like Madras and Bengal where the educated are more numerous. Evidence on the conditions of certain other professions is not more encouraging. With slight differences, the Engineers, doctors, chemists and technologists share a similar fate. The remedy suggested for this state of affairs does not promise any salvation. "There is great need for creating and developing" the committee writes, "some new professions so as to provide new careers for our young men."⁷

This is naturally the best suggestion that a Committee so constituted could have produced in these circumstances. The real need, however, seems to be to undertake well-conceived measures for increasing the sum of the national dividend, which will itself create new avenues to absorb the surplus. There is all the difference between this approach, and the approach of "developing some new professions" by a number of departmental extensions and diploma courses. The latter path will help a little to let off pressure for the present, but it will not prevent the same conditions from recurring again after a shortwhile. What is indeed necessary is a revision of the attitude of the State towards agricultural and industrial development, and not tinkering half-hearted measures of departmental extensions. The conditions of employment, the security of tenure, the

4. Report P. 30. 5. Report P. 30. 6. Report P. 31. 7. Report P. 91.

1. Report p. 18. 2. Report p. 23. 3. Report P. 29.

return on investment and the hope of the future in all the professions and occupations should be such as to compare favourably with Government service, and render them attractive enough. In the absence of such conditions Government service, the only available avenue of a safe job, will not cease to be attractive and no amount of departmental extensions can cope up with the situation.

Now what is the attitude of the Committee towards agriculture and other industries? A Committee of this nature cannot be expected to evolve any broad-based and valuable suggestions and, in all fairness, they make no secret of it. After examining proposals for the undertaking of the colonization schemes and the starting of subsidiary agricultural industries as new avenues of employment for the educated classes, they dismiss them rightly, as being incapable of impressing themselves on the attention of the educated classes, unless they are adequately financed and trained.¹ As regards their attitude towards agriculture they close their suggestions by remarking that the Provincial Governments should press the Central Government to take steps to inaugurate some policy which will raise nice levels of agricultural commodities.² But that will only be a small adjustment. Indian agriculture is a chronic sufferer from several ailments and its survival itself is something of a miracle. As Mr. Gavin Jones, one of the members of the Committee, wrote in his personal note attached to the report, "with such terrible disabilities, it is astonishing that agriculture survives." "I am afraid" continues Mr. Gavin Jones "that the position of the cultivator of the soil is deteriorating. His metallic reserves of gold are being sold and exported and he gets further into debt. *Agriculture at present does not pay.*"³ (Italics mine). Agriculture, the industry of more than three-fourths of the population, does not pay. What an indictment! Yet, who can say it is an untruth? The resuscitation of agri-

1. Report P. 135, 136. 2. Report P. 136.
3. Report P. 263.

culture, on which is naturally dependent the cost of several other professions, requires heroic measures, wise interest, vision, and self-sacrifice. It demands the single-minded devotion of the state to itself and the pruning of the overgrowths of parasites and vested interests that have grown on it. And as long as we do not solve it there can be little improvement in the lot of the people, who depend on it. Departmental extensions and starting of diploma courses will be of little avail as long as the heart of the economic system is left to deteriorate.

One of the ways in which pressure on agriculture can be relieved is by the undertaking of large scale and rapid industrialisation of the country; and in this connection the evidence collected by the Committee from professors, businessmen, scientists, industrialists, universities and even government officials, unanimously clamours for such a course of action. The Committee endorses it *in toto*. But he would be a bold man who could predict a warm support for our industrial development, what with the crazy notions of Empire partnership, Imperial preference and the overdose of professed sympathy for the consumer's interests and the petty inter-provincial jealousies. The net result is that the prospects of attacking the problem in the right directions are bleak. There may be plenty of talk about the necessity of stabilising price levels, rehabilitating agriculture, assisting industrial development and there may be too many ceremonious gestures. But the scope for properly attacking the problem in the present circumstances is very limited.

The most important part of the report is probably to be found in its suggestions for the reorganisation of education. That a sensible reorganisation of education in this country is long overdue is a discovery that should not have been permitted to remain until the date of this report. If our economic structure cannot be altered to suit our dreams and fit in with the demands of the increasing number of edu-

men and women, the only other way is to adjust our education to our economies. That is the important contribution made by the spirit of objective realism. The Committee has expressed some bold words about the waste and disutility of the so called educational systems and made valuable recommendations to bring it in line with the practical needs of life. Education in our country, as perhaps in every other, is primarily a business proposition and culture is only an incidental—may we say accidental—result. At any rate this can be certainly true in higher education of nearly all varieties, except in a very limited number of cases. Thus it seems to be somewhat inaccurate to say that we are making ourselves "martyrs to the illusive cry of culture," because obviously culture seldom dominates the curricula of our higher education; and in any case we should not have discovered our martyrdom only when education has increasingly ceased to be a paying proposition. We are making martyrs of ourselves to this craze for higher and still higher education just because of the insatiable mania for degrees by the employers themselves, the worst sinner in this respect being the Government departments themselves. The Sapru Committee has rendered a distinct service in recommending that "except in regard to those appointments for which university education is necessary or useful, Government must prescribe their own standards of subordinate service."¹ A good deal can be done to check this aimless ascent along the educational ladder by insisting on the rigid observation of this rule.

With regard to the reorganisation of education itself in its various stages, the Committee's wisdom is indeed very sound. "While it should be the aim of primary education to remove illiteracy" they write "it should also be its principal aim to qualify boys to become better agriculturists and more useful members of village communities.....Primary education should be

1. Report P. 112. 2. Report P. 189

brought into line with rural needs and agricultural conditions."² In saying this the Committee travels further than the Agricultural Commission, which set itself against the idea of providing anything like agricultural bias at the primary stage itself. This is a question of some controversial importance, and it is regrettable to find the Committee appointed by the Allahabad University to examine this report, turn down this proposal. It is, however, obvious that conditions of primary education in this country are different from those of the western countries in respect of climatic conditions, age of the school going children, expectation of parents about their children's education at school and the precocity of the children. It may not therefore be too much to suggest that vocational bias in education need not be postponed until the close of the primary stage in education. Suitable raising of age limits and the preparation of distinct curricula for rural and urban schools may go far towards enhancing the usefulness of the primary schools. It is gratifying to note that an attempt on these lines is suggested at a recent meeting of the Education Sub-Committee of the Provincial Economic Council of Madras, and the same principle has also been accepted by the Vernacular and Vocational Education Reorganisation Committee appointed in Burma.

But the Sapru Committee could have also suggested with benefit the idea of making the primary school the centre of training for citizenship. Co-operation, sanitation, civic sense with its rights and responsibilities, rural reconstruction and a business and scientific outlook towards things in general can, and in the absence of any other suitable agency shall have to be imparted through the primary school. When the more forward nations go to the length of indoctrinating their youngsters with political ideas even at the earliest stage of their lives, it is high time we cease to debate about the utility or otherwise of making the primary school something more than a place for instruction in the three

R's. It should increasingly be looked upon as the training ground of a fully conscious citizenship.

In the matter of reorganising secondary education also the proposals of the Committee have had more or less unanimously favourable reception, especially their insistence on the vocational aspect of education and the proposal for two kinds of certificates—"one certifying completion of the course of secondary education and qualifying for admission to industrial, commercial and agricultural schools and the other qualifying for admission to Arts and Science and Intermediate Colleges."¹⁵

But one or two considerations crop up on the practical side of these recommendations. As far as the proposals are concerned, their soundness cannot be doubted. But if they are to be raised in their honest entirety, can it be done within the finances now allowed to secondary education? Reorganisation requires—and the same applies to the case of primary education—vast finance; and financial elasticity on social welfare schemes is not, and in the near future is not likely to be, one of the virtues of our financial system; and idealism may have to flounder on the rock of financial inelasticity. The further action that the Government contemplates taking in this matter by the appointment of a commission of foreign experts to suggest a suitable scheme for the reorganisation of secondary education, therefore, fails to evoke an optimistic response. Secondly there is also the consideration that the mere production of the technically efficient men may not solve the problem of the educated unemployed, if the broad economic policy remains unchanged, because, although, the educated unemployment as such may cease, it may be substituted by the unemployment full or partial or another kind. Before we proceed to accept that more horticulturists and more poultry rearers will do us good, we should pause to reflect

whether the inexorable workings of the nice mechanism will not assert itself by simply placing on the market more rotten fruits and more putrid eggs.

As regards university education, the Committee is satisfied that if its recommendations as regards secondary education and recruitment to Government service are adopted, much of the over crowding may be removed. But they would have rendered greater assistance to the cause of educational reform by insisting on the improvement in the quality of education in our universities. There is a widely prevalent notion that the average quality of education at the university is low; and that in the race for attracting students there is a premium placed on inefficiency in the various types of doubtful concessions offered to university goers. Insistence on better standards may drive out the more doubtful types of students who flock to our universities with the earthy idealism of getting themselves stamped by hook or crook with a lable for appointment. Universities will benefit themselves and others if they can turn more to the real cause of knowledge and cease to be mere lable printing automaton.

The Sapru Committee Report on the whole is a document of considerable importance in the matter of educational reorganisation, although in other respects its utility is of a doubtful value. Our appreciation of its worth depends on what we expect of it. By its very nature and limitations it is incapable of tackling the fundamentals of the situation. If the work turns out to be the work of a doctor who is content with applying first aid to a patient on the death-bed it may not be the fault of the doctor himself; because he is engaged first for rendering first aid only. True, the Sapru Committee has not produced sensational scheme of economic salvation. But is there any thing in the nature of the situation to suggest that we are capable of translating into action, sensible schemes even if they are produced?

¹⁵ Report P. 192.

HINTS ON PUBLIC SPEAKING

[AN ADDRESS TO BEGINNERS]

By HENRY MARTIN, M. A., (OXON.), O. B. E.

FOR a man to say that he will never deliver a speech until he has learnt to speak in public, is like saying he will never go into the water until he has learnt to swim. You cannot learn to swim without going into the water, and you can never learn to make a speech unless you practise public speaking. In both cases you have to learn by practice; and no amount of theory without practice will avail. But, while this is true, you will need some guidance in the art of public speaking, or your practice of it may confirm you in faults which will mar your chances of ever being a good speaker. Public speaking is an art; and, like every other art, it has to be learnt, both in practice and theory. Hence these few hints on the art of public speaking.

Preparation :

To begin with, a few words on the preparation of a speech; and first, on *general* preparation. To be a good public speaker, one should be a well-informed man. Some people, it is true, are born with the gift of the gab, and can discourse fluently on almost anything, or nothing — mostly on nothing. But this faculty of glib speech, without something more behind it, will not carry you far. People will soon find out that you have nothing to say, and that your speeches are all “words, words, words.” Matter, as well as a flow of words, is required to make a good speech; and to have something to say that is worth saying you must have a well-stocked mind. That is, you must be a wide reader; for, as Bacon said, “Reading maketh a full man.” If you want to speak well you must read much. Certain subjects will attract you most, and these you will study carefully; but all is grist that comes to the public speaker’s mill, and you should be well informed in more subjects than one. Though you may not know everything about something, you should know something about

everything, or, at any rate, a number of things. So *read*! Read the newspapers and leading articles, so that you may keep yourself up-to-date and know something about the events and questions of the hour. Read sound books of every kind—good fiction, books of travel, biography, history, economics, popular science, and general literature. And do not depend only on reading, but use your faculty of observation. As you go through your daily life, keep your eyes and your ears open, and learn all you can from the life around you. Study the people you meet in business and social intercourse, the things you see and the things you hear. Your own observation will often teach you many things you may not find in books. It is well to keep a common-place book, in which you can jot down facts, ideas, illustrations, stories and points of interest which you come across in your reading and your own experience. A well-kept common-place book will become a storehouse of handy material which will be of the greatest service to you in your speech-making.

For impromptu speaking, a well-stored mind is essential. You may be called upon, in a debate or at some public function, to speak at a moment’s notice, when no preparation is possible. You will then have to fall back upon your general knowledge; and if your head is empty, you will find little or nothing to say. But the art of impromptu speaking is a special gift, which is not granted to every man. It calls for a quick mind, a ready wit, a prompt flow of words, and the ability to think on one’s feet. Even some practised speakers, who can deliver effectively carefully prepared speeches, cannot speak well extempore. But if you have those other qualities, a mind well-stocked with knowledge will be of the greatest assistance to you in speaking on the spur of the moment.

Now, with regard to *special* preparation, by which I mean the preparation of any particular speech, lecture or address on some selected subject. The first step will be the *collection* of materials. You may have a general knowledge of the subject; but you will probably have to do some special reading. As you read, and as you ponder, ideas, arguments, facts, illustrations, will come into your mind. As they do, jot down on paper rough notes of them, until you feel you have enough matter for your speech. Then will come the process of *selection*. You will probably find you will not require all the material you have gathered. From the notes you have made, choose the points most suitable for your purpose, rejecting those that will not fit in. This process of selection will probably suggest in a general way the line of thought you may follow in your speech. Now, you should be ready to *arrange* in some logical order the points you have selected. The necessity of arranging your thoughts according to some orderly plan cannot be too strongly insisted on. Without it, your speech will be badly arranged, rambling, disproportioned, and full of repetitions and irrelevancies. So, bearing your subject in mind and with your main purpose clearly before you, sketch out an outline of the main heads of your discourse, under which you can arrange your selected materials in a natural, logical and convincing order. Finally, very carefully compose the opening and the closing of your speech. These two parts are very important. Your opening words should at once arouse the interest of your audience, arrest their attention and stir their curiosity. A feeble opening may spoil the whole speech. The conclusion should be a satisfying winding up of the whole argument. It may be a brief recapitulation of the most important points, or a telling illustration that emphasises what you have been trying to drive home; but in any case it should be carefully prepared.

A question—Is it a good thing to write out a speech in full? An experienced speaker need not do this. Having planned out what he wants to say, he can work out the details

in his head. But for a beginner, I think writing is advisable. As Bacon says, 'Writing (maketh) an exact man.' Writing forces you to be precise in your statements; and it may suggest clearer ways of making your points and enforcing your arguments. It clarifies the mind. There is, however, one danger in writing out your speech; it may tempt you to memorise it. This is an important point, which must be dwelt on. It is a fatal mistake to get into the habit of learning your speeches off by heart,—and this for more than one reason. First, a speech delivered thus word for word from memory is really a mere recitation; and a recitation is not nearly so effective as speaking direct to the audience. In reciting, a speaker is more occupied in remembering the next sentence than in convincing his listeners, who very quickly realise they are being treated to a set piece. Secondly, there is the danger of collapse. If the verbal memory fails, and the next sentence is forgotten, the speaker is lost, and may ignominiously break down in the middle of his speech. Thirdly, a good speaker is always watching the faces of his listeners, to see whether they are following what he is saying. If he sees that they have not grasped a point, he will repeat it, or put it in another way, or illustrate it; and he will not proceed to the next point until he sees that all is clear. But if he is a memoriser, he cannot do this. He must go on reciting the words as he has learnt them, whether his listeners have followed him or not. He is a slave, bound hand and foot by a set order of words; whereas he ought to be free to move in any direction. The right way is this—thoroughly prepare your speech so that you know exactly what you want to say and the order in which you wish to say it, and then leave the actual words to come to you as you are speaking. With a little practice they will come readily enough. You will then be free to watch your audience, and drive each point home before you pass on to the next.

Another question—Should a speaker use notes? The answer is that he should learn to

do without them as soon as possible. At best, notes are but crutches, and the sooner you can walk without crutches the better. At the same time, I think a few notes (say, an outline of the speech) are allowable to beginners, who are naturally nervous at first. The knowledge that he has some notes in his pocket to fall back on in an emergency gives a young speaker confidence. But honestly try to get through without using them; and you will soon find that you can do without them. A constant reference to notes during a speech does neither the speaker nor the listeners any good; it is apt to make the one halting and hesitating, and to irritate the others.

Delivery :

Before giving some hints on the actual delivery of a speech, I would say a few words on the first obstacle a young speaker will have to face, and that is *nervousness*. It is one thing to declaim your eloquent speech in the privacy of your own room, but quite another to stand up on the platform and deliver it to an expectant audience. You sit on the platform waiting your turn to speak. Your head is in a whirl. You try to run over in your mind the points of your speech: but to your horror your mind is a blank. Stage-fright seizes you; you feel you cannot face that critical audience. Is there no way of escape? Could you plead sudden illness? O! that you could sink through the floor out of sight! If only the chairman would go on speaking till you could collect your thoughts! But his 'opening remarks' are drawing to a close. Now he is saying, "I will now call upon Mr. So-and-So"—your time has come! You must somehow get on your feet, and begin!

Yes, that is a very unpleasant experience; but I think I can give the beginner some comfort. If we analyse the state of nervousness, we shall find it is composed of two very different elements. The first is the nervousness that is due to unfamiliar surroundings and a strange position. The young speaker is no longer an irresponsible nonentity in the audience, but the target of hundreds of

curious eyes watching to see how he will comfort himself, and hundreds of critical ears waiting to hear from his lips words of eloquence and wisdom. To face the platform from the obscurity of a seat in the audience is one thing; to face the audience from the exposed solitude of the platform is quite another. Naturally the tyro feels nervous and awkward in this strange and novel position. He can, however, comfort himself with the knowledge that this element in his nervousness will pass away in time. The more often he speaks in public, the less he will feel it; till at last, when the position on the platform has become so familiar that he feels quite at home there, it will pass away altogether. The experienced speaker does not feel it.

Of quite a different nature is the other element of a speaker's nervousness. It is not shyness or fright, but nervous tension. When a train is waiting in the station, the engine kicks up a great fuss blowing off steam. But as soon as the guard blows his whistle and waves his green flag and the engine driver starts the engine, all that fuss stops as the engine begins to move, and the train with gathering speed glides smoothly out of the station. In like manner the speakers pent up energy, which is to be the driving power of his speech, makes him feel uncomfortable while he is waiting to begin; but as soon as he gets on his feet and he begins to speak, the tension relaxes. Why? Because the pent up nervous energy, like the steam let into the piston cylinders of the engine, has found its natural outlet and is doing the work for which it is there. The waiting speaker's nerve-tension is like the hunting-dog's straining at the leash, or the racer's impatience for the word, "Go!" A good speaker will never lose this element of nervousness; or, if he does, he will lose half his power as a speaker. The man who is perfectly calm and at ease before he gets up to speak is not the man who will sway an audience, carry his hearers with him by his magnetic power.

Coming now to the actual delivery of a speech, *gesture* plays an important part;

not so important, though as Demosthenes, the great Greek orator, made out. The story goes that when asked what was the secret of success in oratory he replied "First, action; secondly, action; thirdly, action." This, surely, is an exaggeration; there are more important things than gesture in public speaking, for example voice-management. Individuals, and even races, differ very much in the matter of gesture. The Latin races are much more "gesticulatory" in speaking than the more self-controlled people of the north. Even in ordinary conversation, a Frenchman will emphasise what he is saying with rapid movements of hands, shoulders and head, which to the colder Englishman seem slightly comic; though his gestures are generally very expressive. Some speakers use gesture freely, while others remain almost motionless throughout. Whether you use much gesture or little, the main requirement is that your gestures should be appropriate. One can imagine the sweeping outward wave of Burke's right arm as he cried—"Thus are blown away the insect race of courtly falsehoods!"; or note the emphasis of the preacher's stamp of the foot on the last word of—"and beat down Satan under our feet"; or the smart smack of the right fist on the palm of the left hand on the word "not" as the speaker says emphatically, "I tell you it is NOT so!" A gesture must always express something to emphasise what is being said. The mere meaningless waving of the arms is not gesture. And an inappropriate gesture is misleading, and often provocative of mirth. For example, that of the earnest revivalist preacher who, leaning over the pulpit, *shook his fist* at his listeners and shouted, "God loves you, my brethren; God loves you, and wants to save the damned lot of you!" If you can't use expressive and appropriate gestures, it is better to use none at all.

As I have pointed out, the *management of the voice* in public speaking is even more important than gesture. A common mistake with beginners is to speak too low. Even some more experienced speakers never seem to realise that speaking in a large hall is very different from talking to a group of friends in

a small room. To be heard clearly in a hall, it is necessary to raise the voice and speak much more loudly than one does in ordinary conversation; otherwise, only those on the platform and in the front seats will hear what you are saying. A good test is to keep your eyes at first on the people sitting right at the back. If you see them leaning forward as if straining to hear, you will at once know that your voice is not carrying that far. Raise it, till you see them sink back comfortably in their seats, showing they can now hear what you are saying. An opposite fault is that of speaking too loud. In their anxiety to make everyone hear, young speakers take to shouting. Shouting defeats its own purpose; for if there are (as there are generally) echoes in the hall, shouting (besides being very unpleasant) will wake them all up, and the result will be a confused noise, in which very few words will be distinctly heard. So, do not mutter and mumble, and do not shout; but raise the voice sufficiently to make it carry to the back of the hall, so that all can hear easily.

Another point to be noted is the rate at which you speak. Some speakers speak far too fast, so that it is difficult for the hearers to follow all they are saying. Others talk for too slowly, and their long pauses and deliberate enunciation become boring and tedious to the listeners. Again you must try to hit on the happy mean between the two, and not talk so fast as to make the hearers feel breathless, not so slow as to send them to sleep. In fact the rate at which you speak should be varied. In parts of your speech you can talk more rapidly, in other parts more deliberately. And make full use of the pause. When you are making an important point, speak deliberately and emphatically, and then pause to allow the full import of your words to sink in. Whether speaking more rapidly or more deliberately, see that your enunciation is clear. In ordinary conversation, we often slur some words over; but in public speaking, every word must be clearly pronounced, and all slurring avoided. Another fault to be guarded against is monotony of intonation. I have

heard speakers pitch their voice on practically the same note throughout; and the effect is irritating and boring. Let your voice rise and fall, as in natural conversation, with the changes of meaning your words express.

In conclusion, a few words about style. Do not attempt any flights of flowery eloquence; but let your style of speaking be direct, simple, terse, vigorous and lucid. Keep in mind the canons of style—clearness, appropriateness, and persuasiveness. Clearness means simplicity, precision and directness in language. That is, use simple words (words whose meaning everyone knows), and simple sentence constructions; use words precisely, that is, in their exact meanings,

and go straight to the point, saying exactly what you mean in the shortest way possible. Secondly suit your style to your subject, to the occasion, and to your hearers. You will not talk to children in the same way you will to adults; nor should you address a popular audience as you would a learned society. You will not make jokes in a funeral oration, nor preach solemnly at a wedding-feast. Nor will you treat a serious subject flippantly, nor a light subject with ponderous gravity. Thirdly, speak persuasively: try to grip your audience from the first, and keep their attention to the end. Appeal to your hearers feelingly, argue with them earnestly, and try to impress them by your words, voice and manner with the importance of what you are saying to them.

PARENTAL ATTITUDE

BY PROF. A. V. MATTHEW,
Teachers' College, Kolhapur.

CHILDREN of well balanced and sensible parents often grow into self-confident, cheerful and efficient individuals. Extreme geneticists may attribute this to heredity. Heredity has evidently something to do with it—none who gives any time to the findings of biologists who have specialised in this aspect of the question can deny the importance of a good stock or family in the propagation of desirable qualities in human, as well as in animal, species. But many traits in our social and individual life can be explained even without drawing in what some one has called the heredity spectre. If there is a heretage through the blood, there is the equally potent, if not more potent, factor of social heretage wherein the laws of sympathy, imitation and suggestion operate. It is in the process of growing up in a social group that man has acquired a great part of his social and moral manners and virtues as well as his traditional skill, knowledge and wisdom.

The basis and starting point of all social life of man has hitherto been the home. It is there that he begins to pick up language, the greatest instrument in the participation of social experiences. It is remarkable that the use of this great instrument is acquired by the child almost unconsciously—at any rate before he begins to be self-conscious. Here in the home, also unconsciously, he picks up his social manners and customs. The ill-fated Juke and Kallikak families, made much of by writers on heredity, may equally well be pointed out as glaring instances of the perpetuation of evil traits through ever-present, adverse social circumstances. Again, it is in the home, and more often unconsciously than by deliberate choice, that man lays the foundation for all his later reaction to beautiful scenes and works. If in childhood the eye and the ear are accustomed constantly to harmonious and graceful sights and sounds, a standard of taste and elegance and aesthetic apprecia-

tion is established. On the other hand disorderly and tawdry associations established in early life make it hard for people to keep to standards of tidiness and gracefulness when they grow up. What is true of language and manners and aesthetic taste is also true of the acquisition of a sense of moral values such as truthfulness, loyalty, and other virtues which we think of when we talk of a noble character. † The foundations of all these experiences are laid in the home. It is true that in helping the young to realise the best that is in them, parents cannot entirely dispense with restrictions, inhibitions and sometimes even punishments. But the ideal should be so to surround the young with everything that is true and lovely and good that evil may inevitably be looked down upon as something disgusting and loathsome. For their sake parents should ever try to be students of good taste and good form in arts, manners, and conduct and should endeavour all through life to extend the boundaries of their intellectual interests.

On the other hand, there are parents who are most remarkable in their home for their role of disciplinarians. The disciplinarian father or mother often tries to dictate to children. There are many parents, for instance, even to-day, who try to impose their own belief or unbelief on their children as Hiranyakasyapa sought to do on Prahlada in Hindu mythology. So too in the matter of intellectual and artistic predispositions. Darwin's father was at first bitterly opposed to his son making what afterwards turned out to be an eventful voyage of scientific research, and what a loss the world would have sustained if a wise uncle had not intervened! Mr. O was a teacher of literature but hated his son writing poetry and discouraged him in season and out. Even strong parents should learn how to wisely relent when occasions like these occur. Children need the guidance of parents, but when they strongly and persistently set their mind on a thing, the latter should

† See Dewey: Democracy and Education Ch. II

think hard whether they have a right to claim the final word in the matter.

Unsteadiness in dealing with children is another evil that parents, like teachers, have to guard against in themselves. A father, who is tender towards children on one day and is harsh and nagging on another day, keeps sensitive children always nervous—and nervous children are not infrequently ill-behaved too. Wherever we have problem children, very likely there is a problem parent behind the scene, one who lives an unadjusted social life and is therefore irritable and ill-tempered. He may love his children and may generally be ready to sacrifice his time and resources for their sake. But when he comes from the workshop, farm or office, worsted in an encounter with an unsympathetic boss or colleague, or while he is pressed for money and is engaged in an internal conflict as to whether he should or not resort to some questionable means for a highly desirable end, or when he grapples with a painful physical malady, he is upset over little things, quarrels with his wife, and finds fault with his children for trifling offences. These latter become restless and unhappy and behave rudely and impulsively with each other and their play-mates. Loving but ill-tempered parents not only create unhappy homes but sow, through suggestion, the seed of discord and disharmony in families of the second and third generations.

How different is the attitude of those persons who try to share the aspirations of their children and to be fellow-students with them! There is a common belief that persons cannot learn new things after their youth is well past. There are brilliant examples disproving this popular belief. Experimental studies too by Thorndike and others clearly indicate that the belief is erroneous.† What unfortunately happens is that when people grow up their interests, instead of being widened, are narrowed down to the customary, and they dare not

† See Thorndike: Adult Learning.

attempt new things. Nevertheless, even in ordinary life we at times come across persons who are refreshingly different from the ordinary—men and women who try to learn with and for their children. Mr. M was a man of about 40 years and had long ago left off all interest in High School mathematics. But he found that his children in the High School wanted help in this subject and therefore he worked hard and brushed up his mathematics. His friends said that he worked at his figures harder than his children. Another parent learned French to share his son's burden and to be able to help him. About two thousand and five hundred years ago, there were people in India who did the same kind of thing. A certain householder had a son named Swetaketu. He taught him many things and later sent him for higher studies to a very learned king. The boy very soon came away from the king's court because he felt that the education he had till then received from his father was very inadequate. Swetaketu's father who was entirely free from self-conceit, then, himself went to the king to be instructed by him in those things concerning which he could not teach his son. The king received him with due respect and requested him to ask of him any boon he would like to be granted. He grew mildly indignant that the king should have misunderstood the purpose of his visit and said "Let such things as belong to the world of men be yours. As for me, O king, speak to me those things concerning which you questioned my son." The king, it seems, was a little perplexed; in the end, however, he mustered courage to tell the elderly man that he too should be prepared to discipline himself before receiving Higher Instruction. To the honour of the man it may be said that he was prepared for the discipline even though he was already a husband and a father, and advanced in years. §

As important as learning *for* and *with* the children is learning *from* children.

§ See Chandogya Upanishad Chapter V Sec. 3

Unless you are like little children, you cannot enter into the kingdom of heaven—said a great teacher. We gain rich and varied experiences while we grow up, but in the process we are apt, unless care is taken, to lose some of the finest things with which we started life, such as: the sense of wonder which is the root of all intellectual and spiritual attainments, the assurance that all good things are ours despite artificial barriers and partitions set up by exclusively minded adults, the unsophisticated faith in the goodness of all men—especially of those who are near us, the optimism that the future has a store of happiness hidden in it, and the artless delight in the form and colour which "fills the air with gladness and involuntary songs."¹ Instead of these, there will close upon us, while we boast of our practical lore and skill and efficiency, what Wordsworth calls the shades of the prison house:

And custom lie upon thee with a weight
Heavy as frost, and deep almost as life.²

The way out of this dismal sequence of events is to listen to the great teachers of the world who, in various ways, exhort us to learn from the child. "When we no longer possess the all-quickenings, creative power of child-life, let it again be translated from their life into ours. Let us learn from our children, let us give heed to the gentle admonitions of their life, to the silent demands of their minds. Let us live with our children: then will the life of our children bring us peace and joy, then shall we begin to grow wise to be wise."³ Wordsworth believed that he could be a much better teacher than he was if he had learned sufficiently well from his children. Addressing a child of five, he says:

O dearest, dearest boy! my heart
For better lore would seldom yearn
Could I but teach the hundredth part
Of what from thee I learn.⁴

1. Characteristics of a child Three Years Old. 2. Imitations of Immortality. 3. Froebel: The Education of Man II, 42 (Hailmann's Translation). 4. Anecdote for Fathers.

The child seems, in its own way, to repeat to the older folk the words of the ancient Rabbi Ben Ezra :

Grow old along with me :
The best is yet to be.

The acceptance of this gentle but insistent invitation of the young by the elder generation makes possible a life of sharing between them. Young folk, when they arrive at the stage of adolescence and even before it, have many problems light on

which they seek from experienced seniors. If the parents have understanding and sympathy, children will seek their friendship and confide in them their worries and perplexities. If not, when the time comes, they will seek for knowledge and relief from tension in other quarters. If the parent should be in the proud position of a sharer in the problems and perplexities of the adolescent and elder children, he or she should have won their joyful comradeship and love when they were smaller.

WHEN THE INSPECTOR COMES

BY A SCHOOLMASTER

THERE are few things more trying than to teach when the Inspector asks you to do so. It is perhaps the one moment in the teacher's life when he wishes he had not been born, or if he were too much in love with life to do so, that he had chosen to be a woodcutter instead of an enlightener of young minds. I do not wish it to be imagined that we teachers collapse each in a heap of mangled nerves when the Inspector approaches, but that those who are able to regard the ordeal as a natural occurrence have been so mechanised that it would be as well to set their pupils teaching them for some time. That might seem an outrageous statement to make at the first blush, but the surprise disappears when we consider that among the essential qualifications for a teacher is his unspoiled emotional life. It is a hard fate for an ideal man to be turned all at once into an underling. And there could be nothing more painful to one's sense of self-respect than that one's pupils should be led to suspect one's fitness to teach them. This is obviously the reason why teachers, as a rule, in whom it may readily be supposed the lamp of professional honour seldom ceases from burning, looks upon the annual inspection of the Inspector as an ill wind for themselves that yet blows nobody else any good. Naturally, the better the teacher the greater the discomfort on the occasion. The

nobler the Inspector the less intolerable the inspection. An ideal Inspector is nearly impossible, since he should be impelled at one time or another to declare the futility of merely inspecting teachers. For not even an ideal Inspector can improve a teacher, by any means, by simply watching his lesson for a few minutes and subsequently engraving his impression of it right across the teacher's professional sky. But all this is theoretical and unprofitable. The captains of education have decided that Inspectors are essential and that the more frequently a teacher is inspected the more surely he will be kept up to the mark. And moreover, it is often supposed that a good Inspector need not be a good teacher as well, even as a good doctor need not be a patient as well, and consequently many an Inspector would seem to be proud of the fact that though he knows next to nothing about how to teach well he can tell at first sight a good teacher from a bad one.

I have the picture of an inspection fresh in my mind, which let me now proceed to set down, so that it may be seen the more clearly how often and perhaps generally the inspection-system is no more than an empty ritual, signifying nothing and causing no small harm to the very cause which it is intended to safeguard and promote.

~~It was the annual inspection of a school. The teachers had a week's notice about the inspection. So they had plenty of time to put themselves in order for the event. A head-dress in the shape of a turban was essential on the inspection-day and most of the teachers provided themselves with the article. The notes of lessons were revised and brought up to date, or such of the teachers as were not given to writing them improvised some for the occasion with some dates judiciously thrown in to give the effort a realistic touch. The exercise-books were looked into afresh and the absence of initials at any required spot rectified. It cannot be contended, of course, that any of these activities was likely to add to the efficiency of the institution, but all the same it was an annual inspection, which is no laughing-matter.~~

The Inspector arrived at the end of the first period on the notified day. At his arrival, an anxious gravity seized everybody in the school, from which even the Headmaster hardly showed himself immune. The Inspector and the Headmaster were closeted together for nearly half-an-hour. When the second period was in full swing, the tour of the classes commenced, the Headmaster respectfully piloting the Inspector. The teachers in their respective classes had all assumed the correct upstanding posture with meticulous adherence to the Education Code and were all teaching in the classic style of "From the easy to the difficult," "From the particular to the general," "From the concrete to the abstract," and now and then breaking into salvos of Socratic questions in order to keep their pupils screwed up to the necessary pitch of attention and receptivity. The classes were alongside of the inspectorial route. Four or five teachers who had leisure during the period were in the teachers'-room, with muted voices and eyes foraging anxiously in the direction of the inspection.

The Inspector, duly followed by the Headmaster, slowly passed a class with his eyes somewhat authoritatively affixed to the teacher's manner. As he did so, he communicated to the Headmaster in a tone, loud

enough to be heard by both the teacher and his pupils, that his questions were going off like minute-guns. But the next teacher came in for the remark that he asked no questions and spoke rather rapidly. At the third class on the route, the teacher was found to be doing nothing and the pupils engaged in doing an exercise, naturally no more than the occasion would permit them to do any real and useful work. The Inspector stopped, somewhat annoyed at this indifference to his importance, since otherwise he would not have asked the teacher to teach. The latter hurriedly began to do so, only to spoil the King's English and his own normal parts in the tense excitement of the moment. The Inspector passed on with an observation which I think was enough to make the victim miserable till another man succeeded to the Inspectorial chair and found out the truth about him. However that might be, the Inspector had finished 8 or 9 classes before the period was over. Then he went away for lunch, riding in his motor-car with all his dignity about him. He came back in the middle of the afternoon, finishing another 8 or 9 teachers in little more than half-a-period of school work. Everyone that passed across the field of his vision was paid for by a remark or two, sometimes in words which made it difficult to know which were complimentary and which the reverse. When the school knew that the Inspection was over and that the Inspector was gone, it looked like a patch of starry sky relieved from a slowly-moving avalanche of cloud. The faces relaxed. The voices resumed their usual timbre. The turbans disappeared one after another, the headmaster himself unburdening his head promptly. And when the school ended for the day everybody went home, asking themselves whether it was all only an unwelcome dream.

I am unable to admit that all Inspectors are so nearly unobjectionable. The fact is that while most Inspectors are able to do justice to their importance by merely glancing at the teachers under them, there are some so behindhand with the art of judgement that

they needs must ride astride their teachers' shoulders for sometime to find out whether their wind is broken or not.

It will perhaps be looked upon as little short of insanity to say that the inspection-system must be altogether done away with. However, an inspection, that has little sense of the hundred and one delicate strands that go to make the web of teaching, is an extraordinary way of helping, improving and evaluating teachers. Whatever some notabilities in the educational world might say, an Inspector, if he is to be any use at all, has to be an ideal teacher before being anything else. His normal procedure ought to be to

engage a class himself to know its teacher's qualities. He must provide teaching models wherever he goes. He must give 'refresher talks to teachers.' He must, in brief, be the first among the teachers over whom he wields authority. It will be pointed out that an Inspector has other duties than merely inspecting teachers. Well, he has, but the first and greatest care laid on him is to maintain a high standard of education in the schools placed in his charge. An Inspector, who strides into a school in the manner of a brigadier and looks at the teachers like an editor looking at the manuscript of amateurish journalists, can hardly be said to be even a necessary evil.

League of Nations Advisory Committee on League of Nations Teaching

The League of Nations Advisory Committee on League of Nations Teaching met in Geneva on July 8th under the chairmanship of Professor Gilbert Murray. The agenda included the teaching of history and geography, teaching of modern languages, relations with the International Studies Conference, and Study Tours by Educational Experts.

The Committee considered various suggestions from its members such as, suitable documentary information on the League to be placed in the hands of teachers, organisation of international camps for young people, extension of system of exchanges of pupils, appointment by ministries of education, of correspondents to follow the work of the Advisory Committee.

In dealing with the teaching of geography in relation to League of Nations teaching, the

discussion showed that it would be desirable and possible to find in the teaching of geography—if carried out according to certain principles—a means of awakening and developing a comprehension of the League of Nations in the minds of the young. It also demonstrates the necessity of an enquiry into problems and methods of teaching geography in secondary schools of different countries, the place allotted therein to the various League institutions, the inculcation of the League spirit and the methods which this may be secured.

The Committee decided to forward to Governments and professional associations the various suggestions submitted to it. These relate to methods of teaching, programmes, the use of maps, manuals and technical means of spreading instruction, such as films and radio, students' tours, exchanges of pupils, etc.

"If education is now going to be changed merely to suit the needs of our date, it also will become out-of-date, and the more rapidly because of the rapidity of change today. Education is wrong, not merely because it does not fulfil superficial human necessity today, but because it has not got to fundamentals. It will always be wrong until it does so. And while education is wrong, the conditions of life will be wrong. From this vicious circle there is no escape around its circumference. There is escape only in ascending and viewing its essentials, that is, the nature and complete educational needs of the student. India visualised those needs in the past; educational science has developed that vision towards completeness; it remains for educational administration to fulfil it."

—Sir S. Radhakrishnan.

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, 1936

Educational Reorganization in Burma*

THE idea of planning which has become a prominent feature of the economic sphere at the present day is exercising its influence in almost every other field of social and public activity and it is no wonder that those who are responsible for educational reconstruction find it necessary to lay down a definite plan before they begin their actual work. The present Government of Burma felt this necessity all the more as under the new constitution the responsibility for educational policy and administration will be entirely in the hands of ministers, controlled by elected legislatures. To enable the new Government to commence its work on right lines, a committee was appointed early in 1935 to undertake a comprehensive review of the whole system of education and the result of the efforts of the Committee is a report which for its correct grasp of the subject, for a careful analysis of the issues involved and for the judiciousness with which recommendations

have been made is unrivalled among similar documents that have been issued in recent times by some of the Provincial Governments in India. We have no hesitation in saying that it is a report which has to be studied by every one engaged in educational work and that it must find a prominent place in every library and in every School, College and University.

IN the first place the report deals with all aspects of pre-university education in Burma and it does this with an eye to realities. Burma is an agricultural country. The large majority of her people have to spend their lives in villages and earn their livelihood by cultivating the soil. The central problem, therefore, is the devising of a course of education which will fit in with this primary characteristic of the country. It is this fact on which the report lays its emphasis in more than one place; and many of the recommendations it contains are the logical outcome of this characteristic feature of this country, though it makes clear beyond doubt that "the orientation of curricula to life and occupation and to the dominant agricultural texture of life in Burma is in no way calculated to fetter children to the soil, but rather that by more knowledge of the why and wherefore of the processes of the soil and of the life and occupations on the soil, the pupils shall be the better able to adjust their lives to the betterment of living."

THE Educational Problem in Burma is complicated by the existence of monastic schools which have their roots in the traditions of the country. Besides these, there are three kinds of lay-schools—the Vernacular, the Anglo-Vernacular and the English Schools.

*A Review of the Report of the Vernacular and Vocational Education Reorganization Committee, 1936. Copies of the Report can be had of the Government Press, Rangoon at Rs. 2 = 3 s.

In the building up of a homogeneous nation it is not desirable to have different kinds of schools unless the differences are based on sound educational needs of the people. The Committee has found that education is but a subsidiary occupation of monastic system and all attempts made to modernise the monastic schools have not been so far a success. It may be that the Government, as has been constituted all along, could not enter into the real spirit of the religious system of the country or inspire sufficient confidence in the priests and the leaders of the land in its efforts to modernise the schools. It may be that the future autonomous Government may meet with greater success in its attempts in this direction. The Committee has, therefore, wisely recommended the continuance of the monastic school having regard to the present conditions.

BUT at the same time it has taken a strong line in recommending that both monastic and lay schools should conform to the same tests and incur the same obligations, having the same curriculum and taking the same examinations and that in the same way they should enjoy the same measure of assistance from the State. Among lay schools there is at present some difference between the Vernacular and the other schools, in respect of the medium of instruction, the standard of work in English and History, etc. The idea of the Committee is that approximation should be brought about in regard to courses and curricula in all schools. The words of the Committee in this connection are worth quoting as they have a bearing on larger issues in India also. "We are of opinion that, on educational and other grounds, approximation is desirable and that differ-

entiations in systems of schools on any basis other than the educational functions of the schools is neither desirable nor justifiable, and we consider that the aims of the systems of schools should be similar and that the pupils in each system should enjoy equivalent privileges and that all the doors of opportunity opened by the education provided in Secondary Schools should be open equally to the pupils of the three types of schools."

THERE is a great deal of similarity between educational problems of India and those of Burma. It is due, not only to both countries being predominantly agricultural but to both of them having been subject up till now, to the same educational policy as laid down by the Government of India. The solutions put forward by the Committee to some of these problems are, therefore, of great value to our country also. There is, for instance, the subject of administrative control over elementary and secondary schools. Elementary schools belonging to the category of Vernacular schools are mostly managed in Burma by local authorities. The control exercised over these bodies by the Provincial Government has not been found to be very effective. "Many members of education authorities are ignorant and incapable of using with discretion the powers delegated to them; men of undesirable type use membership to further schemes of intrigue and 'graft'; personal, political and religious prejudices play an excessive and factional part in administration; authorities flout the advice and usurp the functions of education officers." Those who are acquainted with the actual working of local boards and Municipal Councils in the provinces of India will find that the state of

things here is not very much different from what it is in Burma. But, as it is found that local bodies should be trained in the art of self-government, the Committee has not recommended the taking away of education from the scope of their activities. It has proposed on the other hand that the Inspector of Schools should be given an effective voice in the recognition of schools, the payment of grants to them, the determination of the efficiency of teachers and the enforcing of safeguards against wrongful dismissal of teachers, etc.

EVEN with these modifications it may not be possible for the local authorities to get the services of experts. Such services are always costly. It is only a central authority that can afford to maintain them. For this purpose, as well as for the purpose of exercising a large amount of control over local bodies, the Committee recommends the institution of a Statutory Board of Education—more or less on the lines obtaining in England—with the Minister of Education as president and with half the number of other Ministers as members. This Board is to be entrusted with supreme control over the whole public service of education—administrative, academic and financial. A Statutory Advisory Committee, similar to the Consultative Committee of the Board of Education in England, is also to be established.

THERE is a masterly analysis of the financial aspect of the educational problem. In Burma, as well as in India, plans of educational reconstruction—like compulsory elementary education—are being postponed indefinitely on the ground that adequate finances are not available to put such plans into execu-

tion. An acute controversy is carried on as to whether the financing of elementary education is the duty of the local authorities or of the provincial Government. This controversy has mostly an academic interest, as in all the leading countries it is now recognised that elementary education is a national and not a local function. The Committee, however, supports the idea that the responsibility must be shared jointly by both local and national Governments, as it is not desirable that local bodies should be given the power to spend funds for the raising of which they have no responsibility. The Committee has fully investigated the means available for local bodies for directly raising the money required and recommended several means of doing so. The compromise is a fair one on the whole and it is hoped that under this new scheme there will be, in course of time, enough money forthcoming for carrying out all urgent schemes of expansion.

IN every country the organisation of the inspectorate has been occupying a prominent place. Central inspection is necessary in countries where the national government contributes substantially towards educational expenditure, partly as a safeguard against wastefulness and partly to ensure that the money of the tax-payer is used economically and efficiently. There is also the academic side of the work of the inspector—the inspection of the teaching side. One defect of the existing inspectorate in most provinces in India—and this is true of Burma also—is that the inspectors do not possess the qualifications required for this purpose. They are not specialists in any subject, and many of them do not have any teaching experience

Inspection by them does not serve any useful purpose. All the same the Committee recommended an expansion of the inspectorate so that each inspector might have smaller number of schools to inspect and carry out his duties more thoroughly. It is a pity that the Committee has not suggested the means to be adopted for getting the right type of persons for appointment as inspectors. Recruitment of a better type of inspectors is one of the immediate needs of every province in India. Mere expansion of the inspectorate will not be of any great advantage unless the quality of the inspectors is considerably improved.

It is a commendable feature of the Report that in all its recommendations it has kept in view the progress achieved in the advanced countries of the world and the main lines of educational reform in them. For, the educational practice of India, as well as the educational theories finding support at the hands of the Government, its experts and the staff of the Training Schools and Colleges, is at least quarter of a century behind the times. No effort whatever is made to revise worn out practices in the light of recent developments. The Burma Committee has not committed that mistake. In its proposals for centralisation, for financial adjustments, for determining courses of studies in different age-periods and in respect of many other recommendations, it has taken care to know and understand what is being done in England, Germany, Australia, Canada, and even Soviet Russia and its views are based upon a comparative study of education in different countries of the world.

IN this brief review it is only the administrative aspect of the recommendations of the Committee that has been touched. The academic aspect will be taken up for review on a subsequent occasion. It may, however, be noted here that the purely academic questions are dealt with by the Committee with the same thoroughness, the same sound common-sense and the same judiciousness with which it dealt with the administrative side of the subject.

Teaching and Research in Universities

It used to be a criticism directed against the older universities of India that they were merely examining bodies without any teaching functions; and it was to meet this criticism that new universities, with their own colleges and teaching, were established during the last twenty years and some of the older ones transformed into teaching institutions. But there is at present an unfortunate tendency to belittle the teaching carried on in the universities and over-estimate the importance of research. Many have come to think that the place, which a university deserves to occupy in the country, is to be judged not by the quality of its teaching and the training which it gives to its undergraduates, but by the quantity of research work which its teachers have to their credit. This idea has gained such a firm hold on the authorities in control of universities that there is a danger of the 'teaching' function being relegated to a position of no significance. This view has already resulted in undergraduates being neglected or left to themselves and in creating

barriers of caste among the members of the faculties. There is now a higher caste consisting of researchers and a lower caste consisting of teachers—the former being considered to be savants and up-to-date people, the latter to be old fashioned and doing the routine sort of work. And the higher caste of researchers are being divided into sub-castes—those who do research in science occupying a higher place and those doing research in humanities a lower place. This distinction is based on the consideration that scientific research has an economic value to the industrialists and helps in material development of the country.

It is not right that any one should deny the value of research. But the question that arises is whether its value should be over-estimated, whether the qualities that are required to carry on research are of a highly superior order, and whether it is desirable that the teaching work of the Universities should be belittled, especially in view of the low standards of attainments of the under-graduates entering most of our universities.

University authorities as well as the public should not be carried away by mere catchwords. There is a tendency for them to confuse research with genuine creative activity or to identify one with the other. The discovery of new truths and of new hypotheses to explain the secrets and mysteries of the universe is the essence of creative activity. Plato and Aristotle, Locke and Mill, Newton and Faraday, Kelvin and Darwin belong to this group. The researchers do not carry out work of this sort. As has been pointed out by a writer in the July issue of the *Nineteenth Century*

"creative thought is difficult and to the great majority of humanity, impossible. Research, however, in a very real sense, is easy. The choice of direction for research can be an act of genius, if it consists in the creation of and imaginative hypothesis, to be tested thereafter by the research itself. But the actual research, in whatsoever field, requires only patience, dexterity and exactness." He proceeds to say that the ordinary undistinguished individual can usually be trained to patience, dexterity and exactness in early education and in an age whose criteria are mainly quantitative, these virtues are customarily instilled at school. Hence a very large number of ordinary people are available to do research.

The consequence of this exaggerated emphasis on research is that

ALL SAY
"JABCO" FOUNTINK
IS THE BEST



It is in fact the best and is made by a special formula and fully satisfies all the tests for an ideal fountain pen ink. Being made in India, it is cheaper than foreign inks.

Ask your Stationers or us

Jaya Bharatham Co.,

7, Kandi Chetti Street, G.T., MADRAS

teaching work has come to be neglected. Even those who have an innate capacity to be teachers are compelled by circumstances to turn to research. There is an unmerited disparagement of lecturing in the classroom. As the above writer in the *Nineteenth Century* puts it "much disgraceful cant is talked now-a-days in depreciation of lectures as a medium of instruction. The fact remains that Nature designed the lecture to be the most direct stimulus to thought, since it is eminently the *milieu* in which emotion enters into and illuminates understanding."

Teaching is all the more important in Indian Universities as the undergraduates entering them at present are not very much different from boys in high schools. To leave them to themselves, to try merely to guide them may sound well, but in practice this leads to disastrous results. It is, therefore, necessary that all those who are interested in sound University Education bestow more thought on this subject, clarify the issues involved in it and do away with that artificial barrier between teaching and research which is now working havoc in many of our universities.

CULTURAL RELATIONSHIP

In co-operation with the India Committee of the German Academy, a chair has been created in the Munich University for modern Indian languages beginning with the summer term of 1936. For the academic year 1936-37 Dr. Dharendra Kumar Mehta, of the Gurukula University, has been appointed for this post. Dr. Mehta was formerly a scholar of the German Academy and studied in Munich for a number of years, from where he took his doctorate.

This lecturership is of special significance, since it is the first of its kind in any German University. With this, it is hoped that the existing happy and close Indo-German cultural relationship will further be strengthened.

Personal Notes

MR. SACHCHIDANANDA SINHA (Former Finance Member, Bihar Government), has been appointed as Vice-Chancellor of the Patna University with effect from August 23, vice Mr. Justice Khwaja Mahomed Noor.

SIR PHIROZE SETHNA has accepted the invitation of the Chancellor of the Annamalai University to deliver the Convocation Address of the University in November next.

LORD RUTHERFORD, the foremost British Scientist, it is understood, has been invited to preside over the Jubilee Session of the Indian Science Congress which will be held jointly in India with the British Association in 1938. The venue of the session has not yet been fixed.

POET RABINDHRANATH TAGORE and SIR MAHOMED IQBAL were conferred the Degree of Doctor of Literature by the Dacca University at its recent Convocation.

MR. HARENDRA CHANDRA PAL of Jagannath Hall, Dacca University, has passed the B. A. (Hons.), Examination in Persian and secured first class. He is the first Hindu student to have passed in Persian from Dacca University.

DR. J. J. RUDRA of the Guindy Engineering College and MR. D. J. BADKAS of the Indian Institute of Science, have been awarded a prize for their joint paper, published in the Journal of the Institution of Electrical Engineers, London.

SIR ABDUR RAHIM and H. E. THE GOVERNOR OF BENGAL were the recipients of the Honorary Degree of Doctor Laws from the University of Dacca.

MR. S. K. RUDRA, a Reader of the Economics Department of the University of Allahabad, we understand, is appointed Professor of Economics in the vacancy caused by the resignation of Prof. C. D. Thompson.

SIR P. C. RAY and SIR J. C. BOSE have received the Degree of Doctor of Science from the Dacca University.

SIR G. S. BAJPAI, Education Secretary to the Govt. of India, whose term of office has practically expired, will, it is understood, secure one year's extension.

THROUGH different PROVINCES

DELHI

EDUCATIONAL COMMISSIONER

Dr. A. H. Mackenzie, who was appointed Educational Commissioner to the Government of India, and who is now in England on leave, is not coming out to India owing to reasons of health. Major Powell Price, Deputy Director of Public Instruction, United Provinces, has been acting in his place, but it is now understood that the post has been offered to Mr. H. R. Harrop, Director of Public Information, United Provinces.

12TH ALL-INDIA EDUCATIONAL CONFERENCE

It is understood that the twelfth All-India Educational Conference will be held at Gwalior from December 27 to 30, 1936. In order that the work of the conference may not be delayed, the Constitution provides that suggestions should be invited from Associations and individual members, as well as from educationists in general, on the following:— topics round which the papers and addresses should centre in the general session and the sectional conferences; subjects on which papers should be invited; the names of educationists, who should be invited to read papers or deliver addresses together with the subjects in which they specialise; and resolutions that should be passed.

VICEROY'S FREE MILK SCHEME A SUCCESS

The free milk distribution scheme for undernourished school children in Simla, in which His Excellency the Viceroy has taken a keen personal interest, has now been in operation for three months.

An official and detailed report is being prepared by the Medical Officer but even the preliminary figures now available show that the results have far outstripped even the most sanguine expectations. Children who have had the free milk ration show increases in weight ranging from three to nine pounds and the average gain in weight is 5.35 lb.

CENTRAL POULTRY INSTITUTE

The Government of India have approved of the scheme for the establishment of a Central Poultry Institute at Izatnagar under the administrative control of the Director of the Imperial Institute of Veterinary Research and have sanctioned a non-recurring expenditure of nearly Rs. 2,75,000 for the construction of buildings and roads and for certain other capital expenditure of nearly Rs 56,000 annually from 1937-38 onwards for the entertainment of a staff, etc.

MADRAS

ANNAMALAI UNIVERSITY

The Registrar, Annamalai University, announces that a prize of Rs. 1,000 will be awarded to the author of a text-book in Tamil on Physics, suitable for use in the University.

The work should be suitable, both in regard to subject matter and style, and be fit for study as a text-book for the Intermediate classes in the University, the scope of the course being indicated by the syllabus suggested for the guidance of the author and the text-books recommended for study. A copy of the syllabus can be had from the University Office.

AGE LIMIT AND ELE. SCHOOLS

The Presidents of District Boards and the Executive Authorities of Municipal Councils in the Madras Presidency, it is understood, have been told that it is undesirable to admit pupils in elementary schools who are below the school age, that is, under 5½ years in the case of boys, under 5 in the case of girls, especially in institutions where accommodation is limited.

REORGANISATION OF COURSES

It is understood that a proposal, for the reorganisation of the secondary and collegiate courses of education, partly on the lines suggested in the Sapru Report, has been suggested to the authorities concerned.

The suggestion appears to be to have two courses of secondary education: one leading to complete secondary education and taking the

place of what is now furnished by the S.S.L.C. course, the other of the nature of a pre-University course. The acceptance of the proposal, would, it is stated, involve the splitting up of the present Intermediate course and the addition of one year to the pre-University school course and the other to the Degree course.

DISTRICT ECONOMIC COUNCILS

The Government, by an order, have directed the setting up, in every district, of an Economic Council, as early as possible, for co-ordinating the work of several departments of the Government and for regulating and promoting the nation-building activities of the Government with a view to improving the social and economic life of the village.

BENGAL

THE CALCUTTA UNIVERSITY

The Calcutta University has decided to establish an ophthalmological section for the purpose of helping the student community in the treatment of their eye diseases at an early stage. It is common experience that most students do not pay enough attention to their eyes and to help students in taking good care of them, the Welfare Committee of the University has decided to maintain an eye doctor and clinic with facilities for dark room examination. Students of High Schools and Colleges in Calcutta have been circularised by the University to take advantage of this facility.

SCHOOL BUILDINGS AS TROOP CAMPS TO BE AVOIDED

After protracted negotiations, the Bengal Government have informed the Calcutta University authorities that the interruption in school work caused by the encampment of troops in school buildings in the mofussil towns, would henceforth be avoided as far as possible.

It may be recalled that in April last the Calcutta University drew the Bengal Government's attention to the dislocation caused in mofussil towns and villages, where school buildings were generally requisitioned for accommodating troops, who were stationed in important centres of terrorist activity. The Government at first did not agree to this, but the University substantiated their contention by pointing out some specific instances where schools had to be closed following such occupation by troops.

PUBLIC SERVICES EXAMINATIONS

"The abnormal indifference" that the Bengali students were showing in the matter of competing in the various Public Services Examinations were regretted by Mr. Shyama Prasad Mukherji, Vice-Chancellor of the Calcutta University, in the course of an address.

Mr. Mukherji said that only seven candidates responded to the offer for facilities made by the University to intending candidates for those examinations. "I feel despondent with a response like that," he said and advised students to take advantage of the offer which would be withheld if sufficient response was not available.

BOMBAY

MEDICAL REPORT OF THE BOMBAY UNIVERSITY

That the students in the Bombay Presidency have developed a health sense is the view expressed in the Annual Medical Examination Report of the Bombay University. The report deals with the health of students of the colleges affiliated to the Bombay University.

The report states that in the Sind group the weight of the students was quite good but their physical development was poor. On the other hand, in the Deccan group the students had good muscles but they were put into the "B" class because their weight was not up to the standard owing to the low food value of their diet.

"The Gujerat group shows very poor physique," adds the report. "The students are either too fat or too lean. It may be due to eating fatty food, taking no exercise or eating too many vegetable salads having no food value as regards the building of muscular tissues."

The Karnatak College group showed a large proportion of students in class "A". They have a very good physique, the percentage of "A" class students being above 67 per cent. in Karnatak College at Belgaum.

In regard to the physical build of lady students in the mofussil colleges, the report says: "The chest expansion among them is very poor indeed. It is high time that some physical drill, needing chest expansion and free breathing exercises, for at least a quarter of an hour per day, was made compulsory for them. Both in Gujerat and Sind this deficiency in chest expansion was to be particularly noticed."

The report further states that the students seem to have a desire to improve their physique. It was the duty of medical examiners to encourage that attitude.

In the number of "A" class students Karnatak College stands first and the Gordhandas S. Medical College, Bombay, the Grant Medical College, Bombay, and the Royal Institute of Science, Bombay, stands second, third and fourth respectively.

EXAM. SEASON TO BE CHANGED

The Senate of the University of Bombay will consider at its next meeting the recommendation of the Syndicate that the main examination season be changed from April to November. It may be recalled that a Committee was specially appointed to consider the question in all its aspects. That Committee consulted Principals of colleges and Headmasters of high schools and came to the conclusion that it was necessary in the interests of the health of the students that the examination time should be changed from summer to winter. The change may, however, be opposed on the ground that it is undesirable to disturb the present arrangement as it conforms to the general practice of other Indian Universities.

U. P.

MUSIC CLASSES

The Allahabad University has opened music classes in the University from July 27, 1936, and has decided to award a diploma in music to a student who had (a) attended a regular course of study at the University for a period of two years and (b) passed the prescribed examination. The first University examination for the award of the diploma will be held in 1938. The examination will consist of a written and a practical examination in each subject. The subject will be any one of the two subjects—(a) Vocal music and (b) Instrumental music. The accompaniment of harmonium will not be allowed in the case of vocal music. In instrumental music, one could take any one of the following subjects—Sitar, (b) Esraj, (c) Sarode, (d) Violin, (e) Harmonium, (f) Flute, (g) Tabla, or Pakhwaj.

C. P.

COMPULSORY EDUCATION BILL

Mrs. Rambai Tambi's Bill suggesting to the Government to make the Primary Education

Bill compulsory in the case of girls in the province came up for discussion at the last session of the Legislative Council. Mrs. Tambi declared that local bodies had failed to do this on financial grounds and therefore the Government should strive for the expansion of women's education.

The debate disclosed sharp divergence of opinion among members but the majority supported the Bill. Mr. M. Owen, Education Secretary, opposing the Bill, said that on financial grounds the Government could not take this responsibility, which involved expenditure of nearly Rs. 16 lakhs per annum. He pointed out the dearth of trained women teachers who would be necessary if primary education were made compulsory for girls. While the Government sympathised with the object of the Bill, they could not see their way to agree with the course suggested at present.

PUNJAB

TRAINING IN TAILORING

A tailoring school for the educated unemployed is another decision of the Punjab Government to tackle the problem of unemployment. This school will be shortly opened at Amritsar with provision at present for 20 students and eventually for 40.

An English cutter, trained in London and having experience of cutting and tailoring in an European establishment in India, is being engaged for the school. Those who join the school must possess the minimum educational qualification of being a matriculate but some literate tailors may also be included in the school's rolls. Training period may last two or three years.

UNEMPLOYMENT STATISTICS

It is understood that the Industries Department of the Punjab will start recording statistics of unemployment among all classes of graduates and products of Intermediate colleges, secondary schools and industrial and technical schools and institutes and help to bring together the employers and the unemployed. The Ministry will invite educated unemployed to make application to the Director of Industries of the Punjab stating their qualifications and posts for which they consider themselves fit.

BURMA**ECHO OF RANGOON UNIVERSITY STRIKE**

The Rangoon University strike was recalled, it is understood, when the governing body of the Rangoon University Council concluded its inquiry regarding the conduct of U. Tin, Bursar of the University College.

The governing body has exonerated the Bursar and has given him six months' notice terminating his services.

SIND**THE SIND HISTORICAL SOCIETY**

A deputation of the Sind Historical Society waited upon H. E. the Governor at Karachi. It is understood that the object of the deputation was to seek assistance with regard to the compilation of monumental works dealing with all aspects of Sind history, geography, archaeology, etc.

MYSORE**NEW SCHOOLS TO BE OPENED**

The Mysore District Board at a meeting held on 29th July, Mr. B. S. Puttuswamy, B.A., B.L., presiding, approved the recommendation of the District School Board, to start forty grant-in-aid schools within the District, sanctioning a sum of Rs. 5,000 for this purpose. Of these, four will be Urdu schools and all the schools will be thrown open for admission of Adi-Karnataka students.

NEW EDUCATION FELLOWSHIP

At a meeting of members of the New Education Fellowship, Mysore Section, Mysore, held recently, it was resolved to start a Reading Circle of the members, the first meeting of the Circle to be held on the 22nd instant.

Dr. D. S. Gordon, the Secretary of the Fellowship, was to make arrangements for the programme of readings at these meetings.

HYDERABAD**JUBILEE CELEBRATION**

Radio broadcasting will play a major part in the forthcoming celebrations in connection with the Jubilee of H. E. H. the Nizam. His Exalted Highness will broadcast a message to his subjects on that occasion, which will be electrically recorded and later distributed in the

different parts of the Dominions. All the major items of the Jubilee Week programme will also be relayed, so that H. E. H. the Nizam's subjects in the remotest corners of the State may be enabled to listen-in. Another item on the programme will be broadcast by high officials and prominent personages of the State.

BARODA**GOVT. REVIEW ON EDUCATION**

Reviewing the administration of the Educational Department during the year 1934-35, the Government in their report state :

With the exception of a small percentage received as contribution by local boards, the entire expenditure was met from the State Revenue. The total expenditure in the year rose from Rs. 36,84,360 to Rs. 37,20,000. They feel that the efficiency of the Elementary schools depended entirely on the qualifications of the teaching staff and special efforts were directed towards that end.

The year under report was like the preceding one marked by an advance in the education of girls. The State adopted a policy of co-education, which has now been extended to the secondary stage of education also. With the exception of one high school and a training college for women in Baroda, there were no special institutions for girls except for primary education.

TRAVANCORE**VOCATIONAL SCHOOL**

In 1110, the Government accorded sanction for the opening of vocational training classes in the School of Arts as a temporary arrangement for two years (1935-36 and 1936-37). The Government have now sanctioned the experiment being continued for one more year and a junior class opened this year.

COCHIN**EXPENDITURE ON EDUCATION**

For the coming year the Government have budgeted for a total expenditure of Rs. 18,00,600 under 'Education'—the largest so far on record. It is a matter of immense satisfaction that, without any compulsion, primary education may be said to have become almost universal in the State.

PUBLIC OPINION**MR. R. R. KHANNA ON EDUCATED UNEMPLOYMENT**

'The market is overglutted. Parochial, sectarian and communal considerations have made the situation even more difficult,' so declared Mr. R. R. Khanna M. A., Registrar, Lucknow University, in the course of a lecture on 'Unemployment among University Graduates.'

'Enormous waste of time and money on profitless education,' said Mr. Khanna, 'acquired with insufficient zest, leading to unemployment, and consequent disappointment, is a severe drain on the country's resources.' Dealing with the type of young men that should take to university education, the lecturer considered that only such men should come who had the brains and power of application, whose parents were rich and if they wanted to take up teaching work on low salaries.

Leaving aside the best brains, who could find places in competitive examinations, Government services or in remunerative professions, the general mass of students should divide themselves into (a) the agricultural community, (b) the trading community (c) the industrial community and (d) the brain workers' community.

The agricultural community, the speaker declared, should concentrate on scientific methods of agriculture. The trading community should concentrate on the proper marketing of Indian products, etc. The industrial community should apply itself to organizing work, for instance, in spreading reception services for wireless broadcasting, extensions of broadcasting, preparation of programme, technicians' work, etc.

The speaker, concluding, dealt with those classified as brain workers' community. Members of the new enlarged legislatures would employ intelligent secretaries with good general education, knowledge of short-hand and type-writing; vernacular journalism would have enormous growth and editors, translators and short story-writers would be required. Traveling lecturers, showing pictures, slides, educational films, gramophone records, wireless

reception sets and giving talks on useful subjects would earn enough to live on and be useful to the country.

DR. A. LAKSHMANASWAMI MUDALIAR ON SEC. & UNIVERSITY EDUCATION

Speaking at the Teachers' College Association, Madras, Dr. A. Lakshmanaswami Mudaliar, Acting Vice-Chancellor of the Madras University, referred to the Secondary and Collegiate Education and said :

When in 1911, the Secondary School Leaving Certificate system was introduced, much was expected from this scheme. But there was a cry everywhere that secondary education should not be a test of mere intellect, that it was necessary at that stage that the pupil should be taught to apply his hands as well as his brains. Grouping of subjects was introduced and students hardly took to the 'B' Group subjects. On the whole, the criticism was not unjustified that it was a failure from the point of view of promoting vocational training. This was not economical. The better plan would be, he said, to divide the course in the secondary school, that vocational education would be separated from the purely literary type of education and an attempt should be made to differentiate these two types of education.

Speaking about University education, the Vice-Chancellor referred to the sad fact that the students were rushing to the University with a view to securing employment in Government service. This was a fundamental and radical factor they had to reckon with. If they wanted to radically change the service mentality, they must go to the fundamentals. He wanted them to realise the economic wastage involved, so far as the parents were concerned, in educating their boys. What an amount of privation and debt accumulated on account of such an education! He suggested an economic planning of education so far as the recruitment to public services were concerned. They ought to take it up at a stage between 16 and 17 when the boys would have got through the school course or through the vocational course. It would be useful if these

young men recruited for public service were given some training for a year or two as a preparation for public service and the Government would economically gain by recruiting such trained men. In addition, parents would be relieved of a further strain. He would say that University education should be so planned as to attract the rich few and the brainy few very largely. To all others, who were back numbers in the sphere of University education, it would be an act of kindness to divert them to more fruitful channels which would help them in life.

MRS. COUSINS ON ART IN EDUCATION

In the course of an address to the students of the Govt. Arts College, Rajahmundry, Mrs. M. E. Cousins made a passionate plea for the appreciation of art and beauty in life.

She said that there was not one University of College in India which provided for the study of painting, drama and art appreciation. The Harvard College in America had provided for the study of drama in all its forms. There was a Music College at Moscow and she was a Bachelor of Music of an Irish University. The curricula of the Indian Universities limited the choice of students in the selection of their subjects.

She asked why no place was given to art in education in India. She observed that the educational system in India had not grown up from the people. It was the creation of Lord Macaulay and other foreign educationists based on the English type. In the ancient educational centres of India, like Nalanda, teachers, artists and preachers were one. India which was a country spiritual by nature had produced many creative works of art. She appealed to the students of India to visit the 'National Galleries' of India like Ajanta and Ellora before thinking of going to Japan or Europe.

She congratulated the authorities of the Madaras University for instituting diploma and degree courses in music. She bowed to the heads of the Benares University for making provision in the college curricula for arts, like painting and music.

Continuing, she stated that the time had come when India should express herself according to her nature. A new life had been pulsating in the country. It had found expression in the art schools of Bombay, Bengal and Rajahmundry and in the struggle for political freedom

in recent years. She appealed to the lecturers to encourage art and made an appeal to the students to realise the beauties provided by nature.

SIR SIVASWAMY AIYAR ON CALCUTTA'S MILITARY TRAINING SCHEME

Sir P. S. Sivaswamy Aiyar, in an interview to the United Press on the introduction of Military Training as an optional subject in the Calcutta University, stated as follows:

"The decision of the Calcutta University to provide a course of theoretical and practical training in Military subjects commands my wholehearted approval. The scheme is well-conceived and calculated to improve the efficiency of the University Training Corps. I understand that the course is not meant to take the place of any of the optional subjects, a knowledge of which is regarded as essential for University Degrees from the academic point of view. I gather that it is intended to be supplementary to the existing scheme of instruction in academic subjects in the case of members of the University Training Corps. The success of the scheme will largely depend on the co-operation of the Military authorities. Care must be taken not to create the expectation that the certificates granted by the University will lead to the grant of Officers' Commission in the Army, for, it is likely to end in disappointment..... I think the scheme of the Calcutta University is quite sound and I wish it every success."

SIR C. P. RAMASWAMI IYER ON POTENTIAL VALUE OF BROADCASTING

Sir C. P. Ramaswami Iyer, who was specially invited to deliver a broadcast address at Bombay on July 23rd said, in the course of his address:

"I regard broadcasting as full of potential value in the unification of this country and the emergence of a new and resurgent India. I can also imagine the broadcast as a powerful auxiliary of the Indian States and the self-governing provinces of the immediate future and the eventual self-governing India. The formulation of policies and the enlistment of popular support in aid of national programmes can be helped more by the wireless than by any other means and it is manifest that it is, to a large extent, displacing the platform and pulpit as a means not only of information but of persuasion."

OUR WOMEN'S PAGE

Professions for Indian Girls

By Dr. Ruth Young

THE increase of literacy among the women of any country naturally leads in time to the rise of professional class, writes Dr. Ruth Young, Principal, Lady Hardinge Medical College, New Delhi, in the *Manchester Guardian*. The peculiar position of women in India has led to the appearance of this professional class at a more rapid rate than in some Western countries. The literacy of England, for example, was far higher a century ago than it is in India today, yet a professional class, as now understood, was almost non-existent. At best women who did not marry eked out a slender livelihood as governesses or school-mistresses, without any previous training or experience. On the other hand, the demand for women as teachers, doctors, or nurses led to women in India adopting professional life while the literacy of the country was still extremely low.

THE number of professions open to women in India is, however, strictly limited, and is almost confined to the profession named. There are a few women lawyers, or rather barristers, but women in the Civil Service, in commerce, as architects or journalists, in the many branches of social work, in gardening or agriculture, and the many other occupations open to women in England, are still to seek. Is it likely that the number will increase? It is doubtful, because the need which called them into medicine and teaching is not nearly so insistent. Women could do useful work in a great many other professions, but the demand is not urgent and the conditions militate against their entry..... Women, both as teachers and doctors, are better paid on the whole than men..... The status of women in both occupations is good, especially in medicine. The doctor is admired and respected, and for this reason the medical profession is the first choice of ambitious girls, or their parents, also because the financial rewards are sometimes high.

IN England we hear a good deal about their position of married women in the professional labour market. Such a question is not even discussed in India, for the simple reason that if the professional ranks were closed to married women a great many more than half the posts would remain empty. This is imperfectly understood in England with its surplus female population and its large section of unmarried women. In India such a surplus does not exist.In addition, the class of unmarried women scarcely exists in India. Marriage is the rule, and though education and a profession may cause delay most women marry. Some girls practise their profession for a few years after marriage and then retire from it. Others continue their work even when they have children—often large families,—either for the additional income or from sheer necessity. Standards of living are rising in India, and educated couples cannot give their children the education they desire unless both parents work, especially as the father of the family may be poorly paid and, nowadays, is frequently unemployed... Marriage, far from being discouraged, is regarded as the best means of protection, and is a necessity in village life.

ANOTHER marked difference between the life of professional women in India and in Great Britain is the lack of co-operation for the advancement of professional standards, for the protection of rights, or the securing of better conditions among Indian women workers. The lesson has still to be learned, and it is high time that a beginning was made..... It is sometimes said that Indians are not good at organising themselves, and this is to some extent true. On the other hand, when there is an object to be gained or a real motive force, Indian women seem able to display organising ability to a remarkable degree. It is to be hoped that they will realise, with the speedy advent of self-government, that they will stand in need of professional organisations. The whole country, not merely the members of the profession concerned, stands to gain thereby.

PERIODICALS

"Aim Lower and Go Higher"

Mr. R. M. Savor, in a very instructive article contributed to the July number of the *South Indian Teacher*, exposes the folly of teaching multiplicity of subjects to Elementary School children and expresses the idea of concentrating all our energies and directing all our resources towards achieving that irreducible minimum—literacy.

"Under section 3 (v) Elementary Education, we find 'Elementary Education shall mean the imparting of instruction in a vernacular in reading and writing, arithmetic, drawing, nature study and physical training and in the case of girls' schools, needle work.'

It *may** also include the following additional subjects:

Hygiene, First Aid, Geography, History, Civics, English or a Vernacular of the Presidency, Practical instruction. (*Italics are mine).

It is obvious that the Elementary Education Act divides subjects into two classes. One class consisting of a few subjects an elementary school must teach and another of a few subjects that a school *may* teach. Why has this differentiation been made?

A man with strictly limited means must first buy the essential loincloth before he buys neckties and collars. Only that school must attempt History and Geography which has made certain of imparting literacy. In my opinion, one of the main reasons for the failure of our elementary schools is that they have been attempting far more than they can accomplish. By aiming too high our elementary schools have been achieving next to nothing. It would be wiser, now at least, to be less pretentious in our aims. If we aim lower probably we would go higher. Let us concentrate on seeing that the majority of the children who enter school receive the irreducible minimum of education. What then is the irreducible minimum? Under prevalent conditions what we fail to teach a child does not matter so long as we teach it to read.

At present reading ability is not acquired by children in our elementary schools.

Because we have taught, we presume the child has learnt. Because we have taught the child to read an inadequate text-book by innumerable repetition, we presume the child has acquired the ability to read. When later, some one discovers the ex-school-boy cannot read, we explain it by saying he has forgotten what he must have learnt. We give this phenomenon a name. We call it "relapsing into illiteracy." Thereby, we set ourselves an additional problem to solve. How can there be a "relapse" into illiteracy when the child never slipped out of its illiterate condition?

My advice, therefore, to the average elementary school teacher is:— **AIM LOWER AND GO HIGHER.**"

The Aim of the Teacher

Mr. S. S. Chari, M. A., of Gulbarga, in the course of an article, contributed to the July number of *The Educational Review*, on "The Teacher", says:

"The purpose of the budding teacher should ever remain green in his memory. He should perfect his art with a deliberate bent of mind. Mere assumption of the fact that a teacher is qualified for the teaching profession on the strength of his having undergone the routine training course in a recognised Training institution is a glaring error. The trained teacher, in a real sense, is one who trains himself in practice with the instruction received in the Training institution.

The budding teacher, when once he enrolls himself as a member of the educational field, should realise he is a responsible person to vote his mite to the building and uplift of the nation. He ought not to take up this task for any kind of reward. Any interference with the onward progress of culture is a serious mistake. The aim of the teacher should be the advocacy of the growth of aspirations, ambitions and developments in school children. Just as a rider, seated firmly in his saddle with the reins held neither tightly nor loosely, enables his horse to go as he chooses, the budding teacher's consciousness, with a slight touch, hint, guidance or pulling up, gives room to stimulation, growth and development of culture in pupils with the education and instruction presented to them."

Foreign Currents

World's Intellectual Life Centre

By Marie-Luise Donike

HEIDELBERG is more than merely a name and suggests more than merely the idea of the oldest German University. The very sound of the name evokes visions of a beautiful landscape, the longings of youth, regeneration and the fulfilment of maturity. It is a mistake only to speak of the "Heidelberg of romanticism," for this town, the meeting-place of the youth of Germany and foreign countries, retains the values of a rich and proud past only in order consciously to build up on them the creations of our new and great era. It is superfluous to mention the names of all the writers, painters, musicians, and sculptors who were stimulated to produce their great works in and by Heidelberg; yet it must be said that it is not an echo, but only an introduction to what the energetic and consciously up-to-date conceptions of this town are constantly producing afresh. In 1936 Heidelberg will once more be the scene of Reich Festival Performances, famous in Germany and abroad, which are becoming more and more the incorporation of the idea of the "Bayreuth of the German theatre." 1936 is also the 550th anniversary of the foundation of the University of which the new building was a magnanimous American endowment. An exhibition which will demonstrate German intellectual work during this period of 550 years has been organized to provide the friends of the "Ruperta Carola" with an impressive idea of how Heidelberg University fructified the world's intellectual life. Again and again one is conscious that a stream of creative intellectuality permeates this town which is so wonderfully youthful, and that one is surrounded by the constructive force that appears inexhaustible.

Not only internally but also externally the new Heidelberg is marked by an expression whose heroic features are demonstrated by the impressive "Thingstätte", an arena for public functions, and the War Memorial on the heights. And yet these red sandstone structures accord so well with the romantic countryside—which is

rightly called the land of castles and strongholds—that they have just as natural an effect as the ruins of Heidelberg castle in the verdure of the heights of the Odenwald. The Thingstätte on the Heiliger Berg, a permanent memorial to the German Labour Service, is one of the most beautiful of its kind in Germany. Even for foreigners, the plays performed here in 1935 were an experience which they will never forget.

The ruins of Heidelberg Castle also became, on the occasion of the Reich Festival Performances, a great stage setting for a world in which appearance became reality, and reality the setting for an imaginary world. Every spectator at the Festival Performances was fascinated by the changing play of sound and light. Whether it is a scene with knights in armour or Shakespeare's dainty fairy plays, to see and hear the performance in the courtyard of Heidelberg Castles is to experience the transformation of scenic appearance into actual reality. Extensive facilities for colourful animated crowds and restrained allusive gestures on the part of the individual actors all from a wonderful full-toned instrument in the artistic hands of the producer. It occurs quite naturally that everything new that this so eternally youthful town has created is utilized, not in a disturbing way, but only to develop and increase the effect.

Thanks to the new Reich motor road from Frankfurt to Mannheim and Heidelberg, the old university town is now still more easily reached by many people. Stated in one of the smart streamlined motor coaches, it is a real pleasure to watch the beautiful scenery which have almost the effect of a Nature park, the heights of the Bergstrasse with its castles and strongholds and its wealth of blossom.

But Heidelberg is also a centre of regeneration in yet another respect, for it possesses one of the richest radio-active brine spring in the world. With its inhalations and pump-room cures, Heidelberg also increases the physical forces like a fountain of youth. But mention may also be made of how fine it is to travel quickly up by the mountain railway to the Königstuhl and enjoy the charming view of the landscape at an altitude of almost 2,000 feet. The Königstuhl commands a particularly impressive view of the Heiliger Berg and Thingstätte, and is also the starting-point for rambles for hours along the ridge to the narrower part of the Neckar Valley.

BOOK REVIEWS

INSTRUCTION IN INDIAN PRIMARY SCHOOLS: Published by the Oxford University Press. Price Rs. 2.

This is a book containing articles from the pen of a number of writers, on the different aspects of Primary Education in India. It is a well known fact that the Primary stage which is the basis of the whole educational edifice is ill-thought-out, poorly equipped and badly managed in India. There is a definite attempt made in this book to give a lead in the matter of reorganisation of instruction in such schools and that along lines that adapt the best educational traditions of the Western world to Indian conditions. Most of the writers are Indians competent to write on the different subjects. They all bring their personal experiences to bear on the subject they are dealing with. It is refreshing to see in these pages the

Continued from preceding page.

In order to fully appreciate the romance of Heidelberg, it must be seen in spring. The attraction is perhaps greatest when one comes from the snowfields of the neighbouring Black Forest and finds one-self in a landscape which constitutes the threshold of spring in Germany. A short ramble up to Heidelberg Castle takes us into the midst of it. Here the young God of Spring embraces the wanderer with blossom—clad arms and accompanies him on his way, for beside his path sounds the brilliant fanfare of the yellow, forsythia, delicately feathered pink almond blossom flirts with him, and the chestnuts come to greet him in procession with the wonderful white candles of spring in their pale-green hands. The red sandstone ruins of Heidelberg Castle clad in a white veil of cherry blossom seem like a renaissance jewel.

All that is recalled by the names of Heidelberg for those who know it. Those who have been favoured to experience it take the memory of it with them as a souvenir of a reality that is unspeakably beautiful, and which makes us understand Schubart's words: "One must be dead if one does not revive in Heidelberg."

results of actual experiments laid down rather than abstractly conceived theories and dictums.

In spite of many writers the book bears the stamp of unity. Whether the subject be mathematics or language or drawing or physical culture, it is the development of some side or other of the students' personality that is regarded as the aim rather than the absorbing of information or mastering of a technique. Each writer begins by giving an idea of the place of the subject in life in general and the school curriculum in particular and then goes on to speak about the method and equipment needed.

The writers on the various topics have also done well in giving a graded series of lessons in the different subjects. The opening chapter clearly points out the dangers and pitfalls in some Indian tradition in education, particularly the cramming method and warns the teachers, against encouraging it. While this and the other essays being critical, of popular but wrong tendencies and aims, are at the same time sympathetic to all that is best in the Indian tradition and seek in their several ways to embody and conserve them in their constructive suggestions. The book is an invaluable aid to teachers and managers of Primary schools in indicating the nature and scope of this stage of education. It ought to be read by all interested in education, though they may not be able to give effect to the full scheme adumbrated in the book.

AN INTELLIGENT PUPIL'S GUIDE TO CORRECTING COMPOSITIONS by K. S. Acharlu, M. A., B. T., Maharaja's High School, Mysore.

The aim of the Guide is to help the students in the correction of their compositions, which have been marked by their teachers. The Guide-word in the margin will enable them to spot out the errors and correct them. It enables the students to understand the grammatical principles clearly and seek the teacher's advice after self effort and discussion with their friends and write less ungrammatical English.

As a result of more than a dozen years' teaching experience in the High School classes and intrinsic objective study of language errors written by pupils in their essays, the author has been able to present to the teaching world this student's guide for correcting compositions. We trust that in the early years of the High School

Here and There

DEFENCE OF CULTURE

At the Conference held under the auspices of the International Association for the Defence of Culture at London recently, it was resolved that a permanent British Indian Committee of Writers should be appointed to promote cultural co-operation between India and Continental writers and to combat censorship in India.

RAMPUR SCHOLARSHIPS

His Highness the Nawab of Rampur has granted Rs. 7,000 this year as against Rs. 6,190 last year for the scholarship of Rampur boys who prosecute their studies outside. Out of these, scholarships worth Rs. 5,900 have already been sanctioned by the Minister in charge of Education to 36 Rampuri students who have proceeded to receive education and vocational training in various educational centres outside. In the award of this year's scholarships preference is given to students who go in for technical education.

A SCHOLARSHIP FOR MEDICAL RESEARCH

Mrs. Bibha Mukherjee, widow of the late Captain Kalyan Kumar Mukherjee, I. M. S., has decided, it is understood, to hand over Rs. 23,000 in cash to the Calcutta University in order to found a research scholarship in memory of her husband, to be maintained out of the interest accruing from the endowment and awarded for the promotion of medical research. The scholarship is open only to graduates of the Calcutta University who need not necessarily be graduates in medicine. It will be recalled that Capt. Mukherjee was the first Bengali to be awarded the Military Cross in 1915 for distinguished services at Kutelamra during the Great War and died in a small town in Turkey in March, 1917.

CHINESE LIBRARY AT SARNATH

Valuable books which will form the nucleus of a Chinese library to be established at Sarnath near Benares have been received by the Mahabodhi Society, and the International Buddhist University Association, Sarnath, through a well-known Chinese scholar. Nearly 600 volumes comprising Chinese Tripitakas of the Sung Dynasty have been presented. They contain numerous pictures illustrating the life of Buddha.

course this pamphlet will serve a very useful purpose.

THE STORY OF ROBINSON CRUSOE. (Great writers for Young Readers) Oxford University Press. Price As. 14.

The publishers have done a real service to the cause of education by popularising great writers among Young Readers. The story of Robinson Crusoe is well written in simple, clear and flowing style, which can be understood with ease by all students of the High School forms. Students may be encouraged to read such books during their Library hours, prepare a short synopsis of the story in their own words and make a list of new words and phrases. Such a habit will create a taste for general reading, improve their knowledge of the language and enlarge their vocabulary.

EXERCISES IN MODERN GEOGRAPHY by A. W. Coysh and D. M. Hunt. Book II: The British Isles: University Tutorial Press. Price 1 sh.

The exercises contained in the book provide a detailed survey and is intended primarily for pupils who are preparing for the School Certificate and Matriculation Examinations. It is designed to encourage Atlas study and the critical examination of pictorial material and may be used as a basis for individual work. Students will find this book increasingly useful for purposes of revision. The illustrations and questions from examination papers have greatly added to the value of the exercises.

THE OXFORD GEOGRAPHICAL NOTE BOOKS FOR SECONDARY SCHOOLS (No. 7 Europe) by Jasper H. Stembridge. Oxford University Press. Price 1 sh.

The author of this popular series has remarkable powers of exposition and a characteristic aptitude for picking up the salient points in a local industry or a foreign landscape. The illustrations are a special feature of the series and great attention is given to practical work which includes modelling, weather observations, map reading and the making of relief maps. We believe that a careful use of the note books by pupils of the High School classes, under the expert guidance of their teachers will develop a profound love for the subject.

Correspondence

INTELLECTUAL CO-OPERATION

There is perhaps no greater example of the constructive work, which the League of Nations has, as one of its functions, than the meetings which have been held in Geneva soon after that memorable session of the Assembly, which strikingly illustrated the weaknesses of the political strength of the League.

Among these various meetings, including the Economic Committee, the Advisory Committee on League of Nations Teaching, Reporting Committee of the Malaria Commission and Mixed Committee on Nutrition, there is one which specially goes to the root causes which prevent international co-operation, and make even the political work of the League difficult.

Viewed against the background of recent meeting of the Assembly, the organisation for Intellectual Co-operation of the League of Nations presents a remarkable picture of an institution which, partly because of its representative character, and partly because of its all-inclusiveness, in fields of work of an intellectual type as a strength a few other bodies of the League have.

The intellectual Co-operation Organisation does not consist of Government representatives, but includes representative men and women of different countries, persons who have outstanding authority in arts, letters, scientific thought and philosophy, persons who in every way would be considered as intellectual leaders of the world. Thus, Einstein was an early member of the Committee of this Organisation as also Madam Curie before her death. Thomas Mann and Paul Valéry brought their perception of life to it. Mr. Gilbert Murray and Sir S. Radhakrishnan have given their representative contribution to the building up of this institution. All types of civilisations Latin, Iberian, Teutonic, Scandinavian, and Indian bring their genius to this Committee of the League.

The Organisation seeks to assist scholars, artists and writers in their work. It assists students to discover the institutions or the persons in other countries able to help them in their pursuit of study. It has defended the

rights of authors and artistic performers and otherwise promoted the cause of libraries and museums in their relation to world co-operation.

It is not on the abstract side alone that this body has proved its utility. Unemployment among intellectual workers has seriously engaged the attention of the Committee of late and it has maintained the closest contact with organisation of students, teachers and University people generally.

During the past three or four years, this organisation has stimulated thoughts of international understanding through a series of "Conversations" which brought together distinguished representatives of thought in different parts of the world and gave them an opportunity of exchanging views on some of the basic problems connected with international co-operation. One of these conversations, entitled, "East and West" brought Professor Gilbert Murray and Dr. Rabindranath Tagore on a common platform, so that while each represented the genius of his own country, also sought common points of agreement for international co-operative life.

A more specific effort at creating understanding has been made through conferences, organised for dealing with a definite problem, in the international political field. Three years ago, an unofficial conference was convened to discuss international economic policies and their relation to international life. The economists and financiers who assembled at this conference reviewed the economic policies which Governments had been adopting since 1930, and tried to discover what effect their continued use would have upon the ideals for which the League stands. Last year, another conference was held to discuss the strength and weaknesses of the present collective system. Although these conferences are entirely unofficial in character, their discussions and conclusions have none the less a real effect upon present-day thought on the subjects which were envisaged for discussion.

The present confused state of political affairs implies a lack of mutual understanding among governments and among the people they represent, a disagreement on fundamental principles so deep as to make one despair of bringing about a political and spiritual harmony in the world. It is in these circumstances that the Organisation for Intellectual Co-operation is of great importance. The troubled state of international life only makes it the more important.

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. Are those adjudged best at school, the best in life also, if not, why not?

Answer:— The answer to the first part of the question is that those who are bright and successful as students are not always successful in life. Many a boy considered to be the pride of a school or college is often a failure in later life. The reasons for it are many. In the first place, examinations are not the best test of one's ability. Most examinations are a test of memory rather than of those qualities, intellectual and moral that make for success in later life. Further, examinations are exposed to the element of chance, like any other human device applied to test the complex being, man. The prejudice and the temperament of both the examiner and the examinee enter in and detract from the examination. No two examiners can mark a paper alike and what is worse is that often divergence in marking may range between a failure and a distinction mark. *Viva voce* test may be an improvement, but not much. Again, we have a difference in the mental attitude and capacity of the

student. A certain writer classifies students into five types—the stupid, the lazy, intelligent but obstructive, intelligent and co-operative and the brilliant. The last two types may blossom very soon but whether they will retain that freshness and alacrity (that marked them in earlier life,) in their later life is problematic. It is the intelligent but obstructive type that have the greatest promise in them. If teachers would pay special attention to them, they can be made to give a better account of themselves than the rest. Elementary knowledge of the principles of bodily and mental development will explain why this is so. Quick growth wastes the potential energy much sooner than a slow but steady growth. These are some of the reasons why the best boy in school is not also the best in life.

Q. 2. How can we best save the juvenile delinquents?

Answer:— By providing improved social and economic conditions, we may reduce the number of juvenile criminals; but there will be a big number who will have to be dealt with. Dr. Adler who has made it his life work offers a suggestion, which, if given effect to, will go a long way in solving the problem. What is necessary is detecting the criminal tendencies in the child before he or she enters upon the evil path. In those countries where there is compulsory elementary education, it is more easy than in other countries. In such countries, if a psychologist, specially trained in detecting juvenile delinquents, is appointed, he will be able to detect these and lead them along proper lines before it is too late. Prevention is better than cure and so money spent on such experts in all convenient centres for groups of schools will reduce the amounts now spent on Borstal Schools and Juvenile Courts.

Continued from preceding page

ant that some bridge should be constructed between the different national ideals which are being set up. In spite of appearances to the contrary, in spite of a more and more marked tendency for the nations to withdraw within themselves, a vigorous movement is under way for increasing the number of ties between nations for grouping together without regard for national boundaries similar intellectual enterprises and similar groups of men of goodwill. The Committee on Intellectual Co-operation and the activities which it sets on foot reaffirm that with every fresh meeting and the recognition of common principles beneath national differences, it continues to define and uphold moral rules which should lie at the base of relations between peoples.

SOME VERY POPULAR HIGH SCHOOL BOOKS

A SCHOOL HISTORY OF INDIA by the late M. S. Ramaswami Aiyangar, M. A., Chief Lecturer in History Maharaja's College, Vizianagram. 3rd Edn. Re. 1 2

THE ELEMENTS OF ALGEBRA popularly known as the "Three Authors' Algebra," revised and brought in line with the present syllabus in the subject by N. Panchapagesa Aiyar, B. A., L. T., Lecturer in Mathematics, Findlay College, Mannargudi. Fifth Edition Rs. 2 0

ELEMENTARY SCIENCE—PHYSICS AND CHEMISTRY by V. N. Visvanatha Aiyar, M. A., Lecturer, Government Muhammadan College, Madras, and P. A. Narayana Aiyar, M. A., L. T., Ceded Districts College, Anantapur. Second Edition—Revised and Enlarged Re. 1 4

A NEW GEOMETRY FOR HIGH SCHOOLS, by A. A. Krishnaswami Aiyangar, M. A., Maharaja's Intermediate College, Mysore. Rs. 2 8

* All these books have been approved as suitable for schools use and the first has in addition been officially recommended as a text-book for the A Group by the Madras S. S. L. C. Board. They are very widely in use.

Commercial books by K. Subramani Aiyar, the late Rao Sahib S. Vaidyanatha Aiyar and T. V. Subramanya Aiyar also available.

Srinivasa Varadachari & Co.,

190, Mount Road

MADRAS.

"THE SOUTH INDIAN TEACHER"

IS

The Official Journal of

The South Indian Teachers' Union.

It is therefore the journal of the Teacher

AND

No teacher should be without it.

Subscription is only Rs. 3/- Per annum

Registered Office :—

41, Singarachari Street,
Triplicane, Madras.

THE Indian Ladies' Magazine

Published once in two months

Editor :— Kamala Saththianadhan, M. A.

CONTAINS MANY

Valuable Articles and Illustrations

ANNUAL SUBSCRIPTION

Inland
Rs. 3-8-0

Foreign
Rs. 5-0-0

Apply to : The Editor,
'Indian Ladies' Magazine,'
VIZIANAGARAM.

How to Become A MASTER OF ENGLISH

You can easily become a Master of the English language by taking up Mr. Grenville Kleiser's New Correspondence Course in Practical English and Mental Efficiency. He is a leading authority on English and Speech, the best known teacher of English by correspondence methods, and he has discovered a new method of mastering this language. If you devote a few minutes daily to his simple and interesting Mail Course, you will quickly be enabled to add thousands of expressive words to your vocabulary; use the right word in the right place; avoid all mistakes of grammar and idiom; develop originality of expression; write in a clear, bold, vigorous style that carries conviction; prepare tactful, forceful letters, advertisements, articles, stories and lectures and thus earn more money, get better position and achieve success in life. The instruction has been endorsed by famous writers and editors and has been availed of by more than 100,000 persons all over the world.

WRITE FOR FULL FREE PARTICULARS TO :

The Tutorial Institute,
Head Quarters, Delhi, 57.

COMPLETE LABORATORY EQUIPMENT

For Schools, Colleges, Universities, Etc.

Stockists

Precision Balances and
Weights.

Microscopes.

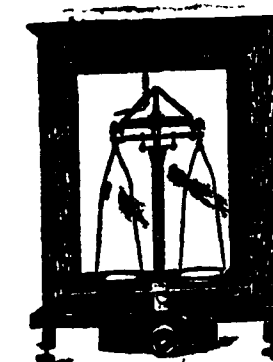
Optical Instruments.

Thermometers of all kinds.

Laboratory Glassware.

Pure Chemicals.

Porcelain sinks and fittings.
etc. etc.



Manufacturers

Distilled Water Plants.

Thermostats.

Electrical Resistances and
Switches.

Scientific Instruments
and apparatus.

Water and Gas fittings
etc. etc.

The Andhra Scientific Company,
MASULIPATAM (S. India)

An A B C of ENGLISH USAGE

A short description of this new and unusual Oxford Reference Book is given below. The authors are H. A. TREBLE and G. H. VALLINS, the length 192 pages, and the price, Re. 1-4.

AN A B C OF ENGLISH USAGE

presents in dictionary form the main elements of the accidence and syntax of the English language, both spoken and written. It is a dictionary of grammar and usage, and spelling, punctuation, and idiom have their place in the scheme. The definitions and rules have been presented in their simplest and most concise terms.

Great pains have been taken to make the arrangement as clear and simple as possible, within the limits of conciseness imposed, and the illustrative examples have been chosen from a wide field of English, 'classical' and modern, literary and colloquial.

When Fowler's *Modern English Usage* appeared in 1926 it was at once realized by all those who, as writers, teachers, or 'common' readers, are interested in the English language that it was a book which they had been wanting all their lives. *An A B C of English Usage*, owing much, as its authors acknowledge, to its great progenitor, will be not less readily recognized as indispensable for all who are engaged in writing, teaching, or learning English.

OXFORD UNIVERSITY PRESS

BOMBAY

∴

CALCUTTA

∴

MADRAS

Advertisement Tariff for Educational India

A DISCOUNT of 16 1/2% will be allowed if space be taken for more than 6 months.
PAGE SIZE: 8" x 6" (two columns); one column 8" x 3"; Half page 4" x 6"; 1/2 page 4" x 3"; 1/4 page 2" x 3".

A FREE VOUCHER COPY is supplied for every contract advertisement.

ORDINARY POSITION

PER INSERTION:

Full page or two columns	...	Rs. 12
Half page or one column	...	7
Quarter page (for 3 insertions)	...	9
Quarter page or half column	...	4
One-eighth page	...	2

COVER PAGE

PER INSERTION:

First page (below contents	3" x 6" space)	Ra.	20
Second page	...	...	15
Third page	...	...	15
Fourth page in two colours		...	20

Apply to: The Manager,

"EDUCATIONAL INDIA"

Masulipatam (S. India)

THE NAME "SADHANA" BEHIND

Sir P. C. Roy says:—

"I visited Sadhana Aushadhalaya. The preparations are all made in large scale in strict accordance with Ayurvedic processes. Its preparations are daily gaining in popularity in all provinces of India and even outside."

"You prepared your medicines strictly according to the individual Ayurvedic Sastras. I know that you are doing something of material benefit for the patients and that it was something new to the world. I realise that medicines prepared in that manner are all powerful to heal."

(Sd.) WM. BROWN, M.D.,
Young Town, Ohio, U.S.A.

Speciality in prescribing medicines with suggestion free of cost by our eminent Kavirajas.

Sadhana Aushadhalaya

Adhyaksha—Joges Chandra Ghose,
AYURVED-SASTRI, M.A., F.C.S. (London), M.C.S. (America),
FORMERLY PROFESSOR OF CHEMISTRY, SHALPUR COLLEGE.

Head Office and Factory—DACCA.

AGENCIES:—London, Ceylon, Penang, Teheran,
Tientsin, Koforidua.

CALCUTTA BRANCHES:—Shyambazar Market; 213, Bow-
bazar; 67/4, Strand Road; 2, Russa Road; Kidder-
pur; Howrah.

BRANCHES:—ALL OVER INDIA AND BURMA.

The Indian LIBRARY JOURNAL

BEZWADA

The official organ of the All-India Public Library Association. Expounds the various phases of Library Science and the Library Movement in India.

ANNUAL RS. 3/-

Apply to:—

I. Venkata Ramanayya,

MANAGER.

"EDUCATIONAL INDIA has taken a leading place"

—Kulapathi Dr. JAMES H. COUSINS

SUPPORT

"Educational India"

Mysore Dewan's Appreciation

Sir Mirza Ismail's Private Secretary writes thus:—

"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."

.. ..

INSPIRED EDITORIALS

RICH CONTRIBUTIONS

REGULAR FEATURES

Published from

MASULIPATAM

(S. Indira)

LEAGUE OF NATIONS PUBLICATIONS

Aims and Organisation of the League of Nations	...	...	Rs. 0 9 0
Essential Facts About the League of Nations	...	...	0 11 0
Ten Years of World Co-operation	...	...	6 14 0
Bulletin of League of Nations Teaching	...	...	1 6 0
Balances of Payments, 1933, (Only existing statistical book of reference concerning international accounts—figures are given for 32 countries—information supplied concerning outstanding international liabilities & assets)	...	...	4 2 0
Armaments' Year-Book, 1935 (Contains monographs on 64 countries—information derived from communications from various governments to the Secretariat on the occasions of the Conference for the Reduction & Limitation of Armaments)	...	...	17 8 0
National Public works	...	...	8 4 0
Enquiry into Clearing Agreements	...	...	2 12 0
Statistical Year-Book of the League of Nations, 1934—35	...	...	6 14 0
Review of World Trade, 1934	...	...	1 12 0
Economics of Air Transport in Europe	...	...	2 7 0
Agricultural Protectionism	...	...	1 6 0
Commercial Banks, 1929—34	...	...	6 14 0

Obtainable from the : League of Nations, (Indian Bureau)

Improvement Trust Building, Esplanade Road, BOMBAY 1. &
THE BOOK CO., LTD., COLLEGE SQUARE, CALCUTTA.

THE WORTHY USE OF LEISURE

What the School can do

By DR. G. S. KRISHNAYYA, M.A. (Madras), M.A., PH.D. (Columbia)

A MAN is to a very large extent what he is during his leisure. When he is off guard, when he is free to do just what he likes, when he is not being watched, driven, checked, he expresses his real self. For a true index to character one has to look at a man's likes and dislikes, his preferences and abhorrences exhibited when he is monarch of his time, thought and action. In these days when youth the world over is demanding freedom for self-expression and self-realization, it is a matter for concern as to whether the 'self' is the kind that is safe expressing and whether it deserves to be realized.

There is another aspect of leisure which is worth considering. What a man does during his leisure is of consequence to himself and to others. When he is on duty he is protected even against himself and is comparatively harmless so far as others are concerned. But when he is set free, that is the time fraught with possibilities of good or much evil. If his tastes are low, if his likes are vulgar, if his interests are narrow, he is not likely to benefit himself or others by the use he makes of his leisure. On the other hand, if he has lofty ideals, noble passions and healthy avocations, he is certain to make a genuine contribution to the increase of human happiness.

Nor is that all. Just as there are hours of ease to relieve days of toil, so there are years of leisure awaiting a life of labour, and if persons have to be prepared for the proper disposal of their free time, it is not less important that they should be adequately equipped for the satisfactory utilization of their retirement. Has it not been found that men who have had successful careers and held positions of responsibility often go to pieces within a year after being pensioned? They have no sustaining interests. Has it

not been found that women whose children have been married and settled are often miserable? They have no absorbing occupations. It was easier far, and happier, to be busy, pestered, overworked!

The problem, then, is to ensure that young people and old will make such use of their leisure that it will mean benefit to others, improvement to themselves and pleasure for all. "Time to stop and stare" is now within reach of almost everyone, and more and more of it will be available in the days to come. What assurance have we that innocent pastime and wholesome recreation will be sufficiently attractive to our young folk and to those of riper years as to give occupation for their idle hands and heads and 'deliver them from evil'? Can we be sure that our citizens will discern and feel excellence in art, music and literature? Have we the guarantee that they will not merely be aware of what constitutes the true, the good and the beautiful, but that they will so value and desire it as to be willing to pay the price for it and put themselves out in pursuit of it? Should we not ensure that men and women will know how to escape from excesses of all kinds and the demoralizing vulgarities of civilized amusements to the grand and varied expressions of the human spirit?

The Responsibility Of The School

"Our children require to be trained to feel pleasure and pain at the right things," said Plato who evidently understood that children will tend to repeat those actions which give them satisfaction, and desist from those which cause them annoyance. It is when children are in school, when they are forming their inclinations, that this ideal can be achieved. The school ought to see that things that are worth while are so presented that children will be attracted to

them, that evil is so dealt with that aversion is the result. As the twig, so the branch.

Besides, children are in school not merely during the impressionable period of their lives but when the restless, surging emotions of adolescence are seeking an outlet and the eager quest after new experience is demanding satisfaction. Surely something should be done to help the introvert, day-dreaming pupils in their teens to find their feet and reality. The school is under obligation to study the needs of its clientele and to strive to supply them. If the school can do nothing more than meet the problems of its pupils at a time when they are most pressing, it will have justified its existence. How can this be done better than by opening up before the adolescent new and attractive vistas and inviting him to appropriate some part of the glorious heritage that is his birthright.

Again, the school is concerned with the future as well as the present of the pupil. That means that if the citizens of tomorrow are to live full, rich, varied lives and know how to get the best out of their leisure, they must be taken in hand today. If age is to be rescued from being dry, drab and dreary and become the active, useful, radiant thing it should be, a host of 'interest pockets' or 'interest pegs' must be provided in youth. In no other way can interests that are absorbing, lasting and many-sided be cultivated. And as there is no other social institution willing or competent to discharge this obligation the school has to function here as elsewhere as the 'residuary legatee.'

There may be some who feel that storing up interests against hour of leisure or years of ease is not so important as storing up skills and information likely some day to bring in rupees, annas and pies. No doubt the school has to keep its feet firmly on the ground and concern itself with matters of bread and butter. (These days no butter!) But it must not be forgotten that children have a mental and a social appetite not less real than the physical one. "Man shall not live by bread alone," said the Master. The

shortsighted utilitarian would feed the body and starve the soul. That is how we happen to have so many with ungirt loins and unlit lamps walking the world. If schooling is to result in the building up of the whole physical, moral, aesthetic and intellectual life of the pupils, it cannot fail to include stimulating in them the ability to utilize the common means of pleasurable relaxation and recreation. The school must prepare its pupils not merely for a livelihood but for life.

What the School can do

In keeping with the arguments adduced in the previous pages there are two outstanding things which the school can do to teach its pupils the proper use of leisure: (1) set up standards and develop tastes which will help to determine the choice of proper forms of recreation, and (2) develop habits and interests which will continue to provide enjoyment and recreation in leisure hours in later life. To realize these objects the school can and should press into service all its activities, curricular and extra-curricular.

Within the curriculum: If the subjects of the ordinary curriculum were treated as they should be, pupils would not only learn them but love them. Once that stage has been reached there can be no complaint of indifference and inattention. More than that, what they have learnt to love they will love to learn, and these will linger, linger with them through life. It must be the business of the teacher to see that children associate pleasure and not pain, with the subjects which he teaches, for quite often definite disgust and permanent repulsion have resulted from the teachers' handling of otherwise fascinating subjects. By their treatment teachers can either cure or create interest.

Courses in language and literature should introduce pupils to one of the most valuable and accessible means of recreation, and enable them to find genuine pleasure and obvious profit. A child can be compelled to read, but when the compulsion is withdrawn, he will cease to read. So, the task is not only teaching children how to read, but to read,

to love to read. The appetite for reading grows with what it feeds on, and so care must be taken to provide it with a good and plentiful diet. In the first place, we cannot expect children to love materials which are not worth loving. Secondly, children will not love that for which the teacher does not evidence genuine love and enthusiasm.

The social studies—history, geography, civics—should reveal lines of interest which can give life-long satisfaction. What more interesting reading can there be than the story of mankind, (history is "a succession of stories all true") its loves and its hates, its manners and morals, its ideals and achievements. The story of the earth as man's home, the way he found it, what he has done with it, what it has done for him, and the relation of cause and effect, are not less thrilling. History and geography reduced to terms in which one experiences them in everyday life, and the management of one's own town and state and country cannot fail to interest children or adults, and civics is no other than that. Treated as they should be, there can be no more fascinating drama than that which the social studies present.

In addition to the intrinsic interest which these school subjects possess, there are aids and agencies at the disposal of every resourceful teacher for making them vivid, gripping and enduring. What about the excursions to things and places which make the subjects real, dramas and pageants which kindle a living interest in matters of bygone days, pictures, still, moving and audible which put life into "the dead past" and make children re-live those eventful times? With this amount of "vicarious experience," the peoples are certain to imbibe a lasting interest, which means that, so far as those children are concerned these subjects will have a future. Courses in music, drawing and painting should develop permanent sources of enjoyment. Unfortunately they are handled by men least likely to pass on a passion for those arts. Contagious enthusiasm should be regarded a qualification no less indispensable than a first class certificate. Tastes and

standards are things which in a sense can be taught as well as caught. Unless refined tastes and high standards come to hold sway, the cheap and the common place will demand and obtain disastrously exclusive control and what are not the possibilities, along this line, of physics, chemistry and nature study?

The school library can be of invaluable assistance in encouraging the reading habit, a habit which will, in youth and in age, prove an unfailing source of infinite pleasure. It should lead to the love of ownership of books and magazines, and to the use of facilities offered by public libraries. Since the aim of the school library is to foster love of reading, care has to be taken to see not only that the reading provided is good and plentiful, but that the materials are made accessible in attractive form and at the appropriate time.

Extra-curricular: Outside the regular curriculum there are even greater opportunities for the development of recreational interests for it is the recognition that the school should not only aim at producing citizens who shall have acquired certain skills, abilities and information but also somehow try to educate young people so that they may take into life with them a broad outlook, varied interests and a rich personality, that has brought into existence what are usually called 'extra-curricular activities'† These activities furnish experiences which stimulate interest in a vocations and then lead to the development of interesting and desirable hobbies. They also get pupils into the habit of using most of the ordinary means of recreation and enjoyment.

This approach is particularly successful because of, amongst other things, the play given to the social tendencies in group activity. The formation of appropriate voluntary clubs for the encouragement of the different interests and activities, has often met with so much success that a number of

† For a practical and comprehensive treatment of this subject see the author's handbook of extra-curricular activities entitled 'Citizen-training in School' published by the Oxford University Press. —Ed., E. I.

progressive schools have shown an inclination to provide a place for them in the regular time-table. Another important factor which makes this line of attack so advantageous is the supervision of the teacher—adviser—who knows the pupils as well as the educative possibilities of the particular activity. The remarkable thing is that interests and hobbies started under the auspices tend to become permanent possessions.

And now for some of these activities and avocations.

Extra-curricularly, literary interest can be created and developed by the preparation of school handbooks, magazines and newspapers. It is amazing the quantity and quality of work that school children can do along this line with a little guidance and encouragement from their teachers. Literary and debating clubs are other means for fostering love of purposeful reading and reasoned conversation.

Music and drama clubs foster both talent and appreciation, for both capable producers and intelligent consumers are needed. Participation on the school stage enables one to get a great deal more out of subsequent attendance at the theatre. Also the occasional performance of an expert gives the amateur pupils an idea of the height yet before them and the way to attain them. If it is true that demand regulates supply, it means that people are given—on the stage and screen—what they desire. It is for this very reason that good taste and high standards must be made the permanent possession of our prospective citizens.

Outdoor pursuits are always healthy and recreative and are not difficult to encourage. A school which arranges picnics, 'hikes' and excursions, long or short, educational or not, will stimulate in its pupils a love for the hills and the "starry firmament" and start them in the habit of going out on their own. Scouting is another invaluable means of encouraging interest in the great outdoors. As a corrective to the sedentary, stay-at-home habits, deplorably common among the so called educated classes—tired

and retired alike—such an early campaign would be of inestimable advantage.

Games and sports might have been included along with outdoor pursuits were they not so important in themselves. The value on the physical side is recognised to be great enough to deserve their introduction in the high school and continuance in later life, but the social advantages are not less significant. The enjoyment of club-life later depends to a large extent on the ability to partake wholeheartedly—not necessarily expertly—in games of one kind or another and to mix unself-consciously with persons in various stations of life. Since vigorous athletics will have to be abandoned as age advances, it is necessary that activities suited to different stages should be learnt and pursued. For a normal, satisfying life, a regular regime of physical activity is indispensable, and this should be begun while habits are being formed.

The value of interesting hobbies can never be exaggerated. They enable people to pass their spare time profitably and pleasantly and without injury to others. Especially valuable are they when working days are over and time seems to hang heavy on one's hand. Instead of feeling on retirement as though the very foundations had been knocked off from underneath, and collapsing, they might easily take to the avocations begun while in school. Resourceful teachers can get their pupils enthused over hobbies associated with several of the school subjects. Collecting stamps, butterflies, picture postcards, quaint stones and shells etc., will teach a number of useful things. Photography, gardening, carpentry, dairy-farming and poultry-raising represent other useful and absorbing pastimes, which might conceivably become more a vocation than an avocation for a 're-tired' couple. No man, no woman who took to these hobbies in youth has yet found age uninteresting or unprofitable or unsatisfying.

If man is a social animal—and woman more so—social activities should find a large place in the extra-curricular programme of a

(Continued on page 99)

FORM VERSUS SPECIALIST TEACHERS

By MR. M. R. SAKHARE, M.A., T.D. (Cantab.),

Principal, Gilganchi Artal H. School, Belgaum.

THE question of form (class) versus specialist teachers has been of great importance particularly on account of correlation of subjects and studies. The development of knowledge in all subjects and the output of a large number of volumes published day after day in all subjects or even on single topics of a subject has accentuated the question of employing specialist teachers. Knowledge in all subjects has grown enormously and there is such a plethora of books that it is impossible for a person to be versed in more than one subject. Hence in the interest of thorough-going instruction to pupils of a subject, the employment of specialist teachers has been a necessity. The special teachers will be in a position to impart instruction and give information to students with confidence which is bound to react on students. Instruction given by a teacher with an attitude of uncertainty and hesitation will not only not produce impression but is sure to have a contrary effect; and the teacher will sink in the estimation of students. The specialists on the other hand are expected to do justice to the subjects which they teach and in which they are interested. They carry on the study of their subjects in the light of the latest research in the subjects. The subject teachers have got to keep in touch with the up-to-date information on their subjects that their knowledge should not be stagnant but is in a constant condition of refreshment, exercise and growth. They will accordingly not fail to impress students with the methods of collecting information on a subject from different sources. Of course this assumes that specialist teachers are not stagnant themselves but carry on the study of their subjects with interest and zeal due to the importance of the subjects. And it is of utmost consequence that specialist teachers should indirectly suggest to the pupils they handle, the methods and ways of collecting

and collating information on particular subjects. If the teachers succeed by their own example in stimulating students to take interest in and accumulate knowledge of the subjects, the objects of education are greatly achieved which means education of one's-self by one's-self.

But at the same time the advantages of form-teachers are not to be forgotten. The form-teachers are in constant touch with the pupils of their forms and know them collectively and severally, well and intimately. They can, therefore, take more interest, (personal interest) in the welfare of students and their education more directly. They become more familiar with the peculiarities of individual students, their bent of mind, their interests and thus they can direct pupils exactly as the situation of particular pupils requires them to do. The form-teachers being in constant touch with students become their beaux-ideal and are sure to be imitated and followed greatly. This point is of utmost importance. Whereas the specialist teachers being birds of passage, as it were, are not expected to have such repercussions on the students. The form-teachers, moreover, are free from the monotony of teaching the same subject over again, but find a welcome relief from subject to subject. They, thereby, handle the subjects with alacrity and vigour. They will feel less strain in teaching. The form-teachers again will be able to stress the correlation and inter-dependance of subjects. He will impress how subjects throw light on one another. In short form-teachers will impress the essential unity of knowledge which is made of minor streams of knowledge that flow into one big store-house of knowledge, which will accordingly be thought of as a system and not merely as a heap of scraps of information.

But whatever be the advantages of form-teachers, or specialist teachers, the

essential point is "where does the necessity of specialist teachers arise?" They are obviously not necessary in primary schools; nor are they indispensable in middle schools. In primary and middle schools, the subjects taught are more or less elementary; and that much the form-teachers can easily and efficiently do. The necessity of employing specialist teachers arises only in higher forms of secondary schools, where students are advanced enough for deeper handling of subjects. There they are grown-up enough to know to a certain extent their own interests and require less vigilance from teachers. They are eager for more information about and deeper in-sight into subjects which the form-teachers may not be in a position to satisfy. It is, therefore, obvious that in the interest of students and justice to be done to subjects they learn, the employment of specialists becomes a matter of wisdom and urgency. In the primary schools pupils being very young and undeveloped are to be constantly and carefully observed, watched and directed. It is their formative period and require all care and vigilance on

the part of teachers, who, as has been pointed elsewhere, are competent enough to do. They will also teach subjects well of the forms entrusted to them.

As for the correlation and inter-dependence of subjects, it may be said that in the secondary school stage, students are sufficiently impressed with the truth. Moreover teachers are expected to co-operate with one another in handling in different subjects. Simply because they are subject teachers, they are not to assume an attitude of watertight division and independence of other teachers. They should see that they all have one common object, namely, the interest of the school and well-being and sound education of students entrusted to them. And this they cannot achieve if they are forgetful of co-operation with one another in the attainment of the goal which brings them together. So, the employment of specialists becomes desirable gradually with the advancement of educational career, so as to make "the educational ladder" vigorously advocated by T. H. Huxley.

VOCATIONAL EDUCATION

BY MR. S. R. KARANDIKAR, B. SC., B. T.,
H. B. High School, Kundgol.

I. *Introduction*—Ruskin has said—'Let a youth once learn to take a straight shaving off a plank or draw a fine line without faltering or lay a brick level in its mortar and he has learned a multitude of other matters which no lips of man could ever teach him.'

Educationists now are beginning to realize these words. It is frequently remarked that the study of books has bulked too largely in the Indian system and that it has resulted in the distinction between what is called the Liberal Education and the Industrial Education.

II. *Meaning and value*—The type of education given at present in our schools and colleges is popularly termed Liberal in con-

tra-distinction to the Vocational. But, in fact, our educational system turns out people fit for a number of limited vocations—notably clerical, educational, administrative. So in a sense, the so called Liberal education is vocational; but the distinction oftentimes is made from the utilitarian point of view. The preparation for a specific mode of earning a livelihood is spoken as "Vocational Education, whereas the Liberal Education is concerned with the culture of the mind and the broadening of the outlook upon life.

(b) *Need*—Work formerly done by unskilled labour is now done by machinery. Skilled labour, therefore, is necessary. In Europe, even such work as cleaning boots,

polishing shoes, washing plates, cutting bread is now performed by machines worked by electricity. House servants, street labourers, and shop boys are expected to be able to use machines. The same things are being obtained in India as the social conditions and ideals are rapidly changing. The problem of growing unemployment among the educated people and the world-wide general depression have drawn the attention of the public in general and educationists in particular to the importance of Vocational Education. People cannot become efficient industrial workers without previous training.

(c) *Aim*—The aim of Vocational Education is to train a person and make him efficient and fit for life in general and for a specific vocation in particular in the competitive industrial world and thus prevent economic and social waste.

III. A survey of the present Indian situation—

(a) In India, the ancient industrial groups formed their own guilds. As a rule the son became the apprentice of his father. Since the advent, however, of the British rule in India, things have changed considerably. The barriers of caste and religion have broken down to some extent. Education is spreading among all castes and people are inclined to follow any Vocation they like. But the present system of education is being felt to be grossly unsuitable to the growing and changing needs of society.

(b) *Unemployment*—During the last decade or so, unemployment among the educated men and women is glaringly rampant. It must be admitted that the solution of this grim problem lies to a certain extent in diverting the energies of the ambitious and hard-working young men to industrial and commercial careers; and the earlier it is done, the better.

IV. A contrast with other countries—

With this deplorable state of affairs in India, we can contrast the courses in the progressive countries of the West. In

England, the tendency is to include technical subjects in the scope of general Education. In Germany, technical education is systematised and forms part of the compulsory education. In England they have (1) part-time day technical schools (2) Evening technical schools (3) Trade schools and (4) Colleges for advanced study. A large number of business firms are now taking greater interest in the education of artisans and foremen. They are the members of the Governing bodies of schools and assist in framing their courses and conducting their examinations.

Germany aims at building up of a great Industrial Nation by thorough training of leaders and workmen. France aims at industrial excellence by training highly skilled experts and best workmen. Britain aims at individual excellence by offering chances for persevering workers. India aims at nothing.

In England there are schools known as polytechnics which prepare for nearly all vocations and for University Degrees. The chief courses are engineering, cabinet making and motor coach building, navigation, electroplating, enamelling and scores of others.

V. *Suggestions*—(a) If we really mean business, we should not play with the lives of our young men. Let us make courses efficient and practical and fit them to the various jobs. Of course, vocational education and industrial development of the country must run along parallel lines. Otherwise we increase the chances of professional misfits as we find nowadays B. A.s in the judicial department; LL. B.s in High Schools. Government must be the chief agency in this matter by affording facilities to new industries, by starting technical schools and colleges, by giving liberal grants to private bodies for vocational education, by offering a larger number of scholarships for technical studies in foreign countries. The Governments in other countries bear a substantial portion of the expenditure on vocational education.

(b) *Private Enterprise*—It is of no use to wait indefinitely and passively for Govern-

ment help. Private bodies should bestir themselves to establish technical and poly-technical institutions. Business firms, if they want to increase their efficiency, should be the members of the governing bodies of schools and colleges and assist in framing their curricula and conducting the examinations as is done in the Western countries. Industrial magnates should not be jealous of their secrets. They must not look upon teachers and professors as mere theorists and dreamers. In Germany every factory has a university professor on its consultation staff.

(c) *Universities* — The universities should establish and maintain research laboratories and institutions and faculties of different branches of higher technical knowledge.

(d) *Industrial Exhibitions* — All agencies viz., Government, private bodies, business firms and universities should co-operate and arrange to open periodically Industrial Exhibitions at suitable centres to stimulate public interests in trades and industries.

VI. *The part of the schools:—*

(a) *Vocational Bias* — The school has to play an important part in the scheme of vocational education. The elementary and the secondary schools should give Vocational Bias to the education they impart. Hand and eye training has its part to play in supplementing the instruction in other branches of school studies. Educational handwork should form an integral part of elementary education. Occupational information regarding food, clothing, shelter, and articles of everyday use should be given and children be encouraged to collect such information outside the school. Extra-curricular activities may help a good deal in this matter. The dignity of labour must be impressed upon young minds as early as possible.

Our secondary schools too can fittingly devote a portion of their day's work to educational handwork and occupational information. Experiments are being made in this direction (The B. S. High school,

Belgaum and S. D. F. High school, Kolhapur, have made provision for teaching carpentry, metal-work, fret-work and some other arts and crafts.). The result is reported to be satisfactory. In recent years occupational information has found a place of increasing importance in the curricula of high school in America.

Last December, the newly constituted Central Advisory Board of Education appointed by Government of India held its initial meeting and passed a resolution affirming that a practical solution of the problem of unemployment can only be found in a radical readjustment of the present system 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. Since then the Sapru Committee in the United Provinces recommends that the solution of the unemployment problem must be found in the revision of the system of education so as to give firstly a rural bias to the primary stage; secondly, a self contained course in general knowledge in lower secondary stage; and thirdly, parallel institutions in the higher secondary stage, providing either for academic studies or for vocational training.

With the realisation that our educational defects are at the root of unemployment, authorities everywhere are concerting ways and means to overhaul and remodel the structure of Public Instruction. The latest report on the subject is that of the committee appointed by the Mysore Government. The conclusions of the Mysore inquiry are based on the same principle. They are that vocational instruction should be given distinct from general education and the two must not be mixed. Further, there should be three grades of schools; primary (a self-contained course), middle (both vocational and general) and high school (also vocational and general). It will be seen that the line of demarcation between general education and vocational instruction is not precisely the same as that advocated by the

Sapru Committee. This may be due to the differences in local conditions.

(b) *Vocational Education for girls:—*

The question of vocational education for girls is not looming so large in India as in Western countries. The percentage of educated girls following independent occupation is very small. In England and America, however, different courses have been devised specially for girls. The majority of girls do follow professions different from those followed by the boys. The main subjects, therefore, are domestic: like cookery, dress-making, needlework, home-nursing, etc. The scientific habit of mind in cookery and artistic outlook in needle work are stressed. Habit of reading is fostered. Resourcefulness and initiative are encouraged.

VII. *Conclusion:—*

It is being increasingly recognised that for some purpose other things are more

worth than a university degree and that there is immediate urgency for providing a diversity of courses to suit different temperaments and aptitudes. The school courses should be so organised that while no student wishing to proceed to the university is not handicapped, all those that cannot take up the costly university course can find other courses open to them, which are within their capacity, economic and intellectual. Schools should train not only those that are likely to be engaged in intellectual pursuits after school life, but also the larger body of workers in the trades, industries, and commerce and professions. The super structure of material prosperity cannot be stable unless it rests upon the industrial and commercial development, which in its turn is based upon organized vocational education. For the huge economic and human wastage which is found everywhere in our country, Vocational Education is the only solution.

THE FILM AND CIVIC EDUCATION

By MR. SHEIK IFTKHAR RASOOL

THE film has two functions in education. Till now its use in the classroom has been largely devoted to illustration. Its second function is one of exposition, wherein the film develops themes of its own making. Much experiment has been vitiated and much needless controversy has been roused through neglect of this essential distinction.

The Film in Curriculum

The conscientious and reflective teacher contends that he has quite enough straightforward teaching to do without occupying himself with every harebrained scheme that comes along. If an addition to his work is proposed then he must be convinced that it is a necessary one. The business of teaching children to read, write and calculate is a serious and exacting business. He is not, therefore, prepared to upset his timetable merely to satisfy the whims of the

dilettante film enthusiast. Probably only scientific data provided by one or other of the research committees will provide conviction.

Allowing, as we must do, that our teachers do their job extraordinarily well, we must therefore guard against any unnecessary upheaval and consequent loss of direction and efficiency. Before we use films in connection with our curricular lessons, we must accept in a large measure the generally adequate curriculum, the normal conditions of the classroom and the normal teaching unit in the lesson.

These conditions immediately make certain demands on the type of film necessary. It must be such that the teacher can maintain the pace of his teaching; it must not appreciably slow down the teaching process. To maintain this pace the film must fit into the unity of the existing

scheme of work. It is foolish to present a teacher with a gleaming projector and a short film which does hardly any good.

What such a teacher wants to do is to use film in such a proportion as he at present uses maps and wall-pictures. When a diagram is required to crystallise an idea the teacher turns to the black-board; when a conception of an object outside the experience of his pupils is needed he turns to a wall-map or switches on his diascope. Within the context of the lesson it is logical to use the film after the same fashion as illustration. For this, a film of not more than three minutes is much to be preferred to a twenty minute film. The longer film would occupy half the lesson, which is absurd if the teacher is to maintain the pace of his teaching. With the shorter film he would be able to supply the necessary illustration at the appropriate point and yet cover at least as much ground as formerly.

The Exposition Film

The exposition film, the educational film as we know it, whether silent or sound is in itself a unity, and within the context of its own making adds to knowledge and presents new experience. The possibilities inherent in this new form of presenting experience have not, to any extent, been developed. Rather it has been forced to do the work which should more properly be done by a more simple illustration film.

The exposition film has a foreground use, in so far as it lines up with the curriculum. But it transcends the function of mere illustration as it commences to show the perspectives which lie behind the classroom and behind the laboratory. A few films produced by Prof. Huxley are the best example of this. In school, biology is not usually treated as an exact science. It is taught rather in its broader issues and at the point where it joins issue with other sciences. Cinema, with its peculiar ability to gather up individual instances and weave them into a pattern which is identified as much with the aim as with the instance, allows the film first to line

itself with the particular instance and then to go beyond the instance to the general idea.

The exposition film also proves valuable in connection with the creative work of the curriculum subjects.

It has been pointed out by many teachers that the quality of essay writing appears to degenerate in pupils about fifteen years of age. It is not so much that they have less to say, but that their observations are less well expressed. There is a spontaneity about the compositions of ten year olds which is lacking in those of older pupils.

This disparity may be attributed to two causes. In the efforts of younger pupil there is little endeavour to achieve style or even order; despite the teacher's efforts, commas and full stops mean very little to the child. He goes gaily on his way writing as he speaks, in one continuous unpunctuated stream, only deterred from fullest expression by the labour of writing and his hesitancy in spelling. The older child on the other hand divides his attention between the ideas and the expression. He attempts to organise his expression and is forced to curtail his thought within the bounds of his grammar and punctuation. In consequence the freedom of his thought is retarded and there is the lack of spontaneity which we have mentioned. But quality is lost for another reason. At fifteen years of age an effort is being made by the pupil, not only to organise expression but also to organise thought. Each day new ideas and new impressions are pouring in on him. His mental agility is being taxed to keep clear his leading lines of thought. He endeavours to appreciate things in a coherent pattern but all the while new and apparently unconnected impressions are crowding it on him. His thought patterns demand continual readjustment; yet during this period he is required to express in essays and in speech these very patterns. There is consequently strain in this business of tying down in static terms, what is in constant flux; he is

not able to express in ordered form what is essentially organised in his mind. But cinema in virtue of its singular exposition value has just the required power of organised observation. It is an aid to such coherent thinking as ordered expression depends on.

Beyond the Curriculum

These values of the exposition film permit it to play a part in education which does not allow of strict alignment with the curriculum. When the cinema is considered as a new instrument of observation possibilities hitherto denied to the educator, avenues of new experience, which till now have been closed to the classroom approach, open up. What the cinema can do, as no other medium is able, is to provide an enhanced experience of the real world in the terms of that world. As the telescope can bring the stars down to earth and the microscope can bring the microcosm into our view, so the cinema can report the living contemporary facts to the schoolroom. For the first time the schoolmaster can teach from the actuality.

Towards Citizenship

Thus, we see the film transcending its simpler illustration applications to curricular subjects, and becoming a means of directing the technique for the teaching of citizenship. Civics has often degenerated into a study of municipal data and statistical evidence, or been represented as a development of economic history. In both these cases it has tended to become academic and merely dull. When it has grown out of political history it has retained its political emphasis and never gained contact with the social aspects of our life which, more than the political ones, are the bases of civic life.

But the film with its rapid and vivid reporting of daily life, and its dramatic treatment of industry, science and commerce brings the romance of the real, which is the foundation of teaching in citizenship, right into the school. Thus the gulf between the theory of the classroom and the fact of the outside world tends to be bridged. This is the chief contribution the cinema can make to education.

THE FOUR SIMPLE RULES

BY MR. CH. SREENIVASA RAO, B.A., B.ED.,

The School, Rishi Valley.

Analysis :

- i. The problem stated.
- ii. Its solution.
- iii. The beginnings.
- iv. The four rules applied to integers.
- v. Conclusion.

IT is an irony of fate that pupils even after passing through a secondary school are inaccurate in results and careless of details. Educationists are busy in thinking of the remodelling of the S. S. L. C. scheme. They have not yet come to any decision regarding the commissions and omissions in the scheme. All are aware that the pupils even of the VI Form are

not able to perform the four simple operations correctly. Even if they do, they take a long time and there is no speed. Year after year the results are appalling and the teacher goes on writing that the pupil is poor in fundamentals. Naturally any sensible parent wonders what the devil his child was doing all the while. He asks himself, "what is wrong with my child? Is there no steady training of quickness and accuracy in computation all these years? Am I to join him in another school?" and a volley of other questions. Certainly, we, teachers, do not take the burden on ourselves. We try as far as possible to throw the blame on the pupil and on his

capacities. If a pupil is weak in the fundamentals but is somehow sitting in the S. S. L. C. class, the teacher himself does not like to teach the boy or girl from the rudiments. He wants to show his scholarship at each and every stage thus making his presence essential to the student. How could the pupil grasp the fundamentals and the other worth while things!

It seems to me that the whole key to the problem lies in thorough drill in the fundamentals, the pupil in the position of a discoverer acting under the skilful guidance of the teacher. The pity is that we do not allow the boys and much less the girls to think freely; on the other hand, we scold and discourage them thinking that the child's mind is in an undeveloped state. Sometimes we are at a loss to know how to answer his questions, the outcome of the why attitude. But we get over the situation by assuming our superiority complex!

The very first thing a child should learn is counting. Dr. P. B. Ballard says: "The whole fabric of arithmetic rests on the natural number series, and every arithmetical process can in the last resort be reduced to counting. All the 'rules' of arithmetic are but expedients for shortening the time and labour of counting Adding is counting forwards, and subtraction counting backwards. In multiplication or division we count forwards or backwards by leaps of uniform length." Counting, reading, and writing the numbers up to hundred should be done in the initial stages. In reading large numbers, the children are taught to put a comma before every third figure starting with units. This kind of punctuation is only for convenience. From the beginning, the teacher should see that the boy is neat and accurate in his work. Of course, we cannot force the pace. To quote again Dr. Ballard, "The neatness of the figures and of their arrangement is not only desirable in itself, but contributes largely towards a correct answer."

The teacher should give the pupils much repetition and oral drill, together with the exercises on the blackboard, asking them to copy the figures in the note books quite legibly. The pupils should have apprehended clearly the distinction between odd and even numbers.

Addition. "Though addition grows out of counting, care must be taken to avoid counting in adding." (Brown and Coffman). Generally the children are taught the bad habit of counting the fingers in adding. The addition tables must be formed by themselves and memorized. The idea of zero can also be given at this stage. So also the combinations of zero with other numbers.

0	1	2	3	4	5	6	7	8	9	10
1	1	1	1	1	1	1	1	1	1	1
1	2	3	4	5	6	7	8	9	10	11
0	1	2	3	4	5	6	7	8	9	10
2	2	2	2	2	2	2	2	2	2	2
2	3	4	5	6	7	8	9	10	11	12

and so on up to $10+10=20$.

The commutative law of addition should be made thorough. If a boy knows $3+4=7$, we are not sure whether he knows $4+3=7$ also. Both the bonds should be made thorough in his mind.

The usual mistake in the case of addition is found in the following case: $9+4=13$. The pupils are taught 9 and 1 make 10 and 3 more makes 13. This should be avoided entirely. Even in adding 69 and 4 the boy should be led to think that he gets 3 in the units place in the answer. The equation form also can be elicited.

$$\begin{array}{l} 3+4=7 \\ 3+?=7 \text{ (read "3 and what} \\ ?+4=7 \text{ make 7") } \end{array}$$

Thus if the combinations are learnt in this way, the pupils incidentally learn the process of subtraction. All the combinations of addition are conveniently put thus:—

0	0	1	2	3	4	5	6	7	8	9
0	0	1	2	3	4	5	6	7	8	9
1		2	3	4	5	6	7	8	9	10
2			4	5	6	7	8	9	10	11
3				6	7	8	9	10	11	12
4					8	9	10	11	12	13
5						10	11	12	13	14
6							12	13	14	15
7								14	15	16
8									16	17
9										18

Subtraction. I find in the higher forms, too, the pupils are not able to do correctly and quickly sums of the type: Subtract 159 from 10,000. They take a long time and yet with doubt they pass on the result to the teacher. In such cases, the pupils should not be taught another method. They should be made proficient in the method they already know.

Suppose 389 is to be subtracted from 527. There are many methods of which some are the following:

- (1) 9 from 17, 8
8 from 11, 3
3 from 4, 1
- (2) 9 from 17, 8
9 from 12, 3
4 from 5, 1
- (4) 9 and 8, 17
9 and 3, 12
4 and 1, 5

The first two, called respectively the method of decomposition and the method of equal additions are very old. Yet even now some teachers in the elementary schools follow these and worry the young boys and girls with the rotten expressions "borrow" and "carry." These should be done away with when there is a better method, the third one. The good features of this method, called the Austrian method, are that it saves time and that the

addition table is used in both the processes—addition and subtraction.

Multiplication. This process as a short way of adding is to be emphasized. There is mere cramming of the multiplication table. Many great people confess that they wept in their childhood because they could not learn the multiplication tables. Even in their old age there are many who consider the table a devilish thing. The pupils are asked merely to get all the tables by heart without any question. This kind of mere parrot-like repetition, and working in a routine fashion without understanding the rationale of the problem should not be tolerated even in the earliest stages.

By use of objects, etc., the pupil should be led to find out for himself the various multiples. After the multiples of a number are known and fixed in the minds of the pupils, they should be asked to take up the multiples of the next number. When the multiples of the 16 numbers up to 16 are so treated, the pupils should summarize them as shown in the following table most conveniently. For want of space, I indicate the arrangement up to $10 \times 10 = 100$. The zero also finds a place.

0	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

If every pupil prepares a table of this kind by himself, it helps him a great deal. The commutative law of multiplication should be comprehended by the pupils clearly. Every item should be learnt independently of the others. The pupils must

say the product of any two numbers as readily and as automatically as possible. They should write the table at the maximum possible speed. Generally it has been the custom that if a pupil is asked of the result 7×8 , he begins from $7 \times 1 = 7$, $7 \times 2 = 14$ and stops with great difficulty at the $7 \times 8 = 56$ stage (if, by that time, he has not forgotten the question.) After knowing this table thoroughly well, the pupils should be asked to find the missing factors. $5 \times ? = 15$. Thus the children should be led to understand the fourth operation.

Division. This is the reverse of multiplication. The difficulty in division arises in questions of the kind $\frac{16}{5} = 3\frac{1}{5}$. Instead of writing the result as "3 and 1 over" or "3 with remainder 1," some pupils write, curiously enough, "3 + 1." By the teacher's sequence of questions the pupils realise that the answer lies between 3 and 4, that 5 goes into 16 three times and yet there is 1 to be divided by 5 and $1 \div 5$ is written shortly $\frac{1}{5}$.

Conclusion. In the case of these fundamental operations, speed as well as accuracy should be aimed at. The importance of checking should not be lost sight of. Constant verification of results should be begun in earlier stages. For everything there is check. For addition there is the check by counting the addends in the reverse order. Addition is a check to subtraction and multiplication to division. This checking would not in any way diminish the number of problems as the check itself is a problem. The pupils' attention is to be drawn to the finding of the missing figures. This should be done now and then just to give the children a clear grasp of the fundamentals. Moreover, this serves as a recreative exercise. The processes with zero should be made familiar even earlier. The tables must be memorized with some desire, thought and purpose. The pupils must see clearly the commutative law of addition and of multiplication. In fact, he should say the result of any two numbers (in the case of the four operations)

readily as well as automatically. To create interest and effort, magic squares, etc., should be explained but the teacher should not make a fetish of the whole. It is not impossible to make arithmetic reasonable, natural, and interesting to the pupil. Some of the problems, in the case of the pupils, difficult to deal in the later stages give their origin to the four simple rules only. Some children dislike mathematics (which is "the Life Supreme") and find it a bugbear because of bad teaching in their beginnings. The teachers should scrutinize the pupils' work carefully and diagnose their difficulty and treat the cases individually.

(Continued from opposite page)

Universities to-day, a problem which is complex but will brook no delay, is this: how to square the demands of the individual and the mother-tongue, on the one hand, with the unimpaired preservation of the highest, academic standards of study, teaching and research, on the other. In the solution of this problem, in the transition, without loss of efficiency, from English to Telugu as the medium of our highest thought and feeling, this University is taking and will, under the guidance of its scholarly Vice-Chancellor and teachers, continue to take the leading part. By the award of prizes and the encouragement of publications, and in various other ways, the authorities of the University are rapidly bringing nearer the day when all the teaching and research in Andhradesa will be conducted through the medium of Telugu and the specific provision in this behalf in your University Act will be fulfilled. Till that day comes, the title of the University will belong to it only as a matter of courtesy; and its existence can be justified on administrative, but not on cultural, grounds."

"THE complaint usually levelled against Indian Universities that they are too literary, and contribute nothing of practical utility to the industrial and social life of the country, is not wholly true as against this University. You have the usual teachers' training, and medical courses. In addition to these, you have already an Honours Course in Technology with special reference to the sugar industry. Part of your research in History and Economics has had some bearing on questions of local and topical interest. The province looks to your researchers to give a lead in the solution of its many economic, industrial and social problems.

STRONG PLEA FOR VERNACULAR MEDIUM At the Andhra University Convocation

By Dewan Bahadur Kumaraswami Reddiar

[The following is an extract from the Convocation Address delivered by the Hon. Dewan Bahadur S. Kumaraswami Reddiar, Education Minister, Madras, at the Andhra University, Waltair on 24-8-36.]

"THE replacement of authority, whether personal or traditional, by the findings of one's own senses, and by inferences based on one's own reason, this is the difference, not indeed between eastern and western education, but the difference between medieval and modern education. The difference can be put in another way also; medieval education, whether in Europe or in India, was pre-occupied with the condition of the soul and the affairs of a future supramundane world; whereas modern education, whether in the east or the west, is concerned with the things we know and with the happiness of individual and of society in this world. From the point of view of the individual as well as of society, this change has been of the utmost value and cannot now be given up or retraced. If to-day the great Indian scientist, Sir J. C. Bose, declares, nothing can be so destructive of originality as blind acceptance of authoritative statements; it is only from a burning candle that others can be lighted'; if in our thought the emphasis has shifted from obedience to independence, from fear of tyranny to love of freedom, from callousness and indifference to passion for justice and hatred of oppression, from obscurantism to rationalism, the change is due chiefly to the scientific and democratic outlook which has been communicated to some of us by our 'modern education.' What is now required is not a restriction, but an intensification and fulfilment, of this education; the spread, through the vernacular medium, of this practical and critical attitude and this secular mental discipline to all our people. I may repeat here that this education is neither eastern nor western, but a blend of the best of both.

"IF this mingling of cultures is to succeed and the national mind to be enriched by the healthy assimilation of foreign elements, the first condition is the continued virility of the

indigenous culture. It is only on a live plant that we can graft a fresh stock and hope to secure a *tertium quid* combining the better qualities of the parents, and not a weak and pale imitation of the imported article. The best scientists, philosophers and statesmen of India owe, no doubt, a great debt to the west, but they are not 'mock Englishmen' or Europeans. They are no more English than Keats was Greek, or Matthew Arnold was French, or Max Muller was Indian. It is along this 'Middle Way' that our cultural progress should proceed to its fulfilment.

"WHILE the change of medium into the mother-tongue is a reform urgent and necessary and should precede every other educational reform, we may be thankful that historical causes have forced on us the use of English which is virtually the *lingua franca* of the civilised world. English was brought in purely on practical and administrative grounds, but it has served a high and necessary cultural and educational purpose. Most political, social and even religious movements in modern India have received their original inspiration, as well as their continual refreshment, from our study of English; and English has brought to us, and can alone maintain for us, a close and living contact with modern science and European thought. The study of English as a second language should remain a compulsory part of our higher education, if our cultural life is not to suffer tragic impoverishment.

"AT the same time, it cannot be denied that the enormous and dangerous gap that now yawns between the University and national life, that which makes our educational system appear anything but national, is the direct outcome of the use of English as the medium of education. If our universities are to escape the cold isolation in which they are now functioning, and to become real organs of the commonwealth, receiving and imparting the warm blood of national life, they can only do so by adopting the natural medium of the mother-tongue. The great problem that faces Indian

(Continued on opposite page)

REVISED S. S. L. C. SCHEME FOR MYSORE

Academic Council refers it to a Committee

Vice-Chancellor Elucidates the Scheme

The revised course of studies for the S. S. L. C. examination came up for consideration before the Academic Council of the Mysore University which met on 30th ultimo. After some discussion it was referred to a Committee for examination and report.

EXPLAINING the revised scheme, the Vice-Chancellor observed that the scheme provided for the standard in English being as at present and that books for non-detailed study should be deleted and special prominence should be given to English Grammar and General English. In second language, the standard provided for was the same as at present. Specific provision should be made for the study of grammar particularly in vernaculars of one of the following:—Kannada, Sanskrit, Urdu, Telugu, Tamil, Persian, Arabic and French. In Elementary Mathematics, the scheme, provided for the same standard; in Algebra and Geometry leading to the solution of simple equations only and Practical Geometry; important and well-known principles and constructions relating to straight lines, angles, triangles, parallelograms regular polygons and circles and no theoretical work.

With regard to History, Civics and Geography it included Indian history as a whole in outline without much of details, Civics, and elements of civics with elementary ideas of Indian economic and social life, and in Geography a detailed study of India and British Isles and a general study of the political, economic and regional geography of the world with continents as the basis.

In the matter of Elementary Science (Physics, Chemistry and Biology) the revised scheme proposed that the present syllabus should be considerably reduced and did not provide for any practical work.

Optional Group

In the optional group, one of the following must be taken. Humanistic group: History of England as at present and Geography of the World (as at present, to supplement geography under the compulsory group); and one of the following namely (i) English, (standard slightly

higher than in English in the compulsory group) (ii) Sanskrit, (standard as at present under Sanskrit additional subject), (iii) Persian, (standard as at present under Persian additional subject), (iv) Arabic, (standard as at present under Arabic additional subject), (v) Hindi (standard as at present under Hindi additional subject) and (vi) Islamic History, a general outline.

In regard to the Mathematics and Science group, the new scheme provided for Physics, Chemistry, Biology as at present including practical work, to supplement the work done under the compulsory group and Algebra and Geometry as at present with a few sections to be deleted.

As for the Practical Arts group, the scheme provided for one of the following four subjects: Agricultural Arts, Industrial Arts, Commercial Arts, more or less a suitable combination of courses prescribed under any two of the vocational subjects as at present, to provide for nine periods a week for two years (V and VI) and Domestic Arts, portions now included under domestic science. First aid and home nursing and needle work including practical work.

Fine Arts

With regard to Music and Fine Arts group provided for in the new scheme, it was stated that the two-fold object with which the reorganisation of the scheme was undertaken, namely, to supply to the University a set of students a little better equipped than at present in English and in Arts (Humanistic subjects) or Sciences as the case might be, with a certain amount of minimum of knowledge of both and to provide courses that diverted students from the ordinary degree course, had been achieved in the scheme outlined above. The student that elected the Arts course would get less of Science and conversely the student that elected the Science course would get less of Arts without impairing his efficiency in the particular group of his choice, while the student that elected the last two groups would find time to specialise in the particular subjects of his choice and all the students would get more time

THE WORTHY USE OF LEISURE

[CONTINUED FROM PAGE 86]

school. They would not only offset the academic and individualistic tendencies of our education but enable our young people to fit into social life later on. The group activities mentioned earlier definitely make for social efficiency. In addition, socials, parties and gatherings, well organised, should provide desirable training in conversation and entertainment which alone can transform feeding into fellowship, a biological necessity into a social phenomenon. These are all activities which might well occupy some part of one's leisure and therefore practice in actual social situations should not be withheld from school pupils, especially when, as it happens, they are most craving for society.

Another aspect of the social urge which has tremendous possibilities as a leisure time occupation, is social service. In a country so obviously full of misery and misfortune, sorrow and suffering, he must be made of stone who has not heard a soul-stirring

to devote to English and to assimilate a certain amount of minimum knowledge in subjects like Elementary Mathematics, Elementary Science and History, Geography and Civics. The courses were also so designed as to fit in with the existing arrangement in the present high schools, without any violent changes, an aspect which was very important from the administrative point of view. Efforts were also taken to provide special courses as alternative to other that were open to all the students—for girls those which would materially assist them in their special field of activity, namely, management of a house-hold after school life.

Mr. N. S. Subba Rao

Mr. N. S. Subba Rao, Director of Public Instruction, observed that the new scheme aimed at preventing the course of education from being too bookish and also diverting the students to vocational classes. On leaving the school under the new scheme, every one of the students would be properly equipped. The department would begin the new scheme in June next if the Council approved it.

S. O. S. And yet, how few answer it readily? Fewer yet know now to answer it effectively. Indiscriminate charity is sometimes worse than useless. Therefore experience in scouting, guiding, first aid, 'big brother' and 'big sister' organizations, social service leagues, rural uplift, adult education and co-operation with hospitals and child welfare centres should be extremely valuable. As 'small return for the health and strength they enjoy, young people should cultivate the habit of tending on those less fortunate. Also, when the hustle and bustle of the work-a-day world has slackened, when the maddening rush for gold has ceased, when man is again his own master, a life of unsparing service should be more the rule than the exception. As the shadows lengthen what better offering can creature make to creator than selfless care of fellow-creatures?

Conclusion

These then are a sampling of the things which schools can do to equip the citizens of the future with the ability satisfactorily to use their leisure. Great responsibility rests on the school as the idealized epitome of the world to reflect the problems which the children face and will face increasingly and, to supply effective solutions therefor. The attitudes and achievements of men and women during their leisure hours and after retirement should be credited to their *alma mater* in the same way as their doings while under harness are at present proudly traced and claimed. The school cannot forget, as it has so often in the past that its function is not only "breadwinning" but also "soul-saving"! It is for this reason that reformers insist that all education should be co-education — co-education of mind and body — and also that schools which concern themselves with preparing pupils exclusively for the sunlit hours and forget the moonlight period of man's existence are doing less than their duty.

M. Ed. IN BOMBAY UNIVERSITY

THE Bombay University has recently instituted the degree of Master of Education for the encouragement of educational research. So far Principal K. S. Vakil, M. Ed. (Leeds) M. R. S. T., F. R. G. S., I. E. S. (Retd.) and Dr. G. S. Krishnayya, M. A. (Madras) M. A. Ph. D. (Columbia), both of the Teachers' College, Kolhapur, have been recognised by the University as teachers for the purpose of the degree.

The following are the Ordinances and Regulations:—

O. 1. Every candidate for the degree of Master of Education must be a Bachelor of Teaching of this University, or hold an equivalent degree of a recognised University, and, unless specially exempted by the Syndicate, must have been engaged in research in connection with the history, theory, practice or administration of Education, for a period of at least two years, under the guidance of a teacher recognised by the University for the purpose of this degree.

O. 2. Two months before submitting the thesis the candidate shall forward to the Registrar, through a recognised teacher, a statement giving the title and a synopsis of the thesis, along with a fee of Rs. 75/-.

O. 3. No further fee shall be charged to a candidate who re-submits his thesis for examination after due revision, under R. 7/-.

R. 1. The Examination for the degree of M. Ed. shall be by thesis only.

R. 2. The candidate may submit his thesis at any time during the year, subject to the provisions of O. 1 and O. 2.

R. 3. The candidate shall submit his thesis in triplicate with at least one set of diagrams (if any).

R. 4. The thesis shall be the candidate's own work carried out under the guidance or supervision of a recognised teacher and shall be either (i) a critical analysis of existing data, or (ii) a record of—original investigation, or (iii) a combination of these, and shall be accompanied by a certificate signed by the teacher under whose guidance he has been working, stating that the thesis is worthy of examination.

R. 5. The Board of Studies in Teaching shall recommend to the Academic Council the name of one referee (who shall not be the teacher under whose guidance the candidate has been working) to whom the thesis shall be submitted and who shall, after consulting the teacher who has been guiding the candidate report to the University whether the thesis shall be accepted or rejected. The report of such referee shall be final. Every such report shall be circulated to the members of the Board of Studies in Teaching and placed before the Academic Council for information.

R. 6. If the referee recommends that the thesis be accepted, the candidate shall be declared to have qualified for the degree M. Ed.

R. 7. A thesis which has been rejected may be re-submitted after due revision, subject to O. 2, O. 3, and R. 3 and R. 4/-.

**ALL SAY
"JABCO" FOUNTINK
IS THE BEST**



It is in fact the best and is made by a special formula and fully satisfies all the tests for an ideal fountain pen ink. Being made in India, it is cheaper than foreign inks.

ASK YOUR STATIONERS OR US
Jaya Bharatam Co.,
7, KONDICNETTI STREET, Q. T., MADRAS.

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., 1936.

Educational Reorganization in Burma—II*

IN the last issue of the journal we dealt with the administrative aspect of the recommendations made by the Education Reorganization Committee of Burma and we now propose to refer to their academic aspects. There is, of course, not much that is novel in these recommendations, but they bring together within a short compass the latest thought on the subject co-ordinated with the practice prevailing in the advanced countries of the world. Even those who may disagree with some of the conclusions of the Committee will be impressed with its clear analysis of the various factors bearing upon the question. The Chapters dealing with the Curricula in Schools, the Books Published in Burmese, the System of Examinations, the Extra-curricular Activities and Vocational Education bear the impress of careful study. The proper method to be adopted in the discussion of academic questions will be best understood from a perusal of these portions of the

*A Review of the Report of the Vernacular and Vocational Education Reorganisation Committee, 1936. Copies of the Report can be had of the Government Press, Rangoon at Rs. 2=3 s.

Report. Reference is made below to a few of the subjects dealt with by the Committee.

ONE serious defect of the present educational system in India is the domination of the university over primary and secondary schools. Every pupil entering a school regards the obtaining of a university degree as his goal. Parents are equally anxious for it and it is this hope that induces them to undergo all sorts of difficulties and privation in educating their children. The subjects taught, the methods of instruction, the system of examinations in schools are all controlled by university requirements. Commonsense tells us that every pupil is not fit to receive university education and that it is a waste of effort to base the whole educational system of a country on such irrelevant considerations. Most Indian reformers have already recognised this defect and proposals have already been made in some provinces to institute a number of self-sufficient stages of education independent of universities. The Burma Committee has also made similar proposals and recommends that the educational system should consist of four separate stages—each complete in itself. The division into these stages is based on the varying psychology and the needs of the growing child—a matter which is at present completely ignored.

THE development of the child to puberty constitutes for educational purposes a well-defined period of life. In view of this, the Committee recommends the institution of primary schools for children aged 6 to 11. As the education of the adolescent from age 11 to physical maturity requires educational methods, different from

those of the period of childhood, the second stage should naturally provide for post-primary schools for pupils aged 11 to 15. A public examination is to be held at the conclusion of the post-primary course with a view to select those who are likely to profit from further literary or vocational studies. The former will enter the pre-university schools and the latter the handicraft and vocational institutions. The third stage will thus provide for two kinds of schools in which pupils spend three years, from the age of 15 to 18. After leaving these schools one set of pupils will enter the university and study for degrees in Arts and Science, Education, Engineering, Forestry, Medicine and Surgery, and Law while the others may proceed to vocational institutions of an advanced character. Reorganization on these lines will give that element of variety to education which is so very much needed at present.

THE Committee has gone elaborately into the question of the curricula of studies in schools. The Report emphasizes the need for a well-balanced curricula from which all unnecessary and unessential matter is omitted; an equally strong emphasis is placed on the old "book" subjects yielding time in the time-table for practical, functional and physical education. One problem which requires the serious attention of the educationists in India—especially in South India—is the place which the mother-tongue is to occupy in school. It has become a sad feature of most schools—more so in girls' than in boys' schools—to begin instruction in English from the age of seven or earlier even, before the child acquires a reasonable mastery over the mother-

tongue. The latter comes to be neglected and a lamentably disproportionate time and effort are spent on imparting instruction in English. In the large majority of cases the result of this procedure is deplorable. The pupil gets no real command either over his mother-tongue or over the English language. Language is one of the essential means of creative self-expression and our youth are deprived of such an instrument. If there is very little of real creative literature in our country at the present day, it is not due so much to lack of ideas as to lack of control over language. The remedy for this is to make it a rule—as recommended by the Burma Committee—that no child should commence to learn a second language until he has acquired some grip of his mother tongue.

OTHER points on which the Committee lays stress are the simplification of the curriculum in Arithmetic and Geography and the approach to Science through Biology instead of through Physics or Chemistry. It also attaches a great deal of importance to nature study, gardening and hygiene in the primary stages of education.

ONE of the important conclusions of the Committee is that "the scarcity of suitable books is one of the major obstacles to the development of vernacular education. We teach children to read and send them into an environment where there is practically nothing to read." Even in respect of text books in the mother-tongue the Committee is led to the same conclusion. An analysis is made of all books in Burmese published during the last twenty-one years and it is from such an analysis that the conclusions are drawn. What is true of Burmese is equally

true of a large number of Indian languages like Telugu, Tamil, Canarese, etc. Those who are interested in mass education will do well to ponder over this state of affairs and do something to set matters right.

THERE is in the report a sane and well-balanced discussion of the place of examinations in educational system. Recent studies and investigations conducted into the subject in England and elsewhere have revealed how unsatisfactory examinations are in assessing the abilities of pupils and how external examinations are detrimental to the real education of the youth of the land. In spite of this, the Committee thinks that it is not possible to dispense entirely with them. "Efficiency and value in education are extremely difficult to define and measure. Yet, no matter how difficult the process, Government must make some effort to assess the quality and the quantity of the education it subsidises." What is necessary is to remove some of the glaring defects of external examinations and have them only at long intervals. That there should not be examinations too very frequently—as is unfortunately the case now—is a very wholesome suggestion. It brings about an unnecessary preoccupation with "passes" and "failures" and distorts educational aims and falsifies educational values.

THE label of "failure" which the present system of examinations attaches to most pupils is really undeserved by them as it is incapable of testing their creative powers or their qualities of character and personality. It is in most cases a test of memory and not even of the power of their intellectual judgment. Under

these circumstances, it is necessary that some kind of encouragement should be given to those extra-curricular activities which help the pupils to develop their individuality and force of character. Here again the schools as they are worked at present are sadly defective. The number of pupils enrolling themselves among Boy Scouts and Girl Guides is very small. There are not many social and athletic clubs, reading circles, hobby circles, village welfare societies, arts and crafts clubs, etc., which play a prominent part in the educational system of progressive countries like England, Germany, Australia, Canada, etc. Activities like these should find a definite place in all schools and it is only then that education will become real.

ENOUGH has now been said to indicate the great value of the Report of the Burma Education Committee. It is only a study of the Report itself that will bring home to everyone the complexity of the educational problem, the urgent need for finding a solution for it and the method to be adopted in discovering the solution. The conditions in India are in many respects similar to those in Burma and a careful perusal of the Report will help educational reformers in India to carry out their work on sound and reasonable lines.

The Function of a University

IN the noteworthy address delivered at the recent Convocation of the Andhra University, The Hon'ble Diwan Bahadur S. Kumaraswami Reddiar, B. A., B. L., M. L. C., Minister of Education, Madras, gave expression to one or two opinions which are worthy of special consideration, coming as they

did from such responsible quarters. Referring to the question of unemployment, he remarked as follows :

"To require a University not merely to disseminate and increase knowledge, but also to find jobs for its graduates, is to place on it 'an *alien* and quite impossible burden.' The functions of the University are complex and difficult enough already and are not yet adequately performed ; the training of the mind and the body is its *proper* sphere, while industrialisation, rural improvement, monetary reform, large schemes of mass education and the like undertakings, which alone will create employment, must be initiated and maintained by the State or other institutions, not by the Universities."

This is a weighty pronouncement ; for, Universities are being blamed by many as being solely responsible for creating the problem of middle class unemployment. The Hon'ble Minister has given an effective reply to such critics. But it remains to be seen what action will be taken by the Government of Madras to create employment for graduates. It has become a fashion for busy members of University bodies to propose the constitution of unemployment committees as if it would give the required relief to the persons concerned. Such men should now have the satisfaction that a responsible minister thinks that the duty of solving complicated economic and social problems belongs to Government and not to universities.

One other opinion expressed by the Minister may create a certain amount of heart-searching among university authorities. It is his plea for the use of the mother-tongue as the medium of instruction. According to him :

"It cannot be denied that the enormous and dangerous gap that now yawns

between the University and national life, that which makes our educational system anything but national, is the direct outcome of the use of English as the medium of education."

He continues in the following strain:

"If this passionate love of learning and this fine enthusiasm for fine things have not been kindled in our young men and women, the chief cause of this failure is to be found in the obscurity, the difficulty and the utter unreality of the medium through which knowledge and feeling come to them. If our universities are to escape the cold isolation in which they are now functioning and to become real organs of the Commonwealth, receiving and imparting the warm blood of national life, they can only do so by adopting the natural medium of the mother-tongue."

He did not stop with these words. He proceeded further and said that

"Till that day comes, the title of the University (Andhra) will belong to it only as a matter of courtesy ; and its existence can be justified on administrative, but not on cultural grounds."

Further quotations are unnecessary. The irony, however, of the whole situation lay in that the Academic Council of the Andhra University threw out a resolution in favour of the Vernacular Medium on the very day on which the Minister delivered his address.

Indigenous Learning

DIFFICULTIES in reorganising the educational system of India are mostly due to the country passing through a period of transition. The old social system has completely broken down and we are groping in the dark as to the new system that has to take its place. We often talk of a conflict of cultures but the truth is that there is no conflict at all. The Western culture has been having all

its own way in this country for the last one century and the old culture of the land has lost its vigour by sheer neglect. Herein lies the tragedy of the whole situation. Very few of the educated classes in the country have a correct understanding of Indian ideals and the principles on the basis of which Indian society was constructed in the past. They are taught to look at Indian institutions — social, economic and religious—from the point of view of the west and they are therefore unable to appreciate the spirit underlying them. It is to this state of affairs that Professor Kuppuswami Sastriar invited the attention of the graduates of the University of Madras in delivering his Convocation address a few days ago and every Indian will do well to bestow some thought on the issues raised by that learned scholar.

Even those who are anxious to bring about reforms in our institutions should have a knowledge of the ideals for which those institutions stand. It is never possible nor even desirable to bring about a violent break with the past. Nothing is so detrimental to real progress as the complete ignoring of the past of a people. This is just what we are doing in our schools and colleges. No one can claim to have imbibed the spirit of India unless one knows the Sanskrit language and literature and his own vernacular. It is in books written in these languages that one can find the rationale of the institutions which, from the point of view of the west, appear to be based on prejudice and superstition. The following words of the Professor bring out the point in the most appropriate manner :

"You cannot hope to have an intelligent appreciation of India's past without acquiring adequate ability to understand

and appreciate the Indian literature, which enshrines all the good achievements of Ancient India in the spiritual and secular spheres of life. Such ability can be acquired only if the graduates of our university are adequately conversant with Sanskrit and with at least one of the South Indian languages."

Yet, how sad it is to see that the number of students taking Sanskrit as a subject of study is not on the increase, but in some places is actually going down. Due to neglect and want of patronage the indigenous schools (*Pathasalas*) are fast disappearing. It looks as if we are about to pass through a dark age and wait for a renaissance some decades hence before we become aware of the valuable treasure stored in our own literature.

Compulsory Education Again!

THE misfortune of this country is that Committees and Sub-Committees are appointed not so much to suggest ways and means for accomplishing a difficult task and carrying out wholesome reforms but to discover all possible reasons why reforms should be postponed. This has been more true of the subject of compulsory elementary education than of other schemes of educational reform. The Sub-Committee of the Provincial Economic Council on Elementary Education in the (Madras) Province has submitted a report which does not carry us very far in the direction of having compulsory education introduced in the near future. It still says that it is essential to prepare the ground first and then apply compulsion. The problem, however, is "how to prepare the ground," and whether in countries which adopted compulsion in the past

or which are adopting it at present there was much time spent in preparing the ground. It is a matter of common observation that because the parents are recalcitrant and are not prepared to voluntarily send or keep their children in schools that Governments find it necessary to resort to compulsion. What is urgent is to begin compulsion in certain areas to start with and to extend it into other areas from year to year till, within a decade or so, the whole province gets compulsory education. Time is being wasted in mere discussion and nothing results from reports and surveys. The Elementary Education Act of the province has been amended sometime ago to compel parents who voluntarily send their children to schools to keep them there till they pass the V Standard. From the answers given by the Minister of Education, to some of the interpellations put to him recently, it is clear that so far, the Amended Act has not been enforced anywhere. It looks as if our Ministers will be spending their time in merely laying down plans without taking the trouble to execute them.

Personal Notes

MR. H. R. HARROP, Director of Public Instruction, U. P., is likely to lay the reins of his office, preparatory to retirement, on or about October 22 next. It is said that on relinquishing his office there, he may go to the Government of India as Educational Commissioner.

MR. A. H. JOYCE, Assistant Information Officer, India Office, who was on duty in the Bureau of Public Information, Simla, last year, will come to Delhi for a period of six months in the cold weather and will be on special duty with the Home Department to advise the Government of India on the organisation and future development of the Bureau of Public Information and other problems connected therewith.

MISS STELLA KRAMRISCH has been appointed Lecturer of Indian Art at the University of London. She will deliver her lectures and conduct a seminar during the summer vacations of the Calcutta University. The appointment is a permanent one. Her achievements are wellknown all over the world and her books on Indian art are the leading text books on the subject.

MR. N. C. MEHTA, Secretary of the Imperial Council of Agricultural Research, will act for Sir Bryce Burt as Vice-Chairman of the Council when the latter goes on short leave this month.

DR. HERMAN GOETZ of the Kern Institute, Leydon, it is understood, has been appointed Special University Reader by the Calcutta University. It will be remembered that the Kern Institute is the only institution where vast research work is carried with regard to Indo-Japanese Civilisation and Indian Culture, particularly Indian Archaeology.

DR. C. R. REDDY, Vice-Chancellor of the Andhra University, will deliver the Convocation address of the Patna University which will be held in November.

MR. R. LITTLEHAILES, Vice-Chancellor of the University of Madras, who had been to England on leave, returned to Madras and assumed charge of his office on the 31st August.

MR. S. PARANJOTI of the Madras University, who appeared before the Broadcasting Selection Board recently, it is understood, has been offered the post of Director of Programmes. It is likely he will be posted to Bombay shortly.

SIR JOHN RUSSEL and DR. N. C. WRIGHT, two experts from Great Britain, who, it is understood, have been invited to examine the scientific work of the Imperial Council of Agricultural Research, are expected in India about Nov., 4.

MR. GOYDER, late of the B. B. C. Research Department, it is announced, has been appointed as the Chief Engineer of the All-India Radio.

SIR T. VIJIARAGHAVACHARIAR will deliver the Convocation address of the Allahabad University at the end of November.

THROUGH different PROVINCES

DELHI

NATIONAL ART GALLERY

It is reported that there is a proposal for the establishment of a National Gallery of Art at New Delhi and the Government of India is willing to regard it favourably. Early steps are likely to be taken to give the scheme concrete shape but its success will depend on the response from Princes and from those lovers of Indian art who have private collections and may be willing to make some sacrifice in order to make the national gallery worthy of the Imperial city. It is hoped that should the response prove both prompt and encouraging, the opening of the National Gallery may take place at the same time as the Coronation Durbar.

HIGHER AGRICULTURAL TRAINING

The Director of Public Information, Simla, says in a press note that the Imperial Institute of Agricultural Research though wellknown for its research activities, it is not adequately realised that it is both an educational as well as a research institute.

He says that the educational part of the institute was placed on an organised basis in 1923 when post-graduate courses for giving higher instruction in different branches of agricultural science were started. Since then, 90 students had entered the post-graduate courses and 56 have passed out, of whom 46 have obtained employments either in Departments of Agriculture or under the schemes of Imperial Council of Agricultural Research. Selection of students is ordinarily restricted to selected graduates in agriculture and pure sciences from amongst the applicants recommended by Provincial Governments.

IRRIGATION RESEARCH

It has been decided that H. E. the Viceroy will open the meeting of the Central Board of Irrigation on October 31 next in new Delhi. The Board will be concerned mostly with two problems, namely, the future of the Central Research Station and the Hydro-Electric research.

MADRAS

UNIVERSITY GRANTS COMMITTEES

In regard to the proposal of the Inter-University Board for setting up Grants Committees in each province on the lines of the Grants Committees in Great Britain, it is believed that the Madras University authorities are of the view that there is no need for such a Committee.

CO-OPERATIVE EDUCATION

The Government of India have sanctioned a grant amounting to Rs. 3 lakhs for development of Co-operative Education in this Presidency. A scheme for the utilisation of this sum has been drawn up by the Local Government, details of which are published.

SALARIES OF WOMEN TEACHERS

In their orders issued in 1933 and 1934, the Government had prescribed different scales of pay for men and women teachers employed in Elementary Schools under Local Bodies, the scales fixed for women teachers being higher than those for men. On representations now made to them that there is no dearth of qualified women teachers in many districts, and that the finances of the Local Bodies do not admit of the payment of such higher salaries, the Government have accorded permission to Local Bodies to adapt for women teachers the scales of pay prescribed for men teachers, provided that all men teachers in girls' schools are replaced by qualified women teachers.

COMPULSORY EDUCATION

The Elementary Education Sub-Committee of the Provincial Economic Council discussed on the 19th ultimo, the draft report embodying the decisions of the Committee on various questions.

To eliminate stagnation of children in the two lowest standards, due to poverty of the parent, it appears to be the recommendation of the Committee to minimise the expense to the parent as far as possible by more liberal subsidies to poor parents for books and school equipment, a reduction in the number of text

books required, a less frequent change of text-books and an adjustment of school hours, holidays and vacations to suit local conditions of harvest, agricultural operations, festivals, market days, etc.

BENGAL

DEGREE COURSES IN ARCHITECTURE

The Calcutta University is to be the first university in India to have a degree course in architecture in which it is believed the claims of indigenous Indian architecture will have its due share. The committee of experts which the university appointed sometime ago has, it is understood, recommended that the question of the course of studies and training in architecture should be referred to the Board of Studies in Engineering of Calcutta University and the members thereof should be empowered to co-opt members of the architectural and allied professions and to form a sub-committee or committees as considered necessary by them.

WOMEN'S EDUCATION

An impetus to women's education has been given by the Calcutta University by the Viharilal Mitra Fellowship, whose object is stated to be the investigation of methods and organisation of secondary education and university education for girls, including the study of the problems of co-education and residence in India and abroad.

This Fellowship has been created out of the interest accruing from the bequest of Rs. 48,000 made by the late Raj Viharilal Mitra Bahadur to the university for the advancement of Hindu women's education in Bengal. It is understood that the Syndicate of the Calcutta University will shortly select a competent Bengali lady graduate for the post.

BOMBAY

EXAMINATION DATES IN BOMBAY

The Senate of the Bombay University spent nearly four hours, discussing the question of a change in time for holding examinations from summer to winter so as to save candidates' discomfort. Such changes, it was found, would involve holding of examinations in the third week of October instead of in March and April. Many views were both in favour of and against the change. It was generally agreed that April was far too hot a month for examinations, but doubts were expressed whether it would be

advisable to devote to examinations the best part of the year which could be more profitably used for giving instruction. The question was ultimately referred back to the Syndicate.

CENSURE MOTION IN BOMBAY UNIVERSITY

The motion seeking to censure the conduct of some fellows in supporting the "outrageous behaviour of a party of outsiders" was ruled out of order by the Vice-Chancellor, Mr. V. N. Chandavarkar, at the last meeting of the Bombay University Senate. In disallowing it, the Vice-Chancellor gave an important ruling, holding that it was abuse of procedure to permit a censure motion which was not based either on undisputed records or on facts proved against or admitted by a person whose conduct was the subject of censure.

BHONSLE MILITARY SCHOOL

The Governing Body of the Central Hindu Military Education Society has decided to acquire 105 acres of land, two miles beyond Nasik city, for the Bhonsle Military School. Dr. B. S. Moonje and Mr. Prathap Seth have been authorised to take steps to acquire the proposed land, a major portion of which is hoped to be acquired by private purchase. A Sub-Committee has been appointed to draft rules for the establishment of life memberships in the teaching and training staff of the Bhonsle Military School. The total amount of donations subscribed so far is Rs. 2,25,000.

U. P.

AGRA UNIVERSITY: POST GRADUATE CLASSES

It is understood that the Government of the United Provinces have written to the authorities of the Agra University, suggesting the advisability of abolishing post-graduate (M. A. and M.Sc.) classes, with the exception of one or two subjects, in the colleges affiliated to the Agra University. This step has been advised to avoid duplication of teaching and the waste of money as the keeping of a staff for a class of four or five students was not justified.

The Executive Council has decided to make a representation to the Government against their move advising the abolition of the post-graduate classes, as, in its view, such a step was very retrograde. The college authorities will probably be advised by the Executive

Council not to take any step on the Government's advice until the result of its representation.

The Agra College authorities, however, appear to have decided already to abolish from next year, perhaps in pursuance of the Government's advice, post-graduate classes in philosophy and economics. This impression has been caused by their giving one year's notices to the assistant professors in these subjects.

RURAL UPLIFT IN U. P.

In accordance with the Report of the Royal Commission on Agriculture, the U. P. Government has issued a communique on rural development work for the year 1935-36.

There are broadly three main lines of activities in the villages—(a) economic improvement, (b) rural health and sanitation and (c) cultural improvements.

Agricultural improvements have received attention everywhere as the need for improving the economic condition of the villager is generally recognized. Improved methods of cultivation have been introduced, village demonstration plots opened and a number of improved seed stores started in a number of places. Cattle-breeding is engaging the attention and better bulls are being obtained. A concentrated drive has been made to improve rural sanitation in the selected villages. These efforts have produced a fair amount of improvement and generally speaking, these villages now have a cleaner appearance. The close relation of cultural activities to the scheme of rural development is being increasingly appreciated. Numerous activities such as games and sports, opening of playgrounds, reading clubs, adult schools, village libraries, scouting, junior Red Cross work, etc., have been taken up with enthusiasm.

It was realised that development should take place in accordance with the wishes and the corporate activities of villagers, and it is satisfactory to find that work is being done accordingly.

C. P.

REVISION OF SCHOOL COURSE

The reconstruction of the present educational policy is under consideration of the authorities so as to afford diversions to pupils at the end of suitable stages of instruction. It is hoped thus to prevent the present overcrowding in a few selected professions and open out a greater variety of professions and occupations for educated classes.

One of the items in the educational programme of this province is the revision of the school course, so that every child may be able to earn his living in a way best suited to his particular abilities and leanings. In order to effect a reorientation of the provincial educational policy, there is general agreement that the chief need of the moment is the establishment of separate vocational institutions where, in addition to the irreducible minimum of literary studies, a pupil can be taught the elements of a trade or profession and pass out fully equipped as a wage-earner.

The addition of a vocational subject to the present curriculum will not be sufficient. The Government of India has offered to give the Local Government the benefit of advice of foreign experts in vocational training. In order to do exploratory work and collect data, as a preliminary to consultation with the experts, a Committee has been appointed by the Government. The Committee will shortly issue a questionnaire on the needs of each area in the province, both agricultural and urban.

REFRESHER COURSES

The Education Department had prepared a new syllabus for primary schools which was based on experiments carried out in certain selected schools in Chattisgarh. This new syllabus had in view the consideration that pupils should first of all be taught how to live and only after that should they be taught how to make a living. It aimed at ensuring literacy of a type that would not easily dim after the pupil had left the school.

In order to ensure proper working of the scheme, the Government arranged refresher courses for the training of elementary school teachers last month at Bilaspur.

MYSORE

NURSERY SCHOOLS

The Publicity Officer to the Government of Mysore has released for publication a note, containing the recommendations of the Committee appointed by the Government to consider certain questions relating to "Nursery Schools."

The Committee consider that although educational legislation in England, in regard to supplying or aiding the supply of Nursery Schools or Nursery classes, provides for the education of children over two and under five years of age, it is desirable in view of the local conditions, that

the age span should, to start with, be reduced to two years, viz., from three to five years. In the areas inhabited mainly by working classes where mothers are obliged to leave their homes for work for practically the whole day, the Committee think it is, however, necessary that the Nursery School should discharge, to some extent, the functions of Day Nurseries also and in such cases, the age for admission may be fixed from two to five.

RURAL DEVELOPMENT

To draw up a programme of rural reconstruction work, common to all villages, the Mysore District Rural Welfare Committee met recently and adapted a programme. It includes scouting, night school, maternity homes, depots for the sale of seeds, poultry farming, bee-keeping, fruit cultivation, standardisation of weights and measures, etc. The improvements to be effected are divided under six heads, namely, revenue, educational, health, agriculture, industries and commerce and co-operation.

HYDERABAD

COMPULSORY PRIMARY EDUCATION

While free Primary Education has been in force in the State for the past fifteen years, it has been felt for sometime past that the results hitherto achieved have not been commensurate to the expenses involved. Practical experience in the working of the existing Primary Education Act has served to emphasise that the spread of literacy in the State is being hindered due to the unwillingness of the facilities offered. To remedy this defect, Mir Akbar Ali Khan, Barrister, has introduced in the Hyderabad Legislative Council a Bill which seeks to make Primary Education compulsory in the case of boys between the ages of six and twelve throughout the State.

The Bill is a cautious one and affords sufficient safeguards against rash or injudicious action on the part of school boards. The Bill, if enacted, says the author, will mark an era of rapid progress in the State and it is expected that, in view of the similar enactments elsewhere, the Bill will have a smooth course in the local legislature.

ORISSA

EDUCATIONAL RECONSTRUCTION

The Orissa Educational Reconstruction Committee, constituted to consider the recent

Government of India circular on the reorganisation of education in India, concluded its three-day sittings on the 29th August. Mr. Dippie, the Director of Public Instruction in Orissa, presided.

There was difference of opinion as to whether the elementary course should extend over five years or six and keen discussion followed. It was decided finally in favour of the longer period. A similar discussion ensued in regard to the Middle School, the periods proposed being three years. It was decided that in rural areas, the period should be four years but in urban ones, only three years.

As regards giving a rural bias to education at the Middle School stage, everyone was agreed on the need for it. But poultry-keeping and pig-rearing as subsidiary occupations were taken exception to by some members on the ground of popular religious susceptibilities.

Perhaps the keenest controversy was on the question of giving vocational training in Middle Schools. Their reasons are stated to be that at that tender age, the pupils would not be in a position to choose their vocations. And, besides, in a general school, diversity of training could not be provided. Apart from this, the Committee was wholly in favour of starting, presumably at Cuttack, an Arts and Crafts School where pupils, after passing the Middle School examination, could study for certain professions.

PUDUKOTTAH

ELE. EDUCATION BILL

The Durbar have published the Pudukottah Elementary Education (Amendment) Bill, amending the Pudukottah Elementary Education Regulation of 1925.

In the course of the objects and reasons, mentioned at the end of the Bill, they state: As the Regulation VIII of 1925 stands at present, a boy must be sent to a recognised school by his parent as soon as he attains 7 years of age. It often happens that a boy attains 7 years of age sometime after the school has begun. If he should then be sent to school and admitted into the I class, he will not be on an equal footing with the other boys admitted earlier in the year. The result is to handicap the boy and the teacher alike. The amendment is calculated to remedy this defect.



PUBLIC OPINION



DR. COUSINS ON 'RELIGION AND ART IN EDUCATION'

'Religion and Art ought to go into education if education is to be worth while,' emphasised Dr. James H. Cousins in the course of an address, delivered recently at Madras.

He said that if humanity was to survive the onslaught of ugliness from which it now suffered, education should give equal prominence to the expression of the feelings and creative impulse in the pupil as to the matters of the mind. Some persons were therefore trying their best to save humanity from certain catastrophe by trying to get the spiritual nature of humanity brought into education. In India, they were peculiarly situated with regard to the variety of religious expression and tradition. He had long been of the conviction that if they did not get a restoration of the true spirit of religion—whatever the form it took—in education, education was not going to take humanity as far as they should hope.

What bothered him, he said, was his discovery that some universities—for instance the Madras University—seemed to have strange ideals in respect of religious neutrality. Religious and spiritual hunger, he thought, was perhaps the most fundamental hunger, much more fundamental than mental, sexual or physical hunger. To proclaim 'religious neutrality' in education was, in his opinion, something like opening a hostel for students but refusing to provide food on the ground of the varying tastes of the boarders. By teaching the truths of religion, they would get a true devotional expression, a sincerity that would ultimately enable the devotees of each religion to appreciate that which was true, essential and eternal in the religious expression of others: and thus a member of one religion would begin to understand another person's religion. Thereby, he would not lose but would add to his religion. The truly religious persons would realise that behind all the varied expressions of religious and the spectrum of religious consciousness lay the One White Light.

DR. SUBBAROYAN ON THE PROBLEM OF COMPULSORY ELE. EDUCATION

Addressing a Conference of the Board Ele. School Teachers at Tanjore, Dr. P. Subbaroyan, ex-Minister of Education, Madras, said:

'On a calculation he found that about six crores of rupees would be required for the introduction of compulsory education scheme in Madras. The present revenue of the province was something like 17 crores and if six crores of it were to be spent on elementary education, it would rather be a proposition to see how they could efficiently render service to the people in other directions. He felt that it would be impossible to tackle the great problem of compulsory elementary education, mass conscience, sanitation in villages and village medical help; unless some method of taxation could be found by which they could resort to capital levy, if necessary. He was sure that the day would soon come, when there would be a graded system of income-tax even on agricultural income and the rich men should have to pay for the national services. That had been the experience of all western countries and they who talk of western advance and western education should not forget that that had been possible, because even the conservative Governments in England found it possible to do service to the nation by the levy of a graded system of income-tax and by the levy of high death duty.'

HIS EXCELLENCY SIR K. V. REDDI ON HIGHER EDUCATION FOR GIRLS

Declaring open the new school building of the Madras Seva Sadan, H. E. Sir K. V. Reddi, the Acting Governor of Madras, said:

'There are those in this country who believe that higher education is unnecessary for girls, that our girls need not pass B. A. and M. A. examinations, that if they are given sufficient education to carry on conversation, if they can keep family accounts, if they can manage their domestic affairs, it would be sufficient. I was telling you that the home is the proper place for women. They base on that principle

the contention that higher education is unnecessary. I regret I am unable to agree with them. Higher education is intended to develop the culture of our country and if one half of the society is deprived of the privileges of higher education, our cultural development must necessarily be stunted. For this reason, it is essential that our girls should receive as good an education as our boys."

MR. ABDUR RAHAMAN KHAN ON 'THE TEACHERS' PROFESSION'

Khan Bahadur Abdur Rahaman Khan, M. A., B. T., Inspector of Schools, in the course of his presidential address to the Teachers of the Chittagong District, said:

"The teacher is about the most ill-paid of all workers and has reason to be disaffected. It is idle to expect the best out of a disaffected man. But he should remember that contentment is an essential condition of success in his profession. The teachers' profession has never been a paying one. In the past, teachers have been known to feed on tamarind leaves in this country and to pass 'rich with forty pounds a year' in others. Whoever comes into this profession comes with the full knowledge of its limitations, should have no reasonable grounds to complain of them afterwards. He should be contented with whatever comes to his lot and put forth his best into the work. It is not right for a teacher to slacken in his efforts because his expectations are not fulfilled. Teachers have sometimes been heard to say that the remuneration they receive does not deserve more strenuous work even if they are capable of it. This is never the right spirit in which a teacher should work and if a man really feels like this, he is not meant for the teachers' profession and he should clear out of it. It is the duty of the teacher to be contented and it is the duty of his employers to see that he is kept above want and consequent embarrassment. But this they will not perhaps do unless the teacher can prove by his aptitudes that he is indispensable."

MR. K. S. VENKATARAMANI ON RURAL UPLIFT

A Ten-year plan of Rural Reconstruction was suggested by Mr. K. S. Venkataramani of Madras in the course of an address recently delivered at Changanut.

He pointed out the difference between rural reconstruction and the 'go back to the land' movement. There was no use of asking young educated men to take to the land if they genuinely felt that their temperament was not suited for farming. But in the rural reconstruction plan the educated unemployed could help in uplifting the villages in all their aspects.

Continuing, he said that the Government and the railways were the biggest employers of both literates and illiterates. If only the efficiency age was fixed at 50 after which people were made to retire, the solution would be solved to a very great extent, since after retirement, they might be made to go back to the rural areas, of course with their pension, and there be of immense use and benefit because of their wide and varied experience in administration, organisation and outlook. Such people could have real *Grihasthasramas* there. If peace and harmony were the grand quests, our attitude towards life was the chief one that counted. The present motives for action and attitude to life should change. One should have civic honesty, love of co-operative work and selflessness and have a spiritual outlook on life, the *Geetha* ideal of work—selfless and detached from the fruits of action; then many of the present-day evils, including the problem of the unemployed, would eventually disappear.

THE PRO-VICE-CHANCELLOR OF THE OSMANIA 'VARSITY ON 'THE PROPER PLACE OF ENGLISH

Presiding over the inaugural meeting of the University Union, Prof. Qazi Mahomed Hussain, Pro-Vice-Chancellor observed:

"The University authorities has given deep consideration to the question as to what is the proper place of English in the Osmania University, and have come to the conclusion that we, of the Osmania University, cannot shut our eyes to the tendencies abroad. Our students are good in their subjects because they do their thinking in their national language. This distinctive feature will always remain a credit to the Osmania University. If we reorganise the system of education in the lower classes there is no reason why the standard of English in the University stage should not be as high as in other Universities. I am one of those who believe that all our thinking should be done in our national language and English should serve the purpose of a reference language."



PERIODICALS



Muslim Education

"One of the important reasons which account for the slow progress of mass education in this country" says *The Leader* (of Allahabad) in an Editorial Note, last week, "is the frittering away of the resources of the state on the provision of separate schools for different communities."

"This feature of education" it continues, "was strongly condemned by Sir George Anderson, the then Educational Commissioner with the Government of India, in a speech at the Bengal Education Week in February last. There will be general agreement with his expert opinion that separate schools for different communities, besides breeding a narrow outlook, lead to unnecessary duplication and competition."

Then after pointing out how the separatist tendencies cropped up with regard to Muslim schools and how there is not even a semblance of justification especially in U. P. for the duplicate system of education, *The Leader* says; "If the Muslims were to take a broad view of the matter, they would decide to share in the general system of education and to do away gradually—if not at once—with the vicious system of segregated and special schools which develops in their children separatist tendencies and denies them opportunities of free competition with non-Muslim boys....."

"Nation-building depends largely on the type of education which is imparted to the young ones at the most impressionable period of their life. Different brands of education of different communities and classes tend to stereotype the differences and retard national fusion and national consciousness. If, despite these evident but serious drawbacks, there are persons who want separate schools for their children, it is but fair that they should provide these at their own expense. Why should the general tax-payer be compelled to support a system which in the long run is injurious to national solidarity?"

Indian Universities and Their Students Not too many

The current number of *The Modern Review* writes editorially—"In the Official Report, Edu-

cation in India 1933-34, the false statement has been made that Indian "Universities are overcrowded." We have exposed this falsehood before, but have to do it again. The truth is, for a large country, with a large population, like India, the number of Universities is small and the number of their students is also small.

"In Great Britain, with a population of 45 millions, there are 11 Universities in England, 4 in Scotland and 1 in Wales. The total number of students in these Universities is 53,995, according to the Statesman's Year-book for 1936. As in India's official report named above, college students who are under-graduates are also counted as University students, the number of students in the University colleges in Great Britain at Exeter, Nottingham, Southampton, Leister and Hull should also be counted. Their total is 4,631. Hence in Great Britain there are 58,626 University students.

"In population Great Britain with her 45 millions is comparable with Bengal with its 51 million and with Agra-Oudh with 49 millions. Now, in Bengal in its two Universities there are 30,500 so-called University students and in Agra-Oudh's five Universities there are 12,019 students. Hence, according to British standards, there is room for many more Universities and very many more University students in these provinces.

"It should be borne in mind that Great Britain has 58,626 University students, pursuing more or less academic studies, in addition to thousands pursuing higher technical and technological studies. Therefore, in Great Britain academic studies are not overdone. In India, on the other hand, there is too little education in science, and what there is is not thoroughly practical, and there is even less of higher technical and technological education and training.

"Hence in India, what is required is not less collegiate and University education, but far more of thorough technical and technological education. And the scientific side of collegiate and university education should be made practical, with more and better equipped laboratories."

Foreign Currents

The First Educational Broadcasting Conference

It is announced that the first Educational Broadcasting Conference in the United States will be held in December next at Washington. It is sponsored by a group of organisations representing every important phase of American education. And now the Executive Secretary of this Conference, in extending an invitation to the Indian Institute of Science, Bangalore, has given expression to the welcome that will await anyone from India who will find it possible to attend the Conference.

The purpose of the Conference is to enable the large number of persons who are interested in educational broadcasting to discuss means by which radio may become a more effective instrument for education and to serve as a clearing house for information on the latest technical and professional developments in educational broadcasting. Surely the Conference will serve as a social and educational force.

The President of the American Council on Education will open the session, and greetings by radio, by a University President, a City Superintendent of Schools and a prominent layman, besides a letter from the President of the United States, will welcome the delegates. Addresses on "American Radio" and "Broadcasting in American Education" will be the first day's programme. The wide range of utility of the wireless in the present world will be brought home by the subjects that are to be dealt at the Conference; they include Broadcasting station as a community enterprise; educational broadcasting in other countries, influence of the radio in drama and speech, psychological problems in radio, radio in the life of the child, the Library and Museum use of the radio, etc.

Educational Miracles

Japan, the most literate nation in the world, and the most firm believer in education, has undertaken in North China the education of 30,000,000 people, 90 per cent illiterate. She is

not willing to wait a few generations to accomplish this, writes Willard Price in the N. Y. Herald Tribune. A complete universal school system, which it took the West centuries to develop, was set up in Japan within a few years, and the Empire of the Mikado sees no reason why the miracle cannot be repeated in North China.

Thousands of schools have already been opened, and over 800,000 students have been enrolled in Manchukuo alone. This swift expansion has created the problem of training enough teachers, of whom there are now 18,000 teaching in 13,000 schools. New teachers must now graduate from normal schools. The educational problem is quite modern—it is summed up in the slogan: a job for every man and the man trained for the job.

Mr. Kamimura, Chief Japanese Adviser to the Manchukuo Department of Education, is a driver and a dictator in his field. He believes that education should start in the cradle and end at the edge of the grave. He is particularly interested in the "nursery schools" of England which begin schooling at the age of two. He has not carried this out in Manchukuo yet, but he feels that if children wait until six to begin school they must make up for lost time. Hence heavy schedules in the primary and junior high schools covering nine years. During these years the Manchukuo student must take all the usual subjects found in American and European schools; he must have courses in agriculture or industry; and he must master three difficult languages—Chinese, Japanese, and English.

— *World Education.*

World Montessori Congress

The Fifth Congress of the International Montessori Association was held at Oxford from August 7 to 17. "The Child's Place in Society" was the subject of the Congress. Many eminent educationists from European and American countries attended.

The International Montessori Association is conducting a world-wide campaign for the rights of children, the aims of the campaign being twofold: (1) to reform the school; (2) to reform society in its dealings with the child.

Dr. Montessori will hold her 22nd International Training Course for the Montessori Diploma in London from January 1937.

BOOK REVIEWS

STUDIES IN DRAVIDIAN PHILOLOGY
by Mr. K. Ramakrishnayya, M.A. Published
by the University of Madras. Price Rs. 2/-

Mr. Ramakrishnayya's 'Studies in Dravidian Philology,' is a very timely publication, for in these days of nationalism it serves to direct our attention to the scientific study of our mother-tongue. As he observes, Dravidian Philology has been more or less neglected since the publication of Dr. Caldwell's memorable book on the subject; at any rate, no appreciable progress has been made thereafter. Mr. Ramakrishnayya has taken up the work, as he says, at the point where it was left by Dr. Caldwell. "With the help of his findings and other facts of linguistic phenomena, supplied by the descriptive grammars in these languages, an investigation into the nature and development of Dravidian inflections has been attempted here. This, supplemented by a study of the common root material, has led to the formation of root-agglutination."

Mr. Ramakrishnayya holds that primitive Dravidian had no such thing as a case, that the relation between one word and another was that of attributive or possessive and that it was the influence of Sanskrit grammar that made South Indian grammarians formulate eight cases for the Dravidian languages. The all-pervasive influence of Sanskrit grammar on the study of Dravidian grammar, it would be hard to exaggerate. We know that in the case of Telugu, the early grammars were all written in Sanskrit and that Telugu words were admitted merely for purposes of illustration. The sentence-structure was sought to be explained on the analogy of Sanskrit grammar, in spite of the fact that these two languages belong to two different families. The classical scholars in India held that Sanskrit was the parent stock from which sprang up all the other languages now spoken in India. Even those that may be expected to know better, having had the benefit of the researches of Western scholars, still find it difficult to divest themselves of this notion. They still believe that it is possible to demonstrate that even the native element of Telugu was derived from Sanskrit, or, as they choose to put it that

Telugu is primarily derived from Sanskrit and that a few aboriginal words (*gramya pada-mulu*) have crept into it. Mr. Ramakrishnayya easily shows the untenability of the extreme position and offers us enough convincing evidence to show that though Telugu was indebted to Sanskrit for a large percentage of its vocabulary, it is not derived from a Sanskrit stock, but is of the Dravidian family of languages.

Mr. Ramakrishnayya proceeds on the general conclusions of Whitney as regards the development of language that the historically traceable beginnings of speech were simple roots, not parts of speech, even, and still less forms; that these roots moreover, signified external sensible physical acts, and qualities; precisely what acts we cannot yet tell and shall perhaps never be able to tell. There cannot be any two opinions regarding the justice of this conclusion. But the real difficulty arises when we try to explain the origin of inflection. Languages are usually divided into two classes—inflectional and agglutinative. At one stage of this history all languages became inflectional while others remained agglutinative. What were the conditions under which inflections were developed and how are we to account for the presence of inflectional forms in the agglutinating languages? In this connection it may be pointed out that certain philologists hold that the distinction between the inflectional group and the agglutinating group is a fundamental one, that in spite of borrowings and imitations an agglutinating language remains agglutinating and an inflectional language inflectional.

Mr. Ramakrishnayya does not occupy himself with the vexed questions pointed above but contents himself with the examination of the sentence structure. No doubt he has occasion to explain a few inflectional changes but he is mainly concerned with establishing his theory of agglutination regarding the Dravidian languages. "That in the primitive condition of these languages, when the machinery of a formal grammatical device had not yet been developed, the sentence must have consisted of only roots, standing one after another in close array. According to him, all inflectional forms were evolved gradually in process of time. He gives examples under the various parts of speech—to show that agglutination may still be recognised. *Ravanudu chachchinadu* is really *Ravanudu chachchinavadu*, that is, Ravanudu,

he who (is) dead. This is strictly speaking not a sentence, but merely a grouping of words without a grammatical predicate. Take another example. *Nadi* is really *Na* plus *adi* = *I* plus *it*.

Mr. Ramakrishnayya proceeds to show how from the principle of root agglutination have arisen many other secondary roots in Dravidian languages with meanings which are at times quite different from those of the original roots. The evidence is sufficiently convincing and Mr. Ramakrishnayya deserves warmly to be congratulated upon establishing beyond question that the Dravidian languages are of the agglutinating order.

—K. V. S.

A HIGH SCHOOL COMPOSITION: By E.E. Spaight, B. A., Professor of English, Osmania University, Hyderabad, Deccan. Published by Messrs. Longmans, Green & Co., Ltd. PP. 459. Price Rs. 2.

This is a welcome addition to the many text-books on English Grammar and Composition in use at present in our High Schools. Though the book is principally prepared for students reading for the Entrance Examination of the Indian University, it will, no doubt, be of service to other students also. The author with his wide experience in teaching English Composition has anticipated the peculiar difficulties of Indian students and has provided much help for those who would avoid pitfalls. Errors frequently seen in English Composition by Indian students have all been pointed out, and the difficulties cleared.

The exercises for practice form the most notable feature of the book. They are numerous, varied and of a practical character. They are calculated to arouse interest in our students, and create a desire in them to express their thoughts with clearness and simplicity.

Another notable feature of the book is the list of common idioms and expressions. Many Indian students, even those who have mastered the intricacies of English Grammar, often commit errors in English idiom. The book thus supplies a real need of the Indian student, and we do not doubt that it will fulfil the aim with which it is written. The get-up is good, and the book is moderately priced.

—D. N. S.

Indian

Educational Problems

ARE TACKLED BY

Educational India

The only Journal of its kind which
should be read by

The
Members of Teaching Profession
Managers of Institutions
Parents and the General Public

—
EMINENT PUBLICISTS, EDUCATION-
ISTS AND SPECIALISTS IN THEIR
RESPECTIVE SPHERE OF ACTIV-
ITIES CONTRIBUTE.

Several regular features every month

SUBSCRIPTION:—

Rs. 3—8—0 Inland.

Rs. 5—0—0 Foreign

SEND IN YOUR ORDER TO-DAY

TO THE MANAGER,

**Educational India,
Masulipatam.**

THE EDITOR : ANSWERS:

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

Q. 3. What remedy would you suggest for the appalling ignorance of our students in general knowledge?

*Answer:—*We have pointed out only too often in the pages of this magazine that education in our institutions is too much curriculum centred. Many things contribute towards this sad state of affairs and having drawn attention to them previously, we do not think it necessary to repeat the same here. We will only refer our readers to the back numbers of this magazine. First of all, we ought to be less obsessed with examinations and learn to value knowledge for its own sake. Then we will see the importance of many things not included in the curriculum and yet valuable for the student in facing the problems of life. The Indian student has not developed the reading habit and practically no attempt is made in the schools to encourage it. Most Indian students are either too poor or indifferent to buy books—even text books for the matter of that. There is the inordinate desire for notes instead of the desire to cull out facts from books, magazines and papers for themselves. We would suggest one or two library periods for each one of the higher classes every week, when students can be shown the way to use books and look up references. The teacher should have a discussion with his class on the basis of the reading during the library period and see how far they had profitably spent the hour. The institution ought to have for this purpose a well equipped library not merely on literary subjects but also on subjects of general cultural interest. All the volumes of 'Book of knowledge' is one such. 'The Wonders of Nature' is another. Very few students use these books, though some schools have these in their libraries. The teacher must tell them the value of these

books for general knowledge about things every man ought to be interested in a civilised world. The habit of reading newspapers and magazines must also be encouraged. There must be a place in the Time-Table for discussing current events and matters of civic importance. Unless these things are insisted on and systematically developed, our boys will never be able to get that larger interest in the things of the world that will mark for a well-informed citizen.

Q. 4. In what ways can we help the teachers who are suffering under difficulties of various kinds?

*Answer:—*The teacher is an asset to society and it is the duty of society to see that he is above those troubles that will hinder him in the efficient discharge of his duty in preparing the citizens of tomorrow. But before we can expect society or the Government to take interest and set right the things under which teachers may be suffering, it is necessary to try self-help to the extent that is possible. For example, the teachers ought to band themselves into an organisation with branches in all the districts and towns and feel their strength in union. Such an organisation will be useful in co-ordinating the work of all the smaller units and acting as the agency to put before the authorities, Government and the public, the grievances of the teachers. It will not do to speak in general terms about the difficulties of the teachers. The Teachers' Federation ought to diagnose the disease thoroughly before it appeals for help or suggest remedies. Hence the Federation ought to make a thorough investigation, in all the different centres, into the nature and extent of the troubles under which teachers are suffering. After getting these facts they may work out a detailed

THE ANDHRA INSURANCE Co., Ltd., MASULIPATAM.

Mark Our Progress

(Estd. 1925)

PREMIUM INCOME EXCEEDS	...	5 Lakhs
LIFE FUNDS EXCEED	...	12 "
BUSINESS IN FORCE EXCEEDS	...	100 "
NEW BUSINESS COMPLETED IN 1935	...	27,10,000
BONUS Rs. 15/- per 1000/ per year		
EXPENSE RATIO 33 % (TO TOTAL INCOME)		

WE CAN CATER TO ALL YOUR NEEDS. PLEASE TAKE A POLICY
WITH THIS PROGRESSIVE LIFE OFFICE.

Automatic Paid-up Policies, a Speciality.

For Particulars to: Y. MANGAYYA, B.A., B.L.,
SECRETARY.



Do not drug yourself for COLD

just rub a little

AMRUTANJAN on the nose

Colds

It gives you quick relief



Amrutanjan

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

I. III: No. 4

October, 1936

EDUCATIONAL INDIA

Schools and Character Training
page 141

Andhra Teachers' Federation
page 143

Teachers' Remuneration in Ancient India.. Dr. Saileswar Sen
The Place of 'Only' .. Mr. Henry Martin
Medical Education in India .. Dr. D. V. S. Reddy
Working Hours in Schools .. Mr. C. B. Krishna Sastry
Simpler Arithmetic Rules .. Rev. E. W. Menzel
Education for Mothers of Daughters .. Mrs. K. Sathianadhan
The Welfare of the Students ... H. E. Sir Robert Bell

FOR DETAILED CONTENTS AND SPECIAL FEATURES SEE INSIDE

*"Elephant Brand papers are
the best"*

Made by

THE TITAGHUR PAPER MILLS CO. LTD.

Makers of High Class Papers
CALCUTTA

Detailed Contents for October, 1936.

	Page		Page
THE ACCEPTANCE OF REMUNERATION IN ANCIENT INDIA		Ele. Education Sub-Committee	... 147
BY DR. SAILESWAR SEN, M.A., Ph. D.	123	Grants-in-aid to Schools	... 148
THE PLACE OF "ONLY"		Scales of Hindi Teachers	... 148
BY MR. HENRY MARTIN, M.A., O.B.E.	125	Unemployment Relief Scheme	... 148
MEDICAL EDUCATION IN INDIA: THE NEED FOR REORGANISATION		Arts and Law Courses	... 148
BY DR. D. V. S. REDDY, M. B., B. S.	129	Coaching for Public Services	... 148
WORKING HOURS IN SCHOOLS AND COLLEGES		Rural Uplift Centre	... 148
BY MR. C. B. KRISHNA SASTRY, M. A., L. T.	133	Progress of Education	... 148
THE NEED OF PRACTICE IN SIMPLER ARITHMETIC RULES		Industrial school for Belgaum	... 149
BY REV. EMIL W. MENZEL, M.A., B.D.	134	Aeronautic Science Courses	... 149
THE WELFARE OF THE STUDENTS		Institute of Sugar Technology	... 149
BY HIS EXCELLENCY SIR ROBERT BELL	137	Muslim Girls' College	... 149
EDITORIALS		The Mysore Nursery School	... 149
Schools and Character Training	... 141	A New Rural Uplift Centre	... 150
Andhra Teachers' Federation	... 143	Ele. Education Bills	... 150
Late Dr. A. H. Mackenzie	... 144	University Competition Board	... 150
Personal Notes	... 145	State Industrial Scholarships	... 150
A PRACTICAL PROBLEM!!		Educational Reforms	... 150
BY MR. B. R. DESHPANDE, B.A. (HONS.), B.T.	145	PUBLIC OPINION	
THROUGH DIFFERENT PROVINCES		Sir H. S. Gour on the True Motif of a University	... 151
Matriculates and Higher Education	... 147	Sir Charles Todhunter on Hobbies and Education	... 151
Expert enquiry on Education	... 147	Mr. C. R. Reddy on National Character	... 152
Development of Broadcasting	... 147	Mr. R. M. Statham on Drive Against Illiteracy	... 152
Earning Commission by Schools prohibited	... 147	OUR WOMEN'S PAGE	
		BY MRS. K. SATTHIANATHAN, M. A.	153
		FOREIGN CURRENTS	... 155
		BOOK REVIEWS	... 157
		THE EDITOR ANSWERS	... 159
		CORRESPONDENCE	... 160

Vol III: No. 4

October, 1936

EDUCATIONAL INDIA

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

Edited by M. Venkatarangaiya



EDITORIAL BOARD

M. VENKATARANGAIYA. C. SWAMIKANNU PAUL.
M. SESHACHALAM. C. B. KRISHNA SASTRY.
D. NITYANANDA SASTRY.

The Educational India Office
MASULIPATAM (S. India)

INLAND
Rs. 3-8-0

Single Copy Rs. 6

FOREIGN
Rs. 5-0-0

"EDUCATIONAL INDIA has taken a leading place"

—Kulapathi Dr. JAMES H. COUSINS

SUPPORT

"Educational India"

Mysore Dewan's Appreciation

Sir Mirza Ismail's Private Secretary writes thus:—

"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."

* * * * *

INSPIRED EDITORIALS
RICH CONTRIBUTIONS
REGULAR FEATURES

Published from
MASULIPATAM
(S. India)

LEAGUE OF NATIONS PUBLICATIONS

Aims and Organisation of the League of Nations	...	...	Rs. 0 9 0
Essential Facts About the League of Nations	...	...	0 11 0
Ten Years of World Co-operation	...	...	6 14 0
Bulletin of League of Nations Teaching	...	...	1 6 0
Balances of Payments, 1933, (Only existing statistical book of reference concerning international accounts—figures are given for 32 countries—information supplied concerning outstanding international liabilities & assets)	...	...	4 2 0
Armaments' Year-Book, 1935 (Contains monographs on 64 countries—information derived from communications from various governments to the Secretariat on the occasions of the Conference for the Reduction & Limitation of Armaments)	17	8 0	
National Public works	...	...	8 4 0
Enquiry into Clearing Agreements	...	...	2 12 0
Statistical Year-Book of the League of Nations, 1934—35	...	...	6 14 0
Review of World Trade, 1934	...	...	1 12 0
Economics of Air Transport in Europe	...	...	2 7 0
Agricultural Protectionism	...	...	1 6 0
Commercial Banks, 1929—34	...	...	6 14 0

Obtainable from the : **League of Nations, (Indian Bureau)**

Improvement Trust Building, Esplanade Road, BOMBAY 1. &
THE BOOK CO., LTD., COLLEGE SQUARE, CALCUTTA.

The Acceptance of Remuneration by Teachers

(IN ANCIENT INDIA)

BY DR. SAILESWAR SEN, M.A., PH.D.

NOTHING is more erroneous than the popular opinion that an Indian teacher, who accepts remuneration for his professional services is disloyal to the traditions of his country.

In the good old days of India a pupil was made to do various kinds of manual labour for the teacher; and when he completed his studies, it was his duty to pay the teacher either in cash or in kind. In the Code of Manu (II, 245-46) it is laid down:—

Na purvam gurave kin cid upakurcita dharmavit

Snasyams tu guruna' jnaptah saktya gurva'rtham aharet.

Ksetram hiranyam gam asvam chatro' panaham asanam

Dhanyam sakan ca vasamsi gurave pritim avahet.

"One who knows the right (course of action) should not offer anything to the teacher in the beginning. When, however, being directed by the teacher, one is about to bathe (one completing one's studies), one should offer according to (one's) capacity (something) for the teacher's use."

"(By offering a piece of) land, gold, a cow, a horse, an umbrella, (a pair of) sandals, a seat, paddy, vegetables and or clothes to the teacher, one should bring about (his) satisfaction."

Similar ordinances are laid down in the Codes of Vishnu (XXVIII, 42) and Yajna-vaalkya (I, 51) where a pupil is asked to offer *varam* 'the best thing' he possesses to the teacher. The word *vara* here may also denote something according to the teacher's desire, for whilst in the *Amarakosa* a *vara* is defined as something which is *devad vrtam* 'chosen as a boon' from a god', according to Rabhasa whose opinion is cited in Raghunatha's *Amarakosatika* (*Manusya-varga*, 450) it is something which is *deva-*

tader abhipsitam 'desired from a god or anyone else.' Here by 'anyone else' is, of course, meant anyone else who is deemed capable of granting the object of desire; and thus there is no difficulty in equating or reconciling the gift that a teacher should expect, bearing in mind the limitations of the pupil's capacity, with the gift that the pupil should offer according to his capacity, as laid down in the Code of Manu.

In almost all the Codes teachers are divided into two classes, namely (1) *acaryas* and (2) *upadhyayas*; and whilst in some of the Codes nothing is mentioned about the acceptance of fees, honoraria or presents either by *acaryas* or by *upadhyayas*, the accounts contained in the Codes of Manu and Visnu leave no room for doubting the affiliation of *Upadhyayas* to the class of stipendiary teachers. In the Code of Manu (II, 140-41) an *upadhyaya* is distinguished from an *acarya* in the following terms:—

Upaniya tu yah sisyaam vedam adhyapayed dvijah

Sakalpam sarahasyan ca tam acaryam pracaksate.

Ekadesam tu vedasya veda'nganya'pi va punah

Yo'dhyapayati vrttya'rtham upadhyayah sa ucyate.

"A twice-born who, after initiating the pupil with the sacred thread, should also teach (him) the *Veda* with the *Kalpa* (*sutras*) and the *Mysteries* (i.e. the *Upanisadas*), him (the pupil) calls an *acarya*."

"He is called an *upadhyaya* who teaches only a portion of the *Veda*, or all the *Limbs* of the *Vedas* as well, for the purpose of (making his) living."

Similarly in the Code of Vishnu (XXIX, 2) it is laid down:— *Yas tve'nam mulyena' dhyapayet tam upadhyayam ekadesam va*. The instrumental suffix after the word *mulya*

indicates that the *mulya* is a *hetu* in the sense of a *phala* 'result' (Cf. *Siddhanta-kaumudi* II, iii, 23); and accordingly the line may be translated thus:— "(One should call) him an *upadhyaya* who should teach it (i. e. the *Veda*) or a portion (thereof) with fees resulting (from the teaching)."

Although an *upadhyaya* is ranked much below an *acarya*, for, as Manu (II, 145) observes, *upadhyayan dasa'caryah* 'an *acarya* (excels) ten *upadhyayas*,' nevertheless the acceptance of fees by an *upadhyaya* is not condemned as a sinful act either by Manu or by any other moralist. In the Code of Vishnu (XXX, 39) it is laid down:— *Yasca vidyam asdaya'smin loke taya jiven na sa tasya paraloke phalapradu bhavet*. And who, after acquiring knowledge, should live by it in this world, it would not bear fruit unto him in the other world.' But this is far from saying that a teacher who is engaged in *mulyena'dhyapanam* commits a positive sin.

It is to be noted that *bhrtad'dhyapanam* which is condemned as an *upapataka*, 'secondary sin' in the Codes of Manu (XI, 63) and Yajnavalkya (III, 234) is not the same as *mulyena'dhyapanam* which distinguishes an *upadhyaya* from an *acarya*. The word *bhrtad* in *bhrtad'dhyapanam* which, as is evident from the Code of Yajnavalkya, contains a *pancamitatpurusasamasa*, is equivalent to *bhrtat* which, again, is equivalent to *bhrtam grhitya*, the ablative suffix after the word *bhrtad* indicating that it is an object after which there has been *lyablopa* 'elision of the *lyap* (-participle': Cf. *Siddhanta-kaumudi* I, iv, 31); and accordingly *bhrtad adhyapanam* may be translated as 'teaching after (taking) fees.' In this con-

nexion reference may be made to the *Brhadaranyaka Upanisad* (IV, i) where Yajnavalkya, on being offered one thousand cows by King Janaka says:— *Pita me'manyata nusi'sya* 'My father was of the opinion that (a teacher) should not take (anything from the pupil) before imparting instruction (to him).',

Thus whilst in the case of *mulyena'dhyapanam* fees are dependent on *adhyapana*, in other words, *adhyapana* takes precedence of fees, in the case of *bhrtad adhyapanam* fees take precedence of *adhyapana*; and it seems that by condemning *bhrtad adhyapanam* or *adhyayanam* as a sinful act, what the Codes really wanted to discourage was the practice of exacting fees from the pupil or tempting the teacher with fees, a practice which was not unknown in India even in the days of the *Upanisads*. For instance, from the *Chandogya Upanisad* (IV, ii) we learn that when Janasruti approached Raikva from whom he desired to receive instruction, with six hundred cows, a gold necklace and a chariot drawn by a she-mule, the latter said:— *Hare'tva sudra tavai'va saha gobhir astu* 'The necklace and the chariot with the cows be thine, O Sudra.' He was not satisfied with the presents; and it was only when Janasruti offered, in addition to these, his beautiful daughter and a village, that Raikva agreed to accept him as a pupil.

From the above, it is evident that poverty was not the badge of the teaching profession in ancient India. It is true that there was no dearth of teachers who were monks; but those who think that renunciation was an invariable concomitant of *adhyapana* in the good old days are ignorant of the history of education in our country.

"The purpose of education is the realization of the divine in everything. The method of education is intense controlled search, not mere note-taking from another's search or note-takings. The materials of education are everything that concerns the substance and energy of things, the operation of the mind and its accumulations and verdicts, and through these life in its essence and fulness."

— *Taittiriya Upanishad*.

THE PLACE OF "ONLY"

BY MR. HENRY MARTIN, M. A. (OXON.), O. B. E.

THE humble but useful little adverb, "only" has been a bone of hot contention between orthodox grammarians on one side and some heretical writers on the other. The grammarians lay it down as a law of the Medes and Persians, "which altereth not," that there is only one proper place for 'only' in a sentence; while Dean Alford, Mr. H. W. Fowler and others claim more liberty and deride "the pedantic rules laid down for the position of *only*." Our grammars tell us, with no uncertain voice, that *only* must come immediately before the word, phrase or sentence it is supposed to qualify (though even they admit that it may sometimes, at the very end of a sentence, come immediately after it). For example, we can say—"I have only five rupees" (or, "I have five rupees only"); but we must not say,—"*I only have five rupees*". According to the grammatical rule, therefore, we must take it that the word or words immediately following "*only*" are meant to be the words which it qualifies, and interpret the meaning of the sentence accordingly; for a change in the position of this adverb will change the meaning. In this sentence, for example,—"*He only borrowed five rupees yesterday*," the place of "*only*" implies that he did not beg, steal, or receive as a gift, the sum mentioned; he *borrowed* it. But,—"*He borrowed only five rupees yesterday*," means that five rupees was all he borrowed; he did not borrow more; while,—"*He borrowed five rupees only yesterday*," dwells on the recency of the loan—he borrowed the money not longer ago than yesterday.

Now this seems, a clear and sensible rule; yet it is often broken or ignored, especially in ordinary conversation. As often as not, people will say, "*He only borrowed five rupees*," when they really mean, "*He borrowed only five rupees*." In speech such a slip is not so serious as it would be in writing or print, because we can generally

tell from the speaker's intonation what he means; for he will slightly emphasise the word or words to which he intends "*only*" to refer: thus, "*He only borrowed five rupees*," or "*He only borrowed five rupees*." But in print or writing, a mistake in placing the adverb may be misleading, for there we have not the tone of voice to guide us. In some cases a misplacement of "*only*" results in an ambiguous sentence: for example, if a critic says, "*I only praise this poet for his courage in defying convention*," does he mean that he has nothing but praise for the poet on this account, or that that is the only thing he can find in his poetry to praise, meaning to say, "*I praise this poet only for his courage in defying convention*"? In some cases, too, it makes nonsense: for instance in, "*He only died last week*," which, according to orthodox grammar, means that he did nothing else but die last week—dying is the only thing he did; whereas, of course, the sentence really means that it was *only* so recently as last week that he died—"He died only last week".

A misuse of "*only*" in conversation does little harm. We generally know what people mean even when they do not talk quite grammatically, and say—"He only came home last night", or "*I only went to the shop to pay a bill*", or, "*I have only read one of his novels*". It would be absurd and pedantic to keep picking them upon small points of grammar. Moreover, as I have just said, any ambiguity of meaning is usually avoided by the tone of voice in speaking. Nor need we be hypercritical in noticing such slips in newspapers, in any one of which you are pretty sure to find a few examples of misplaced "*only's*"; for journalists often have to write at high pressure, and it is not surprising if they sometimes slip in their unavoidable hurry. But what are we to think when we find such grammatical mistakes (if they *are*

mistakes!) in the well thought out, carefully written and thoroughly revised books of authors of repute? Yet it is not difficult to find them, at any rate in some good writers' books. I have been surprised in my recent reading to notice how often some writers of good style misplace "only"; and, without hunting for them, I have, for my own amusement, made quite a collection of those I have come across in casual reading. Here are a few as examples:—

The biggest bunch I have gathered is from one of Mr. Bertrand Russell's books—"The Conquest of Happiness." I have indicated the orthodox grammatical position of "only" by a diagonal stroke.

"The man who is *only* interested/ in himself....."

"We can *only* maintain/ that it must make him less unhappy."

"..... in its highest form it is *only* open/ to men of exceptional ability."

"..... they will *only* be met/ by means of a cunning equal to their own."

"The disease is one that can *only* be dealt with/ by understanding."

"Spontaneous impulse will *only* produce/ the simplest form of social co-operation."

"..... they will *only* safeguard your self-esteem/ by inflicting the very painful feeling."

"The knowledge that this is so can *only* be prevented from obtruding on the consciousness/ by some form of lunacy."

"..... our own merits are great and obvious, whereas those of others are *only* visible/ to a very charitable eye."

"Whatever is to be done can *only* be done adequately/ by the help of a certain zest."

Mr. Arnold Bennet is another writer who sins (?) in this respect. I found the following in one of his books, "Things that have Interested Me."

"Repetition is *only* wrong/ when it is unintentional."

"I *only* knew she was young/ by the beauty of her fair complexion."

"..... he looked young, but I could *only* see/ his back".

"At least it *only* pays to play down to the public/ in one way".

"I *only* read/ for pleasure..... I *only* drink whisky/ for pleasure."

"... and read the name of Alice Duer Milton, known *only* to me/ from the fact that I had often seen it in American papers".

".....and thousands (of classic works) are *only* saved from public obloquy/ by the fact that they are protected by the prestige of a public gallery."

Even such a stylist as Mr. Somerset Maugham is not without fault in this matter; for I found three examples in one of his books, "On a Chinese Screen":—

".....that's not my branch, I *only* have to do with drama".

"But the study of Western philosophy had *only* served in the end/ to satisfy him that he was insane".

".....he *not only* saved from great danger/ the foreign population of the city in which he then was, but also many Chinese".

Here are two from Mr. H. H. Asquith's "Studies and Sketches":—

"Press institutions are *only* valuable/ as a mean to an end". "I will *only* quote/ the first stanza".

And one from "Wit and Wisdom" by Dean Inge:—

"They, and Cleon, are *only* remembered/ because their victims have thought it worth while to hold them up to infamy."

The literary style of Mr. C. E. Montague is usually impeccable; but there is one lax use of "only" in his book, "A Writer on His Trade":—

"... actions, heroic or criminal, which those who have done them can *only* ascribe, when the field has contracted again, / to unaccountable impulse."

Finally, these from "English Prose Style", by Mr. Herbert Read:—

"..... the stalwarts *only* read / when they are tired and sick."

"..... such sensibility..... is *only* acquired / by attentive reading."

"We *only* note / that in all probability the sentences arose when it first became possible....."

"..... and here it is *only* necessary / to point out that such a structure must be completed"

"..... a difficulty *only* comes / in those comparatively few cases where the tendencies are evenly balanced."

Now how are we to explain, in such good writers, what orthodox grammarians would call grammatical mistakes? Such uses of "only" can be due only to ignorance, carelessness, or deliberate intent. The first can be dismissed at once, for it would be absurd to think that such practised authors are ignorant of grammar; nor is it at all likely that they have been guilty of carelessness, though even Homer does sometimes nod. We are, therefore, shut up to the conclusion that some writers of note, like Mr. Bertrand Russell, Mr. Arnold Bennet and Mr. Herbert Read, intentionally place "only" where they do in sentences, in open-eyed defiance of the orthodox grammatical rule. If so, they must have a good reason for doing so. What can it be?

Let us "to the law and the prophets", and turn up Fowler's "Modern English Usage". At the beginning of his article on "only", Mr. Fowler quotes a criticism by an orthodox writer on a sentence like one given above as an example. "He only died a week ago"; on which he says: "There speaks one of those friends from whom the English language may well pray to be saved, one of the modern precisians who have more zeal than discretion, and wish to restrain liberty as such, regardless of whether it is harmfully or harmlessly exercised." He goes on: "The design is to force us all, whenever we use the adverb *only*, to spend time in

considering which is the precise part of the sentences strictly qualified by it, and then put it there—this whether there is any danger or none of the meaning's being false or ambiguous because *only* is so placed as to belong grammatically to a whole expression instead of to a part of it, or to be separated from the part it specially qualifies by another part. It may at once be admitted that there is an orthodox placing for *only*, but it does not follow that there are not often good reasons for departing from orthodoxy."

Now in his words, "*only* is so placed as to be long grammatically to a whole expression instead of to part of it," we have the clue to the principle on which some good writers act in breaking the orthodox grammatical rule for the position of "only." They take the adverb "only" to qualify the whole phrase or sentence that follows it, and not merely the special word it immediately precedes. For example, take this sentence of Mr. Bertrand Russell, quoted above, "Whatever is done can only be done adequately by the help of a certain zest"; here the whole expression—"be done adequately by the help of a certain zest," is understood to be qualified by "only," and not merely part of it, namely, "by the help of a certain zest." In this sentence, too, the unorthodox place of "only" does not produce any ambiguity in the sentence, the meaning of which is clear. This is the argument of Mr. Philip Bernard Ballard in his book, "Teaching the mother Tongue," who defends this sentence, "I only had an apple for lunch today," by contending that "had-an-apple-for-lunch-today" must be taken as one whole which is modified by "only." Perhaps most of the examples of the displacement of "only" given above could be defended on this principle, if it is accepted: for instance,— "Press institutions are *only* valuable-as-a-means-to-an-end"; "The disease is one that can *only* be-dealt-with-by-understanding"; "Repetition is *only* wrong-when-it-is-unintentional." But some of the examples cannot be justified in this way: for example, this sentence of Mr. Somerset Maugham is really bad—"he

not only saved from great danger the foreign population of the city in which he then was, but also many Chinese," for "not only" simply cries out to be put in its orthodox position before "foreign": and this one of Mr. Arnold Bennet would be much more effective if "only" came, as it should, before "by the beauty"—"I only knew she was young by the beauty of her fair complexion" ("I knew she was young only by the beauty, etc.").

Further, in some sentences, if "only" is put in the orthodox position, a certain awkwardness is produced. A good example of this is the one sentence quoted above from Mr. C. E. Montague, which if read as follows, would sound decidedly awkward: (I quote the whole sentence with the "only" in the orthodox position)—"In matters of conduct, again, you may find rapid enlargement of the ordinary field of consciousness leading to actions, heroic and criminal, which those who have done them can ascribe, when the field has contracted again, *only* to unaccountable impulse." This was probably the reason why Mr. Montague placed the "only" just before "ascribe." Mr. Fowler gives another example of the same kind; which would sound better if "only" came after "would"; instead of in the orthodox place before "if reward":—"It would be safe to prophesy success to his heroic enterprise only if reward and merit always corresponded."

Mr. Fowler sums up the matter thus: "The advice offered is this: there is an orthodox position for the adverb, easily determined in case of need; to choose another position that may spoil or obscure the meaning is bad; but a change of position that has no such effect except technically is both justified by historical and colloquial usage and is often demanded by rhetorical needs."

At the same time there is a good deal of force in what "John o' London" has to say on the question, as against Mr. Ballard's plea for, "I only had an apple for lunch today", which, he says, "May be clear, but is *weak*. It is unusual for a man to lunch

off an apple, and the whole interest of the statement lies in the speaker's wish to communicate an *unusual* experience. What other could there be? 'I only had an apple for lunch today' obscures the element of remarkableness which is the point of the statement; whereas 'I had only an apple for lunch today' (that is, nothing but an apple) conveys the speaker's meaning and mood. A more exact speaker would probably not use the word 'only' in either position: he would say, 'I had nothing but an apple for lunch today'. I certainly think that many, if not most, of the examples given above would be more *forcible* with "only" in the orthodox position. The meaning of, "The man is only interested in himself", for example, may be clear enough; but, "The man is interested only in himself", is much more forcible, because "only" in that position emphasises the word that wants emphasising, namely "himself". The same is true of, "I read only for pleasure" (instead of, "I only read for pleasure"); "I could see only his back" (instead of, "I could only see his back"); and, "The stalwarts read only when they are tired" (instead of, "The stalwarts only read when they are tired"). Mr. Arnold Bennet's sentence, ".... and read the name of Alice Duer Milton, known only to me from the fact that I had often seen it in American papers", is not only weak but misleading; for on first reading it seems to mean that Mr. Bennet was the only person who knew the name ("known only to me"); and it would read much better and without ambiguity if the "only" came before "from the fact that".

What is the conclusion of the whole matter? It seems to me that on the whole it is better to stick to the orthodox position of the adverb "only", in order to preserve the emphasis where it is most needed, and to avoid all ambiguity; but one should be at liberty to change that position when its retention would entail an awkward or ugly sentence-construction.

MEDICAL EDUCATION IN INDIA

The Need for Reorganisation

By DR. D. V. S. REDDY, M.B., B.S.

IN this rapidly changing world of today, new ideas on medical education are attracting increasing attention in every civilised country. Reform of its roots or branches is seriously contemplated. Apparently, the old established systems of education and practical training are in the melting pot, along with the social, economic and political transformations of the last two decades. Even the British, who as Lt. Col. G. H. Mahony points out, are among all nations, particularly opposed to rash changes, admit that the time is ripe for changes in the medical curriculum and have appointed a number of representative and authoritative committees to study the question carefully and suggest reasonable recommendations.

Though the agitation for the immediate reform of the medical curriculum has been going on for some time and though numerous articles appeared in the British journals on this subject, from many representative and competent persons, the medical profession in India seems to have maintained what one may call a philosophic stoicism or reprehensible self-complacency. One may even say that it refuses to be awakened out of its usual lethargy. Even the lay press like "The Hindu" wrote an editorial comment (11th June, '35) on the Report of the Conference of the Universities of Oxford, Cambridge and London, presided over by Lord Dawson of Penn. After referring to the widespread dissatisfaction with the medical curriculum and emphasizing the necessity for liberal education before entering on professional studies, the comment urges that the report should receive attention in this country. Even though the murmurs abroad and the echoes here could not form a sufficient stimulus to the medical profession and the educationists in this country, there have not been lacking

other provocations which should have set thinking at least the leaders of the medical profession and education in India. So far, no signs of any initiative or even response from the large and extensive medical profession are discernible either in the medical journals or in the conferences. True, the Indian Medical Council, recently constituted is expected to discuss and prescribe the standards and curricula for the various medical colleges in India. But will anybody deny that it is the general practitioner and the provincial medical associations, the members of the various medical faculties of India and the experienced leaders of the profession who have a voice and a share in the determination of the curricula and the standards? But the tragedy is that the profession at large and the leaders in particular, have betrayed a woeful ignorance or are guilty of a criminal neglect of duties, by foregoing their right to criticise the present curriculum and to make recommendations or suggestions considered desirable or necessary according to the prevailing conditions in India today. The Andhra section of the medical profession and the Andhra Educationists, if not the whole public, had an additional impetus to understand this problem, when the Inspection Committee of the Indian Medical Council refused recognition to the Andhra Medical degrees. The Andhra public left it to the Andhra medical profession to study the problems of medical education in the Andhradesa and the profession, apparently fully conscious of its incompetency, maintained a dignified silence and perhaps went on silently praying that the Andhra University Senate or Academic Council might take up the vexed and unremunerative question. The leisurely proceedings of the University bodies and the numerous obstacles sought to be raised in the path of reform lead one

to suspect that the University lacks even the elementary education in matters relating to medical curriculum, agitating the whole civilised world. The only honorable exception must be made in favour of the Principal of the Medical College who is reported to have bestowed considerable thought on the problem of medical education and made some very intelligent suggestions with regard to the alterations in the curriculum and examinations.

There are many aspects of medical education which deserve a close re-examination. Some of these involve such fundamental questions as (1) preliminary qualifications i.e., whether matriculation is adequate or intermediate examination necessary or a science degree desirable, before entering the professional colleges, (2) mode of training i.e., scholastic system of the French, the academic training of the Germans or the harmonious blending of the two as in the British schools, (3) question of specialisation in different branches of medicine i.e., is it to be from the beginning of the medical course as in Russia today or is it to be a post-graduate specialisation with all-round general training in all branches for the qualifying graduation, (4) the sequence and the significance to be attached to the examinations in the curriculum, (5) Compulsory post-graduation practical training in a recognised hospital. There are numerous minor problems with regard to the duration of the course, distribution of the various subjects at different stages in the curriculum, the actual syllabus and the manner of teaching the individual courses of study for each subject and the desirability of doing away with separate examinations in some of these subjects. The medical boards of studies and other medical Pandits (of whom there seems to be a scarcity in our country at present) may be entrusted with all the minor problems requiring a close and personal knowledge of the details of each aspect to be considered. On the other hand the fundamental issues require to be considered conjointly with the leaders of education and medical profession of the

country. It is with this aim that the present article is written, reviewing the very valuable article on "Outlines of medical education" by Carl Prausnitz of Manchester in "The Year Book of Education for '35" (Section 4, page 570)

The learned Professor reminds the readers that the profession of medicine is composed of the "physicians, science, his art and his craft". While it is admitted on all hands that the science of medicine is based on natural and physical sciences, it is not often recognised that a similar thorough grounding is required in the "science of medicine" itself. The success of the physician on the other hand depends not on his scientific training alone but to a considerable extent upon his having acquired the true art of the profession namely his sympathy with and his apprehension of the patient's physical and spiritual troubles—briefly "the humanity of his outlook". The craft of the best medical men consists in the technical training dependent on the skill and practice of seeing and hearing and is partly an inborn gift and partly needs to be developed to a high degree by constant and laborious application.

The finished product should be in the words of Sir George Newman "a man of learning and knowledge in his vocation with technical skill and medical experience but above all a practical man with ideas of application with a forward looking mind, able to participate in the growth and development of medical sciences, trained in the scientific methods and inspired by the scientific spirit—in other words a man of accurate observation, of ability in experimentation and of sound judgement and interpretation." Will the teachers and students constantly keep this superb model before their mind's eye?

* * *

Educational qualification for Medical Study

The standard of preliminary education has been a subject of much controversy. "If the medical study is to be considered

as a tree with roots, stem and branches, it is evident that the soil should be intrinsically good and requires careful preparation." The General Medical Council has already noted that a prejudicial influence of mental immaturity makes itself felt throughout the whole course. The objective of this general education should be not to fill the pupils brain with a number of facts but rather to give him a broad and human education and to obtain a well balanced outlook on life." "The fundamental requirement of this preliminary training is that the pupil must master his mother tongue in speech and especially in writing but science is universal and the scientific worker should be able to intelligently read foreign publications dealing with his work in the originals. At least two living foreign languages French and German are desirable for the English student." Carl Prausnitz considers that this training is best given, not in the schools but in the university, when the student has better receptivity of mind at ages over 16. "The student will be better able to realise what science means. He is trained to use powers, to trust to his own work when carefully and well done even though his results may not harmonise with the bald facts in the text books. He will thus learn how knowledge is won and enabled to use the same process in the investigation of his patients."

Now here comes the rub. As the Dawson Report observes, an ideal approach to medical study is by a university training leading to a degree in arts or science as required by Oxford and Cambridge. While there are certainly many advantages in working for a degree in arts or science as a prelude to professional training, it may not be possible for all applicants to afford the additional time and money. The conference on medical education therefore resolved to recommend a common syllabus in chemistry, physics and biology for the schools. They effected a reduction in the syllabus for botany and inorganic chemistry and included some rudiments of organic chemis-

try. They believe that this modification of the syllabus serves as a useful preparation for the future studies of the pre-clinical period. Any student who matriculates from the school where this syllabus is taught is to be considered eligible for the medical study. They further guard against the danger of too early specialisation by insisting that sufficient time should be allowed for general education and that the medical studies proper should not be begun before the age of 18.

The Inspection Commission sent by the All-India Medical Council to report on the Vizagapatam Medical College have done a national service by focussing our attention on this problem of preliminary qualification. "The average life in India is very much shorter than in Europe and in the present University curriculum, the medical student can really get through his qualifying examination at 25 years of age. But on the other hand, the student in the European universities can get through his qualifying examination in 5½ years if he has passed matriculation examination and it is unfortunate that in India, students should spend 7½ years i.e., 2 years more to achieve the same object. If the fault lies in the secondary school training or elsewhere it is up to the authorities concerned to remedy the fault rather than to penalise the medical students (and may we add, over-tax the poor Indian parent) for the faults for which he is not to be blamed." Then, there is another hurdle, the pre-registration course for 6 months.

Later on in the report they suggest that the Andhra University should raise the standard of intermediate science examination as early as possible and institute the science group consisting of physics, chemistry, organic chemistry and biology. The examination in these subjects should consist of a written, oral and practical tests of considerable duration to enable the examiner in order to assess the candidates. The minimum standard required to pass the examination should be 40 per cent in the written and 50 per cent in the practical and oral tests.

The same question of securing uniform standards of preliminary studies forms the subject matter of a letter from the Indian Medical Council to the Inter-University Board. The letter gives us some facts. Lucknow and the Punjab Universities require a preliminary standard of intermediate examination and give no further instruction. Bombay gives instruction in organic chemistry only for two terms. Patna gives a six months course in botany and biology only. Madras gives a six months course in all the three basic subjects. Rangoon and Calcutta insist on a full year's study. The unrecognised Andhra also gives a six months course in all the three basic subjects and teaches organic chemistry in the first year of the medical course. The Indian Medical Council makes a wise and sympathetic suggestion that it should be possible to arrange a syllabus in these subjects for the inter-science (medical group) so that there would be no need for further instruction in them. One year will thus be saved and organic chemistry will remain in the medical course. It is understood that the Inter-University Board has invited the several Indian Universities having medical faculties to consider whether it is not desirable to adopt intermediate examination in science as the qualifying test for admission to medical degrees. It remains to be seen whether the sentimental and personal objections of the teachers of the second grade colleges to agree to some reconsideration of the syllabus of the intermediate examination can succeed in check-mating the inherent force of the great wave of reform, urged on both educational and economic grounds.

The latest contribution to the question of medical education in India is the special educational number of the Patna Medical Journal. Lt. Col. Mahony outlines a new medical curriculum for the Prince of Wales Medical College, Patna. He also shifts organic chemistry from the preclinical to the premedical part of the course. He hopes

that the University will arrange some brief courses in physics and chemistry and biology so that it should be possible for a student to pass the intermediate science medical examination in these subjects and thus avoid the wastage of one year in pre-medical course in a medical college, ultimately reducing the medical curriculum proper to five years. In his scheme, organic chemistry can well be taught in the university as part of the course in chemistry and applied chemistry as well as applied physics will be taught as branches of Physiology, namely biochemistry and biophysics. The Andhra educationists and medical profession will do well to bear in mind the very important fact that the Patna University Medical College was established only in 1925 and it has already won, not only recognition from the Indian Medical Council but also from the General Medical Council of Great Britain and that it has the unique distinction of having its first Professor of Physiology Prof. Cruickshank, now elevated to the Regius Professorship of Physiology in the University of Aberdeen in succession to J. J. R. Mcleod.

Our distinguished Vice-Chancellor (Sir S. Radhakrishnan) has often maintained that Andhras are, as a race, endowed with much originality and creative genius in cultural matters while they are not quite good at mere copying or reproducing of what others have written or done. No one prevents the Andhra University from taking a bold and wise step. But if one must keep up a reputation for good behaviour and faithful imitation, why not follow in the foot steps of a world famous medical faculty like that of London or nearer home, a first-rate medical college of great promise like the Patna Medical College. The only other alternative one may advocate as a panacea for all our troubles is to affiliate the present Vizagapatam Medical College to the great and ancient University of Madras.

(to be continued)

WORKING HOURS IN SCHOOLS & COLLEGES

BY MR. C. B. KRISHNA SASTRY, M. A., L. T.

THE one factor that is mostly indispensable for the healthy training and harmonious development of the intellectual faculties of a student is the suitability of the hours of instruction. In all elementary and lower secondary schools, scholars imbibe instruction imparted to them in the mornings and evenings as they are considered generally to be the best parts of the day conducive for a proper understanding of the subjects taught to them. But in most of the High Schools and Colleges, for the last quarter of a century, instruction is being imparted in the hottest part of the day with no long break and very little intermission after two and a half hours of strenuous work. Five hours of intellectual enlightenment, on a variety of subjects at the hands of a number of teachers with different temperaments, produces undue mental strain, continuity of physical weariness and bodily exhaustion. Students of the present day will have to acquire mastery over multitudinous subjects of different grades of value and overcrowded syllabuses in an unbroken series of lessons which relax their brains, tire out their bodies and make them lose interest in what they learn at school. Moreover they are also apt to wake up late in the mornings, practise indolence and get themselves habituated to all sorts of vices. In a country like India which suffers from extremes of heat and cold, the continuity of instruction for six hours during day does not seem to have been congenial and conducive to physical environment, climatic conditions, bodily requirements and mental development. Above all it taxes the over-worked, under-paid, ill-treated, teacher's bodily and mental resources a great deal and deprives the student of food, rest and recreation during the middle of the day.

A change in the working hours will result in several advantages. It enforces on the student a cultivation of virtues that will be of great benefit to him in after life. It

compels him to practise early rising, study before day break, refreshing vigorous morning walk, bath in the morning, prayer to God, a cool breakfast, brisk work at school as he will be thirsting for knowledge. He will also be able to understand and assimilate the subjects taught at school, as his mind will be fresh and unaffected by any external conditions. The long break during midday will obviate most of the defects in the present system and enable him to take a hearty second meal, revise the lessons taught in the morning and prepare himself for the evening's part of the work. The afternoon session, as it extends over a short time, will relieve him of the mental strain and bodily exhaustion and create in him a spirit of cheerfulness to rush into the playground, participate in games and sports for the healthy upkeep of the body and the soundness of his mind. It will also give the teacher greater time for preparation in the afternoons and render his task more easy, cheerful and delicious than before, as he will enjoy rest during the break between the morning and evening sessions. A peep into the past will convince us of the utility of the morning hours of instruction, as all the sages and scholars of the past imparted Vedic lore to their disciples in the morning hours in their *gurukulas*, whenever they found time, leisure and inclination to do so under the shady branches of lofty trees amidst pleasing natural phenomena. Even from a psychological point of view the instruction imparted at school can be more efficiently and usefully done in the early hours of the day, when the tender brains of the immature youth will be fresh, gay and free from all cares and worries of life.

It is generally acknowledged that what a student learns at school with the advice, guidance and inspiration of the teacher, is more precious than the knowledge he gains by self-effort at home pouring over text

books. Moreover subjects like English, Telugu, Mathematics, Science, History and Geography can be more advantageously taught in the morning, devoting a few hours for every subject and recasting the ponderous syllabuses and reducing the compass of the text books now in use, and the afternoon sessions can be more profitably used for imparting moral instruction, general knowledge, conducting library work; meetings of

the debating society, and giving vocational training and physical training. There are many instances of schools and colleges which have experimented the same with success and credit. As educational reorganisation is to be effected very shortly, the supreme importance of this healthy and desirable change may be realised and taken into consideration by all true lovers of education.

The Need of Practice in Simpler Arithmetic Rules

EMIL W. MENZEL, M.A., B.D.

ON hearing a headmaster remark that pupils had more trouble in examination time in doing computation right than in utilizing the right method in arithmetic problems, the writer became interested in finding out the truth of this statement.

Thereupon 539 papers of pupils who sat in the primary certificate examination were scrutinized in order to find out what the obstacles in way of the pupils are. There were six problems included in the examination including a problem in interest, profit and loss, rules of three, reduction, billing the transactions of a shopkeeper, and a common rokar problem. All these items are a part of the course of class IV, the final class of the primary school course in the C.P. The problems were submitted to several deputy inspectors who considered them questions of the type usually given in the primary certificate examination. In fact the questions had been selected from questions of previous years given by various inspecting officers.

It was found that the 539 fourth class pupils succeeded in applying the right method in 68 per cent of all problems. However only 25 per cent of the problems were executed with correct answers, 43 per cent of the problems being done by the right method but with faulty computation. Considerably more pupils failed in computation than in employing the correct method.

The same problems were then given to 171 pupils of class V, the first class of the Anglo-Vernacular course. The result was, to say the least, surprising.

The pupils of class V are on the whole brighter pupils than those found in class IV. All pupils in class V have succeeded in passing the primary certificate examination while only from 50 to 70 per cent of those in class IV will pass the examination in any one year. The fifth class pupils have had an additional year of schooling rather superior to that found in the primary classes. One would expect the A.V. school pupils to do considerably better than the first group examined.

But such was not the case. Only 22 per cent of the more advanced group succeeded with wholly correct answers against the 25 per cent of the fourth class wallas. Only 46 per cent got the method right against 68 per cent of the primary wallas. Thus the fifth class pupils fared very badly in method. However they did excell in computation for only 36 per cent of the fourth wallas who knew the method did their computation correctly while 28 per cent of the fifth wallas who know the method, finished up successfully.

These results are not quite as surprising as they at first seem. The primary certificate candidates had been coached up for just this type of problems. They had been coached

not too badly on method but fell down in accurate calculation. The 5th class pupils had been coached up in the same way the year previously but had forgotten a great deal. Their big failure was in method. But, if they had had the same coaching just previous to the examination they would undoubtedly have done better than the pupils of the 4th for they were slightly more accurate in calculation.

On comparing notes with various examiners, I am inclined to think that the experience of finding the examinees fail in use of the simpler processes of arithmetic more than in more intricate processes and method is a very common experience. An evaluator of matric papers claims that many pupils fail the matric because of below the average work in simple addition, subtraction, multiplication and division.

Any pupil appearing for an arithmetic examination is well advised to practice up speed and accuracy in simple calculation. Speed is to be emphasized not only because of its time saving virtue but because speed and accuracy usually go together. It is not slow, painfully careful calculation that is most accurate, but the swift easy mechanical kind. Calculation is a matter of habit development, habituating ones self to a swift mechanical response to the many small calculations required in some such work as adding a column of figures. It goes without saying that only the correct response must become the habitual response.

One should not think much while doing simple calculation. One should not have to think much more in adding a column than in buttoning ones shirt. The mind can work just as automatically in doing addition as our fingers in buttoning the shirt. But it takes practice to make addition thus automatic and not all practice develops this habit. In fact slow adding actually hinders the development of a proper automatic mathematical response. When we emphasize speed in calculation we find, that in order to get our speed, we must throw out all stray thoughts and unnecessary acts. The mind

that gets down a mechanical act mechanically perfect works with lightning rapidity and so easily that the work is as nothing. One of the most accurate calculators in the Naval Observatory at Washington, where previous to the invention of calculation machines, very long and tedious calculations had to be made in the ordinary human way, was famous for the interesting conversations he carried on in various subjects while doing his intricate calculations. When asked how he could work and compute accurately at the same time, he said that he did not have to think while computing, that this work went on automatically without his having to apply himself closely.

Of course such mechanical perfection cannot and need not be built up in everyone. Such skill is not needed in many people, and yet, if we want reasonable accuracy in calculation, we must strive for better mechanical habits than pupils in India have in the primary and middle schools.

The writer, having been brought up in an American school cannot help but compare his own school experiences with those he sees in Indian schools. The actual teaching time for arithmetic in the primary school in India is double that allowed in the American schools. But actual calculation practice (even 25 years ago in the American school) must have been two or three times what is gotten in the Indian school today. Recently material is being published in America which gives the pupil several times more practice than he got in the writer's school days.

In the classes in which addition, subtraction, multiplication and division is taught in India, a 33 per cent accuracy is considered passing. In America 80 to 90 per cent is demanded and at a speed which is not even attempted here in India.

But the surprise is not that accuracy is so low in India but that with the poor practice methods there are, that the pupils accomplish as much as they do. We know the typical primary school procedure where the teacher dictates a problem. Sometimes as much as five minutes is taken until the

problem is actually begun by the pupil. The teacher corrects all slates. This takes another five minutes. In a half hour about 3 problems are dictated and corrected. Primary school teachers admit this is a fair average. The actual calculation probably has not taken the pupil more than from 3 to 5 minutes of the entire half hour. The rest of the time was spent in copying, writing from dictation, waiting for the teacher to get the class settled, in waiting for the teacher to correct all slates, and for the incapable pupils to try to finish in five minutes a problem that the average pupil finished in one minute. Thus the time goes and the pupil's mind has been on actual calculation only a very small percentage of the time. Most of the time he has been doing nothing. Such dilatory methods do not accomplish much.

The teacher is not the only one to blame, if he is to be blamed at all. He teaches by the method by which he was taught, which is usually the only method ever drawn to his attention. He has no helpful materials in hand to guide him. Furthermore, he is faced with a syllabus which goes altogether too fast for the average pupil and he must try to teach things which many pupils are not at all ready for, proceeding to harder work before the easier work has been adequately drilled in. Furthermore, how can we blame the teacher for thinking a low accuracy standard is good enough when the examiner holds before him the 33 per cent passing mark as satisfactory? We have allowed and encouraged guesswork 66 per cent of the time.

In the middle school we do not find the same waste of time as in the primary school. But we do find that the pupils who came out of the primary school unable to add, subtract, multiply and divide sufficiently well to proceed to harder work, are not corrected in their weakness. Simple calculation is not considered a part of the A. V. middle school course, nor of the High School course. And yet many pupils fail not because the new work is not taught well but because they lack the proper foundation of skill in calculation.

Neither has the middle school teacher the proper material in his hands to give the pupil the kind of drill work he needs. It takes time for the teacher to make up problems, write them on the blackboard and have the pupils copy the same before doing the calculation work.

Just recently this problem was considered in the Headmasters' Association of Chatisgarh. As a result of the discussion a committee was appointed to compile a work-book which puts before the pupil in printed form hundreds of problems in addition, subtraction, division, multiplication, fractions, and also calculation of money, weights, and measures of the more common sort employed in India. This work-book contains 72 pages of printed problems, each page containing from 40 to 100 problems. The pupil wastes no time on copying etc., but needs only to write the answers under each printed problem. He thus gets a great deal of practice of an intense kind in a very short time.

We do not apologize in mentioning this book in an article of this type, even though it may look like an attempt to get free advertising, because the Headmasters' Association is publishing this book at cost price purely in an effort to put a teaching help in the hands of the pupil and teacher that should do much to overcome one of the greatest weaknesses of pupils coming out of the primary school, a weakness which causes the failure of many pupils and a waste of much time. This book is sold by the Association for three annas per book which is probably the best value in a text book put out in many years. The book is printed in Hindi and would no doubt be put out in Marathi also if there is demand for it.

A somewhat abridged and cheaper edition has been put out for use in the primary school to be used in getting pupils ready for the primary certificate examination. A blank copy book of this size would cost more than half the amount of this printed book. Thus the printing does not add greatly to the expense and the purchase of printed material of this type by the pupil is entirely feasible

in the middle school and probably so in most primary schools. More important than the amount of time a pupil spends on each subject is the manner in which he employs the time he does spend on it. Mere practice, mere study, mere attending of school does little, if the practice, study, and application in school be not of the right sort. A work book of this kind can help the pupil to a more intelligent and intensive use of his time and energy. Any group of teachers could, with a proper guide before them, make up similar material.

In conclusion :

The way matters stand now, the average teacher would do well, in the preparation of his pupils for the examination, to spend less time on method and more time on drill in the simplest processes for no matter how right the method may be the right answer cannot come out if calculation is uncertain. There are more pupils who fail because of the latter reason than the former in the primary certificate examination and probably a high percentage in all other examinations. Yet just this calculation is the easiest and most

rewarding to teach. A few minutes per day of the right kind of drill work in calculation will show surprising results. The right kind of teaching material can do a great deal to give a large amount of intensive drill work in a very short time. Drill work must be intensive, and direct in order to achieve its purpose.

If we further inquire as to which type of arithmetic is the most valuable to the pupil in after life, we must again admit that accuracy in simple calculations is going to do far more good than the ability to work out complicated problems uncertainly for what other use has arithmetic but (assuming we have certain given information) to tell us beyond a shadow of doubt how many, how much, how long, how wide etc? If due to our inability to calculate accurately our answer remains guesswork even leads us astray, we still belong to the primitive, pre-mathematical age of guesswork and uncertainty. A fair accuracy in the type of arithmetic required every day is the first requirement without which all else in arithmetic is useless luggage.

THE WELFARE OF THE STUDENTS

BY HIS EXCELLENCY SIR ROBERT BELL

[The following are extracts from an interesting address delivered at the Bombay University Convocation by His Excellency Sir Robert Bell on 18th August, 1936.]

"THERE has been during the last century much discussion of the functions of a modern university. In practice, they are broadly speaking, two. One is the advancement of knowledge by research and thinking. The other is the conservation and spread of knowledge and ideas by, among other methods, teaching. It is the latter function, the giving of instruction, which in Bombay must appear to the students, their parents, and the general public to be the main function of the university. I may also emphasise," said the Chancellor, "that a great deal of the instruction given at a modern university is professional in character and designed specifically to train the student for a professional career. This is not

a fortuitous circumstance. It has been frequently urged that the aim of a university should be to fit its students for their after-careers in life and it has sometimes been a criticism of the Bombay University that it gave much instruction which was useless for this purpose.

"But these were not the views in the past of the older universities elsewhere and, while the instructional function of a modern university is of a great importance to the individual student, the older view is of great importance to society and the State. In the older view the main function of a university was the culture of the intellect by means of a liberal education in which the subjects taught were

distinguished for their inutility in earning a livelihood. In such an education, also, the importance attached to what was taught was hardly greater than the value given to the opportunities of intellectual development afforded by merely bringing together a number of young men for a few years. The aim of such an education was to train good members of society and true citizens of the State, and it was, in practice, the education of the class which gave a nation its leaders.

"The idea of such an education and its system are, fortunately, still in places preserved. But both the idea and the system are often barely discernible in modern universities beneath a dense overgrowth of professional instruction. Herein lies the possibility not merely of loss but even of danger to society and the State. The State is, indeed, concerned that its teachers, doctors, lawyers, engineers, chemists,—all those trained in its universities for a professional career—should have high professional attainments and be efficient servants of the public. But it is not less concerned with these men and women as its citizens and as leaders in all branches of its public life. It is because the Bombay University has a responsibility in this direction, which I believe it recognises, that I venture to ask you to consider with me how far its students are fitted not merely by instruction and training to serve their clients efficiently and to earn a livelihood but are fitted also by cultivation of the intellect to play their parts as citizens, many of them as public workers, some of these as public leaders, a few—there can be only a few—whose names will live after them.

Medical Inspection

"Thoughts of this kind suggest themselves after a perusal of the last two annual reports of the medical inspection of students in colleges affiliated to the University of Bombay. Here at least is evidence that the University looks beyond the conferment of degrees on those who pass its examinations. Here are research and the collection of data among its own body of students. And the facts ascertained give food for thought. The reports show that out of between 13,000 and 14,000 students examined during each year the health and physique of less than two per cent. could not be improved at all owing to organic disease or could be improved only by a surgical operation. Of the remainder

one-half of the total number examined were placed in B-class which comprises all students who do not satisfy a certain standard of weight and measurement prescribed on the basis of age but who are capable of improvement by training and diet. Students are therefore classified as B-class on account of poor physique or of underweight or of both. The object of the medical examination is not merely to ascertain the physical state of the students but to learn what steps are necessary to remove defects. The reports record that the main defects can be remedied in the case of poor physique by physical training and exercises and in the case of underweight by proper dieting. The medical examinations in different colleges admittedly vary in thoroughness but the main facts are clear, that 50 per cent. of the student population are physically deficient and that the defects are, partly at least, curable during the student's college career. "This state of affairs must be changed if the Indian nation is to make headway in this world under modern conditions, politically as well as socially."

Scope for Action

"I have said that these facts give food for thought; but they also give scope for action. Much attention is paid at present to the uplift of classes which require direction, encouragement and assistance. But among the educated classes, who are better qualified to help themselves, there is a clear field for physical uplift and health improvement." What can the Bombay University, the *Alma Mater* of these classes do, through the colleges, to repair the health and physique of half the student population?

"If the student is to be given a change of environment then the most beneficial change is, or ought to be, provided by residence in a well-run hostel. If the college, in its turn, is to be given full opportunity of assisting the student in promoting his own physical welfare this also is best afforded by its control and supervision in hostels. Meals adequate in quantity and properly balanced to supply a full diet can be guaranteed and if the number of students is reasonably large and constant and the management efficient, the cost should be less than what it would be if the student made equally good arrangements for himself, assuming that it is practicable for him to do so. Medical supervision can also be arranged; the fact that 50 per

cent. of the students are physical defectives shows that it is necessary. The annual medical inspection which now takes place has opened the eyes of students to their remediable physical defects and many of them would be glad to have them corrected if they had advice and assistance as regards diet and exercise. Lastly the hostel system facilitates opportunities for physical exercise and recreation. Suitable food and exercise, with the medical supervision desirable in the case of the physical defectives, are the basic conditions required to enable students to study to the best of their ability.

"It is easy for me to say that colleges require playgrounds, organised games, athletics and physical drill. I might suggest that no new college should be affiliated which does not provide such facilities and that existing colleges should be stimulated to improve those which already exist. But in mentioning these matters I am not suggesting that colleges should turn out athletes and gymnasts. I mention them as means to an end and that end is good health. I hope it is accepted that a healthy well-developed body is a good thing in itself and that the cultivation of good health justifies its own end.

Intellectual Health

"Is not the same true of the intellect? Is not a healthy, fully developed intellect also a good thing in itself? Intellectual culture has been described as "the command over our own powers, the instinctive, just estimate of things as they pass before us." Does not this intellectual culture which is the fruit of a liberal education justify its own end? Does it not also furnish society with its best members and the State with the class of citizens from which spring the true leaders in public life?

"If this is so I might enquire whether, if intellectual health and development were tested by the psychologist as bodily health and development are tested by the doctor, we should not find among our students a large proportion who, for their years, are intellectually under-developed. I shall not pursue this question. It is sufficient to point out that, even if the new student has been as fully developed intellectually as his years permit when he enters a college, he avowedly enters the college in order that his intellect may be further cultivated and developed. The question which I am leading to is this whether more cannot be done in the colleges on the intellectual side, as more requires to be done

on the physical side, to train students not merely to fill their posts in life with efficiency but, by the full development of their natural capacities, to make them intelligent, capable and active members of society. The point of view for which I am pleading is that the environment of college life should make up some of the loss of that liberal education in which the academic system of a modern university is lacking. Intellectual health depends on environment not less than bodily health depends on it. As I have already said, the mere association together of young men has long been regarded as an important part of a liberal education but such association must be under conditions favourable to intellectual development.

Blessings of the Hostel Life

"The well-run hostel must, therefore, provide more than suitable food and opportunities for exercise; it must provide the environment for intellectual growth as well as for physical well-being. It should be organised not merely to enable students to live together but to obtain the full benefits of doing so. The student's day does not end with the lectures he attends, nor with his private study, nor with the close of his games and recreations. There is no better period than the student age for beginning the exchange of ideas, for cultivating good fellowship and learning to understand and respect the ideas of others. Not least in India is it desirable that members of different communities should, during the impressionable days of youth, mix with each other and learn to understand the point of view of those brought up in different surroundings and often with different beliefs. There is no better way to get rid of mutual distrust and acquire the sympathy, or, at any rate, the toleration which comes from understanding.

"Actual conditions being what they are no very large percentage of our student population can be expected to live in hostels. But I wish to draw attention, first, to the object and benefits of the residential system and to the opportunities of assisting this side of college life which are afforded to those who from time to time give donations for educational purposes. It is possible, for example, to assist those who must leave their homes to attend college but who are driven by circumstances to cheap accommodation in private houses. In my own country, Scotland, where the universities are old and the residential

system is not traditional its benefits are now recognised and most of the local authorities who provide entrance scholarships to the universities have taken power to supplement their awards in order to enable scholarship-holders to live in a hall of residence when they are financially unable to do so on their own means.

"In the second place the fact that the great majority of students must live at their own homes or in lodgings raises the problem of creating the most favourable environment during college years for this class. It is true that a student's life at home has its own benefits and that in other cases the struggle to success through the simplest living has its own reward. But, from the point of view of society and the State, these conditions do not solve the problem of the whole development of the student and the acquisition by him of something more than knowledge and a strong memory. I repeat that society and the State want more than proficient members of the professions, they want more than scholars, they want intelligent members of society, well qualified to take their places in public life and to supply it with its leaders.

Social Amenities

"There is not time to-day to describe in detail how the non-residential universities and colleges are tackling this problem at the present time. I merely mention that Student's Unions are now widely regarded as essential—I mean Unions with suitable buildings and equipment. In many modern universities membership of the Union is obligatory. Clubs and societies of all kinds, common room accommodation, refreshment arrangements, gymnasias, swimming baths, playing fields and pavilions—all these are also required. But these other requirements are usually affiliated or connected with the Union. My main object is, however, not to speak about Unions but to attract attention to the problem which they have been designed elsewhere to solve.

"This problem is not a new one. Nor are my reflections original. But the disturbed conditions of the civilised world have revealed the problem more clearly and have brought old thoughts for its solution into a new prominence in Europe where the last war destroyed the flower of the manhood of a full generation. India shares the new problems of civilization on the eve of greatly increased responsibilities and

the training of the next generation for leadership is as important here as in the west. Here, as elsewhere, the true direction of university progress appears to be towards quality rather than quantity, if sufficient scholars are to be turned out capable, as they should be capable of becoming the leaders of national life and thought. If this is a fair expectation from university men and women, then the need of them is greater now than it has ever been before and, while the instructional activities of the colleges must always engage the University's earnest consideration, I plead that steady improvement in the student's environment should be a problem always to be kept in sight. I fully realise the difficulties to be overcome and the limitations imposed on the University. But the problem exists; it is a serious problem; and in the world as it exists to-day it dare not be overlooked in India."

ALL SAY
"JABCO" FOUNTINK
[IS THE BEST]



It is in fact the best and is made by a special formula and fully satisfies all the tests for an ideal fountain pen ink. Being made in India, it is cheaper than foreign inks.

ASK YOUR STATIONERS OR US
Jaya Bharatham Co.,
7, KONDICETTI STREET, G. T., MADRAS.

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, 1936

Schools and Character Training

IT was a happy idea that induced the organizers of the South Indian Education Week (Oct. 5—12) this year to select "Schools and Character Training" as the special subject for discussion. No subject is more important than this. The making of the right sort of men and women has always been regarded as the central aim of education in all countries; and character is the general term which indicates all those qualities and features that the right sort of individual is expected to possess. A subject like this is specially appropriate in our country, as there is a general tendency to ignore the part that education ought to play in the building of character.

AT present there is an over-emphasis on a purely intellectual kind of education. The disciplining of the mind and its development are regarded as the only objectives that have to be aimed at. This is perhaps the outcome of the present age of science, which grows with the growth of man's intellect. But man is something more than his mind. He has a body, a heart and a spirit. What he is and what he can become, depend not solely on the deve-

lopment of his mind but also of his body, his emotions and the spiritual impulses in him. A man of good character is a balanced individual—a man in whom there is a harmonious development of his physical, mental, moral and spiritual faculties. Schools are not consciously doing much to bring about this harmony, which is the essential feature of a man with character.

TO some extent, this is due to the fact that we are passing through a period of transition. The meaning and purpose of life, in which most of our people believed for ages are now losing their hold on them. The basis on which society was organised in the past and the training which was given to the individual so as to enable him to occupy his place in society have come to be regarded as having no value. If we can know what a man believes, what he loves and what he hates, we may then be said to know his character; and training in character may be explained as training in particular ideals of life and in particular attitudes towards things, that should be loved and those that should be hated. It is because of the existence of fundamental differences at the present day in regard to ideals and articles of faith, that schools are not in a position to play as important a part in character building as they are expected to do. It is this that rouses controversies on the subject of religious and moral instruction in schools. Our society has ceased to be stationary which it has been for ages; and in a changing society doubts always arise as to what we exactly mean by the right type of individual.

IN spite of these difficulties it is necessary and desirable that some efforts should be made to mould the

character of our boys and girls through our educational institutions. If these are to be successful, we should recognise that we should commence our work even in the pre-school age. The earliest impressions on the child are his most permanent and lasting impressions; and the environment in which the pre-school child spends his life influences him much more than anything later. This is the reason why in the Western countries so much attention is paid to nursery schools. The art of training and properly bringing up infants is a most difficult art. It requires not merely the love of the mother but also the knowledge and organization which trained and skilled teachers of infants possess. No such schools exist in our country and the child's training therefore depends entirely on the ideas of the parents.

IT is because of this that the education of the parent in the proper bringing up of children is of far greater necessity in our country than elsewhere. From this standpoint it is a matter for regret that women, who take the trouble of going through Schools and Universities, follow more or less the same courses of study as men do and do not become better fitted to bring up their children than their uneducated sisters. The remedy for this state of affairs lies in the spread of adult education among the women of the country. Then only it is that the pre-school children can be trained in habits of cleanliness, orderliness, etc.

AFTER the child enters the school, much may be done to build his character. The question of character is of importance because it is this that determines a man's attitude and behaviour in the society of which he is a member. This is a point of view, which

should never be lost sight of. A man of character is one who is trained to lead a life of usefulness to society and who is prepared to put forth all his efforts in advancing the interests of society. This is the essence of morality. But it is to be noted, that the teaching of moral precepts and the imparting of lessons in a formal manner on the subject of morals do not go very far in making boys and girls truly virtuous. It is by the school becoming a real centre of community life and by its creating opportunities for pupils to lead such a life, that it can help in the formation of their character. John Dewey has stated that "the moral education centres upon this conception of the school as a mode of social life, that the best and deepest moral training is precisely that which one gets through having to enter into proper relation with others in a unity of work and thought. The present educational systems, so far as they destroy or neglect this unity, render it difficult or impossible to get any genuine, regular moral training".

HEREIN lies the importance of what has generally come to be known as extra-curricular activities and of all methods of education which encourage team-work. Our schools have not yet understood the significance of play in the growth of the child's character. Every child is interested in playing with the other children. This is the nucleus of the community life for the child. Sports and games of an advanced character are of the same category. It is a mistake to think that the time spent on these activities is time wasted. The mistake lies in teachers not recognising the true educational value of play and not

co-ordinating with work in the classroom. If the work in the playground is made the basis for the instruction given in the classroom, not only will schools become more attractive but they will also help a great deal in character training.

THE extra-curricular activities that help in the development of character are of a large variety. Mention may be made of Scouting. There is no need to refer to the ideals it tries to foster. The great value of scouting camps, the spirit of social service and of adventure and self-reliance that it develops are too well-known. Similar influence is exercised by school excursions. It is these, more than a mere knowledge of books, that make of our youth real men and women. It is therefore very unfortunate, that these activities are treated with step-motherly affection and that want of funds is pleaded as an excuse for not encouraging them. In many other countries of the world, a great deal of attention is paid to the starting and working of young farmer's clubs, of village social and athletic clubs, thrift and savings societies consisting entirely of school pupils and many other similar organizations.

OUR schools require to be reformed on these lines. Even inside the classroom group-work of several kinds has to be encouraged instead of individual work. For these and other reforms, we require teachers with imagination and vision. It is important that they should understand the true function of the school in the life of the nation. They should be trained not merely in the pedagogic methods of teaching particular subjects but in a correct understanding of the broader issues of edu-

cation. Their general educational qualifications — especially in elementary schools — must be of a higher standard. They must become interested in all the important social activities of the neighbourhood and the real models for their pupils to follow.

THE South Indian Education Week will have served its purpose, if it succeeds in stimulating parents, teachers and managers of schools to think on these and other useful lines, so that in years to come the pupils that leave schools may become young men and women imbued with noble ideas and possessed of courage and determination to put them into practice.

The Andhra Teachers' Federation

THERE is no need to dwell at very great length on the importance of organised work by teachers in the solution of educational problems, that arise every now and then in a changing and progressive society. The history of education in all countries in the world bears witness to this. The experience of the teacher in the classroom reveals to him the actual difficulties, that have to be faced in putting into effect the several educational theories and in carrying out the rules of the educational codes, that are framed by those who are in authority; and he is in a position to suggest methods of improvement, which it is not possible for parents or managements or ministers of state to discover. There is also the question of the safeguarding of the professional interests of the teacher and the bettering of his pay and prospects which in this competitive world can be carried out only through a well-organized professional association. Several years ago, the Andhra Teachers'

Federation was started for these purposes and it met in a number of annual Conferences to deliberate on the educational issues of the Andhra country. But it is a matter for regret, that the value of the Federation has not yet been realised by the members of the teaching profession in the Andhra Districts and that it has not been receiving as much support from them, as it is their duty and interest to give. It is necessary and urgent that this apathy should disappear and that the Federation is put on a stronger basis.

That day is past when a controversy has been carried on, as to whether there is need for a separate Andhra Teachers' Federation in the Madras Presidency, distinct from the South Indian Teachers' Union. Public opinion was sounded and it was found, that almost all those that had a right to express themselves on the question were in favour of a separate federation. What is now required is not so much a resuming up of the arguments in favour of this organisation but the finding of ways and means for strengthening its membership and its hold over the teachers in the Andhra country.

The Federation has a representative Executive Committee. It would be a very good thing if some of the office-bearers and the members of the Committee tour round important educational centres, organise Teachers' Guilds in places where they do not exist at present and get them affiliated to the Federation. Such a campaign appears to be the only method by which the Federation can make itself stronger. Nothing succeeds so much as personal contacts.

We are passing through a critical

period in the history of education in this country and province. The educational policy is being moulded on new lines. The question of reforming secondary education and giving to it a realistic touch, which it does not now possess, is seriously agitating the mind of the Provincial Government. Experts are being invited from abroad to advise on these great changes. The occasion therefore requires, that the Federation should be up and alert and focus the opinion of the teachers on these and other important questions. The time for the annual Conference is also fast approaching. We make an earnest appeal to all the members of the teaching profession to put their heart into the matter and to join the Federation and the District Teachers' Guilds in large numbers and make a substantial contribution to the shaping of educational policy.

Late Dr. A. H. Mackenzie

WE are deeply pained to record the sad and sudden demise in Scotland of that eminent educationist, Dr. A. H. Mackenzie on the 27th of September last. His meritorious services in the two important capacities as Director of Public Instruction of the United Provinces and as Pro-Vice-Chancellor of the Osmania University have earned for him a lasting place in the annals of Indian education. The educational progress and development in the United Provinces and the educational reforms pending introduction in Hyderabad are no mean achievements to his credit. Recently, he had been selected to the post of the Educational Commissioner with the Government of India, but reasons of ill-health precluded his assumption of charge.

A Practical Problem !!

BY MR. B. R. DESHPANDE, B. A. [Hons.], B. T.

At this critical juncture when India is on the threshold of educational re-organisation new schemes are on the anvil and experts are arriving in India from abroad, the services of Dr. Mackenzie would have been really helpful to the country. But God willed it otherwise! We have lost in him a sympathiser and well-wisher. We tender our hearty condolences to Mrs. Mackenzie and her children in their sad bereavement.

Personal Notes

KUMARARAJA, M. A. MUTHIAH CHETTIAR of Chettinad has been appointed Minister of Education and Public Health, to the Government of Madras in place of The Hon. Dewan Bahadur S. Kumaraswami Reddiar, who resigned for reasons of health.

MR. V. N. CHANDAVARKAR, Vice-Chancellor of the Bombay University, has been elected member of the Central Advisory Board of Education by the Inter-University Board, in place of Sir S. Radhakrishnan, resigned.

MR. A. F. RAHMAN, Vice-Chancellor of the Dacca University, has been selected as a Member of the Public Service Commission in succession to Dr. L. K. Hyder.

DR. D. SPENCER HATCH of Travancore has been invited to attend the League of Nations World Health Conference to be held in Java next year. He has been requested to present a comprehensive programme for the development of rural countries which he has been pioneering in India.

DR. S. CHANDRASEKHAR, (nephew of Sir C. V. Raman) has been appointed Associate Research Professor, Chicago University. He will join his new appointment on January 1, 1937.

SIR ALLADI KRISHNASWAMI IYAR, Advocate-General of Madras, and MR. M. A. JINNAH, M. L. A., have been requested by the Calcutta University to deliver the Sir Ashutosh Mukherjee lectures on Law this year.

I AM afraid what I have written may not appeal to most of my readers. They may dismiss all this as trash. But what does that matter? Nothing is a trash to the teacher. The very mistakes committed by the boys at which other people shudder, he must patiently hear. And turn these to some account too. Does not Treble express his gratitude to the school boys' errors which have contributed to the stuff on which composition-books are made? Are there no professors in training colleges, with degrees native and foreign, who have talked much and written more on the way in which we should hold a chalk-piece while writing on the black-board? Why! Even the duster has not escaped the attention of these large-minded professors. Precise instructions are given about the way in which the duster should be used to rub the writing on the black-board. But there is not one opinion about this. According to some experts, we should operate upon the black-board with the duster much the same way a syce grooms a horse with the brush. But being now used to a different kind of horse altogether—I mean the horse of the black-board—and having no occasion for the syce, I had to dismiss him with a present of my former horse. So I can have no demonstration of the matter. To resume, when all these great men have discussed such small matters at such length, why not I? If they have written trash, I too have done the same. I have the additional satisfaction of erring in high company.

The discussion of the manner and method of holding a chalkpiece and using a duster is only typical. It has led the way to other discussions. Much has been spoken and written on the method of correcting pupils' composition-exercises. But is there a single chapter or paragraph on the kind of pencil we should use to mark the mistakes and point the corrections? If there

is, please quote chapter and verse. We do use the "Office red and blue." But this pencil points both ways and so makes confusion worse confounded. Happy are those who are chiefly guided by the exigencies of the pencil. If the red side is in working order, they use that. If the blue is ready at call, that serves their purpose. If both are in a fit condition, the choice lies with the fingers. But a conscientious teacher cannot compromise himself like this. He is not a weathercock. He takes his stand on principles. Therefore *should we use the red or the blue pencil for correction work?* This is the problem—the practical problem—which we have to solve.

Theoretically that is the best correction which comes from the pupil himself. But some of the pupils are not what we expect them to be. They are somewhat tough for us. And rightly too; because who ever writes ill knowing it to be so? Naturally they presume that all is well with what they have written; and unless we make certain intelligent and intelligible marks, they will never feel that they have committed any impropriety. Hence the necessity of making some marks; and hence too, the problem—which pencil should we use—the red, the blue, or the red and the blue?...

I racked my brains to no purpose. Being much perplexed, I did not know what I was doing. I was talking to myself; and loudly too! I realised this, when, down fell the big volume from the hands of my friend who was holding it before his face, as though not being satisfied with drawing the line between himself and the rest of the busy world, he wanted to interpose a wall in the form of the bulky volume. Holding his head erect, he declared his opinion emphatically that the red and the blue had their distinct functions to perform. The red is to be used for marking mistakes. Why? Red is danger-sign. It warns the boys against danger-spots. It is like the red lantern that declares the road closed and warns off passengers. The blue comes in for hints at improvements and other

similar remarks. The red repels; the blue attracts. The red warns off; the blue invites. Thus the pupil would be cautioned against errors and attracted towards suggestions.

But we are reckoning without the host. What, if the red acts as the red rag and scares the boy away? The blue, the sea blue, the soothing blue, might fail of its purpose in spite of all its attributes. Thus we are no nearer the solution of the problem, viz., which pencil shall we use for correction of pupils' composition-exercises, the red, the blue or the red and the blue? Will no one help me out of this difficulty?

A COVENANT FOR CHILDREN

We, the children and youth of every land, because we are brothers and sisters and are equals in physical and spiritual qualities, and because we wish to express in definite form our feelings of goodwill toward one another, do hereby covenant:

1. That we will seek to hold through life an attitude of respect and love for one another.
2. That we will seek to cultivate each other's acquaintance and friendship.
3. That we will seek to understand each other's motives and purposes and to give credit for honesty and sincerity.
4. That we will seek to be of mutual help in the solving of national and international problems.
5. That we will seek to understand and respect each other's customs and traditions.
6. That though we may differ in religion we will give credit to all races and peoples for sincerity in their religious beliefs and practices.
7. That we will exert every effort to prevent militarisation of youth in any land.
8. That we will earnestly strive to prevent war and to establish peace in all the world.
9. That we will co-operate in all activities which will help to make the world better economically, morally, and spiritually.
10. That in all our relations with one another we will seek to be fair and just, taking as our guide the Golden Rule as known in all lands.

—World Education

THROUGH different PROVINCES

DELHI

MATRICULATES AND HIGHER EDUCATION

It is understood that the Government of India has been consulting Local Governments and through them Universities as to whether a restriction should be imposed on Matriculates passing in the third division joining Universities for higher studies. It appears that opinion is being invited on the recommendation of the Sapru Committee that except in exceptional cases, third division Matriculates should be debarred from higher studies. It is understood that Mr. Sachchidananda Sinha, Vice-Chancellor of the Patna University, and its Syndicate, have expressed themselves strongly opposed to be of the view that the recommendation, if accepted, will have the effect of shutting out 50 to 60 per cent of students from the benefits of higher education. Public opinion is invited on the subject.

EXPERT ENQUIRY ON EDUCATION

The Government of India's consideration of the Sapru Report and the measures of All-India character which may be taken are reported to have yielded certain provisional conclusions.

It seems the opinion is held that so far as the educational deficiency of the existing system is concerned in turning out employable men, steps may be taken to have a thorough enquiry conducted by experts from abroad. A number of such experts may be needed to cover the entire range of subjects which may usefully be included by giving the present academic education a vocational tinge.

The Government of India is fully seized of the question and though its conclusions may take time to mature for publication, it is clear that an examination of the subject has been conducted for months especially in the light of opinions of the Sapru Committee.

DEVELOPMENT OF BROADCASTING

Mr. C. W. Goyder, Chief Engineer of the All-India Radio, and Mr. A. S. Bokhari, Deputy

Controller of Broadcasting, are touring the country in connection with the scheme which has just been sanctioned for the expansion of broadcasting in India.

It is understood that Mr. Bokhari is going primarily as a kind of cultural ambassador on behalf of broadcasting. It is intended to get into touch with all societies, educational institutions and individuals interested in Broadcasting so that when new stations are opened, adequate provision for programmes could be made. It is considered essential that a kind of preliminary survey should be made to arrange programmes for about 8 stations that will be up in the air by the end of the next year.

MADRAS

EARNING COMMISSION BY SCHOOLS PROHIBITED

The Director of Public Instruction, Madras, it is understood, has addressed the Presidents of District Boards and Executive Authorities of Municipalities, objecting to the practice in some schools under Board and Municipal management, to purchase on behalf of the pupils text books and note books required by them and to earn commission thereby. This practice, the Director has urged, should be put an end to wherever it exists, unless the benefit of the commission offered by the book-sellers is given to the pupils.

ELE. EDUCATION SUB COMMITTEE

In pursuance of the recommendations of the Elementary Education Sub-Committee and the Provincial Economic Council, a Committee has been constituted by the Director of Public Instruction to frame syllabuses and courses of studies for elementary schools in the presidency.

The Committee is composed of Mr. R. M. Savur, D. E. O., Madras (President), Mrs. Verghese, Calicut, Mrs. Sankunni, Madurai, Mr. Abdul Salam, D. E. O., Nellore, Mr. Raghunatha Aiyar, Tenkasi, Mr. Raghunadhan, Headmaster, Saidapet Model School, Rev. H. A. Popley and Mr. R. Suryanarayana Rao.

GRANTS-IN-AID TO SCHOOLS

Following the recommendations of the Elementary Education Sub-Committee, the Government have taken up the question of the revision of the rules relating to grants-in-aid for elementary schools.

The lines on which the revision of the rules should be made may be expected to be decided upon by the Government shortly.

SCALES OF HINDI TEACHERS

Scales of pay for full-time Hindi teachers in secondary schools under local boards and municipal councils have been fixed by the Government as follows:

(1) B. A.'s with Hindi as optional subject, Rs. 45-2/2-75. (2) Intermediates with Hindi as an optional subject or an equivalent examination, Rs. 35-2/2-55. (3) All other Hindi teachers; (a) those who have completed the High School course, Rs. 30 per mensem. (b) others not exceeding Rs. 20 per mensem.

The Government consider it desirable that Hindi teachers employed in Secondary Schools should be persons who have gone through at least a high school course. Part-time Hindi teachers, state the Government, may be given a fixed pay in proportion to the time they are employed, with reference to the qualifications and initial pay mentioned above. The pay of existing Hindi Teachers should, the Government state, be fixed with reference to this order.

BENGAL

UNEMPLOYMENT RELIEF SCHEME

Since the inauguration of the Unemployment Relief Scheme by the Bengal Government about three years ago, it is understood that the educated young men are being given industrial training in schools and by demonstration parties help them to taking up remunerative occupations.

About 11,000 trained students up to now have started independent business or found employment in industrial concerns. Training is given for soap-making, leather goods, pottery, brass and metal ware and other suitable cottage industries.

ARTS AND LAW COURSES

Calcutta University is of opinion that to allow graduates to take up Law courses together.

It will be remembered that this question was discussed at the last meeting of the Inter-University Board in India and it was then resolved to elicit the opinions of the various Universities in India. The Calcutta University to whom the matter was referred, invited the opinions of Principals of three colleges in the province as also of the Executive Committee of the Council of Post-Graduate Teaching in Arts and Sciences. All of them were of the opinion that such a combination of Law studies with post-graduate work should be allowed.

COACHING FOR PUBLIC SERVICES

The failure of the Bengalees at the All-India competitive examinations has been engaging the attention of the Calcutta University for some time past. A scheme has already been adopted by the University under which students who wish to study for these examinations will be given special coaching and guidance. The first classes for coaching students will be held in the cold weather. The services of competent University lecturers have been requisitioned for this purpose. A large number of students, it is understood, have applied to the University to take advantage of the scheme.

BOMBAY

RURAL UPLIFT CENTRE

The report of the work done by the Village Improvement Association of Panchgani (Bombay) during the year 1935-36 shows the help that high schools in rural surroundings can play, the help the doctors can render and how primary teachers can act as propagandists and as leaders of rural community. As a hill station in India, Panchgani is unique in its large number of doctors and schools formed a Village Improvement Association in May, 1935. Its activity was spread over 10 villages situated in Jaoli and Wai Taluks. It aimed at an all-round improvement in the villages. The activities of the Association can be summed up under four heads: education, agriculture and co-operation, sanitation and hygiene and propaganda. Generally speaking more success was achieved in the field of education than in any other direction.

PROGRESS OF EDUCATION

The Report of the Director of Public Instruction on the Progress of Education in the Bombay Presidency during the year 1934-35 is

published. It disclosed, among other things, the following facts:

(1) The increase in the percentage of pupils to population is so small (22 p. c.) that at this rate it might take the Presidency about 40 years to bring even 15 p. c. of its population under instruction; (2) the proportion of Government expenditure to the total expenditure on Public Instruction has decreased from 44.2 to 43 p. c.; (3) though Government leaves the secondary education of about 92 p. c. of the pupils to private agencies, it aids these agencies to the extent of only 14 p. c. of their school expenditure; (4) there is considerable wastage in primary schools, particularly in those for girls; (5) the total number of Primary Training Institutions for men and women and the number of students attending them have decreased; and (6) the number of schools for adults and their enrolment have decreased.

"One wonders whether these facts betoken progress," says *The Karnatak School*.

INDUSTRIAL SCHOOL FOR BELGAUM

It is learnt that the District Board of Belgaum has been contemplating the establishment of an Industrial School in the District, on the lines of Chamarajendra Technical Institute, Mysore. The Chief Officer of the Board who was specially deputed to study the working of some important industrial schools, recommended that an industrial school with 4 subjects, viz., Carpentry and Cabinet-making, Blacksmithy and Fitters' work, Lackquer work and Weaving may be started.

U. P.

AERONAUTIC SCIENCE COURSES

The Committee of Courses and Studies in Physics of the Allahabad University has recommended the teaching of aeronautic science in the University. It is understood that the University has had correspondence with the Civil Aviation Department of the Government of India and has been assured of the Department's co-operation in imparting practical training in aeronautic science to students. A course of aeronautics has been drafted in consultation with the Aerodrome Officer at Bamrauli.

INSTITUTE OF SUGAR TECHNOLOGY

It is understood that the United Provinces Government have decided to make over the

premises of the H. B. Technological Institute to the Government of India for use as the Imperial Institute of Sugar Technology, which will come into being from this month.

Mr. R. C. Srivastava, Sugar Technologist to the Imperial Council of Agricultural Research, will be the first Director of the Institute. Mr. Vander Myden has been appointed Professor of Sugar Technology.

MUSLIM GIRLS' COLLEGE

The question of giving financial assistance to the Girls' Intermediate College, Aligarh, was under the consideration of the university for sometime past. It was felt that the university could not give a grant to the girls' college unless it became an allied institution of the university. The Executive Council at its meeting held on April 26, 1936, passed a resolution to raise the Muslim Girls' Intermediate College to the status of a degree college and appointed a committee.

The Vice-Chancellor, in consultation with the Secretary of the Muslim Girls' Intermediate College, prepared the draft of the ordinances which was laid before the committee. The Executive Council has finally approved the draft and it has been decided to start the degree classes in the Muslim Girls' College from the next session.

MYSORE

THE MYSORE NURSERY SCHOOL

The report on the working of the "Sisu-Vihar" for the year 1935-36 records the amount of interest on the part of the public, in nursery school education in Mysore.

During the year under report, it is stated, several enquiries were made from mofusil parts asking for help in organising similar institutions. But the chief difficulty, it is stated, had been in securing properly trained teachers. The supply of teachers had not kept pace with the demand for more nursery schools for infants.

It was interesting to note that in the case of deserving pupils half-free-ships were granted. The average attendance during the year was 86 per cent. With a view to discussing problems relating to the general welfare and progress of the school a Teachers' Council was started and it met once a month.

In regard to the future development of the Sisu-Vihar, the report states that apart from the

additions to the staff and the building, the line along which the institution might usefully develop in the near future, is in providing for training suitable teachers for Nursery-Infant schools. In this connection, proposals had been sent to the Department suggesting the advisability of permitting some of the students of the Women's Training College to specialise in nursery infant education and secondly in the treatment of Sisu-Vihar as a practising school of the women's training college for this purpose.

A NEW RURAL UPLIFT CENTRE

The Government of Mysore have under their consideration the establishment of a Rural Reconstruction Centre at Closepet, an important taluk centre in the Bangalore District, about 30 miles from Bangalore.

The object of the centre is to co-ordinate the activities of the various development departments of Government and to educate the rural folk and give them suggestions for developing their resources. It may be mentioned that the Government have previously shown their keenness in rural development by making a grant to the Rural Reconstruction Centre at Doddballapur run by the Y. M. C. A.

The Centre at Closepet will be run by the Government themselves, probably under the control of the Revenue Commissioner.

HYDERABAD

ELE. EDUCATION BILLS

The Osmania Graduates' Association and other public bodies interested in education are giving their whole-hearted support to the two Bills to be introduced in the State Legislative Council for free and compulsory elementary education, one by Mr. Mir Akbar Ali Khan and the other by Mr. Vaman Naik.

Of these two, the latter's Bill which is based on the Bombay Primary Education Act of 1923 and the Irish and the English Education Acts, is far more exhaustive and differs from Mr. Mir Akbar Ali Khan's Bill, in that, it applies as much to girls as to boys and does not recognise the distinction between "recognised" and "un-recognised" schools, while it expressly provides for instruction in the vernacular.

UNIVERSITY COMPETITION BOARD

The Osmania University has established a Competition Board to guide Hyderabad students

to sit for the Indian Civil Service, Accounts and Engineering Competitive Examinations of the Government of India and of Hyderabad.

The Board will also foster athletic and other competitions conducted in other parts of the world. The University has also started a circle for carrying on research, and studies in Oriental literature, law and history have already been taken in hand. It is understood that the Research Board will be expanded and members of the staff invited to make original contributions. The University has also organised classes in Arabic and Sanskrit for the staff and the general public and in French and German for the benefit of the staff and the official classes.

COCHIN

STATE INDUSTRIAL SCHOLARSHIPS

It is announced that the Administrator of the Silver Wedding Fund has decided to offer a number of scholarships for vocational and industrial training to suitable candidates who fulfil the conditions for the award of ordinary scholarships from the Fund.

Candidates from the Cochin State are required to submit their applications to the Agent to the Governor-General, Madras States, through the Cochin Government.

EDUCATIONAL REFORMS

Several questions, connected with educational reform were discussed at a meeting of the Educational Advisory Committee held on 21st September, under the presidency of Mr. T. S. Narayana Aiyar, Secretary to the Dewan.

The Committee approved the Director's proposal to appoint medical men as supernumerary teachers in the Education Department, with an experienced man on the Senior Assistant Surgeon's grade to superintend their work. The Committee resolved that it was essential that instruction in nursing and Child Welfare should be imparted to the pupils of the upper secondary classes in girls' schools and that this would be facilitated when the new scheme for medical inspection would be taken up.

The attempt made by the Government to provide for adult education by starting night schools had proved more or less a failure. The Government have now sanctioned a scheme of library movement and it was proposed to establish a village library in every panchayat area.



PUBLIC OPINION



SIR H. S. GOUR ON THE TRUE MOTIF OF A UNIVERSITY

In the course of his address at the 13th Convocation of the Nagpur University, on 26th Sept., the Vice-Chancellor, Dr. Sir Hari Singh Gour, said :

"A student who fails in his book test, but has garnered the harvest of a strong character for uprightness, fair dealing and truth passes out of the University, it is true, with no diploma in his hand, but with a higher guerdon in his composition which will be far more useful to him than a mere parchment. The University examination is a test, but only a partial, and even as such, a meagre test of a person's ability. The best that a student can gain from his University connection can never be brought into the weighing scales of an examination. And it is by far the most valuable part of a student's education, and his best equipment in after-life. Punctuality, discipline, obedience to lawful authority, mutual tolerance, the habit of correct thinking and correct action in circumstances calling for immediate decision, resistance to extraneous influences swerving one from one's path of duty, abhorrence of meanness, evil thoughts and self-seeking egotism, spurning the vice of communal or class subservience, the undeflecting path of straightforward life—these are the bed-rock of human progress exemplified in the lives of those who have wielded large power or have become captains of industry. In any sphere, in every sphere, your great asset should be your education, and even more than education, your character. Knowledge fails in its mission if it be treated as an end unto itself, and not treated as merely a means to an end, that end being the formulation of a better man. The true *motif* of a University should be to endow to its *alumni* the priceless gift of wisdom and character by precept and example, only possible by a closer association of the teachers with their students and the students *interse*.

Then referring to our social system, he observed :

"What we want is a thorough cleansing of

our social system and accommodate it to our changed and ever-changing environments. Without such accommodation we must continue to live in the twilight of the fifth century while the rest of the world is basking in the sunshine of the twentieth. This is a serious handicap to our national progress, it is one cause, though by no means the only cause, of our national backwardness; and our graduates and our educated classes are poverty-stricken because, for one thing, they lack the propelling spirit of adventure and cannot profit by the instructions they receive and the examples they see set before their very eyes. The University naturally expects her sons to profit by the lessons they have learnt, and if you were to put into practice the precepts of history and science as your only sure mentors, you will be the pioneers of a New India in which reason and proved truth will take the place of traditional ritual and fancied authority."

SIR CHARLES TODHUNTER ON HOBBIES AND EDUCATION

Addressing a large gathering recently at the National High School, Bangalore, Sir Charles Todhunter, Private Secretary to H. H. the Maharaja of Mysore, said :

"It is the observation of some Indians who go to England that one of the most remarkable features of English life is the way every boy and girl in school, every employee in an office or factory and even the people who do the housework insist, as upon a religious observance, upon their holiday every year. This is just reverse of what one finds in India....While the class-room may put into you the stuff that is necessary for the examination hall, and sports give you the healthy body that goes with the healthy mind, the hobbies really draw out of you your natural inclination towards that for which you have a real bent. These hobbies ought to go on with a man throughout his life.

Next he mentioned some of the hobbies pursued by some eminent persons in the world and said : "There is one common and fatal

mistake made about hobbies in this country. I have been told more than once that boys at school and college in India cannot afford hobbies because it is such a poor country. That I want to persuade you, is a reversal of the true state of affairs."

As often as not, the lecturer observed, zest in a hobby was one of the things that the rich man lost by very reason of his richness. They would find in the English papers constant accounts of people who had achieved the most wonderful inventions from earnestly prosecuting their hobbies with the aid of whatever materials they could beg, borrow or steal. A girl recently achieved a wonderful discovery in connection with wireless, while it might be stated that television itself owed much in its invention to a hobby pursued. In this matter more than in any other, necessity was truly the mother of invention. Even people who were not concerned with new inventions got the greatest possible delight out of making the most intricate contrivances out of the most simple materials.

MR. C. R. REDDI ON NATIONAL CHARACTER

In inaugurating the Educational Week at Vizagapatam on the 5th inst., Mr. C. R. Reddi, Vice-Chancellor, Andhra University, said:

"If our culture and civilisation were being discredited to-day, we would have to strengthen them by a proper national spirit and patriotic sentiment. It was useless to talk of individual character without reference to racial or national character. It was quite possible to acquire those small personal virtues which would make up the eminence of an individual but what good was it when national virtue of character was at a discredit. Personal virtue and patriotism must be identical. Stalwarts in the country must build up character in the youth, and character cannot merely be imparted by preaching but it must be exemplified by practice. There was always the conflict between vested interests which were conservative and the organisation of the masses for a progressive march to national achievement and success, and the joy of life consisted in battling chivalrously what we considered to be right. If we lacked ideas, they could be implanted; if we lacked knowledge, that could be imparted; but where for some reason the social and national will had decayed, what could be done by schools and

their educational institutions which after all were a minor item in the huge field of national reconstruction? In modern times it was only Gandhiji that could infuse a new social will into our nation. His movement was not political but was primarily the greatest movement for the moral rejuvenation of the nation and humanity. His programme was primarily social and economic, but what was wanted for its success was intense patriotism on our part and a sincere social effort to carry it out."

MR. R. M. STATHAM ON DRIVE AGAINST ILLITERACY

In the course of an address to the Elementary School Teachers at Cannanore, Mr. R. M. Statham, Director of Public Instruction, Madras, deplored the tragic wastage and stagnation in the field of Elementary Education, and exhorted them to join him in what he described as a drive against illiteracy.

The teachers, whatever their difficulties, Mr. Statham continued, should take a more personal and paternal interest in the welfare of the children committed to their charge. They should bring to bear a new vision on their profession. They should make enquiries when a pupil under age left the school. Teachers and managers should also take interest in bringing forward the backward communities in education in their area. Rules were likely to be framed, the Director indicated, which would enforce standard-war distribution of grants-in-aid and subsidies and this, he hoped would prevent schools with large number of pupils in the first standard and comparatively little in the fifth standard from being considered as efficient schools. It was for the teachers and managers to see, he said, that a reasonable proportion of their pupils passed out as literates.

HAVE YOU SUBSCRIBED FOR EDUCATIONAL INDIA

WHICH ALONE GIVES THE PROGRESSIVE VIEW-POINTS IN INDIAN EDUCATION?

If not—

Send in Your Order To-Day.

OUR WOMEN'S PAGE

EDUCATION FOR MOTHERS OF DAUGHTERS

BY MRS. KAMALA SATTHIANADHAN, M. A.

"WHAT are we to do with our daughters?" is a question many an Indian woman would like to ask herself. "Under the new and modern customs, borrowed and otherwise, it very often happens that they are going beyond our control. How are we to manage them?"

To such I would reply: "There is really no harm if they do go beyond your control sometimes. Give them rope. Let them enlarge their minds. They will soon find their level. Independence is good, and independence ought to be encouraged. Like little birds, they must leave their nests; and we old people must not be selfish, nor can we hope to keep them with us always."

There is no doubt that independence is good for our girls; but the point is whether it is so, at the rate at which it is being asked for now-a-days? Are there not many dangers in it?

"There are," a modern girl might say; "but, which new custom for progress has not been attended with evils? And are not evils created to be surmounted? Have you not heard of the huge pit which yawned before the Roman army, which would not close till a warrior had jumped into it? Sacrifices must be made, dangers must be overcome; and then only will the road to freedom be open."

"I agree with you," I return, "but the drastic sacrifices you indicate must be made only when absolutely necessary. There is merit in unavoidable sacrifice; but no merit in risky adventurousness, in dare-devil martyrdom. And, if we can avoid unnecessary sacrifice by preventive measures, why not do so?"

"How?" they ask.

"By not completely imitating the independence of the West. We must remember we are Indians, and that what suits other nations, especially Western nations, with their more materialistic ideas, may not suit our temperaments; and that grafting on unstable lines is not always safe. So, will you not allow us to safeguard your own progress by our experience, and guide you along safe lines of advance?"

"But your experience will be retrograde, while we want to come forward; or you will

only walk, where we wish to run."

Such a protest from young people, we must admit, is greatly justified in India at the present moment. Let us then pause and tackle the matter, yet remember that advice can be only tentative; for individual action must always depend on individual temperament.

The saying goes, "like father, like daughter; like mother, like son." This may be true; and therefore there may be more possibility of a closer companionship between the first two than between the last two. But, I think this obtains more in the West than in the East; and, after all is said and done, I think there cannot be a greater or a better influence on the daughter than the mother's, if properly directed.

How then can it be properly directed? The first thing, I would say, is to establish absolute confidence between the two. An Indian mother and her daughter are generally together till high school or college time; but after that it often happens that they grow a little apart. Perhaps, the mother may not have education enough to interest herself in her daughter's studies; perhaps she may not be able to cope with her daughter's advanced ideas or interests; perhaps she may be too old-fashioned for the change in her daughter and be inclined more to resent it than encourage it. Again, the mother may not have the requisite time or patience to cope with the new development; or she may be too inclined to leave the development; of her daughter's mind in the hands of professors and officious friends.

But let not mothers forget that no trouble can be too great, where their daughters are concerned. They must therefore try to throw off some of their old-fashioned customs and conventions; for instance, they must see that their girls have a right to live their lives in their own way; to marry or work as they like; and, if they do marry, to marry the man of their choice. It is up to the mothers, therefore, to do their best to encourage their girls without ridicule or sneering. Let them hold up their young ideas where they think they are good, and gently discourage them where they think

they are dangerous. Let them never be too busy to talk to them; but exercise an infinite patience and toleration. Let them try to be friends with their friends and enter into their games and pleasures, if they can; if not, give them scope to enjoy them themselves. Let them interest themselves in their studies. And, above all, let them have a sense of humour, so that, even if they are disappointed in the development, they will be able to accommodate themselves to it, and see the best in it.

The next step is to direct the daughters, carefully, but unobtrusively; and here I would suggest some preliminary principles. It is the habit now-a-days, for young and thoughtless people to be intolerant of the old. But in India, we want our children to consider their parents and respect them and take their advice if possible. Moreover, always in a family, there should be 'give and take.' It is all very well for the young ones to arrange their time as they think fit. But, in a family, all this should be done in accommodation with other members. There is no use in each member pulling its own way; and no resentment or sullenness should be felt if sometimes individual plans have to be altered for the convenience of others.

Again, girls should be taught not to look upon men as harpies ready to prey on them, or as enemies ready to triumph over them. Such a feeling is now getting rather common in India. I admit that our men have, by their rather selfish behaviour, laid themselves open to such treatment, nay, are still doing it. But let us try not to have sex-antagonism in India. It will be so much more pleasant if both sides can pull together. One often hears that women can, if they like, do anything with their men. Well then, here is the chance for our Indian women. As far as possible, let them go about their business so tactfully, that no sense of enmity need be felt.

Then, let our mothers teach their daughters that their duty lies as much at home, as in outside circles. Let the young ones see that domestic work is not beneath their dignity, but that their best service sometimes is to make home duties lighter for their mother. It so often happens, now-a-days, that girls, after their college course, do not like to settle at home, because they find it too dull and unenterprising. Occasionally, this is the fault of their teachers and professors. Is it not, therefore, the duty of such people so to direct their pupils as to make

them praise their home-life, not to despise it? Let them also see that their pupils still may try to find their best friends in their own homes, especially in their mothers.

Let our educated daughters be allowed to search for work. They like to be independent and earn money for their own requirements. I do not blame them; but I would also teach them to learn to wait for their call. Let them try not to be impatient, or always aspiring and seeking, but to be satisfied with their nearest work, and to make up their minds to do it well. There is no use in flitting from one interest to another, without doing any of them too well. Moderation is necessary in everything.

Finally, let our mothers teach simplicity to their daughters and childlike innocence; in fact keep them children as long as possible. The modern fashion is a craze for excitement. This should be counteracted, as much as possible, by homely interests tactfully provided at home. I know a mother, who did her best to please her daughter in as many things as possible, helping her to find pleasure very often outside her home-circle. But, all the time, her wise hand was on the reins, guiding, advising, curbing, encouraging, knowing that, since she had allowed her daughter to be educated, she owed her certain duties and privileges. She managed so well that her girl was guided into a haven of normal and harmonious development, which helped her later to exercise a sweet and useful influence, not only in her own home, but also on society and life outside.

The Indian Ladies' Magazine

Published once in two months

Editor:— Kamala Satthianadhan, M. A.

CONTAINS

Many Valuable Articles & Illustrations

ANNUAL SUBSCRIPTION

**Inland
Rs. 3-8-0**

**Foreign
Rs. 5-0-0**

Apply to: The Editor,

'Indian Ladies' Magazine,'

VIZIANAGARAM.

Foreign Currents

*International Teaching at Geneva

IS it possible to have a really international teaching? That is the first question we must ask ourselves. Evidently teaching, i.e., a systematic effort to train young people and prepare them to take the place of their elders in different walks of life, is only possible in a definite social environment; this environment is in the first place the family, and also in many cases the Church; then it is the political community, the clan, city or nation, and it is evident that nowadays the part played by that community in training the younger generations is becoming more and more important.

So that strictly speaking it is difficult to conceive of an international education in the exact sense of the term for the reason that the international community, which is only just beginning to take shape, does not for the moment offer an environment suitable for the training of young people. In great towns like Paris, London or New York there are no doubt large foreign colonies; but these colonies live more or less separate and do not intermix. So they have their own schools or send their children to the schools of the country in which they live.

But there is an altogether exceptional centre in the world in which the circumstances of history have made it possible for an international environment really to exist. This centre is Geneva, the seat of the League of Nations, the International Labour Organisation and more than fifty semi-official or private international organisations.

Even before the war, Geneva, as a "City of Refuge," had welcomed foreigners; and gave hospitality to several international organisations, of which the Red Cross is the best known. But

*The full text of a Broadcast Talk given on August 29th by M. Theodor Kuyssen from the League of Nations Broadcast Station, "Radio-Nations". M. Theodor Kuyssen is honorary professor at Bordeaux University and Secretary-general of the International Federation of League of Nations Associations and is well-known in international circles.

the establishment here of the seat of the League of Nations in 1920 much accentuated the international character of the town of Calvin and Jean-Jacques Rousseau. And the League, without endeavouring to be so, has become a powerful centre of attractions and has caused an influx of many and various foreign elements. There are the permanent delegations which about thirty States maintain at the seat of the League; as well as consulates and associations of all kinds, which have found that it was in their interest to be established near the League, and journalists, whose duties keep them at the centre of world political life; in all about 2000 officials, diplomats, secretaries of various organisations, writers, students, etc. If you add their families you have a truly international environment of culture and distinction, numbering from 7000 to 8000 persons.

Given this environment, a need was felt for the establishment of a special school for these children from many foreign countries which the cantonal schools could hardly take in since they were not destined in the future to reside at Geneva.

The International School

It was in this way that in 1924 the Geneva International School came into being. It is a truly international institution, owing to the variety of races and nations represented amongst the pupils, (who numbered more than 130 from over 30 countries in 1935-1936), and from the equally great variety of teachers; also from the fact that the teaching is bilingual, being given in English and in French. We may add that each pupil is also given a teaching in his mother-tongue and in accordance with the curriculum of his own country.

Of the same nature, but on a higher plan, is the Graduate Institute of International Studies, created at Geneva in 1927 by a Swiss professor, M. William Rappard, and a French professor, M. Paul Mantoux. This works in liaison with the Geneva University. Teaching is given in English, French and German. The professors are of different nationalities, some belonging permanently to the Institute and others being invited from a number of different countries to give courses on the results of their own research. A very high level of teaching is maintained and international subjects, such as law, economy and politics are dealt with. Students from all countries are admitted.

The Education Office

There is another permanent institution, unique in its kind at Geneva: the International Education Office, established in 1926. This is a semi-official organisation, for the affiliated members are in some cases States (at present fourteen) and in others private international educational organisations. The Office collects and distributes to the world a mass of information on public and private education; it issues reports and a Bulletin, and periodically holds international conference on public education; in the last of these 41 States participated.

School of International Studies

In addition to these permanent institutions there are a number of Summer Schools attended for varying periods by students of both sexes who desire to devote a part of their vacation amid the surroundings of Geneva, to the study of the important international institutions in that town and the international problems of the moment. There are for instance the "Geneva School of International Studies", formed in 1924 and still directed by Professor Zimmern of Oxford University; this is the "Institute of International Relations" which appeals to a less specialised public, chiefly English and American, and there is the "League of Nations Summer School", which has been organised for the past eleven years by the International Federation of League of Nations Associations. This school has 3 parallel courses in English, German and French and, apart from the intellectual value of the teaching given by eminent masters, it makes it its business to establish good comradeship between young persons of many nationalities attending it.

The League of Nations

Last but not least, we come to the work of the League of Nations itself for international education. Nothing in the Covenant would lead one to think that the League, which is essentially a political organisation, would deal with education and teaching. But at the first Assembly in 1920 the problem of the international organisation of intellectual workers was brought forward. We cannot go into the details of the vast work that the League has done since that date. Teaching in itself is but

a small part of this. But without leaving the realm of education we may mention the creation in 1926 of a Committee of Experts, who, after two years of work issued a number of valuable recommendations under the head of "How to make the League of Nations known and to develop the spirit of international co-operation." Then there has been established in the Secretariat of the League an International Educational Centre to keep in touch with Governments on all questions of training the young in the League's aims and work. In 1929 the publication was begun of a periodical called "The Bulletin of League of Nations Teaching" giving information on this subject as treated in different countries, and on international life at Geneva.

But these questions of Education are not confined to the surroundings of technical committees and offices. They come to the full light of the League of Nations Assembly almost every year. For instance, the difficult question of the revision of school text books for the purpose of eliminating any criticism likely to develop feelings of animosity towards certain foreign countries in the minds of the young has been much discussed and a number of proposals have been made. A draft declaration has been submitted to Governments in which certain measures are provided for improving the text and tone of school manuals and especially of history books.

It may also be mentioned that an important proposal for "moral disarmament" was laid before the Disarmament Conference. For this proposal the League's International Committee on Intellectual Co-operation was largely responsible. The temporary check in the Conference has unhappily caused the proposal to be adjourned. But the idea has been set on foot by the League of Nations Associations that even failing a reduction of armaments, the adoption of a Convention on Moral Disarmament should not be impossible; for such an agreement would be of great value independently of the reduction of material armaments.

Geneva is thus not merely a world centre of international co-operation in politics and economics, but it has at all times been and still is a centre of moral action discreetly yet regularly and unceasingly endeavouring to exercise an influence for peace in international relations.

BOOK REVIEWS

ENGLISH VERSE FOR MATRICULATION STUDENTS, selected and edited by R. C. and N. Giffin. Oxford University Press. PP. 88. Price As. 12/-

The study of poetry ought to bring joy into the reader's life, and appreciation of good poetry should, therefore, be the aim of all those who study the poems of well-known authors. The teacher who teaches a poem must have something of the poetic vein in him; otherwise he will not be able to appreciate the subtle beauties contained in a piece of poetry, and much less communicate the message a good poem is intended to convey. Unfortunately, as the editor of *Teaching* observes, 'the teaching of poetry in our schools is concerned with the minute examination and annotation of words and phrases, the rendering in prose of the language and thought of the poem.' Hence the advice given by the editors to the teacher is most welcome; 'Let the students read the poem; let their reactions in the first and last resort be to the poem and to nothing but the poem.'

The book contains about 60 poems. In the choice of the poems the editors have discounted in many instances the likelihood that they are familiar to the teacher. The book is well got up, and the notes at the end, though meagre, will, it is hoped, be found helpful to the teacher. The book may well be prescribed as text-book in High Schools preparing candidates for the Matriculation or equivalent examinations.

—D. N. S.

SCIENCE OF COMMON LIFE by A. T. Simmons and E. Stenhouse (Indian edition). Published by Messrs. Macmillan & Co., Ltd. 347 Pages. Price Rs. 1-8-0.

Science must interest everybody because it is a systematic understanding of the world in and around us. Yet most books dealing with science are dry to a general reader, who is led to think that science is more for laboratories and not for common life. This little book is a successful attempt to dispel that erroneous impression. As

its title indicates, the purpose of the book is to show how much science there is in everyday life and how much everyday life has the need of science. The scope of the book is confined to domestic life leaving out industries. Among the topics dealt with are measurement, heating, air, water, filtration, bacteria, food plants, methods of cooking and principles involved therein. Sound, light, electricity, magnetism, metals, animal and plant life do not lie within its scope. The examples are familiar occurrences, though some of them are more peculiar to English life. The explanations are direct and precise and are illustrated by sketches and simple experiments. The application of the scientific principle is given more importance than its derivation; for instance, convection is dealt with more as a principle involved in ventilation than as a method of heat transference.

The book can be recommended to the student for acquaintance with a clear exposition of some topics, though it does not cover the full scope and syllabus of physics, chemistry or natural science. The simple experiments, the familiar examples, the explanatory sketches and the test questions at the end of every chapter make the book a valuable companion to the teacher. Drawing from library shelf and going through the pages, even a general reader will get interested in most of the chapters which furnish him with information useful in common life.

—G. R.

ACTION AND ADVENTURE, edited by N. B. McKellar, M. A., and published by Messrs. Macmillan & Co., Ltd. Pages ix and 204. Price Rs. 1-6-0.

The Editor's aim has been "to secure a pleasing variety of attractive readings which, satisfying to some extent a definite need, will open wide the window which gives on to the alluring expanses of English literature". The selections are of a miscellaneous nature and the arrangement arbitrary. There is no singleness of aim underlying the selection. For one thing the editor set out to give extracts from "thrilling tales which launch forth without preliminary ado and which, by virtue of lively situations and lively people, hold and sustain the interest throughout". But in some cases, at least, the stories launch forth all too abruptly and the young student for whom they are intended is

likely to feel bewildered. The extracts are not all self-explanatory. On the whole, it is much better that the student is put on to the complete works from which these extracts have been made than that he should be made to engage in a desultory study of extracts which do not carry with them their own explanation. The editor has set before himself another aim and that is to cater for the student's liking to read "of active machines, of great inventions, of the advances and mysteries of science, of the amazing facts of animal and plant life". From this point of view, the volume may be pronounced to be an invaluable book of general knowledge. The glow-worm's lamp, soda-water, the diver's dress and work, boomerangs, the locomotive, the earliest attempts at the conquest of the air, protective colouring in animals, the appearance and habits of the sloth—here is verily a small encyclopædia of general knowledge and it should be very useful to the students of our colleges whose stock of general knowledge is scandalously poor. The excellent get-up of the book is worthy of the publishers.

—V. M.

THE KINGDOM OF GOD AND PEACE
ESSAYS, by Leo Tolstoy, translated with an introduction by Aylmer Maude. Published by the Oxford University Press. Pages xiii and 591. Price 2 Sh.

This is an excellent addition to the splendid series of The World's Classics which aims at bringing within easy reach of the ordinary book-lover English translations of the classics of the world's literature. "The Kingdom of God is within you" is one of those volumes which belong decidedly to the category of 'the literature of power'. It is Tolstoy's manifesto of peace and government and is an attempt to present Christianity shorn of its crust of dogma as "an understanding of life." His well-known views on war and the belief in violence which makes wars possible and popular were never so needed as at the present day when, turn where we may, we hear the clash of arms and the air is filled with the smoke of machine guns. To us in India, the book is memorable as having been a source of potent inspiration to Mahatma Gandhi and given him the idea of Passive Resistance. The volume also contains "Christianity and Patriotism" an essay which is remarkable for its shrewd anticipation of the Great War twenty

years before it broke out. A few other essays have also been included which bear on the subject of peace. The whole volume has been translated from the original Russian by Aylmer Maude who, along with his wife, has placed English lovers of Leo Tolstoy under a deep debt of gratitude by producing splendid translations of his works. Those who cannot afford to own a copy of the Centenary Edition because of its prohibitive price of 9 sh. will welcome the present volume which is well within the reach of their purse.

—V. M.

ENGLISH PROSE AND VERSE, OLD AND NEW (Book I). Edited by S. Panandikar, M.A., M. Litt. (Cantab), and V. D. Salgaonkar, M.A., LL. B. Macmillan and Co., Ltd. PP. 192. Price Re. 1/-

Many text-books have of late been written for the use of pupils of the IV Form, but in our opinion not many of them come up to the level of the book under review. The selections, both in Prose and Poetry, make a very interesting reading, and a casual reader who picks up the book at any odd hour will not easily be tempted to lay it aside. In the selection of Prose lessons the editors have kept mainly two objects in view: to provide subject matter that will genuinely interest the pupils concerned, and to give it in a form that will satisfy their linguistic needs. The lessons are of various types—stories of incident, of adventure, of famous men and women of history or legend, and of well-known characters in fiction. The descriptive passages are of three types—geographical, scientific, and purely literary. A fairly large number of choice poems are included, so that children may go through a good many of them in order to be able to like and appreciate poetry.

Exercises at the end are an important feature of the book. If properly used, they would, besides developing the pupils' reading ability, improve their command over English. The get-up is excellent, and the book may be safely recommended for use as text-book in the IV Form of our High Schools.

—D. N. S.

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. 5. In a school or college where there are students belonging to different religions, what course in religious instruction would you suggest?

Answer:—If we are agreed that education must have a religious basis and that religion is the biggest factor in building up character, then the question, what course in religious instruction should be followed in institutions with students belonging to different religions, may be discussed. The question does not arise in educational institutions where all the students belong to one religion. In institutions which are definitely under one or other religious auspices, even though the question may arise, it can be solved by the institution definitely undertaking to teach only that particular religion that it stands for and leaving it open to those who do not desire such instruction to keep out through a 'conscience clause' signed by themselves and their parents. In such cases special arrangements may be made to provide an alternative course in religious instruction that will be suited to them. Such a procedure will be in accordance with the highest spirit of religion and the spirit of mutual respect among religions. The problem becomes acute in institutions under Government or Local Bodies, or Provincial Universities. In view of the religious neutrality of the Government, it cannot identify itself with any one particular religion and if ever, ought to provide instruction in all the religions separately. But that is very nearly an impossible task. What then is to be done in these cases? The problem is impossible of solution so long as we face it in terms of claim and counter claim of religions. If we change the point of view slightly we may see a hopeful line of solving the problem.

From a higher point of view the very distinction between religious and secular subjects is an unjustifiable one. Such a distinction tends to make religion a narrow exclusive and conservative influence and makes secular studies, so called, be devoid of that higher aim that belongs to man as a spiritual being. Again religion is more caught than taught and as such if only the teachers are religiously minded they can teach more through their example than through precepts. Finally, religion of the highest type ought to be liberal and rational and not merely dogmatic. If these points are borne in mind, then we need not regret the absence of definite religious instruction in these institutions.

Q. 6. Herbart says "The one and whole work of education may be summed up in the concept—Morality". Please elucidate this statement.

Answer:—You will agree that knowledge without character is a dangerous weapon in the hands of man. It is productive of more evil than good. While we may learn all that there is to be learnt in the different subjects taught in schools and colleges, we must not forget the highest aim in this progressive enlightenment of the intellect. The aim should be always to build up within us such personalities as will be good and noble, generous and kind-hearted.

Herbart's statement, however, does not mean that we should study nothing else than morality. An exclusive moral study will defeat its own purpose. Further, we may know all about the good life and yet not have the power to live it. Education must be such as to give us that power to live the best we know and not merely enable us to know about the good.

Correspondence

EDUCATION WEEK CELEBRATIONS AT MASULIPATAM

This year the Education Week was celebrated at Masulipatam under the auspices of the *Educational India*. Two important meetings were organised in the Victoria Memorial Hall.

On the 12th M. H. Ispahani Saheb Bahadur, Esq., B. A., B. L., Subordinate Judge, presided and Rev. W. Shuttleworth, M.A., Principal, Noble College and Mr. M. Virabhadrayya, Vakil, spoke on "The Place of Religious Instruction in Character-Formation in Schools and Colleges". Rev. Shuttleworth laid stress on the principle that education should have a spiritual basis and outlook to aim at the development of the character of the student. Mr. Ispahani, in bringing the proceedings to a close, observed that in a land of many religions, religion as such is out of place in colleges and in schools as a separate subject of study and that lessons of great ethical value might be impressed on the minds of the students in the course of lessons given in the classroom.

Continued from preceding page

Air Pilot Training Centres

Our Baroda 'student' is informed that facilities for training as air pilot can be had in the following places in India:

(1) The Bengal Flying Club, Civil Aerodrome, Dum Dum (2) The Bombay Flying Club, Jehu Aerodrome, Bombay (3) The C. P. & Berar Flying Club, Nagpur (4) The Delhi Flying Club, Civil Aerodrome, New Delhi (5) The Jodhpur Flying Club, Jodhpur (6) Karachi Aero Club, Karachi (7) Madras Flying Club, Madras (8) North India Flying Club, Ltd., Lahore (9) U. P. Provinces Flying Club, Ltd., Lucknow and Cawnpore.

We welcome this letter from 'student' as it indicates the spread of 'air mindedness' in India and we would encourage 'student' to go ahead. Wish him all luck and a name as great as that of Chowla or ManMohan.

On the 13th Rao Bahadur S. Hanumantha Rao Pantulu Garu, B. A., B. L., Retired Public Prosecutor, presided and Mr. V. Muthu Iyer, M.A., L.T., Lecturer in English, Hindu College, and Mr. P. V. Rangaram, B. A., B. L., District Munsif, delivered illuminating addresses on "Education and Citizenship". Mr. Iyer pointed out that History and Geography should be taught on right lines, keeping the true perspective in view and that Civics should be taught in schools and colleges, so that students might be trained up as better citizens. Mr. Rangaram observed that the end and aim of education should be the preparation for true citizenship and that the ideals of liberty, equality and fraternity should be instilled into the minds of the young even in their school days.

The proceedings concluded with a vote of thanks proposed to the several gentlemen who made the Week a success.

AT USILAMPATTI

A public meeting was held on Tuesday the 6th inst., in the premises of the Board High School, Usilampatti, under the presidentship of Mr. S. Viswanatha Aiyar. The meeting was well attended.

The chief item in the day's programme was an interesting and thought provoking lecture in Tamil by M.R.Ry., M. R. Rengaswami Aiyangar Avergal, M.A., L.T., Headmaster, Board High School, Uthamapalayam, on "Playground and Character Formation". The lecturer at the outset pointed out that the chief aim in education should be "Character Formation" to which all teachers must focus attention. He next explained how a strong and hardy body was the foundation on which the superstructure of mental, moral and spiritual developments have to be raised. He afterwards discussed the relative importance of activities in the classrooms and playground and illustrated how the virtues of discipline, co-operation, team-spirit and leadership, etc., are easily acquired by the boys in the field of games and sports.

Lastly he made a fervent appeal to all the boys and teachers to put forth their best efforts and equip themselves for life in all directions actuated at every turn by a true religious spirit which will train them to develop a broad international outlook.

After the President's able supplementary remarks the meeting came to a happy termination, with a hearty vote of thanks proposed by the Headmaster of the School.

SOME RECENT BOOKS

For Teachers and Training Institutions

The activities curriculum in the Primary Grades : By M. P. STEVENS. Illustrated. Large Crown 8vo, 440 pages, 8s. 6d.

This book explains the meaning and working of a curriculum based on activities and the place of the three R's therein, together with the theory underlying it. The value of Play and Creative work, as to of the most important types of activity, has received special attention. The last part of the book is devoted to typical units of work for classroom use. Appendices deal with the material needed, and afford extensive bibliographies.

Progressive Methods of Teaching in Secondary Schools : By N. L. BOS-

SING. Large crown 8vo. 720 pages, 10s. 6d. The numerous books on method available for elementary school work have up to the present had to serve the secondary school teacher also, through lack of books in this direction. This volume remedies this omission, and in five Units covers all aspects of this branch of teaching.

Education of the Slow-learning Child : By C. P. INGRAM. Illustrated. Large crown 8vo, 432 pages, Index, 7s. 6d.

In the interest of the smart child it is often considered wise to segregate the backward children into special schools. The author of this book repudiates this necessity. In a school organization it is possible to allow for not only smart and retarded children, but even for borderline and backward cases as well. The nature and needs of these children are explained, and a programme is suggested for them.

Educational Psychology : By A. C. EURICH and H. A. CARROLL. Large crown 8vo, 436 pages, 7s. 6d. With Bibliographies and indexes of Names and Subjects.

This book has three main objectives :— (a) to provide a knowledge of techniques that may be used in acquiring a greater understanding of pupils, singly, or in groups, (b) to provide a summary of the knowledge about pupils

which has accumulated from the application of these techniques, (c) to develop in teachers an attitude whereby each pupil and each learning situation may be regarded as unique.

Child Psychology By J. J. B. MORGAN (Revised Edition). Large crown 8vo, 514 pages, 8s. 6d.

Whereas up to recent years much of the writings dealing with Educational Psychology was of a speculative nature, the greater portion is to-day mainly empirical and scientifically experimental: hence the need for a new edition of this standard work, the object of which is to present in simple form the latest findings in child psychology. This book studies the normal child and gives a complete analysis of infant behaviour, motor development, emotional development, thinking, playing, etc.

The Torch of Life By F. H. SHOOSMITH, PH. D. Illustrated. Crown 8vo, 160 pages, 2s. 6d.

Lessons in Sex Knowledge for boys and girls. Teachers will find in this Biological approach to sex knowledge a fund of useful material for talks on this difficult subject. The method followed is that advocated at the 1934 meeting of the Educational section of the British Association. This volume, while not treating the matter in detail, insists upon its dignity, its beauty, and its naturalness.

That youth may know : By F. H. SHOOSMITH, PH. D. Illustrated. Crown 8vo, 128 pages, 2s. 6d.

Lessons in Sex Knowledge for adolescent. This work consist of accounts of the main features of plant and animal breeding leading up to the main facts of puberty and adolescence. By way of conclusion the Author's Lay Sermon will be appreciated by teachers and those who deal with youth. It may be put into the hands of many an earnest young enquirer.

"The author is to be commended for his attitude; he treats his subject naturally, without shirking, and with the minimum of exhortation, solemn warning, and self-consciousness."—TEACHER'S WORLD.

OXFORD UNIVERSITY PRESS

BOMBAY :: CALCUTTA :: MADRAS

Every Educational Institution should subscribe for

'The Educational Review'

A Monthly Record for India.

The oldest of its kind in the country now in its 42nd year.

Devoted to all kinds of Educational problems and literary topics.

Contributions from distinguished educationists and literateurs.

DOUBLE CROWN OCTAVO.

Annual Subscription Rs. 5/-

The 'Field-Madras'

An All Sports Monthly Journal.

The first journal of its kind in the country now in its fifth year.

Devoted to all kinds of sports & athletics.

Special articles on all kinds of sports and athletics by sportsmen of international repute and experts.

Profusely illustrated and printed on superior art paper.

DEMY QUARTO.

Annual Subscription Rs. 5/-

Offices:— 190, Mount Road, MADRAS.

COMPLETE LABORATORY EQUIPMENT

For Schools, Colleges, Universities, Etc.

Stockists

Precision Balances and Weights.

Microscopes.

Optical Instruments.

Thermometers of all kinds.

Laboratory Glassware.

Pure Chemicals.

Porcelain sinks and fittings.
etc. etc.



Manufacturers

Distilled Water Plants.

Thermostats.

Electrical Resistances and Switches.

Scientific Instruments and apparatus.

Water and Gas fittings
etc. etc.

The Andhra Scientific Company

MASULIPATAM (S. India)

'THE SOUTH INDIAN TEACHER'

IS

The Official Journal of

The South Indian Teachers' Union.

It is therefore the journal of the Teacher

AND

No teacher should be without it.

Subscription is only Rs. 3/- Per annum

Registered Office:—

41, Singarachari Street,
Triplicane, Madras.

THE NAME "SADHANA" BEHIND

Sir P. C. Roy says:—

"I visited Sadhana Aushadhalaya. The preparations are all made in large scale in strict accordance with Ayurvedic processes. Its preparations are daily gaining in popularity in all provinces of India and even outside."

"You prepared your medicines strictly according to the individual Ayurvedic Sastras. I know that you are doing something of material benefit for the patients and that it was something new to the world. I realise that medicines prepared in that manner are all powerful to heal."

(Sd.) WM. BROWN, M.D.,
Young Town, Ohio, U.S.A.

Speciality in prescribing medicines with suggestion free of cost by our eminent Kavirajas.

Sadhana Aushadhalaya

Adhyaksha—Joges Chandra Ghose,
AYURVED-SASTRI, M.A., F.C.S. (London), M.C.S. (America),
FORMERLY PROFESSOR OF CHEMISTRY, BHAGALPUR COLLEGE.

Head Office and Factory—DACCA.

AGENCIES:—London, Ceylon, Penang, Teheran,
Tientsin, Koforidua.

CALCUTTA BRANCHES:—Shyambazar Market: 213, Bow-
bazar; 67/4, Strand Road; 2, Russa Road; Kidder-
pur; Howrah.

BRANCHES:—ALL OVER INDIA AND BURMA.

The Indian

LIBRARY JOURNAL

BEZWADA

The official organ of the All-India Public Library Association. Expounds the various phases of Library Science and the Library Movement in India.

ANNUAL Rs. 3/-

Apply to:—

I. Venkata Ramanayya,

MANAGER.

Reg. No. M 3129

20-2-37 12-2-37-
(x) Educational India

THE ANDHRA INSURANCE Co., Ltd., MASULIPATAM.

Mark Our Progress

(Estd. 1925)

PREMIUM INCOME EXCEEDS	....	5 Lakhs
LIFE FUNDS EXCEED	....	12 "
BUSINESS IN FORCE EXCEEDS	....	100 "
NEW BUSINESS COMPLETED IN 1935	....	27,10,000
BONUS Rs. 15/- per 1000/- per year		
EXPENSE RATIO 33 % (To Total Income)		

WE CAN CATER TO ALL YOUR NEEDS. PLEASE TAKE A POLICY
WITH THIS PROGRESSIVE LIFE OFFICE.

Automatic Paid-up Policies, a Speciality.

For Particulars to:

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



Headaches

Avoid

Aspirins - and
Heart Troubles

USE

Amrutanjan



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

EDUCATIONAL INDIA

EDUCATION IN SPAIN,
p. 183.

Reconstructing Elementary
Education, p. 181

EDUCATIONAL EXPERTS
FROM ENGLAND, p. 185.

Student Unions in University Life	...	Dr. V. K. R. V. Rao
Senses: Their Role in Education	...	Prof. A. V. Matthew
Geography Room and Equipment	...	Mr. M. R. Sakhare
Teaching of Mathematics	...	Mr. S. R. Diddi
Literacy Education'	...	Mr. S. R. Karandikar

The Hyderabad Scheme of Educational Reform

FOR DETAILED CONTENTS AND SPECIAL FEATURES SEE INSIDE

'Elephant Brand papers are the best'

Made by

THE TITAGHUR PAPER MILLS CO. LTD.

Makers of High Class Papers
CALCUTTA

Detailed Contents for November, 1936

	Page		Page
THE PLACE OF STUDENT UNIONS IN UNIVERSITY LIFE		Enriching the Vernacular ; Calcutta Varsity Scheme	189
BY DR. V. K. R. V. RAO, M.A., Ph. D. (CANTAB)	163	Compulsory Ele. Education	189
SENSES: THEIR ROLE IN EDUCATION		Mr. Harrop Retires	189
BY PROF. ANJILVEL V. MATTHEW	165	Secondary Education Reorganisation	189
GEOGRAPHY ROOM AND EQUIPMENT		Education Act Amending Bill	189
BY MR. M. R. SAKHARE, M.A., T.D. (CANTAB)	169	Physical Culture Scheme	190
TEACHING OF MATHEMATICS IN SECONDARY SCHOOLS		Graduate Farmers	190
BY MR. S. R. DIDI, B.Sc., B.T.	171	Sikh Education Conference	190
"LITERACY EDUCATION"		Abolition of Text Book Committee	190
BY MR. S. R. KARANDIKAR, B.Sc., B.T.	176	University Training Corps	190
EDUCATIONAL REFORM IN HYDERABAD		Mysore Sanskrit College	190
MACKENZIE COMMITTEE RECOMMENDATIONS	178	State Education Conference	191
EDITORIALS		Teachers' Conference	191
Reconstructing Elementary Education	181	Land for Educated Youth	191
Education in Spain	183	People's Educational Conference	191
Educational Experts from England	185	Public Libraries and Adult Education	191
The Hyderabad Scheme of Educational Reform	186	Scholarships for Technical Training	191
PERSONAL NOTES	187	One Crore for Rural Uplift	191
THROUGH DIFFERENT PROVINCES		Sites for the University in Ceylon	191
Vocational Education Experts	188	Noble Prize Awards	191
Progress of Education	188	PUBLIC OPINION	
Local Board Schools	188	Dr. Metcalfe on the Dharma of Indian Universities	192
Teachers in Girls' Schools	188	Cochin Director on Rural Education	192
Kerala University Committee	188	Sardar Sant Singh on the Medium of Teaching	193
Women's Education	188	Mr. A. E. Foot on the Value of Public School System	193
		FOREIGN CURRENTS	194
		PERIODICALS	
		"Religious Education in Bengal Primary Schools"	195
		"Fine Arts in Education"	195
		BOOK REVIEWS	196
		THE EDITOR ANSWERS	198

Vol. III: No. 5

November, 1936

EDUCATIONAL INDIA

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

Edited by M. Venkatarangaiya



EDITORIAL BOARD

M. VENKATARANGAIYA C. SWAMIKANNU PAUL
M. SESHACHALAM C. B. KRISHNA SASTRY
D. NITYANANDA SASTRY

The Educational India Office
MASULIPATAM (S. India)

INLAND
Rs. 3-8-0

Single Copy As. 6

FOREIGN
Rs. 5-0-0

"EDUCATIONAL INDIA has taken a leading place"

—Kulapathi Dr. JAMES H. COUSINS

SUPPORT

"Educational India"

Mysore Dewan's Appreciation

Sir Mirza Ismail's Private Secretary writes thus:—

"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."

.. ..

INSPIRED EDITORIALS
RICH CONTRIBUTIONS
REGULAR FEATURES

INLAND Rs. 3-8-0
FOREIGN Rs. 5-0-0

Published from
MASULIPATAM
(S. India)

LEAGUE OF NATIONS PUBLICATIONS

Aims and Organisation of the League of Nations	...	...	Rs. 0 9 0
Essential Facts About the League of Nations	...	...	0 11 0
Ten Years of World Co-operation	...	...	6 14 0
Bulletin of League of Nations Teaching	...	...	1 6 0
Balances of Payments, 1933, (Only existing statistical book of reference concerning international accounts—figures are given for 32 countries—information supplied concerning outstanding international liabilities & assets)	...	...	4 2 0
Armaments' Year-Book, 1935 (Contains monographs on 64 countries—information derived from communications from various governments to the Secretariat on the occasions of the Conference for the Reduction & Limitation of Armaments)	17	8	0
National Public works	...	...	8 4 0
Enquiry into Clearing Agreements	...	...	2 12 0
Statistical Year-Book of the League of Nations, 1934—35	...	...	6 14 0
Review of World Trade, 1934	...	...	1 12 0
Economics of Air Transport in Europe	...	...	2 7 0
Agricultural Protectionism	...	...	1 6 0
Commercial Banks, 1929—34	...	...	6 14 0

Obtainable from the : **League of Nations, (Indian Bureau)**

Improvement Trust Building, Esplanade Road, BOMBAY 1. &
THE BOOK CO., LTD., COLLEGE SQUARE, CALCUTTA.

The Place of Student Unions in University Life

By Dr. V. K. R. V. RAO, M.A., Ph.D. (Cantab),

Andhra University, Waltair.

IT is a well-acknowledged principle that lectures, examinations, and the classroom do not by any means sum up the most vital elements in a university education. The university is primarily an institution that equips the individual with the means to discover and develop his personality. The living contacts that he makes with his fellow students and his teachers, the discussions and debates embracing the wide world in its youthful range which he delights in, and the various ways in which he participates in communal life—these are the means which fit him to lead the good life. Among these the student unions take an important place; and it is the object of this brief article to describe and assess the importance of these institutions in university life. It may be added that in writing this article, the author has been greatly influenced by his impressions of university life in Cambridge where he spent two years as an under-graduate and one year as a research scholar.

Student unions can roughly be classified under the following three heads :

The general union,
The departmental or subject union,
The political union.

The General Union

This is usually an association of all the students in the university, irrespective of differences in age or subject studied, whose object is to give a common meeting place and otherwise promote community activity on the part of the general student world. A very important, and perhaps the most spectacular, function of these unions is to be found in their public debates; the less spectacular side of their activity lies in the provision of club facilities, such as a reading room, smoking room, correspondence room, a library and a lunch club. The union which answers this description in Cambridge is the Cambridge Union Society.

The public debates of the Union Society in Cambridge are given a great deal of prominence in the press and attract the most able speakers in the student world to its debating hall. The constitution provides for debates on every Tuesday at 8-15 P. M.; and out of the 8 possible debates in a term, 2 or 3 are what are known as visitors' debates. The latter are debates in which persons of eminence such as Cabinet Ministers, leaders of the Opposition, eloquent professors and witty businessmen are specially invited to take part; the others are debates where only student speakers who are invited to speak on paper (i. e., their names are previously printed on the programme and this is supposed to rank them as good speakers in the Union) are given from 10 to 15 minutes for their speeches. These senior speakers have to pass through the wearisome apprenticeship of catching the President's eye after the debate is thrown open for public discussion and establishing their claims to be speakers of merit, deserving an invitation to speak on paper. On the whole, merit rarely goes unrewarded and good speakers win the allegiance of the Union, if not its offices. The Presidentship of the Union is usually a passport to being adopted as a candidate by one of the English political parties; while I am informed by friends that it knocks off 4 or 5 years from the trying period of a legal career and helps to unloosen the brief-bags of the solicitors. There is no doubt that the Cambridge Union Society, by its weekly debates, performs 3 very useful functions."

(1) It helps to create the parliamentary mentality i. e., it creates the habit of listening to both sides and differentiating

§ During my three years at Cambridge, there were, among others, the following visitors who spoke in the Union: Pro. Laski, Major Atlee, Sir Oswald Mosley, Lord Allen, Kingsley Martin, C.E.M. Joad, and Sir Samuel Hoare.

between an attack on an opponent's arguments and an attack on his character—so essential to the successful working of a party system.

(2) It helps to develop the art of speaking in the students at a comparatively early age; particularly in speaking briefly and to the point. In addition, it makes for the selection, normally speaking of the able speakers among the younger generation; and by bringing their names to the notice of the nation, it assists in meeting the difficult task of choosing leadership in a democratic country.

(3) It gives an opportunity for politicians and others to enjoy the stimulating experience of addressing a younger and more zealous audience than they are usually accustomed to; and also gives them an inkling of the trend of political and social thought in the younger generation.

In addition to all this, of course, the club life which students get in the Union is very wholesome. Physicists and economists, engineers and doctors, lawyers and architects all mix together, as also Chinese and Japanese, Indians and Englishmen, French and Germans, not to speak of other nationalities. This intermingling widens one's outlook, induces and increases a spirit of tolerance and gives one a capital training for the difficult art of living in society. I have no doubt that union societies, on the lines of the Cambridge Union Society, would do much to stimulate student life in India and prepare us for the task of successfully working a democratic political system when we ultimately get it.

Departmental Unions

Unlike the Union Society, Departmental Unions are special associations of students with the membership of each restricted to students of that particular subject. Their object is not only to supplement class work with lectures and papers by outsiders but also induce in the students a live interest in their subjects and stimulate discussion. An illustration of this class of departmental

student unions would be the Marshall Society of Cambridge. Unions of this kind exist in all Indian Universities; but at present many of them consider their task completed if they invite a few outsiders to deliver lectures under their auspices. It is far more important that unions of this kind should encourage reading of papers and discussion thereon by student members, if they are to fulfil their primary function of stimulating an interest in the subject for its own sake and not from the point of view of the examination.

Political Unions

These are associations of students of like political views formed with the object of studying current problems and intelligently imbibing the principles of the party to which they belong. Thus, e. g., in Cambridge there are three active political student unions, viz., the Conservative, the Liberal and the Socialist clubs. Political unions of this type form perhaps the one feature of student life in England which is conspicuous by its almost complete absence in India. It is, therefore, appropriate to devote a little more space to the part played by these bodies in university life.

These unions give an opportunity to young students of obtaining a political education. Students group themselves into these clubs on the basis of their political temperaments, but it should not be thought that the political party to which the student initially belongs commands his permanent allegiance. In fact, it is a matter of comparative indifference to which club the student belongs so long as he makes use of his membership to take an intelligent interest in political problems and study carefully the questions that confront the statesmen in power. Opportunity for such education is amply provided for in these clubs. Weekly meetings are regularly held at which prominent leaders of the party address the club on important questions of the day and in addition expound and defend their political faiths; questions and discussion after the address are an important feature of these meet-

ings and there is no doubt that in addition to the elucidation of difficult questions for the student, they exercise a wholesome effect on the visiting statesmen. In fact, these meetings provide an opportunity for the elder statesmen to keep in living contact with the trend of opinion in the younger generation attached to their parties and safeguard men from getting into a rut. Moreover the existence of these clubs enable them to pick out from among the younger generation suitable candidates for the leadership of their parties in the future. There is also no doubt that the existence of these clubs makes political discussion most stimulating and provide in miniature the party framework of the national forum. This early acquaintance with party clubs, party leaders and party organisation enables the young men, when they actually enter political life, more easily to fit themselves into it; and also provides that con-

tinuity in leadership which is so important for the successful working of a democratic system. I cannot help feeling that one of the reasons for the comparatively successful working of democracy in England is to be found in the student unions of the reading universities of that country.

In this brief article, it has not been possible to deal with all the student unions in Cambridge or other universities, e. g., societies like the Amateur Dramatic Club, the Choral Society, the Amateur Photographic Club, the Hawks, and others have not found a place in this survey. But I believe enough has been said to show that student unions form a most vital feature of university life and play an important part in training the student for leading the good life and being the good citizen—which is so essentially the function of a university.

SENSES: THEIR ROLE IN EDUCATION

By Prof. ANJILVEL V. MATTHEW,

S. M. T. Teachers College, Kolhapur.

ALL sensations are derived, physiologically, through the sense organs. We are familiar with the list of five senses: of sight, hearing, smell, taste and touch. The first two, and to a certain extent the third also, may be called long distance receptors. The eye may be compared to a delicate camera with a lens behind the pupil of the eye, an adjustable diaphragm called the iris, and a sensitive plate called the retina. The retina contains sense cells of two forms, the rods and cones. Light from objects stimulates these cells, which pass on the impulse through the optic nerves to the brain. Here we have an experience of the stimulus, a sentience, which, as Spearman graphically points out, is not merely physiological but also mental. The inner ear is similarly stimulated by vibrations in the ear, which results in our experience of hearing. In the same way the nose is stimulated by gaseous substances in the air; and the taste buds in

the tongue are roused to activity by substances in solution, solid food being made tasty by being partly dissolved in saliva. The skin contains warmth and cold spots, pain spots, and touch spots; and by their stimulation we get thermal sensations, pain, and the sensation of contact.

In addition to the sensations aroused by these commonly recognised five gateways of knowledge, are also to be mentioned the kinaesthetic and organic senses. The kinaesthetic sense (literally, sense of movement,) variously known as the sixth sense or the muscle sense, is the source of feeling within muscles, tendons and joints, and "furnishes important information regarding weight of objects, their firmness or looseness, hardness or softness". The capacity to maintain our postures, to judge the position of our limbs without the aid of our eyes, and to move and adjust the movements of the body is dependent on the proper functioning

of the kinaesthetic sense. In manipulations by the hand, we exercise both the kinaesthetic sense and the sense of touch; and in maintaining erect positions the labyrinth of the inner ear co-operates with the kinaesthetic sense. The giddy sensation one feels when he rapidly whirls round is due to the over-excitement of the inner ear. Organic sensations include hunger (caused by rubbing together of the stomach walls), thirst, nausea, feeling of suffocation, and certain ill-defined bodily feelings which seem to originate in the digestive and other internal organs of the body.

If senses form thus, along with the nerves, the physiological basis of all physical well-being and of all growth of knowledge, it is no wonder that careful attention has been given to their development. It is said that at birth most of the senses function very inadequately, that in the earliest days there is little sensitivity to light, that hearing is probably absent altogether for two or three days, that the sense of taste is but rudimentary, that smell develops even still more slowly, and that the temperature and pain aspects of touch function but vaguely. Things however change rapidly, and by the end of the first year the child lives in a world of sensation and spends most of his time exploring his own body and the outside world. In his work of exploration he is immensely helped by his ability to walk and by his newly acquired power of speech. As days go on, his acquaintance with the world widens and he gathers lots of useful information from his own observations and manipulations and from his contact with other persons. In the first few months he seems to find his greatest satisfaction from the exercise of the senses and muscles of his mouth which at birth "is the most acute feeling and efficiently acting organ of the body." Later he finds, as the psycho-analysts tell us, much satisfaction in the exercise of his excretory organs, and still later in the exercise of other parts and limbs of the body. All sensuous activities of infants and children are doubly useful to them: they are thereby

enabled to add to their limited knowledge of the external world, and to find much emotional satisfaction in the process.

It is, therefore, the duty of all parents and teachers to give as much scope as possible to their children to exercise their sense of touch and smell, sight, hearing and taste; to ramble about exploring "distant" space and to make contact with other children and with adults living in environments different from their own. The insistence on the part of the Nazi government that not only pupils but also teachers should have spent a term in the country is certainly a move in the right direction. Such an experience is valuable to teachers, but is particularly useful to children.

Colvin mentions a number of experiments made by experts in different countries towards the close of the last century to determine the range of perception in children, and they all arrive at almost the same conclusion that there is not much of pedagogic value, the knowledge of which is safe to assume at the outset of school life, that the teacher who does not want to waste his efforts should seek to understand for himself the particular kind of handicaps and limitations of experience that his children are subject to, and that he should co-operate with the parents to make children acquainted with natural objects, especially with the sights and sounds of the neighbourhood of the school. This direct experience should begin with the given locality and neighbourhood of the school but not end there. The wider the field of direct experience we can give to children, the better. Colvin quotes from Stanly Hall, one of the experimenters mentioned, the following passage which shows the high rate of ignorance of American children of the locality tested, which he thought would surprise most people: "skeins and spools of thread were said to grow on sheep's back or on bushes, stockings, on trees, butter to come from butter cups, flour to be made of beans, oats to grow on oaks, bread to be swelled yeast, trees to be stuck in the ground by God and to be rootless,

meat to be dug from ground, and potatoes to be picked from trees. Cheese is squeezed butter, the cow says 'bow wow,' the pig purrs or burrows While no one child has all these misconceptions, none are free from them and thus the liabilities are great that in this chaos of half assimilated impressions, half right, half wrong, some lost link may make utter nonsense or mere verbal cram of the most careful instruction." Indian children cannot at any rate be better informed generally than these American children referred to, and we too should, therefore, take those precautions mentioned earlier in this paragraph to extend the scope of sense perception of our children. It is most desirable that children from rural areas be given chance of having direct acquaintance with facts of city life, and that children living in cities be taken out for an occasional stay in the country.

An occasional visit of children from the countryside to towns or of town-children to the country, highly useful as it is, is not all that has to be provided for to widen the sense experience of children. A number of things, that they see once or even several times, may not perhaps be noticed by them at all. The fact that children see objects a hundred times, without acquiring consciousness of them, suggests that we draw at times the attention of children to significant facts or relationships in a given situation. This may sometimes be done by a talk or by appropriate question by the teacher, or better still, by encouraging children to ask questions. Let us have children to react in some efficient way to the situation, and the perception of the situation will be clearer than when the situation is viewed with passive interest. If they know that later on they will have to tell us what they saw, or have to make a picture or sketch of it, they are sure to observe things better and to notice more things than they would otherwise do.

There are not a few schools that place the greatest reliance on the method of talk and chalk, not to mention those which seem to grudge expenditure even on an abundant

supply of chalk. In order, however, that instruction may be as fruitful as we can make it, it is necessary that as many senses as possible must be exercised. Though there is nothing to prevent a strong and lasting impression being made through but one of the sense organs, it is on the whole a clearer and fuller impression of an object that we get through the stimulation and co-ordination of different senses, than if the same object were either only seen or heard or touched as the case may be. The little child often employs instinctively almost all his surroundings. When he gets a toy he looks at it (sense of sight), rattles it (hearing), touches it (tactile sense), smells it (olfactory sense), puts it into his mouth to see how it tastes (gustatory) and tosses it up or takes it into pieces (muscle sense). In the schoolroom also we can copy the wisdom of the child: we can give opportunity to children to not only read and write, but to handle, sketch, mould, manipulate and build.

There is another reason why the mind of the child must be appealed to through as many sense organs as possible. Our minds do not directly come into contact with any object. Our sense organs and the nerves running through them are stimulated by near or distant objects, and it is only by this stimulation of senses, and nerves, and not by any direct action of the mind, that we apprehend things. It follows, therefore, that each person is living practically in his own world and not necessarily in a world which is identical with any other person's. His conception of the world depends upon his own sense perception, and it may be that any one or more of his senses may be defective. If in a classroom the teacher does most of his work through talk, those students who have a defective hearing badly suffer. I remember a boy who looked quite intelligent; but often, when he stood up on being asked a question, he used to stare confusedly or give an irrelevant answer. Later, it was found that his hearing was poor. There are not a few who suffer much and are retarded in their progress on account

of such defects of eye-sight as myopia, astigmatism, colour-blindness, etc. One sad aspect of it is, that a great many children have sensory defects of which neither they themselves nor their parents nor teachers are aware. These defects often become serious and remain as permanent handicaps. They not only affect progress in schools, but often "have far-reaching consequences upon a child's life as a whole through the production of headaches, nervousness and dislike for school work." The worst of such sensory defects is that sufferers being unable to cope with their studies and other duties and pleasurable occupations are likely to develop a sense of inferiority; and this sense of inferiority may express itself in social ill-adjustments and behaviour problems.

Medical examination of pupils should be arranged for in schools, and wherever there is any sensory defect or any diseased condition of such organs as teeth, tonsils, etc., it should be reported to parents. In this, as in many other matters, the school and the home can profitably co-operate. Many of the acquired sensory defects can be remedied, or at any rate their progress arrested, if they are noticed and attended to, especially so in the early stages. But there are numerous instances of congenital defects, where the organs function poorly from birth. That the education of children with even such handicaps is not impossible has been demonstrated by a few specialists hailing from different countries of Europe from the sixteenth century onwards. The most remarkable figures among them are Pereira, Itard and Seguin.

Pereira (1715—1780) was a Spanish Jew who in his boyhood migrated to France. From early manhood he was interested in the education of congenital deaf-mutes. He studied the work of others before him who had given patient attention to the subject, and improved on their methods. He not only made use of and extended the manual alphabet of his predecessors, but, by his extensive study of human anatomy and

physiology, was able to teach his deaf-mute pupils to recognize sound vibrations and by perceiving the vibration to reproduce the corresponding sound of language. He thus "practically made his pupils hear through the skin, and utter exactly what they so heard".† By this method of developing the sense of sight and touch one of his deaf-mute students learned not only French literature but the mathematical and physical sciences and such foreign and classical languages as Italian, Latin and Hebrew—an achievement which, in our days, has, to a certain extent, been excelled by Miss Helen Keller of America who, despite the treble affliction in early infancy of blindness, mutism and deafness, has still been so well educated (thanks to her own indomitable will and the sympathy and understanding of her friend and nurse Miss Sullivan) that she can now not only address public meetings but can also claim the authorship of several books, one of which is on *Optimism*!

Dr. Itard, an eminent French physician (1775-1838), was able to give some kind of a sense training to the famous wild boy of Aveyron, who had not only grown up in the forest but was also an idiot with very little sensitivity. That there is hope even for idiots, if they are trained by experts, who have both technical mastery and genuine patience and sympathy, was amply proved by another Frenchman, Edouard Seguin (1812-1880), who, for his apostolic zeal in the cause of education of children of the lowest intellectual equipment, is reverently known as the Apostle of Idiots. Many of the pupils of Seguin had been so ill-developed mentally, that even such elementary physical acts, as walking, taking hold of things, and letting them go, were not within the range of their possibility. Such unfortunates, however, were helped to shift for themselves to some extent by Seguin who devised special apparatus and instruments to remedy the physical defects and malformation that stood in the way of their educational progress. A beginning was first made with the simplest and

† R. J. Fynne: Montessori and Her Inspirers, Ch. I.

lightest tasks. The use of tools and implements was gradually introduced with a view to facilitate motility. When a child made any progress in these exercises, which presented both physical and intellectual problems, he was encouraged to do the same in the emulating company of others. Here, aided by music and by example, all forgot fear, enjoyed their tumbles, and performed charming little braveries. The spirit of the man is revealed in the beautiful quotation that Fynne makes in his most sympathetic study of Seguin and his work: "The girl who begins to wipe the dishes, the boy who picks up the stones in the field, are above all helping to save themselves from the horrors of idiocy." "These children," says Seguin again "could not move of late, and to-day they are in their first well-earned per-

spiration; but do not let them catch cold, particularly in the moral sense."

The examples and writings of the two doctors, Itard and Seguin, inspired another medical practitioner—Madame Montessori of Rome—who like them started her educational enterprise with the training of the dull-minded and the idiot. Soon afterwards she took in hand the education of normal children and applied the same principles in their education also. As in the case of her inspirers Itard and Seguin (as also of their predecessor Pereira of whom Montessori perhaps did not know much) sense training is the corner stone in her system also. In emphasizing the role of the senses in education, as well as in her insistence on freedom for the child she has done signal service to the cause of education.

GEOGRAPHY ROOM AND EQUIPMENT

By Mr. M. R. SAKHARE, M.A., T.D. (Cantab),

Principal, Gilganchi Artal High School, Belgaum.

IN accordance with the importance of geography it is necessary that there should be a separate room for the teaching of Geography. It should also be well furnished and provided with all materials requisite for the teaching of the subject, so much so, that as soon as one enters the room, one should feel the atmosphere of geographical study. It is attempted in the following lines to state briefly the furniture and apparatus required for the geography room.

(A) Furniture

(a) Flat tables with chairs should be provided for scholars in twos; sloping desks are not suited to the study of geography, for scholars have to draw geographical diagrams, trace maps or their outlines for locating mountains, rivers, cities, etc., and do various things in colour or pencil for the understanding of diverse geographical matters of a particular country or continent. And for these purposes sloping desks are

very inconvenient.

(b) There should be a big black-board for the use of the teacher, that he may draw various explanatory diagrams or may write down full explanatory notes on particular topics as he may think necessary. As far as possible, there should be two such black-boards that can be slid up and down one over the other, so that the teacher may not have to wipe off all that is written on the board for writing new matter. For it may not be possible for pupils to take all down quickly as the teacher writes on the board.

(c) There should be a cupboard to keep the maps and atlases required for the use of the teacher or students. Or a stand of two legs about four feet apart with hooks attached to the legs for rolled maps to be hung horizontally on the hooks.

(d) There should also be a stand on which to hang maps unrolled, when the

teacher wants to use the map for teaching the class. This stand may be called "map-displayer".

(e) There should be a white screen (or plain white painted wall) for receiving geographical pictures reflected by the projector or lantern. This is a great necessity during these days when lantern slides can be used with great benefit to students of geography.

(f) There should be show cases for the display of various geographical specimens, such as relief models, models of peaks, river-beds and mouths, geological specimens, and objects not easily accessible to students and so forth.

(g) There should also be a cupboard to keep various materials required for outdoor work such as measuring and for keeping apparatus required for weather observations, thermometers, charts, etc.

(h) There should also be a cupboard for books on geography, for reference as well as study of geographical topics.

(B) Apparatus or geographical requisites

(a) The first and foremost thing necessary for the teaching of geography is a variety of maps (wall maps as they are usually called). These maps of various continents and countries (to meet the syllabuses) should be of equal area projections. There should be two or more world maps showing the world in hemispheres (which are not now generally used) in flat surface. There should be different maps for different features of the continents and countries such as relief, climate, vegetation, and other physical features. It is quite impossible to combine all these regional features of a continent or a country in one map. If all these were to be put in one map, it will be confusion worst confounded and nothing can be distinctly seen and studied with advantage.

(b) The second great requisite for the teaching of geography is the globe. The

globe ought to be suspended but adjustable for use whenever required. This suspended globe should be big enough so as to give a clear idea of the divisions of the world and of the land mass or continents. A globe of 18" in diameter will suit admirably. This big globe is intended for the use of the teacher only. While there should also be a smaller one, a table globe, as it may be called, that is easily movable. This smaller globe should be of 12" in diameter. This may be used by the teacher or by a student with the permission of the teacher.

(c) There should be atlases sufficient in number for the use of students in the class. But more or less generally the students should have and handle their own. But special and costly atlases, which pupils cannot afford, should be kept in schools for the ready reference of students.

(d) Geographical charts of different countries illustrating different special features of the countries, such as industries, animals, plant life, etc., should be kept for display whenever necessary.

(e) There should also be geographical pictures of different topics of interest. For instance, market views of India, sugar-cane plantation, fairs and festivals of India and so on. These pictures should not always be displayed, as they are likely to distract attention of students. However, opinions differ in this regard.

(f) There should be all materials for survey, apparatus for weather observations, thermometers, hygrometers, soil temperature meters (buried underground) and various other things required for any practical work in geography.

(g) There should be a rain-gauge kept in the school compound for making observations of rainfall.

(h) There should be an album of pictures of peculiar interest and illustrative of some geographical features of country. As for instance, the pictures of cotton gathering, when the ripe pods are bursting, will interest and instruct students very much.

(i) There should be a projector of slides which when exhibited will give a concrete idea of the things which the teacher is striving to teach. This method of instructing geography cannot be over-emphasized. They create interest and attract maximum attention of students. And this is the first thing required. Moreover they leave more or less permanent impressions or images on the impressionable minds of young men.

(j) The most important of all is a suitable library of geographical books for the use of teachers and students. There should be books of general reference written by specialists on special topics. There should also be books on geography of different countries, concise or elaborate. The books

should be various and multifarious, suited to students of all ages and stages. They should include such topical books as travel, voyage, exploration, etc. There should be lives of globe-trotters, explorers, as well as story books of geographical interest, so that students with curiosity roused in them can satisfy their curiosity by reading. They would thereby indirectly add to their geographical information.

(k) Lastly there should be in a separate room, a small reading room, containing news-papers and magazines, specially devoted to the geographical study and topics.

Such is the rapid sketch of the geography room as hints to teachers and schools, though all points noted herein can be greatly elaborated.

Teaching of Mathematics in Secondary Schools

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

Municipal High School, Haveri (Dharwar).

An Apology

I CANNOT do full justice either to the subject matter or to the methods of teaching. My aims in writing out this series are two, namely:

(i) To present in a nutshell the methods of teaching so that the trained busy teacher can get what is required on the stage at a glance.

(ii) To stimulate the untrained teachers appearing for the S. T. C. examination to practice their lessons on right lines and goad them to read higher treatises on the subject.

I shall be highly obliged to the teaching world for their constructive criticisms. I am highly indebted to the Professors at the Secondary Training College, Bombay, for their inspiring lectures during the year 1933-34, while I was under their training, without which these series would have become an impossibility.

Most boys fail in Mathematics not because of the inherent difficulty of the subject, not because they cannot understand and digest it, but because of the uninteresting way in which it is presented to them. Moreover boys get tired of the homework which deprives them of their useful leisure hours. Boys generally try to commit the procedure to memory without developing their reasoning powers. The truth of this statement can be verified if we refer to Sir George Anderson's remarks on the position of mathematics in the Bombay Presidency, "..... There has been some improvement in the methods of teaching but comparatively few teachers seem able to make the subject interesting, while the average pupil relies more on his memory than on his reasoning powers."

This being the state of affairs, it is our first duty to examine the manner in which it is generally taught at present and try to find out the defects. The following are the chief defects noticed:

(i) This abstract subject is taught in an abstract manner.

(ii) The maxim, "From Concrete to Abstract" is ignored though it is fully realised that the whole knowledge of the subject is based on Inductive or Deductive reasoning.

(iii) Correlation between Arithmetic, Algebra and Geometry is not brought out before the children.

(iv) Use is made of inhuman problems of which the following are specimens.

(a) A merchant bought a maund of Saf. from

(b) A man bought 16 watches for a rupee.....

(c) A rectangular field measuring $3' \times 2'$.

(d) Two men dig a pit $4' \times 5' \times 6'$ in 4 days. In how many days will 25 men dig it?

Such examples can easily be multiplied, but let us now turn our attention to the aims of teaching of mathematics. The principal aims are as follows:

1. It is the only subject that cultivates intelligence. Here psychologists intervene and put forth their authoritative statement: "You cannot convert a man of two talents into a being of three talents."

2. It gives such a training as will be of use in other subjects. Here again psychologists intervene exhorting that they have experimented and the "Theory of Transfer of training" has been exploded.

3. The subject is abstract and God is the embodiment of abstract. Our desired aim is emancipation. So this shows the right path to our desired aim.

4. It supplies us with bread and butter i. e., not the maintenance but the means of getting a maintenance. This is the utilitarian aim. If this aim is viewed as predominant, then the primary school mathematics is quite sufficient. Early Romans knew only addition and subtraction while the Greeks knew as much as a Second Standard boy does at present. The same is the case with our milk-women and workmen even today.

5. Every man, to lead a successful life in these days, must know at least some ordinary things of mathematics—at least the elements of arithmetic.

6. It teaches us to think scientifically. The scientific thinking has three stages, viz.,

1. Fore-thought, i.e., grasping the situation or what is given and what is to be found out.

2. Observation or Classification of facts.

3. Drawing or arriving at conclusions.

The second and third stages mean how the data is connected to our previous knowledge and how it leads to conclusion. These stages are quite clear in the solution of any problem.

7. It imparts culture which means the necessary knowledge to be acquired by an enlightened person. We shall have to study mathematics if we want to live a life suited to our age. Leaving aside higher mathematics to be studied by a few with a high I.Q., the ordinary things that are to be known by everyone of us in this present age, are to be studied by all, for all practical purposes. Practically Arithmetic comes under common-sense and for this reason it is called Arithmetic of Citizenship.

In passing we may say that the aim of teaching of mathematics should be partly cultural and partly utilitarian.

Before we proceed to the methods of teaching it will be quite worthwhile to know some maxims of methods.

Maxims

1. Base the teaching on the concrete. Since the study of mathematics is abstract, the boys are to be led slowly and gradually from concrete to abstract.

2. Relate teaching to life. Let problems given to boys contain things known or familiar to them.

3. Aim at perfect gradation in the work.

4. See that your teaching develops the powers of observation and scientific thinking in boys. Thinking should be so practised

and developed that after a time, the boys need not be consciously thinking but they should acquire knowledge automatically. Good teaching breeds observation. Thumb rules should not be given.

5. See that observation develops habits of accuracy, neatness and speed. Computations, i. e., calculations, etc., should not be mixed up with the main work. The work should be done on a separated page. Steps should be very clear.

6. Let the teaching lead the boys ultimately to mechanism. Our goal should be mechanism based on rational foundation, e.g., a telegraph clerk working mechanically at his machine.

7. Give mental arithmetic an important place in teaching. Mental drill is to be given in oral work. Make the boys solve the examples mentally and get a rough answer. Then they can tally this rough answer with that obtained by solving it neatly on paper.

8. Teaching should be well grounded in the fundamentals. Otherwise the whole structure will collapse.

Now let us turn our attention to the methods of teaching.

Methods of Teaching

1. The Inducto-Deductive method

Pure inductive method is a misnomer, as we shall have to follow the deductive method afterwards. Hence the name of this method. This is to start from a *particular*, to have a *hypothesis*, to test the hypothesis and then to get the *general truth*, e.g.,

(a) 1. We see 4 or 5 people of defective eyesight wearing spectacles. (Particular).

2. We come to the hypothesis that people wearing spectacles are of defective eyesight. (Hypothesis).

3. Then meeting a person with spectacles on, we ask him, "Is your eyesight defective?" (Application or testing of hypothesis).

4. If he says, "Yes," then we say all people wearing spectacles are of defective eyesight. (Generalisation).

(b) Let us make it more explicit by taking an example from algebra. Suppose we want to teach the factors of the expressions like $x^3 - 6x^2 + 11x - 6$.

1. We start with expressions like the following: $(x-1)(x+2)$; $(x-1)(x+4)$; $(x-1)(x+7)$; wherein we purposely repeat the factor $(x-1)$ so that the expressions may be zero when 1 is substituted for x in each. (Particular).

2. Then we ask the boys to find out the value of x which makes the expressions zero. The answer will be readily, $x=1$. Then we form the hypothesis that, "If by putting $x=1$, the expression is reduced to zero, then $(x-1)$ is one of its factors. (Hypothesis).

3. We then test the hypothesis by taking expressions like $x^3 + 5x^2 - 7x + 1$. Boys are to find out whether $(x-1)$ is one of its factors by putting $x=1$ and seeing whether the expression is reduced to zero. Afterwards the boys may check the result by actually dividing the expression by $(x-1)$. (Application or testing of hypothesis).

4. Then we elicit the general rule that, "If by putting $x=a$, the expression is reduced to zero, then $(x=a)$ is one of the factors. (Generalisation).

The boys are to learn the principles and their applications. Now they have learnt the principle. The application of the principle is taught by giving them sufficient drill or practice in solving examples.

A Drill or a Practice Lesson

In this lesson, the principle underlying the problems is elicited in short or a similar problem is solved on B. B. with the help of the class. The same type of examples are given for solution. This is, in general, the method to be followed.

In this lesson all the five Herbartian steps are not present. The drill lesson has got certain stages, viz.,

1. examination of data.
2. grasping the solution and finding out

whether the general principle can be applied for its solution, i.e., looking before and after.

3. Actual solution of the problem.

The general procedure followed up till now is that the class is given one example to solve in 15 minutes. Then another is given. This continues till the hour bell rings. This method is faulty as all boys are not of the same level of intelligence. The clever boy works it out in less time and thus shall have to mark time. Gradually he loses interest in the problem with the result that he disturbs his other companions at work.

The curve of progress in learning is not uniform but goes with steps and ascensions. So different boys have different periods of interest. Hence our lesson should be so arranged as to meet the requirements of all. The teacher may be compared to a gardener sprinkling water over many bottles of plants. He sprinkles water in all possible directions and the bottles will take in water according to the size of their mouths. Similarly the teacher should sprinkle knowledge and the boys will receive it according to their ability.

Again the teacher's aim is to prepare the boy for higher education and secondly he should see that the boy goes out of the secondary school with a bare minimum of mathematics at least.

Therefore in a drill lesson it is necessary that all boys should be engaged. First one example is to be solved in the class and a rollup B. B. containing many problems is to be put before the class. The advantages are, that every boy will work in his own way and that all boys will be busy with their own examples without minding others. The order of solution of examples is immaterial. Each boy takes up the example suitable to his ability. Hence all examples should be well graded so that all boys have some examples to solve. Also the boys will work according to their own speed. The spirit of the Dalton Plan may be noticed here.

The class may be divided into groups of 6 or 8 and 4 sets of examples, each contain-

ing 8, should be given to each group for home work. The next day the sums may be interchanged among the groups. Thus all will get many examples to solve. The groups should contain boys of varying capacities as the best boys do help the backward boys of their own group.

II. Project Method

Stevenson defines a project as a problematic act carried out to completion in its natural setting. Problematic act implies an activity with a purpose. Hence in this method the boys should be made to realise the purpose for which they act. So first comes the understanding of the problem and then the purpose underlying it. The beginning of a project should be through the actual needs of boys, i.e., they should actually feel the necessity of the thing. The boy should realise that he is in need of that thing and that this need is connected with his surroundings. Secondly some activity—physical or mental, on the part of the boys should be called into play in the solution of the problem. The project should be taken right up to the end. The project method serves the purpose of imparting the knowledge of the technique of the problem and also of giving side information concerning the project, e.g., Mensuration started with the idea of building a house.

The Project Method depends upon the following three fundamental principles:

1. The recognition of the purposive element.
2. Learning the principles through the utilitarian aspect.
3. Learning the principles, not directly but indirectly, through the solution of many problems.

In the above Project Method we have the spirit of the Project Method only, and not the actual Project Method as taken by Stevenson.

Order of Presentation

There are three orders of presenting the subject matter to the boys. These three orders are, viz.,

1. the Historical,
2. the Psychological and
3. the Scientific.

Out of these three the Historical Order is preferred and the following defence may be put forth for its preference.

The *Theory of Evolution* has much to do with educational theory and practice. The most important application of the fact of evolution to educational theory and practice is undoubtedly the "*Doctrine of Recapitulation*" which may be summed up in somewhat startling statement that, "*the individual in his own life time, recapitulates his racial evolution.*"

This doctrine must be of profound importance in education. One of the famous educational maxims of Herbert Spencer is that, "*the education of the child must accord both in mode and arrangement with the education of mankind considered historically.*"

Hence we are led to observe that the best methods of teaching are, as a matter of fact, "*echoes of the ways in which the race learned.*" And especially we notice in the teaching of mathematics that the most effective presentations are those which follow the historical order. Hence it will be a better idea to teach Geometry, Algebra, and Arithmetic accordingly.

Motivation

We saw the "*whys*" and the "*hows*" of mathematical teaching. In order to achieve our motive we shall have to create interest in boys. *Interest is the main vehicle in teaching.* Hence it is necessary to seek the immediate interests of children. In some cases the things are interesting in themselves, and in some cases interest shall have to be created. In some cases the situation itself may create interest. So interest has three aspects, viz.,

1. Self-interest,
2. Interest created by situation, and

3. Indirect interest.

The following are some of the ways of creating interest in boys:

1. Boys strongly desire to construct things. Give them something to construct whereby they learn the principles.

2. Make use of their competitive instinct in creating interest. Show a boy how another boy is good at solving problems.

3. Make use of their fighting instinct by raising a sort of fighting spirit against a stiff problem. The boy works hard until he gets the satisfaction of having solved the problem.

4. Set one group against another in solving sums. Here mass psychology comes in. The spirit of the group is flared up. Even though the boys are not interested in the problem, even though they are not mathematically minded, they can find interest in it as they are against a group which shows progress.

5. Make a direct appeal to the children by introducing new things. Hence especially in a drill lesson, first 2 or 3 examples should be of the same form but the other examples must have a variety although the underlying principle is the same.

6. Arouse the instinct of curiosity in children at the beginning of the lesson.

7. Make use of their respect towards teachers. Create interest in them so that they begin to love you and respect your opinions. When such a stage has been achieved, anything and everything can be taught without forcing it on them.

8. Take care to see that the elder pupils feel pleasure when they are successful in their attempts. Hence all examples should be well graded. The average boy must get at least one example to solve. Then additional interest and pleasure are created for the next problem.

9. Start with life problems. Give as much information as possible about the problem, as boys take delight in problems of life. Let not the problems be mere dry bones.

"LITERACY EDUCATION"

By Mr. S. R. KARANDIKAR, B.Sc., B.T.,
H. B. High School, Kundgol.

Introduction:— Before entering into subject proper it is necessary to know what the word 'literacy' means.

(1) Literacy is defined as ability to write a letter and to read the answer to it. (Dr. Tagore).

(2) According to others the knowledge of the three R's means literacy.

(3) Half the human race is still illiterate. That is startling. One-third of the world's illiterates are in India. That is still more startling. Of India's 350 millions the percentage of literacy amongst males is 7.6 per cent. and amongst females it is only 1.8 per cent. The condition in some of the Native States is better than that prevailing in British India, as the following statistics would show:

1. British India	...	7.6 per cent.
2. Travancore	...	25.71 "
3. Cochin	...	21.6 "
4. Baroda	...	14.4 "

The following statistics will show where India stands in comparison with foreign countries in the matter of literacy:

1. England	...	99.66 per cent.
2. U. S. A.	...	96.1 "
3. Japan	...	100 "
4. Russia	...	90.2 "

In all these and other countries, the state assumes the responsibility to make the masses literate. One or two instances would suffice to show this. In 1915, there was 30 % literacy in Russia, but in 1930, the figure of literacy rose to 67%, and in 1933 it rose to 90%. In 1865 the Negroes of America were illiterate and uncivilized, but after their liberation, the figure of literacy rose to 83.7 % in 1932.

Against this the progress of literacy of India has been from 3.5 % in 1881, to 7.6 %

in 1921, that is, in 43 years the progress is 4 per cent.

The above state of affairs is bound to agitate the mind of any educated responsible Indian. There are no two opinions about the necessity of spreading literacy, for it is sure to bring great many advantages in its train. It creates political consciousness amongst the electorates which will lead us to self-determination. It would help the masses to keep themselves abreast of the current events—social, political, and economic. It would also help them to read the pamphlets bearing on sanitation and hygiene; thus making themselves happy by improving the hygienic conditions in and around their houses and villages. I would also reduce the appalling percentage of mortality which is very high in our country.

Let us turn our attention to find out the main causes of illiteracy:

The filtration policy adopted by the Government in devoting funds and energy, not for the primary education, but for the higher and university education, may be compared with the erection of walls and roof without the foundation of the building.

Secondly, the indigenous system was so based that the family head looked after the primary education of all the members of the family. But the elaborate centralized administration that prevails in primary education has come as a blight and curse. The destruction of the old system left the village-schools uncared for.

Thirdly, the then Law Member, Macaulay, aimed at producing men who would help them in administration. Moreover the present primary education has no bearing on the needs and conditions of the masses.

Fourthly, the poverty of the masses is so appalling and the question of bread

is so acute that the parents are forced to call away the children from school to help them in the fields.

Let us now look after the different methods which may be adopted in attacking the problem. Since 1918 England has established a national system of public education for all from the cradle to the grave. Agricultural bias is imparted to the education in the villages. The present tendency in England is to include technical subjects within the scope of general education.

In Germany, not only primary education but technical education also is compulsory. The teachers are acquainted with villages, since they live and work among the common people.

In Japan, as in India, it is customary for mothers to look after their earliest training of children. There are two types of schools: ordinary and higher elementary. The ordinary elementary course is compulsory for all boys and girls from the age of 6 to 12 years, and are usually taught together in the same schools. Morals and gymnastics are assigned a definite place in the Japanese system of education.

Literacy campaign began in the province of Lanao among the Muslim Moors of Philippine Islands. Every reader was made a teacher for his own family. Charts were printed in small size so that they could be sold for the lowest price. This literacy of Lanao rose to 50 per cent. in five years.

In India, there is an urgent demand for adapting an educational structure to the new requirements and conditions. Primary Education Acts have been passed in various Provinces of India. The Primary compulsory education has been transferred to the control of the local bodies, which are asked to make experiments in compulsory education where the people are ready for the change.

As stated before, the problem is mainly rural. Hence increasing attention is being paid to the education of rural areas. The leading courses of all the rural schools are being adjusted to the rural environment. Efforts are being made to educate the adults for which night schools, the classes for women, lantern lectures, village libraries are being opened everywhere.

As we are passing through the age of transition, several suggestions are put forth from various quarters. Let us turn to some of them. Primary education should be free and compulsory with co-education and staff of teachers. As in Germany, institutes for teachers' training should be shifted from the cities to the villages, so that the teachers would live with the farmers, study their culture, folk-ways and economic conditions. Travelling teachers should conduct classes in backward areas. Night schools should be increased and organised on a large scale. It would not be much for all the Indian Universities to make the regulations that no certificate for Matriculation will be granted to any student unless he has produced a proof from his headmaster that he has made one illiterate adult, literate.

In conclusion, it may be said that the urge to action on a large scale is needed to solve the problem of literacy. Let us, rather each one of us, do the work that lies nearest, make our immediate household and neighbourhood and employees literate. Why, if, of even 20 million literates, each made himself responsible for one adult a year, within 10 years, the country would be totally literate, as far as the adults are concerned. Let us, therefore, dedicate ourselves to the service of the Motherland and not merely salve our conscience by passing pious resolutions and asking others to take up the problem of illiteracy in India. For it is literacy that can dispel the baneful influence of tardy custom and superstition and create that fertile cultural atmosphere which is necessary for the reception of new ideas of progress.

EDUCATIONAL REFORM IN HYDERABAD

Mackenzie Committee Recommendations

[The Report of the Educational Reorganisation Sub-Committee, consisting of the late Dr. A. H. Mackenzie, Pro-Vice-Chancellor, Osmania University and Mr. Fazl Mahomed Khan, D. P. I., of H. E. H. the Nizam's Government, is published on the 9th inst., along with the Government's order thereon.]

Main Recommendations

Education in the State up to the Bachelor's degree should be organised in four stages, each with a definite objective, viz., Primary I to V standards; Secondary VI to IX standards (vocational); High School X to XII standards, (Technical) and University (Bachelor's Degree course, three classes).

At the High School stage (Classes X, XI and XII) there should be courses in Industries, Commerce, and agriculture, in addition to courses in Arts and Science.

A Board of Education should be established by Royal Charter for the control and supervision of Secondary and High School Education in the State.

The Nizam College should be an Associated College of the Osmania University, working for the degrees granted by the Osmania University, but with English as the medium of instruction and examination and administered by a separate Board of Governors of which the Pro-Vice-Chancellor should be an ex-officio member.

The Board of Education should conduct two examinations, one at the end of Class IX and the other at the end of Class XII.

Enrolment at the University and at the Nizam College should be strictly confined to those for whom university education can be provided without the lowering of standards and who are fit to benefit by it.

There should be differentiation between the curricula of urban and rural secondary and high schools.

There should be no departure from the existing policy of the State regarding the medium of instruction.

Statutory provision should be made to give women a voice in the control of girls' education, as provided in the draft Charter for the establishment of the Board of Education.

Steps To Be Taken

If the recommendations are accepted, the Committee recommend that the following steps be taken to give effect to them:—

(a) A Royal Charter, on the lines of the draft, should be issued setting up a Board of Education.

(b) That first duties of the Board should be: (i) to draft regulations; (ii) to constitute Committees; (iii) to lay down courses of study for Classes VI to IX of rural and urban schools in Arts and Science, Industries, Commerce and Agriculture, respectively.

(c) The Pro-Vice-Chancellor of the Osmania University should constitute committees, over which he will preside, to draft regulations; (i) for admission to the University; and (ii) laying down revised courses of study for the B. A. and B. Sc. degree examinations.

These Committees should include members of the staff of the Osmania University and of the Nizam College, and also officers of the Education Department to be nominated by the Director of Public Instruction in consultation with the Pro-Vice-Chancellor.

(d) When the regulations of the Board and the courses of study for secondary and high schools have been approved by Government in the Education Department, and the regulations governing admission to the University and determining the courses of study for the B. A. and B. Sc. degree have been approved by the University Council, Government should, in consultation with the University Council, decide when the changes in organisation should take effect.

(e) With effect from a date to be fixed by the Government, the control, administrative and financial, over all sections of the Intermediate Colleges at Aurangabad, Gulbargah, and Warangal, and the City Intermediate College, Hyderabad, should be transferred to the Education Department. There should be a consequential financial adjustment between the University and the Education Department.

(f) An industrial course for the High School Certificate should commence at the Central Technical Institute with effect from a date to be fixed by Government.

(g) Commercial and agricultural courses should be started as soon as possible after the Board of Education has drawn up the necessary courses of study for the High School Certificate examinations.

In the course of the report, the Committee observe that they agree with the majority of the witnesses that the educational courses should be re-organised into four stages (as stated above).

Practical Courses

Referring to the practical courses, the Committee say that many boys who will succeed in reaching Class IX will have aptitudes which will fit them better for industrial, commercial and agricultural life than for higher literary or scientific study. They, therefore, recommend that industrial, commercial and agricultural courses should be opened for such boys at the higher secondary school stage, in addition to the present courses in Arts and Science. Fortunately, the State has in the Central Technical Institute, an institution well-equipped and staffed, which, without any additional expenditure, can provide facilities for industrial courses at once. They recommend that this Institute be reorganised to aim at turning out two grades of mechanics: (i) Students admitted at the end of the primary stage who should be given a five years' course of training in order to qualify them, after experience in workshops, to take up positions as foremen or overseers, and (ii) students admitted with a lower secondary school certificate (i. e., at the end of Class IX) who should be given a five years' course of training to qualify them to maintain and repair plant and machinery both electrical and mechanical. The Industrial School at Aurangabad should be reorganised on similar lines as soon as possible. Other vocational and technical courses should be provided at the Secondary and the High School stages respectively as soon as funds become available. As regards commercial courses, we recommend that at the outset only four such courses should be started. The object of these courses, the Committee observe, should be to qualify boys for admission to lower grades of clerical services in Government departments of the State and under local bodies. The courses will fail in their purpose unless such appointments are restricted to those who have satisfactorily completed the high school course in Commerce. If such appointments are open also to graduates, the tendency will be for boys

to proceed to the University simply in order to qualify for inferior clerical service. We recommend therefore that a schedule of posts confined to candidates who have received a high school training in commerce should be drawn up and that a maximum age of recruitment to such posts should be fixed. For the present we recommend that an experiment should be made with only four high school courses in Agriculture.

Board of Education

With regard to the control which the Madras University now exercises over education in His Exalted Highness the Nizam's Dominions, the Committee said that from an educational point of view it is highly unsatisfactory that a body situated 500 miles away from the Capital of the Dominions should exercise any control whatsoever over the educational system of the State. It is obvious that the Government of the Dominions cannot express through their educational system their own views regarding the lines of development of education in the State so long as any part of this system is outside their control. Complete separation can now be made without much dislocation, whereas if it be postponed vested interests and complications may arise which will make separation in future more difficult. The Committee therefore recommend that immediate steps should be taken to set up by Royal Charter, a Board of Education for the control and supervision of secondary and high school education in the State.

On both educational and financial grounds the State, the Committee opine, should have only one institution for imparting University education. But there are some students in the State who are unable to take advantage of a university system of instruction through the medium of Urdu. They recommend that for a suitable number the Nizam College should be an associated College of the Osmania University, with English as the medium of instruction and examination, but following the courses and working for the examinations prescribed for the Osmania University.

Two Examinations

The proposed Board of Education, according to the report, should conduct two examinations. The first of these should be open to pupils who have satisfactorily completed the

Secondary School course in a recognised school and the second to pupils who have satisfactorily completed the High School course in a recognised school. The first examination should serve two purposes: In the first place, it should certify completion of a course of secondary education qualifying for subordinate positions open to boys of average ability who have received secondary education. In the second place, it should certify fitness for admission to a High School course. The second examination should certify completion of a High School course, test candidates who have received a special training in commerce, industries and agriculture, and certify fitness to enter upon a university course of studies.

One of the objects of the recommendations, the Committee state, is to prevent the production in the State of a class of unemployed graduates. In order to correlate education with employment, a process of elimination, selection and restriction is necessary. The proposed examinations at the end of the ninth and the twelfth years will usefully serve the purpose of elimination and selection to a considerable extent. In order that the facilities proposed for the various courses at the Osmania University and those existing at the Nizam College, should meet the needs of the State without the waste of money or of human material, the enrolment at both these institutions should be strictly confined to those for whom University education can be provided without the lowering of standards and who are "fit to benefit by it."

Medium of Instruction

Dealing with the medium of instruction, the Committee say that, in the State, there are four main Indian languages spoken by the people, viz., Urdu, Telugu, Marathi and Canarese. There is no doubt that the ideal is for all instruction to be imparted through the mother-tongue, of the students. This ideal is actually being realised in the primary school of the State. Owing to multiplicity of languages, the Government have had to establish parallel classes for Urdu and the local vernaculars in boys' primary schools, and separate Urdu and local vernacular primary schools for girls. This duplication of schools and classes is very expensive. But the cost must be faced, for there can be no departure from the declared policy of the Government for the removal of illiteracy in the State. The object of the Education Department is to ex-

pand primary education to such an extent as to bring it within the reach of every boy and girl of school-going age. The Committee opine that beyond the primary stage, Urdu should be the medium of instruction, but in particular cases the Education Department may sanction the use of English as the medium. There should be no departure from the present policy of the State regarding the medium of instruction.

Girls' Education

In regard to girls' education, the Committee say that it will be the business of the Board of Education to frame the necessary regulations. The constitution of the Board provides not only for representation of women but also for the establishment of a statutory committee for girls' education. The Committee will, of course, be composed mainly of women. It should have the right to submit to the Board its views on any question regarding the education of girls. Moreover, all questions effecting girls' education which have to come before the Board should stand referred to this Committee, and the Board should not consider any question regarding girls' education without first taking into consideration the views of the Committee for girls' education. The Committee's proposals in effect confer on women a statutory right to voice their opinions and to have these considered before any change is made in the system of girls' education, and to press for such changes as they consider to be necessary or desirable.

Executive Council Recommendations

The report was considered by the Executive Council which approved it with the following reservations. (1) Affiliation of the Nizam's College with the Madras University be continued for the time being. (2) A Representative of the Public Works Department be added to the members of the Board of Education. (3) Members of the public be also included amongst those to be nominated to the Board of Education. The Board should try to ascertain public opinion before submitting any proposal. After the completion of a period of five years, a critical review thereof is to be submitted to the Government.

H. E. H. the Nizam has issued a firman approving the scheme proposed by the Sub-Committee with the reservations proposed by the Executive Council.

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, NOV., 1936

Reconstructing Elementary Education *

THE need for reconstructing elementary education on sound and scientific lines is being felt as an urgent necessity by all the Governments in our country. Various schemes are under contemplation and it may be taken as certain that, on the introduction of provincial autonomy next year, the new ministries and education departments will devote a good deal of their attention to this subject. It is, therefore, highly desirable that responsible statesmen and legislators, as well as departmental officers, should make themselves familiar with the latest thought on this problem and acquire a correct grasp of the variety of issues involved in it and the practical way in which they should be handled. Unfortunately there is a dearth of books which throw real light on these and other kindred questions written by Indians possessing a knowledge of existing schools and the lines on which they should be reformed. It is, therefore, gratifying to find the subject handled

* "Reconstructing Elementary Education in Mysore, India" by M. Siddalingaiah, M.A., B.T., Ph.D. (Col.), Principal, Government Training College, Mysore, 1935.

with expert ability, sound scholarship and clear thinking by the Principal of the Government Training College, Mysore, in his book on "Reconstructing Elementary Education in Mysore, India." It is based on an intimate acquaintance with the conditions in India, on the research carried on in the Columbia University and on a careful observation of different types of schools in the United States. The complexity of the problem is skilfully analysed into its various elements and each aspect is dealt with in a highly scientific manner. The author drew his material from a variety of sources and authorities and his conclusions deserve careful consideration at the hands of all those that are interested in reconstructing elementary education in India.

THE most serious defect of present day education in our country is that there is no philosophy behind it. There is no great purpose or ideal for the realisation of which it is regarded as a means. It is this lack of purpose that makes the educational system so mechanical and lifeless. Faith in the ancient doctrine of Karma and the transitoriness of the life here has been undermined in recent years, partly owing to the onslaughts of the west and partly owing to the failure of the educated Indians to understand and interpret the older ideals in their true spirit. The author, therefore, truly points out that we should evolve a new philosophy of education, based on a revised and reconstructed philosophy of life.

IT is in the chapters devoted to the curriculum that the author is at his best. There is a freshness with which he sums up the defects of the present curriculum. No one will have any

reason to quarrel with him or criticise him when he points out that the present curriculum is subject-centric rather than child-centric, that it is highly congested, that it is entirely isolated from life, that it places undue emphasis on the three R's and on bookish learning, that there is a lack of co-ordination between life in and outside school and that there is a complete lack of opportunity for initiative or the development of right ideals and attitudes or for adequate physical growth. The author suggests the course of action that is necessary if the curriculum should be really improved.

THE curriculum should become a series of purposeful activities in meeting life's needs in the best way possible. The essential life purposes are health, physical efficiency, civic and social co-operation and wise and wholesome recreation. Learning the three R's is not the essential purpose of life. This is a truth which should be hammered into those that are responsible for education in our country. It follows from this that the methods of education should undergo a change corresponding with the appreciation of the real purposes of life. The author is an enthusiastic advocate of the Project Method. Whatever defects the method may be said to have, in the opinion of its critics, it may be stated that the illustrative description given by the author transports those who are acquainted with the dull monotony of our elementary schools into a most interesting and attractive world. Those who are in charge of elementary schools in our country cannot be beaten in the art of making schools as unattractive as possible. They are not to be blamed for it. They are only carrying on a

mediaeval tradition as they have not been taught anything better. How smooth could the process of spreading and popularising education become, if only our teachers know how to use a method like the project method and help young men and women learn to live!

IF in our country there is no philosophy of life to form the basis of education and if our curriculum and methods of teaching are antiquated and effete, the blame is entirely due to the kind of training schools and colleges that we possess. One can contrast the amount of care bestowed in training lawyers and doctors and engineers with the way in which the teachers are trained. Teachers who are expected to teach people how to live and mould national character are not required to have high general qualifications before getting admission into training schools. While it is thought that only those who possess a practical knowledge of engineering or medicine should teach those who wish to become engineers or doctors, it is considered unnecessary that those who have to train teachers should have any special qualification for the purpose. There is no differentiation between the training of teachers for rural schools and for urban schools. There is a good deal of talk of village uplift by rural teachers but no attempt at revising the courses of training in teachers' colleges with this view. One of the merits of the book under reference is the wealth of material that it brings together on methods and aims of teacher-training in America.

IN reconstructing elementary education attention should be paid to the production of the right kind of text-books.

The text-books that are now in use in our schools are defective in every respect. The author has devoted a good deal of space to the examining of some of these defects. "In the text books in reading, the situations and materials are not sufficiently varied to keep up interest. Consequently they tend to develop an attitude of boredom The text books in language are often too formal and difficult. They do not help to form good habits of speaking and writing..... The text books in geography are chiefly encyclopaedic in character....." In America the subject of preparing text books has attracted the attention of some of the greatest educationists like Thorndike. They have been devoting all their time to writing text books for children in the lowest classes. They have been constantly experimenting on the results of the use of such books so that one finds a steady progress in the supply of ideal books for children. How much we are behind the times is proved by the very little attention that our training institutions devote to this kind of experimental work.

ALL these and other observations and suggestions, made by the learned author, clearly prove that nothing of a wholesome character in the field of elementary education can be achieved in our country until there is a thorough overhauling of our training institutions. We hope to take up this subject for detailed consideration at an early date.

Education in Spain *

IN recent months Spain has been attracting the attention of the people in all parts of the world and it may

interest our readers to know some of the important features in her educational history. Spain was for centuries the home of Islamic culture and learning and the University of Cordova had a world-wide reputation during the early middle ages. At the beginning of the modern period and in days when she was the mistress of a great empire (in the 16th and 17th centuries) there were no less than thirty-four universities within her frontiers. Salamanca was the most famous of them with its 6,000 students and 60 professors. It was a democratic university in which the professors were elected by the students, while the rector was not only elected by the students but was a student himself. With the increase of state control over them in the 18th century, they underwent stagnation and disintegration. In the 19th century they became mere Government establishments for the granting of official diplomas. As was observed by S. de Madariaga, they showed a tendency to become degree factories. "The rule was to consider the Chair a routine job, examinations as irksome tasks to be got through, and students as junior officials who, after the required number of years and examinations, were promoted to the seniority of a diploma, irrespective of the knowledge and understanding which they might have acquired."

One of the greatest Spaniards of the 19th century was Don Francisco Giner, the inspirer of a liberal educational movement which has become responsible for all the intellectual awakening of the country during the last forty years. Giner was a Professor of Jurisprudence in the University of Madrid. When in 1867 the then Minister of Education deprived another eminent professor of his chair, for his

* Adapted from (1) Spain by S. de Madariaga and (2) The year Book of Education 1936.

refusal to sign a profession of fidelity to the Crown, the Dynasty and the Catholic religion Giner resigned his own chair in protest. In consequence of a resolution in 1868 the professors were reinstated but the counter revolution, a little later, brought back the reactionary ministers to power and the liberty of the professor was once more interfered with. Giner protested. He was prosecuted, and along with some of his colleagues, was imprisoned. After some time he was set at liberty. It was then that Giner resolved, with the help and co-operation of his colleagues, on starting an educational movement independently of the State. "And thus was born the true nursery of contemporary Spain; *the Institucion Libre de Ensenanza*."

According to Giner the aim of education is to create men. To him the school was not a factory for teaching but an environment and a life on the threshold of life. Arts, Games, Excursions and Sea-shore holidays were organised as developments of school life. He was perhaps the first to have made manual work compulsory in the secondary course on the ground of its being an absolutely indispensable element not only of technical education but, within certain limits, of all education that is rational and human.

In course of time, the pupils trained by Giner in his Institution carried his message everywhere. He himself was reinstated in 1881 in the University of Madrid and under his creative inspiration the defects in university education gradually disappeared and the country entered on a new period of educational progress. Giner was also responsible for encouraging many young men and women to go abroad to France, England,

Switzerland, Germany and other countries for purposes of education. With the organisation of the Committee for the Development of studies in 1907, the work of Giner received permanence and stability. This Committee stands for all that is best and noblest in contemporary education in Spain. It has been sending a regular crop of students and graduates abroad; it has organised laboratories and centres of research; it has established a Model Secondary School in Madrid and several residential colleges for men and women. And through its efforts and through the young men whom it has trained, every Spanish University has developed a vitality and a sense of solidarity which are the envy of many similar institutions in the rest of Europe.

All this liberal movement in education roused the opposition of the Church. There is, however, nothing new in this. For nearly two centuries a persistent struggle has been going on between the secular and the clerical forces in Spain for supremacy in the field of education. Till about 1750 no one disputed the right of the Church to control education. From that time onwards, the influence of the French enlightenment and rationalism began to permeate the educated classes. A steady position to clericalism in education arose. It generally assumed the form of the expulsion of the Jesuits by State decree. When liberals were in power, these and other religious orders used to be expelled and when conservative cabinets were in office, they returned. This sort of see-saw has been going on. The opposition to schools controlled by the Church is due to their being narrow in their outlook and intolerant in their general attitude. Moreover the enormous influence

exercised by the Church over the richer classes has stood in the way of liberal institutions started by laymen getting endowments. "The public-spirited richman, that type to which England and America owe so much intelligent and efficient social work, is rare in Spain".

The civil war that is now going on in Spain is the outcome, to a great extent, of the opposition of the Church to control of education by the State. In consequence of the Revolution of 1931 and the establishment of the Republic, the Jesuits were once more expelled. Catholic Schools were nationalised and brought under Government control. This caused a certain amount of discontent and contributed to the strength of the rebel forces in the war. For years to come this battle between the State and the Church, as to the relative part they should play in education, is bound to rage fiercely and contribute to national unrest.

From the point of view of literacy, Spain is among the backward countries of Europe. According to the census of 1930 only 47.22% of the population was literate. The republican constitution of 1931 made primary education free and obligatory and steps were taken from 1931—33 to put this clause into effect. It will be interesting to note in this connection what S. de Madariaga—one of the most cultured of present-day Spaniards—has to say on the relation between literacy and education. According to him, foreign observers of Spain have often gone astray owing to the ready made idea that a nation's education must be measured solely by the index of illiteracy. A Spaniard knows that education and letters do not go more necessarily together than holiness

and prayers. Mere ability to read ready-made trash is no education; and nine-tenths of the printed material which circulates in countries proud of their high level of literacy is trash. Books and newspapers are very largely goods belonging to the stimulant or stupefying group, such as alcohol, tobacco or even opium and cocaine.

Educational Experts from England

IT has been the accepted view of the Government in our country that whenever an Indian problem requires solution, the discovery of the correct solution is to be left to experts brought straight from England. This view is responsible for the decision arrived at by the Government of India sometime back that experts should be invited from England to advise the Provincial Governments in regard to the several schemes of educational reform, that they are contemplating upon. It is also responsible for inviting two experts on vocational education to lay down, perhaps the general lines on which a vocational bias should be given to our education. Certain general questions arise in this connection. "Can foreign experts, without any intimate knowledge of the conditions prevailing in India, be able to solve our educational problems? Will it be possible for them to get that knowledge through visits extending over only a few weeks? If experts are required from abroad, is it not desirable that Government should choose them from a field wider than England—from countries like the United States, Canada, Australia, etc.—countries where there is more similarity between our conditions and theirs?" We do not wish to be dogmatic in answering these questions, but we feel that the cause of

Indian education will not gain substantially by getting experts who have had no previous acquaintance with India—an acquaintance which can be got only after some years of residence.

It will be much better to send abroad some Indians or some Englishmen, who are already in the service of Government, and make them undertake a survey of the educational system in advanced countries of the west, so that they may be in a position to suggest better ways and means of reforming our system here. Englishmen resident in India and serving in the Education Department possess all the superior qualities that Englishmen are generally credited with. In addition to this, they possess an intimate acquaintance with our problem. It is they that must be made responsible for suggesting the right solution. Their suggestions, on the whole, will be more serviceable than those that may be put forward by imported experts. For these experts are under no obligation to answer for, if any of their suggestions fail to give in practice the results expected of them. Their work is over the moment they submit their report and their recommendations. But that will not be the case if Indians or Englishmen already in service are called on to make the recommendations, as they will have to put them into practice also. The country, therefore, has much to gain in the long run by adopting this course instead of inviting fresh experts from abroad.

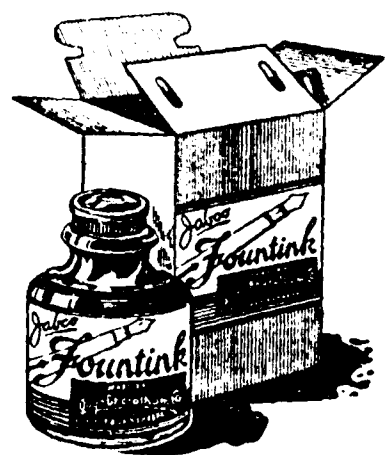
The Hyderabad Scheme of Educational Reform

ONE essential point of difference between administrative methods in the Indian States and those in British India is that in the former there

is scope for decisions being arrived at quickly while in the latter matters are settled in an undesirably dilatory manner. This is illustrated by H. E. H. the Nizam issuing his firman approving with certain modifications the scheme of educational reform recommended by the Mackenzie Committee. In the British Provinces the data are still being collected, though the talk on educational reform began there much earlier than in Hyderabad. After the data are collected there should be further consultation with the British experts. All this is bound to create delay. The rapidity with which action is being taken by the Hyderabad Government is a matter on which it deserves congratulation.

We reserve for another issue our detailed comment on the scheme. It

ALL SAY
"JABCO" FOUNTINK
IS THE BEST



It is in fact the best and is made by a special formula and fully satisfies all the tests for an ideal fountain pen ink. Being made in India, it is cheaper than foreign inks.

ASK YOUR STATIONERS OR US

Jaya Bharatham Co.,

7, KONDI CHETTI STREET, G. T., MADRAS.

Personal Notes

MR. J. F. PARKINSON, Director of Public Instruction, Punjab, has been appointed as Educational Commissioner with the Government of India and has taken charge.

MR. C. V. CHANDRASEKHARAN, Acting Director of Public Instruction, Travancore, has been invited to preside over the Secondary Education Section of the All-India Educational Conference which is to be held in December at Gwalior.

MR. H. R. HARROP, Director of Public Instruction, U. P., has now proceeded on leave preparatory to retirement on the 21st of October, handing over charge to Lieut. Col. R. S. Weir, who returned from England.

MR. V. K. R. V. Rao, Senior Lecturer in Economics, Andhra University, has been awarded his Ph. D. in Economics by the University of Cambridge. He is the First Indian to obtain this distinction.

MR. HARBANS SINGH, an Indian Law student in England, has won the great distinction in the Final Examinations of the Council of Legal Education, open to Inns of Court students, by winning both the Langdon Medal and the studentship of 100 guineas per annum, tenable for three years.

MR. R. P. TRIPATHI, an internal student of the London School of Economics, has been conferred the degree of Doctorate of Science in Economics.

MR. V. G. SUNDARAM, B. Sc., of the Presidency College, Madras, has been awarded by the local Government a scholarship for studying Broadcasting in England.

DR. M. H. KRISHNA, M. A., D. Lit., Director of Archaeology, Mysore State, will preside over the Karnataka Historical Conference to be held in connection with the Vijayanagara Empire Sexcentenary celebrations.

MR. R. K. KAPUR, M. A., B. Litt. (OXON), Lecturer in English, Andhra University, has been appointed Professor of English, in the Hindu Sabha College, Amritsar.

MAHARAJKUMAR SHRI RAGHUBIR SINGHJI, the Heir-Apparent of Sitamau State (Central India), will, it is understood, be conferred the degree of D. Litt., by the University of Agra.

may be noted for the present that the four stages of education, on which there has been a good deal of unanimity in the country, have been accepted by the Hyderabad State. To reduce unemployment among the educated, a vocational bias is given in the secondary and high school stage and there will be a reduction in the number of students admitted to the University Courses. A Statutory Board of education is created with representative element in it. The recommendation of the Committee that the University Education should be of a unified character, completely controlled by the Osmania University did not receive the approval of the Government. The Nizam's College will continue to be affiliated to the Madras University. This will perhaps create a cleavage among the educated classes in the State which may not be healthy. Urdu will continue to be the medium of instruction in the secondary, high school and the University (Osmania) stages even in the case of those pupils and students whose mother-tongue does not happen to be Urdu. This is another feature of the scheme which is bound to create some acute controversy, especially in view of the fact that English is given a position more privileged than the mother-tongue.

The new scheme will be watched with great interest by all those interested in the educational progress of our country.

MR. D. G. WALAWALKAR, B. Ag., M. Sc., M. A. C. S., M. I. S. S. T., Reader in Sugar Technology, Andhra University, has been appointed as Assistant Professor in the Imperial Institute of Sugar Technology, Cawnpore.

MRS. S. L. BHATIA of Girton College, Cambridge University, has received the diploma of the degrees, B. Chir. and B. A.

THROUGH different PROVINCES

DELHI

VOCATIONAL EDUCATION EXPERTS

It is understood that Mr. A. Abbott, C.B.E., late Chief Inspector of Technical Schools of the Board of Education, London, and Mrs. S. H. Wood, M. C., Director of Intelligence, Board of Education, and of the Ministry of Health, London, will shortly visit India in order to investigate and advise upon certain problems relating to vocational education in India.

PROGRESS OF EDUCATION

The review on the administration of education in Delhi Province for 1935-36 is published. On the whole, there is steady progress in all educational institutions and it is very satisfactory to record a creditable increase of 2,110 scholars in the educational institutions of this province.

The expenditure on public instruction increased during the year under report from Rs. 26,96,151 to Rs. 27,92,958. There was a decrease in the number of recognised institutions for males which was mostly due to the elimination of unnecessary, uneconomical and inefficient aided primary institutions which have either been closed or amalgamated with municipal schools.

The number of women students in the University increased from 87 in the previous year to 116 in the year under report. In order to encourage physical training and games in schools, the District Inspector of Schools conducted a physical training course for 40 teachers. This training has proved very successful and games are being introduced by these teachers wherever possible.

MADRAS

LOCAL BOARD SCHOOLS

The Director of Public Instruction, Madras, has issued a circular to all the Presidents of Boards and Chairmen of Municipalities to take immediate steps to stop the wastage of public funds by closing the schools 'which have manifestly failed to justify their existence.'

In the circular, it is stated, that the Director

had occasion to scrutinise recently the figures in regard to the strength and attendance of a number of Board and Municipal schools in the presidency, and had noticed that schools which had manifestly failed to justify their existence had been allowed to continue on the recognised list. "The continuance of such schools" says the circular, "is an obvious waste of public funds, and immediate steps should be taken to stop this wastage by closing these schools."

TEACHERS IN GIRLS' SCHOOLS

The following Government Order, No. 2029, is recently published :

The desirability of replacing men teachers in girls' schools by women teachers has again been commended to local bodies by the Government, and the Government accepted the proposal of the Director that the grants payable to aided girls' schools in which men teachers are employed should be reduced if the Inspecting officers certify that women teachers are available for employment in them. It is admitted that women teachers are more suitable than men for teaching the lower classes of boys' schools. District Boards and Municipalities are therefore strongly advised to employ, as far as possible, women teachers for the first and second standards of these schools.

KERALA UNIVERSITY COMMITTEE

The representatives of the Kerala University Committee, a non-official body, composing of educationists from Malabar, Cochin and Travancore, presented a memorandum to H. E. the Governor of Madras on the 7th instant at Calicut. The memorandum pleaded the need for a University on the basis of unity of life, both physical and spiritual, common language, common dress, common traditions and passionate love for their common home land. The consideration of the Government on this important subject is awaited with eager interest.

BENGAL

WOMEN'S EDUCATION

It is understood that an Educational Advisory Board, composed of women, would shortly

be brought into existence by the Government of Bengal for the purpose of giving advice from time to time on all matters relating to the education of women and allied problems, affecting girl students. The formation of the Board is experimental and will be tried for a year. It is also understood that Lady Pratima Mitter will be the first President of the Board.

ENRICHING THE VERNACULAR : CALCUTTA 'VARSITY SCHEME

The Senate of the Calcutta University has approved of the scheme for publishing under the auspices of the University a series of books in Bengali in different branches of knowledge. A sum of six thousand rupees has, at present, been sanctioned for the purpose. In the course of a note on the subject, Mr. Syamaprasad Mukherjee, Vice-Chancellor of the University, says :

"I have been discussing for sometime past, with various persons in and outside the University, the desirability of bringing out a series of books in Bengal dealing with different branches of knowledge. Each book will be about 100 pages and the series will be primarily intended for the benefit of general readers and also students and will deal with the subject-matter in a simple and non-technical manner. There are many well-known publications of this type written in English. This undertaking on the part of the University will have the effect of enriching Bengali literature and also help in making useful knowledge and information available to a wide circle of readers who may not necessarily belong to the University."

BOMBAY

COMPULSORY ELE. EDUCATION

In reply to a question recently raised in the Bombay Legislative Council, with regard to the urgency of introducing free and compulsory Elementary Education, the Director of Public Instruction is reported to have said that the whole matter was under the careful consideration and that the scheme covering over 144 pages of Type-written matter had already been drawn in connection with the syllabus of Elementary Schools. Opinions on this scheme are now being called for from various people so as to enable the government to give proper shape to the curriculum in the light of those opinions.

But it is pointed out that no assurance was given that any comprehensive scheme would be drawn up and adopted in the near future.

U. P.

MR. HARROP RETIRES

Mr. H. R. Harrop, the Director of Public Instruction, has now proceeded on leave preparatory to retirement on the 21st of October last, handing over charge to Lieut. Col. R. S. Weir who returned from England. The services of Mr. Harrop cover a long period of 26 years and marked by steady progress. The parting speech that he delivered at Allahabad on the 13th October, in reply to the farewell addresses given by various educational institutions, may be regarded as a brief survey of the progress of education in U. P. The generation that his services covered 'has witnessed a quadrupling of expenditure on education, a doubling of the number of the educational institutions and a trebling of the number of scholars reading in them.'

SECONDARY EDUCATION REORGANISATION

The Secondary Education Reorganization Committee, which the Government of the United Provinces are appointing with the Rt. Hon. Sir Tej Bahadur Sapru as Chairman and Mr. Bhagwan Sahay, I. C. S., as Secretary, is likely to be one of the biggest committees ever appointed by the Government. It is possible that the number of members may be near about 30, writes a correspondent to the *Leader*.

The personnel of the committee is still under the consideration of the Government.

It can be surmised that the committee will be required to advise the Government about the future system of secondary education, in particular and of education up to the first degree examination of the University, generally.

The committee will also be required to suggest how to impart practical bias to secondary education with a view to imparting vocational and industrial education to a large number of students who at present enter the universities for want of suitable careers.

EDUCATION ACT AMENDING BILL

A non-official Bill is likely to come up before the next U. P. Legislature, to amend the Intermediate Education Act II of 1921.

The object of the Bill is to secure adequate representation, on the High School and Intermediate Education Board, for the managers of the aided English High Schools and Intermediate Colleges, who are estimated to be running more than 75 per cent. of the high schools and colleges in the United Provinces.

PHYSICAL CULTURE SCHEME

A scheme of the Indian system of physical exercises is proposed to be introduced in the municipal boys' and girls' schools at Allahabad shortly.

It is reported that for this purpose the training of the first batch of men and women teachers was completed last month. It was given by Mr. Deonalkar, under the auspices of the All-India Seva Samiti.

PUNJAB

GRADUATE FARMERS

Sixty stalwart youths, all University graduates, received at the hands of the Revenue Member, Nawab Muzaffar Khan, awards of lands under the Government's plan to encourage educated young men to take to agricultural life and farming.

This is the beginning of an experiment which, if successfully worked, might very likely be extended further and help in solving the problem of unemployment among our educated young men.

SIKH EDUCATION CONFERENCE

The 26th Sikh Educational Conference, which met in the last week of October at Lyalpur under the presidency of Sirdar Gurdial Singh, adopted nearly 30 resolutions.

The Conference urged the Punjab Education Department to make proper arrangements for Punjabi teaching in all secondary and district board schools, and urged the Government to make Punjabi the alternative court language and to start a University Training Corps in Amritsar, and asked the Government of India to appoint at least one Sikh on the staff of the Indian Public School.

Finally, the Conference adopted a resolution congratulating H. H. the Maharaja of Patiala on his birthday, before it came to a successful close after prayers.

ABOLITION OF TEXT BOOK COMMITTEE

It may be recalled that the Punjab Government sometime back appointed a Text Book Inquiry Committee to "investigate the problem of text book selection". The Inquiry Committee unanimously recommended that the T.B.C. should be abolished and the Government have accepted that recommendation. The Inquiry Committee found that there was a great deal of "unhealthy competition" between the rival firms who seek, not unnaturally, to get their own publications included in the approved list, and perhaps to prevent their rivals from being mentioned. In this clash of commercial interests the reputation of "Government servants and others" who constitute the Text Book Committee suffered, for the disappointed people brought forward charges of "profiteering, corruption and favouritism".

To eliminate this it has been proposed by the Punjab Government that the Director of Public Instruction should select three competent reviewers "of unimpeachable integrity and good repute" who will make out the list of the text books, which will be un-alterable.

MYSORE

UNIVERSITY TRAINING CORPS

That military science be made an additional optional subject in the Intermediate, B.A., and B. Sc., courses of the University, that a Government College of Athletic and Physical training with adequate facilities be established under the auspices of the Mysore University at an early date, and that a University Military Training Corps be established to give regular and adequate practical military training to the under-graduates of the University—these are some of the propositions that have been set down in the agenda for discussion at the meeting of the Mysore University Senate to be held at Bangalore, on Thursday, the 26th instant.

MYSORE SANSKRIT COLLEGE

The Convocation of the Sanskrit College, Mysore, was held on the 28th October, under the presidency of H. H. the Maharaja of Mysore, at the Palace.

A large number of eminent Sanskrit Pandits and scholars were present besides the staff and the students of the college and candidates

from other parts of South India who received their certificates. The Examiners for this had come from places like Benares, Calcutta, Madras and other places.

STATE EDUCATION CONFERENCE

The annual session of the Mysore State Education League will be held at Chikmagalur from the 21st to the 23rd December next, under the presidency of Mr. E. G. McAlpine, M.A., Principal, Central College, Bangalore.

HYDERABAD

TEACHERS' CONFERENCE

The Tenth Annual Conference of the Hyderabad Teachers' Association was held from the 16th October last, under the presidency of Mr. Qazi Mahomed Hussain, Acting Pro-Vice-Chancellor and President of the Association.

Mr. Noorul Hassan, Chairman of the Reception Committee, welcomed the delegates in Urdu. In the course of his speech he dwelt on the real aims and ideals of education and the educational methods and experiments.

LAND FOR EDUCATED YOUTH

That H. E. H. the Nizam's Government in the Revenue Department has recently issued a circular to the effect that sixty graduates will be entertained in the scheme of rural development was announced by Mr. M. Narasing Rao, Editor, "Raiyat," at a meeting of the Economic Association held on 22nd October, when discussion was resumed on his paper on "The Educated Unemployment and Rural Uplift."

PEOPLE'S EDUCATIONAL CONFERENCE

The third session of the Hyderabad People's Educational Conference will be held at West End Theatre, Kachiguda, on Friday, Saturday and Sunday, the 20th, 21st and 22nd instant, under the presidency of Mr. Kasinath Rao Vaidya, M.A., LL.B., Advocate.

PUDUKOTTAH

PUBLIC LIBRARIES AND ADULT EDUCATION

Problems connected with the library movement and the imparting of adult education easily and efficiently were discussed and plans and resolutions were adopted at the second South Indian Library Federation Conference, which

was held at Pudukottah on the 21st October, Mr. V. Ramadas Pantulu presiding.

REWA

SCHOLARSHIPS FOR TECHNICAL TRAINING

In the course of his address delivered on the occasion of the State banquet on the 4th instant, H. H. the Bandvesh Maharaja Saheb Bahadur announced a generous donation of Rs. 5,00,000 for scholarships, etc., regarding technical training to Rewa State subjects.

GWALIOR

ONE CRORE FOR RURAL UPLIFT

Remission of nearly sixty lakhs of rupees due from agriculturists and provision of one crore of rupees for rural uplift work are the two of the series of relief measures announced by the Maharaja at a largely attended Durbar on the occasion of his investiture.

CEYLON

SITES FOR THE UNIVERSITY IN CEYLON

The Executive Committee of Education recently decided to make a recommendation to the State Council to empower the Government to take early steps for the establishment of the University in Colombo by utilising the existing sites and buildings of the University and Medical Colleges and the Buller's Road site formerly proposed for the University, and suggested that to this end "an ordinance should be introduced for the consideration of the Council on the lines of the Ordinance drafted by the University Commission, subject to a modification of certain residential and other provisions as may be proposed for the Council's approval."

Nobel Prize Awards

The Swedish Academy has awarded the Nobel Prize in Literature to the American Dramatist, Eugene O'Neill.

The Nobel Prize in Physics has been divided between Professors V. F. Hess, Innsbruck University, and Carl David Anderson of the Californian Institute of Technology. The Chemistry prize has been awarded to Professor Peter Debye, Berlin, for contribution to knowledge of the structure of the molecule.

PUBLIC OPINION

DR. METCALFE ON THE DHARMA OF INDIAN UNIVERSITIES

In the course of his address at the Convocation of the Mysore University on the 29th October, Dr. E. P. Metcalfe, Vice-Chancellor of the University, drew pointed attention to the *Dharma* of Indian Universities in combating the "Public Enemy No. 1," namely "Illiteracy."

"In spite of the frequent complaints levelled against our universities that our methods are wasteful, our policies ill-directed, our products largely unemployable, the fact remains that, judging from the demand for admission, university education is becoming more and more appreciated among certain sections of the population. A second question concerns the relations of the Universities to the general population. Have the Universities any duties to the common or uneducated people? If so, what; and to what extent are these duties being discharged? Most of our Indian Universities are financed largely from public funds. In the case of this University, by far the greater part of the whole cost of maintenance is borne by the tax-payers, the bulk of whom are in humble circumstances. Are these people deriving all possible advantage from their University?"

"It was one of the intentions of the founders of 'English Education' in India that it should exert a reflex action on the intellectual condition of the masses by a process of cultural percolation downwards. Can the Indian Universities, our own among them, be regarded as fulfilling their *dharma* in this respect? I propound this, not as a rhetorical question, but as a genuine inquiry, without presuming to furnish or even to suggest an answer."

AN EXAMPLE OF DIRECT ACTION

"As an example of what can be done in the way of direct action, I must refer to a very praiseworthy enterprise undertaken by certain members of our staff under the auspices of a Teachers' Association which they have formed. During the University recesses this Association organizes brief expeditions to selected rural centres. For a week or so at a time the days

are filled with lectures and demonstrations intended for the general public, conducted mainly in Kannada, and dealing with a wide variety of subjects of practical and cultural value. In this the workers are assisted by the local authorities and to a small extent by the University. Their efforts have earned the warm appreciation of the localities which have been served. In this work the University Teachers' Association has given us a practical demonstration of the possibility of direct service to the rural population by the University.

"It is trite, but fundamentally true and the key fact to the present economic problem in India, that an improvement in the condition of the labouring classes must precede any improvement in that of the rest of the social fabric. Public Enemy No. 1 in India is illiteracy, and must be attacked as such by every resource of men, money and method. It appears to me that not nearly enough force is being concentrated against this citadel of darkness."

COCHIN DIRECTOR ON RURAL EDUCATION

Rao Sahib I. N. Menon, M. A., B. Litt. (Oxon), Director of Public Instruction, Cochin, in the course of an address to the Teachers' Association at Trichur, observed:

"The education of rural children, should be such as to improve the quality of their lives, increase their amenities and enhance the dignity of their calling. The rural school must educate the children in such a way that they would want to remain in the country because of the opportunities to be derived from the country. Any plan for the reorganization of rural education must have for its perspective the opportunities and needs of rural life determined to an extraordinary degree by its occupational features. To improve their outlook and enlarge their aspiration they must approach them through a re-orientation of rural occupations in the light of the ultimate purposes of good living. The present system of education which was severely urban in outlook and organisation, and hence out of tune with their actual social, economic

and political conditions had a tendency to use the country-side as the necessary adjunct of urban activities. This instrumentalisation should cease before they could expect the establishment of these rural and economic conditions under which alone a democratic political organisation was possible. The need for training of rural children to co-operate with one another was very urgent, and one redeeming feature, viz., comparatively less "class consciousness" should be exploited to the full to achieve it. They must build up some form of parochial organisation which would effectively bring together the entire peasantry in a village for common purposes—social, economic, or political. The education for this was to be given in rural schools by team work, school-farming and scouting."

SARDAR SANT SINGH ON THE MEDIUM OF TEACHING

Welcoming the delegates to the 26th session of the Sikh Educational Conference on the 23rd October, Sardar Sant Singh, M. L. A., Chairman of the Reception Committee, criticised the educational policy of the Government.

The present system, said Sardar Sant Singh, was completely divorced from real life. It did not give students practical knowledge but imparted one-sided theoretical development. The importance of classical elements in education was over-emphasised and English had been allotted a more prominent place than other subjects. He urged that primary education should be given in the spoken language of the province and quoted the example of Bengal, where both Hindus and Muslims had agreed, as desired by the University, to have Bengali as the medium of instruction. So far as the Punjab was concerned, Punjabi was the only suitable medium and he strongly appealed to Hindus, Muslims and Christians of the Punjab not to place any obstacle in the way of the adoption of this language.

Sardar Sant Singh called upon the people of India to make a determined effort to educate the masses without which progress was not possible. He suggested that education should be made an all-India subject and a loan should be secured from the public, when money was easy to get. The problem of India was not that she had failed to produce great men capable of understanding her needs but that she had failed to produce literate masses, who had a fundamental knowledge of facts.

MR. A. E. FOOT ON THE VALUE OF PUBLIC SCHOOL SYSTEM

'We are trying to bring before the boys a proper understanding of the relative values of the various parts of a man's character,' said Mr. A. E. Foot, Headmaster of the Doon School, in the course of his speech on the Founders' Day, celebrated on the 26th October.

First among these, he said, was the necessity for self-control and they constantly reiterated to a boy that it was he himself who must have the primary responsibility for his actions that the school discipline was there to help him to bring himself up to the right standards of efficiency, industry, punctuality, cleanliness and courage which would enable him to stand on his own feet when he was a man and which would make him able by his personal example alone to have the main attribute of a leader. Secondly, that happiness was something which sprang, not from what the outside world brought to them, but from what they could give to the world, to their capacity for service, that happiness was dependent on what they did and not on what was done to them.

Continuing he said, "But though the first necessity in order that the new generation may bring salvation to the future of the world is a road that is made of sound material welded together in a unity of aim and painting in the right direction, it will not suffice unless there is something to be carried along the road. There comes the need for the intellect—something trained in precise thinking with the knowledge and skill which will be so essential for unravelling the tangles of the world, and backed up by a physique that will delight in hard work, be armed against disease and fatigue and will provide the motive power to carry the cargo of wisdom along a sound road of character to service of the future."

HAVE YOU SUBSCRIBED FOR EDUCATIONAL INDIA

WHICH ALONE GIVES THE PROGRESSIVE VIEW-POINTS IN INDIAN EDUCATION?

If not—

Send in Your Order To-Day.

Foreign Currents

Physical Education in Germany

PROBABLY there is no other civilized country in the world in which so much attention is being paid to the physical training of the masses as in Germany. The Berlin correspondent of the *Manchester Guardian* has given an interesting account of what is being done there in this connection. We learn that physical education is universal and compulsory, that under the Nazi regime sport has been made the duty of every young citizen, male and female, and of a substantial number of the middle-aged and that sport-teaching has become a large scale profession, is treated as an honourable and dignified one, with adequate payment. All sport is controlled by the State, in the schools and universities, the Nazi party formations and clubs. There are some six million elementary school children who receive three to four hours physical training in the schools each week. The highest value is attached to swimming in which remarkable progress has been made. It is stated that 80 per cent. of the German boys have learnt to swim before leaving school. The secondary schools also have three to four hours physical training weekly. There are physical training courses for all teachers of both sexes in elementary and secondary schools. More than 10,000 school masters have passed through them. Every university has an institute for physical education, which trains the future games masters and the under-graduates in sport. The games master's compulsory courses in the physical education faculty include aerial gliding or motorless flying, without proficiency in which he cannot take his degree. Compulsory sport for under-graduates consists of four hours'

weekly training over three sessions of six months each. The premises of the Reich Academy of Physical Education, states the correspondent, 'are unrivalled in the 'whole world'. The Academy occupies the Friesian House which can accommodate 650 students. Its syllabus is divided into practical physical training and lectures. The following are the impressive details of the first-term schedule as given by the correspondent :—

Practical training—gymnastics, gymnastic games, football, boxing, swimming, ski-ing, skating, and indoor tennis; lecture courses—principles of the physical education, with practical work; the historical basis of physical education (a) in Greek civilisation and German, (b) in the nineteenth century: medical and biological anatomy, with exercises in racial biology; method; training doctrines; legal and administrative principles; the modern playing-ground; the new Germany (lectures by leading politicians and scientists). The Departments of the academy are the political and pedagogic, the medical (whose task is to watch the students' health and to analyse and inquire into the anatomical, physiological, and biological principles of physical education), the legal and administrative department, and, finally, the practical department of sport, which is the real teaching department.

Thus the physical education of the German people is being carried out with characteristic German thoroughness. Its underlying principle is that sport is healthy and character forming and is good for the citizen as well as the State.

The physical education of the youths in India is one of the most neglected subjects. There is not a single university which has an institute for physical education. It is time that the educational and health authorities in India should take a more earnest interest in the physical education of the masses. Those who have visited Germany have borne testimony to the splendid physical condition of its youths. This is the result of the systematic work which is being done there to impart physical training. Is it impossible to do something similar in India?

—The Leader

PERIODICALS

RELIGIOUS EDUCATION IN BENGAL PRIMARY SCHOOLS

The current number of the *Modern Review* writes editorially :

"We have said several times that we are opposed to religious education in schools attended by pupils of different religious communities. Schools are not parliaments of religion. Nor are they Crusaders' battle-fields. Children had better learn religion at home—preferably from the example of their parents and other elders.

In our country are to be found the followers of all the principal religions of the world in appreciable numbers. That is not the case in Japan. Yet Japan, according to the *Japan Year Book*, 1934, page 783,

Religion is, on principle, excluded from the educational agenda of schools. In all schools established by the Government and local public bodies, and in private schools whose curricula are regulated by laws and ordinances, it is forbidden to give religious instruction or to hold religious ceremonies either in or out of the regular curricula.

The curricula include morals.

Mr. Chaman Lal writes in his book, *Secrets of Japan*: (Page 54)

"Let us learn from Japan, where religion is rigorously excluded from the curriculum of the school."

"No religion of any sort is taught in public schools".

FINE ARTS IN EDUCATION

Dr. P. K. Acharya stresses the need for a study of fine arts in our schools, colleges, and universities, in an article contributed to the *Hindusthan Review*. The education which our present educational institutions are imparting through the study of various art, science and law subjects is purely *general* and does not lead to *cultural* achievement, which is possible only through a study of one or other of the fine arts. Dr. Acharya says:

The human mind and intellect without proper aptitude can hardly be cultured through

the teacher of art and science subjects in educational institutions. The proper aptitude of the human mind can, however, be ascertained through an exercise of the intellect in one or other of the fine arts better than through any other means.

Man being a prototype of nature is naturally an artist. In the natural objects are evinced an intrinsic proportion, symmetry, neatness, methodical arrangement and such other essential and common features of all fine arts. A knowledge of these attributes and the development of a habit in them should be essential equipments for a student without which none can fully benefit from the study of art and science subjects in schools, colleges and universities. In other words, without a proper knowledge of fine and inseparable habit of refinement, the cultural education through the study of art and science subjects would be imperfect and incomplete, if not impossible.

While a liberal education through the study of various subjects broadens the mind, the practice of some fine arts in individual life supplies the refinement of thought and action which together is what may be called a refined habit. The importance of refined habit for the health and happiness of individual life and comfort, convenience and peace of the members of a family and of the society at large can hardly be exaggerated or over-emphasised.

Henry Martin's JUBILEE READINGS

FOR HIGH SCHOOLS

Highly commended — selections Modern and Classical — critical introduction and notes — extremely useful exercises on subject matter, grammar and composition.

BOOK I: As. 14

BOOK II: Re. 1

M. Seshachalam & Co.,

Publishers

:

Masulipatam

BOOK REVIEWS

THE SYSTEM OF EDUCATION IN GERMANY SINCE THE WAR, by G. U. Bhatt.

Sole selling Agents: Longmans, Green and Co., Ltd. PP. 262. Price Rs. 3.

Germany has long been recognised as a pioneer nation in the educational field, and she owes her pre-eminence in the fields of education to the one quality she possesses in a remarkable degree,—she has a conscious grasp of what education is and ought to be. Even during the pre-war periods the efficiency of the German educational system received almost universal recognition. After the Revolution following the war-period, a new constitution was set up, and the German educational system had to be readjusted to meet the requirements of the democratic life and Government. Germany, it has been said, is the land of chronic school reform. Hence to speak about the post-war system of education in Germany is very difficult.

The book deals with the outstanding features of the present system of education in contrast with that of pre-war days. It is divided into twelve chapters. The first deals with education in Germany before the war. It gives the background so that the reader may be able to appreciate the extent of the changes brought about by the post-war reforms. The second chapter deals with the courses which have brought about these changes. The third chapter deals with the youth movement and the peculiar part it has played in the history of German educational reforms. The fourth chapter gives a description of the actual system now in practice. The next chapter gives an idea of the changes in the preparation of teachers to meet the needs of the new type of schools. University education in Germany is given a separate chapter in which are discussed the various attempts which have been made by the State to throw open to the lower classes the universities which had remained for very many years aristocratic castles of learning. The new conception of the function of vocational education in the national system is dealt with in the sixth chapter. The chapter on physical education and welfare brings home to us the eagerness of the

State to develop the physical well-being of the youth, and the manhood of the nation. The much disputed problem of the place of internationalism in the school curriculum is discussed in the chapter that follows. Chapter X deals with the more important new methods of teaching which have come into existence because of the development of Educational psychology during recent years. The last chapter gives us an insight into the nature of the work carried on in some of the few experimental boarding schools which form the vanguard of the reform movement. The main thread which runs through all these chapters and links them together is, 'the aim of the Reich to develop national unity, and to give the whole system of education a stamp of Germanism.'

The book is of special interest to us at the present moment "when the country is about to embark on experiment in democratic Government and the present system of education is about to be remodelled in such a way that it will, under popular control, meet the common interests of a democratic people." It is true that no national system of education, however efficient it may be, can wholly be transplanted to a foreign soil. But it must be confessed that the problems which will shortly confront Indian statesmen are essentially the same although the setting is very different.

The author is to be congratulated on the thoroughness he has exhibited in the preparation of this book which, it is hoped, the reader will find very interesting since it is based not only on official documents and the works of recognised authorities, but also on personal experience of conditions in Germany in 1930-31.

— D. N. S.

REALMS OF GOLD, edited by Prof. Amaranatha Jha, M.A., Professor of English, Allahabad University and published by Humphrey Milford at the Oxford University Press. Price Re. 1/- 168 pages.

This collection of English poems chosen and annotated by Prof. Amaranatha Jha of the Allahabad University is a recent addition to the numerous anthologies suited for use in the Intermediate classes of Indian Universities. In about 150 pages the editor has made an attempt to give some of the best poems of the last three centuries which are suitable for the particular standard he has in mind and the poets have been arranged in the strict chronological order.

The selections are of unequal length, varying from Tennyson's *Ode on the Death of the Duke of Wellington* (nearly 300 lines) at one end to Shelly's "Lament" (10 lines) at the other. This work of selection is always difficult and the result is never quite satisfactory. On the whole, however, the present volume is well suited for the students of the Universities in the earliest years of their collegiate course. We find in it such fine things as Polonius' Advice to his son, the orations of Brutus and Mark Antony, Milton's Invocation to Holy Light, Gray's *Elegy*, Tennyson's *Wellington Ode*, Sir Edwin Arnold's poem on *A Rajput Nurse*, Kipling's *Ballad of East and West* as well as such universal favourites of school-boys as Wotton's *Character of a Happy Life* and Pope's *Solitude*. We could have spared a few of the shorter pieces which the editor has incorporated in the volume from some modern poets. The volume has an interesting introduction in which the editor sounds a needful note of warning to teachers of poetry that in dissecting the body of poetry they are in the danger of destroying its soul and addresses an excellent exhortation to the students to attempt systematically to commit to memory passages of poetry. He points out also how, properly taught, poetry is a delight and how it gives the student priceless and imperishable possessions—facts which are in danger of being forgotten in these days of over-stress on technical and scientific education. The notes appended to the volume are of the briefest and mainly consist of critical notices of the poets whose works have been included. Here and there suggestions have been made which will tempt the student to wander further afield and cull out for himself more of these nuggets of gold. The get-up of the book is attractive. — V. M.

MATRICATION ENGLISH EXERCISES for Indian students by C. J. Modak M. A. Macmillan & Co. PP. 189. Price As. 12.

The book has been compiled with a view to inducing Indian students to practise assiduously the idiom of what is to them a foreign language. One of the reasons why few Indian students find it hard to master English idiom is that during their school career they do not come into frequent contact with those whose mother tongue is English. Hence they have to depend mainly upon the books set for study as well as on those they read during their leisure hours.

But with all their reading they are not infrequently found, either in speech or writing, to be violating the idiom of the language. The author of the book is a teacher of English in an Indian High School, and through the book he has done real service in assisting Indian students to cross the gulf. The book contains eight chapters, and the subjects dealt with are—Sequence of Tenses, Prepositional Syntax, Common Errors, Common Idioms, Vocabulary-building exercises, Punctuation and Spelling, Paraphrase and Unseen, and Essay-writing. A great deal of attention has been devoted to Prepositions and Prepositional forms and common idioms because it is in these that mistakes are most natural and frequent. We have much pleasure in recommending the book both to students and to teachers.

— D. N. S.

GROUNDWORK OF TEACHING by K. G. Warty. Published by the author. p. 80.

This is a small hand book brought out by Mr. K. G. Warty, M.A., B.T., Headmaster, Municipal High School, Gokak. It contains lectures delivered by the author and other topics taken over from papers written by Mr. V. V. Divekar. The topics dealt with cover a wide field of interest to teachers. The treatment is simple, language is lucid, and the exposition is clear. The author has published these lectures in the hope that it will be of benefit to members of the teaching profession in other parts of India as well. It can be read with great profit by all the teachers, who would like to be abreast of the times in the theory and practice of education. We may suggest to the author the desirability of appending a list of books with chapter and verse at the end of each chapter, which those so inclined might read for further information. Such bibliography will add to the value of the book. We would heartily commend this little book to all teachers. — C. S. P.

Continued on next page

attention should be paid to these different groups and promotion be effected as the pupils are ready to go up to the higher classes and not necessarily at the end of the year. Even promotions in different subjects may be tried. As a matter of fact in India itself Dr. Beasant's school in Adyar is being run on these lines and I am told it is a success. We do need reform in our schools along lines known to produce good results in other countries.

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. Where does education come in, if a man's intellectual powers and moral possibilities are determined by either heredity or environment or both?

A. A clear knowledge, of heredity and environment and their influence on an individual, is necessary before we can come to a scientific condition. What is heredity? The mechanism of heredity at the human level is far too complicated to be easily understood. The reader may profitably study Mac Bride's "Introduction to the study of Heredity." Certain acquired traits of the ancestors reaching back to the third and fourth generations may be reproduced in an individual. Whatever might be said about the physical heredity, the mental heredity is only a capacity in the individual, which may condition or rather influence his nature but cannot completely determine it. These tendencies need suitable conditions for their development.

On the other hand environment plays an equally important part in moulding the nature of the individual. Under environment we should include the physical and the social aspects. After due allowance has been made for both these factors—heredity and environment, we will have to recognise the power of the individual with his free will to choose and direct his development according to an inner ideal. While the rest of nature may be said to adapt itself to its environment, man also tries to adapt his environment to himself or, more correctly, his environment and himself to an ideal which he has learnt to appreciate. Hence, the individual as such is *not determined* completely by anything other than himself. Man is the architect of his own world he self.

These considerations, brief as they are, lead us to the conclusion that education and that the right type is indispensable to human development. Heredity is the stock of innate tendencies with which he starts, but what he will be, will depend on how he is going to use that stock. Certainly a wisely conceived and well directed education can play a great part in developing those tendencies that are socially

useful to their full extent and, in redirecting and sublimating others. Again in regard to environment, we said, it is within the power of man to change and mould it to suit his ideals. Education can play a part in setting up before man such ideals that will lead to the best results socially, intellectually, morally and spiritually.

A well planned out educational system will take due note of these factors—heredity and environment, in the individuals' development and will make adequate provision for them from an ideal point of view. He will be a poor educator who ignores the importance of these factors. The true educator should neither emphasise them exclusively nor throw up his hands in despair and accept defeat. Reference may be made to Dewey's "Democracy and Education," Rusks' "Philosophical Bases of Education," Horne's "Philosophy of Education" and Burt's "The Young Delinquent."

Q. 8. The modern emphasis on the individual pupils is so great, that I am afraid the class system of education will have to be soon abandoned. What is your opinion?

A. It is true that great educationalists like Frobel and Montessori have emphasised the fact that the pupil is a unique individual and ought to be taught according to his or her own capacity. At the same time we have Dr. Heyward advocating large classes for subjects, "which require inspirational teaching." As between these two views we have the old fashioned large classes which seem to be more a device to suit the teacher than the taught. The ordinary class in an Indian school, containing from 30 to 50 pupils differing in age, temperament, social environment and mental calibre, is certainly ill suited to the purpose of better education. While we may still have our classes, we must sort out students with the help of intelligence tests and deal with different groups differently. The more intelligent must not be retarded by the dull and the dull must not be left in the cold on account of the intelligent. Different assignments and different

Continued on preceding page

SOME RECENT BOOKS For Teachers and Training Institutions

The activities curriculum in the Primary Grades: By M. P. STEVENS. Illustrated. Large Crown 8vo, 440 pages, 8s. 6d.

This book explains the meaning and working of a curriculum based on activities and the place of the three R's therein, together with the theory underlying it. The value of Play and Creative work, as two of the most important types of activity, has received special attention. The last part of the book is devoted to typical units of work for classroom use. Appendices deal with the material needed, and afford extensive bibliographies.

Progressive Methods of Teaching in Secondary Schools: By N. L. BOS-SING. Large crown 8vo, 720 pages, 10s. 6d.

The numerous books on method available for elementary school work have up to the present had to serve the secondary school teacher also, through lack of books in this direction. This volume remedies this omission, and in five Units covers all aspects of this branch of teaching.

Education of the Slow-learning Child: By C. P. INGRAM. Illustrated. Large crown 8vo, 432 pages, Index, 7s. 6d.

In the interest of the smart child it is often considered wise to segregate the backward children into special schools. The author of this book repudiates this necessity. In a school organization it is possible to allow for not only smart and retarded children, but even for borderline and backward cases as well. The nature and needs of these children are explained, and a programme is suggested for them.

Educational Psychology: By A. C. EURICH and H. A. CARROLL. Large crown 8vo, 436 pages, 7s. 6d. With Bibliographies and indexes of Names and Subjects.

This book has three main objectives:—(a) to provide a knowledge of techniques that may be used in acquiring a greater understanding of pupils, singly, or in groups, (b) to provide a summary of the knowledge about pupils

which has accumulated from the application of these techniques, (c) to develop in teachers an attitude whereby each pupil and each learning situation may be regarded as unique.

Child Psychology By J. J. B. MORGAN. (Revised Edition). Large crown 8vo, 514 pages, 8s. 6d.

Whereas up to recent years much of the writings dealing with Educational Psychology was of a speculative nature, the greater portion is to-day mainly empirical and scientifically experimental: hence the need for a new edition of this standard work, the object of which is to present in simple from the latest findings in child psychology. This book studies the normal child and gives a complete analysis of infant behaviour, motor development, emotional development, thinking, playing, etc.

The Torch of Life By F. H. SHOOSMITH, PH. D. Illustrated. Crown 8vo, 160 pages, 2s. 6d.

Lessons in Sex Knowledge for boys and girls. Teachers will find in this Biological approach to sex knowledge a fund of useful material for talks on this difficult subject. The method followed is that advocated at the 1934 meeting of the Educational section of the British Association. This volume, while not treating the matter in detail, insists upon its dignity, its beauty, and its naturalness.

That youth may know: By F. H. SHOOSMITH, PH. D. Illustrated. Crown 8vo, 128 pages, 2s. 6d.

Lessons in Sex Knowledge for adolescent. This work consist of accounts of the main features of plant and animal breeding leading up to the main facts of puberty and adolescence. By way of conclusion the Author's Lay Sermon will be appreciated by teachers and those who deal with youth. It may be put into the hands of many an earnest young enquirer.

"The author is to be commended for his attitude; he treats his subject naturally, without shirking, and with the minimum of exhortation, solemn warning, and self-consciousness."—TEACHER'S WORLD.

OXFORD UNIVERSITY PRESS

BOMBAY

::

CALCUTTA

::

MADRAS

'THE SOUTH INDIAN TEACHER'

IS

The Official Journal of

The South Indian Teachers' Union.

It is therefore the journal of the Teacher

AND

No teacher should be without it.

Subscription is only Rs. 3/- Per annum

Registered Office :—

41, Singarachari Street,
Triplicane, Madras.

THE NAME "SADHANA" BEHIND

Sir P. C. Roy says :—

"I visited Sadhana Aushadhalaya. The preparations are all made in large scale in strict accordance with Ayurvedic processes. Its preparations are daily gaining in popularity in all provinces of India and even outside."

'You prepared your medicines strictly according to the individual Ayurvedic Sastras. I know that you are doing something of material benefit for the patients and that it was something new to the world. I realise that medicines prepared in that manner are all powerful to heal.'

(Sd.) WM. BROWN, M.D.,
Young Town, Ohio, U.S.A.

Speciality in prescribing medicines with suggestion free of cost by our eminent Kavirajas.

Sadhana Aushadhalaya

Adhyaksha—**Joges Chandra Ghose,**
AYURVED-SASTRI, M.A., F.C.S. (London), M.C.S. (America),

FORMERLY PROFESSOR OF CHEMISTRY, BHAGALPUR COLLEGE.

Head Office and Factory—**DACCA.**

AGENCIES :—London, Ceylon, Penang, Teharan,
Tientsin, Koforidua.

CALCUTTA BRANCHES :—Shyambazar Market; 213, Bow-
bazar; 67/4, Strand Road; 2, Russa Road; Kidder-
pur; Howrah.

BRANCHES :—ALL OVER INDIA AND BURMA.

The Indian LIBRARY JOURNAL

BEZWADA

The official organ of the All-India
Public Library Association. Expounds
the various phases of Library Science
and the Library Movement in India.

ANNUAL RS. 3/-

Apply to :—

I. Venkata Ramanayya,

MANAGER.

Every Educational Institution should subscribe for

'The Educational Review'

A Monthly Record for India.

The oldest of its kind in the country now in its 42nd year.

Devoted to all kinds of Educational problems and literary topics.

Contributions from distinguished educationists and literateurs.

DOUBLE CROWN OCTAVO.

Annual Subscription Rs. 5/-

The 'Field-Madras'

An All Sports Monthly Journal.

The first journal of its kind in the country now in its fifth year.

Devoted to all kinds of sports & athletics.

Special articles on all kinds of sports and athletics by sportsmen of international repute and experts.

Profusely illustrated and printed on superior art paper.

DEMY QUARTO.

Annual Subscription Rs. 5/-

Offices:— 190, Mount Road, MADRAS.

COMPLETE LABORATORY EQUIPMENT

For Schools, Colleges, Universities, Etc.

Stockists

Precision Balances and Weights.

Microscopes.

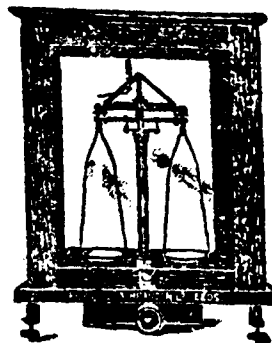
Optical Instruments.

Thermometers of all kinds.

Laboratory Glassware.

Pure Chemicals.

*Porcelain sinks and fittings.
etc. etc.*



Manufacturers

Distilled Water Plants.

Thermostats.

Electrical Resistances and Switches.

Scientific Instruments and apparatus.

*Water and Gas fittings
etc. etc.*

The Andhra Scientific Company

MASULIPATAM, (S. India)

THE ANDHRA INSURANCE Co., Ltd., MASULIPATAM.

Mark Our Progress

(Estd. 1925)

PREMIUM INCOME EXCEEDS	....	5 Lakhs
LIFE FUNDS EXCEED	....	12 "
BUSINESS IN FORCE EXCEEDS	....	100 "
NEW BUSINESS COMPLETED IN 1935	....	27,10,000
BONUS Rs. 15/- per 1000/- per year		
EXPENSE RATIO 33 % (TO TOTAL INCOME)		

WE CAN CATER TO ALL YOUR NEEDS. PLEASE TAKE A POLICY
WITH THIS PROGRESSIVE LIFE OFFICE.

Automatic Paid-up Policies, a Speciality.

For Particulars to: **Y. MANGAYYA B. A., B. L.,**
SECRETARY.



Don't suffer pain needlessly

JUST RUB

AMRUTANJAN

TO THE AFFECT PART

AND WATCH ITS PENETRATING
WARMTH. GO DEEP DOWN INTO
THE MUSCLE AND SOOTHE THE
PAIN AWAY. NOTHING IS QUITE
SO GOOD AS

Strains

AMRUTANJAN
TO BRING QUICK RELIEF

Amrutanjan



PREPARED AND BOTTLED BY M. K. MANGAYYA AT THE HINDU PRESS, MASULIPATAM.

EDUCATIONAL INDIA

EDUCATION FOR A CHANG-
ING CIVILISATION, p. 224

All-India Educational
Conference, p. 223

REORGANISED E.L. EDUCA-
TION IN MADRAS, p. 227

educational Reconstruction ...

Mr. K. S. Vakil

Character—Emotion—Education ...

Dr. James H. Cousins

Social Sciences ...

Prof. M. Venkatarangaiya

Infant Training ...

Mrs. D. S. Chenchiah

The Roots of Reform ...

Prof. M. S. Srinivasa Sarma

An Educational Film ...

Mr. Sheikh Iftikhar Rasool

EDUCATION AT HOME

By Mr. K. G. Warty

Mrs. BROWNING'S SONNETS

By Mrs. K. Sathianadhan

FOR DETAILED CONTENTS AND SPECIAL FEATURES SEE INSIDE

*"Elephant Brand papers are
the best"*

Made by

THE TITAGHUR PAPER MILLS CO. LTD.

Makers of *High Class Papers*
CUTTACKA

Detailed Contents for December, 1936

Page	Page
EDUCATIONAL RECONSTRUCTION	Annamalai University and Tamil Medium ... 231
By PRINCIPAL K. S. VAKIL, M.Ed., M.R.S.T., F.R.G.S., I.E.S., (Retired) ... 203	Grants-in-Aid to Schools ... 231
CHARACTER THROUGH EMOTION-EDUCATION	Calcutta University : The New Constitution ... 231
By KULAPATHI DR. JAMES H. COUSINS, M.A., D.Litt. ... 204	Military Science ... 231
SOCIAL SCIENCES IN INDIAN UNIVERSITIES	To Link Andamans with Bengal ... 231
By PROF. M. VENKATARANGAIYA, M.A. 207	Education Cess in Mymensingh ... 231
RIGHT TRAINING IN THE INFANT STAGE	Women's University Building ... 231
By MRS. D. SUBHADRA CHENCHIAH 209	Secondary Education Committee ... 232
THE ROOTS OF EDUCATIONAL REFORM - A STUDY IN PEDAGOGI- CAL HANDICAPS	British Experts Visit Aligarh ... 232
By PROF. M. S. SRINIVASA SARMA, M.A. 214	Nagpur 'Varsity: Vice-Chancellor's Term of Office ... 232
CHARACTERISTICS OF AN EDU- CATIONAL FILM	All India Economic Conference ... 232
By MR. SHE KH IFTEKHAR RASOOL 218	Patna University Resolves on Vernacular Medium ... 232
EDUCATION AT HOME	Rangoon University Convocation ... 233
By MR. K. G. WARTY, M.A., B.T. ... 220	Board of Studies for Hindi ... 233
EDITORIALS	State Education Conference ... 233
The All-India Educational Conference 223	Damodar Das Foreign Scholarship ... 233
Education for a Changing Civilisation 224	Indian Science Institute ... 233
Reorganised Scheme of Elementary Education in Madras ... 227	Support to Primary Education Bill ... 233
PERSONAL NOTES ... 229	PUBLIC OPINION
THROUGH DIFFERENT PROVINCES	Sir George Anderson thinks Radical Reform Imperative ... 234
Central Advisory Board ... 230	Sir P. Sethna's plea for Purely Indian Environment ... 234
Inter-University Board Meeting ... 230	Mr. Shyamprasad on "Primary Condi- tions Before Reform" ... 234
Foreign Research Scholarship ... 230	Mr. C. R. Reddy on Unemployment and the State ... 235
Broadcasting in India ... 230	Dr. P. Basu on Teaching and Research 236
Andhra University's Development Scheme ... 230	OUR WOMEN'S PAGE
Radical Change in Educational System 230	Mrs. Kamala Saththianadhan, M.A. ... 236
Hindi included in "A" Group ... 231	BOOK-REVIEWS ... 238
	PERIODICALS ... 240
	FOREIGN CURRENTS ... 241
	EDITOR ANSWERS ... 242

Vol. III: No. 6

December, 1936

EDUCATIONAL INDIA

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

Edited by M. Venkatarangaiya



EDITORIAL BOARD

M. VENKATARANGAIYA C. SWAMIKANNU PAUL
M. SESHACHALAM C. B. KRISHNA SASTRY
D. NITYANANDA SASTRY

The Educational India Office
MASULIPATAM (S. India)

INLAND
Rs. 3-8 0

Single Copy As. 6

FOREIGN
Rs. 5 0 0

"EDUCATIONAL INDIA has taken a leading place"

—Kulapathi Dr. JAMES H. COUSINS

SUPPORT

"Educational India"

Mysore Dewan's Appreciation

Sir Mirza Ismail's Private Secretary writes thus:—

"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."

* * * * *

INSPIRED EDITORIALS
RICH CONTRIBUTIONS
REGULAR FEATURES

INLAND Rs. 3-8-0
FOREIGN Rs. 5-0-0

Published from
MASULIPATAM
(S. India)

LEAGUE OF NATIONS PUBLICATIONS

Aims and Organisation of the League of Nations	...	...	Rs. 0 9 0
Essential Facts About the League of Nations	...	...	0 11 0
Ten Years of World Co-operation	...	...	6 14 0
Bulletin of League of Nations Teaching	...	...	1 6 0
Balances of Payments, 1933, (Only existing statistical book of reference concerning international accounts—figures are given for 32 countries—information supplied concerning outstanding international liabilities & assets)	...	...	4 2 0
Armaments' Year-Book, 1935 (Contains monographs on 64 countries—information derived from communications from various governments to the Secretariat on the occasions of the Conference for the Reduction & Limitation of Armaments)	17	8 0	
National Public works	...	...	8 4 0
Enquiry into Clearing Agreements	...	...	2 12 0
Statistical Year-Book of the League of Nations, 1934—35	...	...	6 14 0
Review of World Trade, 1934	...	...	1 12 0
Economics of Air Transport in Europe	...	...	2 7 0
Agricultural Protectionism	...	...	1 6 0
Commercial Banks, 1929—34	...	...	6 14 0

Obtainable from the: **League of Nations, (Indian Bureau)**

Improvement Trust Building, Esplanade Road, BOMBAY 1. &
THE BOOK CO., LTD., COLLEGE SQUARE, CALCUTTA.

EDUCATIONAL RECONSTRUCTION

By Principal K. S. VAKIL,

M. Ed., M. R. S. T., F. R. G. S., I. E. S. (RETIRED)

IT is now more than a year since the Government of India addressed a circular letter to Provincial Governments on the subject of Reconstruction of Education, but so far as is known to the public, this subject is still under the consideration of the Provincial Governments. When they will all complete its consideration, none can tell, for each Government will, as usual, take its own time. The reason is obvious. Education is not, in this country, regarded as a subject of such importance as the police and the army demanding immediate attention.

The unfortunate circumstance which affects Education adversely is that the Government of India, on the ground that it is now a provincial subject, disclaim practically all direct responsibility for it and leave the local Governments to deal with it as they choose. The Local Governments, however, are now virtually the Indian Ministers elected to the Councils and appointed to the ministerships more or less on narrow communal or party considerations, who generally care more to please the authorities who appoint them than the people as a whole whose educational interests are committed to their charge. Hence, so long as they can manage to secure sufficient support for Government measures in the Councils and retain their ministerships, they care little for public interests or public opinion. They consider Education last and least, because they are well aware that there is not yet such strong public opinion on

educational questions as would compel them to act in unison with it. Further, they themselves are, for the most part, lawyers, not educationists, and hence considered that their duty is done as soon as the current matters of educational administration which are referred to them from day to day are disposed of as generally recommended by the heads of Departments of Public Instruction and the Education Secretaries. They naturally desire to avoid conflict with them, which would arise if they were to propose any radical educational reform involving serious change in the established administrative system or educational arrangements.

It is high time that the Government of India

recognised this serious handicap, from which education suffers under the present provincial system, which depends for its success on ministers appointed made on political rather than on educational grounds and assumed its federal responsibility, as the Government of India for the enunciation of general principles and policies in education, for the guidance of different provinces in the reorganisation of education according to their respective needs. The subject of education is really of imperial importance and should not be relegated to the sweet will of provincial ministers who, during the term of their office, appear to be more concerned in maintaining by some means or other their own following in the Councils than in considering and serving the best educational interests of the provinces. Problems of mass education,



primary, secondary, and vocational education, university education, adult education, teacher-training, and, last though not the least, of examinations are looming large before our eyes and demanding immediate attention. They cannot be satisfactorily dealt with by an advisory body like the recently revived Central Advisory Board of Education packed with men most of whom have no abiding interest in education and are liable to frequent change. The whole subject of Indian Education deserves to be considered by a Royal Commission. It has never yet been considered as a whole. The Education Commission of 1882 considered only primary and secondary education; the Indian Univer-

sities Commission of 1901 considered only the problems of university education; the Calcutta University Commission considered questions relating particularly to the Calcutta University; and the Hartog Committee considered the subject of Education from the point of view of Constitutional Reform. Unless and until it is comprehensively considered by a body of educationists of established reputation, it will remain unsatisfactory and fail to meet the changed and changing needs of the country and stand as a serious obstacle to progress in the various directions in which we desire it to be improved and reformed.

CHARACTER THROUGH EMOTION-EDUCATION

By Kulapathi Dr. JAMES H. COUSINS, M.A., D. Litt.

IN the consideration of changes in education which has been brought to the front by the discovery of a new social class in India called the educated unemployed, two educational aims appear to be opposed to one another, the aim, on the one hand of influencing character through culture, and the aim, on the other hand, of making education a preparation for earning a livelihood. The two aims ought, of course, to be only two aspects of one aim, namely, the helping of every individual, boy and girl, to the fullest expression of their natural capacities, mental, emotional and practical, and the finding of a congenial place for such educated individuals in the general life of the community.

The problem of education, as thus summarised, has its complexities and difficulties. My purpose, however, in this short talk on a long subject, is not to go into details of application, such as syllabuses of study and employment registers, but to get into the air some ideas on the nature of education and character and vocation which I have derived from well over a quarter of a century's experience as an educator in Ireland, India, Japan and the United States of America.

There is hardly any need to argue the necessity for so modifying general education as to turn out capable citizens; nor is there any need for arguing that the relationships of life should be so modified as to permit every capable citizen to find a useful, profitable, and happy place in the life of the nation. But there is need to claim that, in the anticipated revision of education in India, the swing of the pendulum from the mainly mental education of today, in which character development, if it exists at all, is accidental, shall not be towards a merely vocational education in which an over-emphasis on self-satisfaction will destroy the possibility of true character development whose sign is not self-satisfaction but selfless service.

But what is this character that is so much spoken of? If we can get a clear idea of its real nature and importance, we shall be in a better position to judge its relationship to education and the best method for its development.

It is a challenging fact that the word character is given twenty-eight meanings in a standard dictionary, and of these twenty-eight meanings twenty-two are nouns. It has also nine derivatives of which eight are nouns.

It may be necessary, in the present state of the teaching of English grammar, to recall the fact that a noun is a word signifying a thing, not an action. Obviously, therefore, the word character has gathered around itself, in the course of its history, the idea of something that is produced. The English word comes from classical roots that mean to engrave, that is, to produce character by engraving; life supplying the implements for the process, and the individual making his and her instinctive response impacts of life.

We have to draw a distinction, however, between the various kinds of response that the human entity is capable of making, if we are to get at the essential significance of human character. A peculiar or characteristic way of doing things, or of thinking or feeling, does not express what is meant by character. True, such distinctive modes of expression of the inner life of the individual carry some colour or aroma of the personal kind, but they are not the character of the individual.

We shall get nearest to the true idea of character if we follow the dictionary clue, and see character as something worked up to by a process that may be figuratively expressed not only as engraving, but as distilling, or as cultivating. Character is not the instrument or the technique of the engraver: it is the finished product.

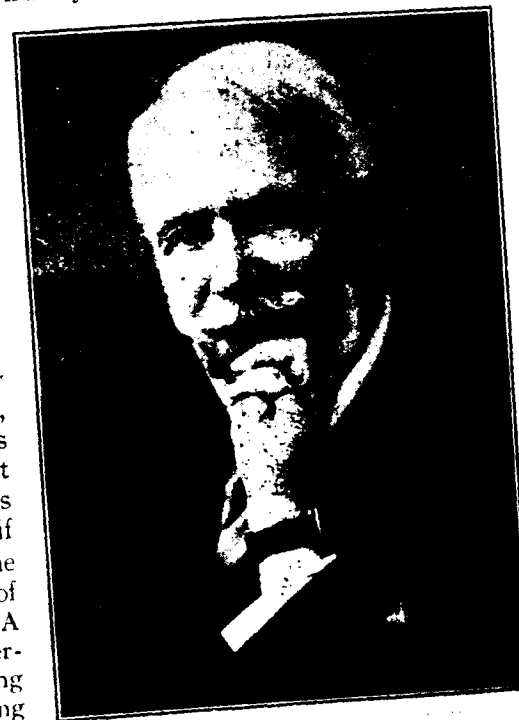
But words are very inadequate to express realities: for, when we have defined character as a finished product, we have told only half the truth about it: for character, while it is complete at any moment of obser-

vation, is never finished, but always developing; and it is not only a product, but is the producer of the attitudes and directions in an individual's life that express his and her true nature.

These attitudes and directions, these spontaneous individual responses to the allurements and challenges, the successes and disappointments of life, are judged by their relationship to moral and ethical standards that humanity has set up as safeguards against the tendency still inherent in man to revert to primitive impulses and actions. Truth, purity, honesty, goodness are among these standards; and they are not only safeguards against depravity, but helps and reinforcements to the push and call towards some ultimate perfection that haunts the dreams of humanity.

These two tendencies, towards depravity and towards perfection, are at work in us all in some degree or other. The problem of the educator, faced with double-natured children, in an environment in which the downward tendency is generously catered for by entertainment and arts and literature, is to find ways and means for the engraving of good character on the nature of the student.

This may appear at first sight to indicate a return to the old but long abandoned educational idea of the student's nature being a "clean slate" on which the educator was to write his own signature. This is not so. The modern idea of self-education, based on suggestions and helps from others, remains the true way to responsibility and authentic self-development, that is, the development of the capacities inherent in one's self or inner



DR. JAMES H. COUSINS

nature. The engraving has to be done by the student's own effort, whatever be the models set before him. In my young days there was a popular proverb that "Example is better than precept." My experience over many years in three continents has brought me to the realization of the fact that example is just as useless as precept in the promotion of character in the young—unless it be bad example. This is not to say that the tendencies in the young are all bad. I do not accept the psycho-analytical interpretation of life with a sex-connotation. What I mean is that we are on the wrong educational tract if we look only to nice improving proverbs and self-conscious goodi-goodness of action as means to the development of admirable character in the young. Character cannot be imposed from without, even with the best of intentions: it can only be educed or drawn forth from within. This is the process of true education of any kind, for character or vocation or anything else.

An external standardization of character is impossible because of the varied heredity and capacity of children. At the same time, the tendency to self-gratification and destructiveness which is still a lamentable possibility in human nature, calls for restraints in order to protect not only the group but the individual from the evil results of his own action. Along with this tendency there are rudimentary excellences which it is the work of the educator to stimulate and establish in the character of the student. What education needs is a middle way between the licence into which unrestrained action may fall, and dictatorship which annihilates individual responsibility. The subject matter and methods of education should, in my opinion, provide for the development, not of what might be called a disciplined freedom, which brings two extremes into opposition, freedom struggling against discipline, discipline trying to impose itself on freedom; not this, but a progressive liberation of individual capacity into attained power, which means, for the educator, an increased delegation of realized power and initiative to the student.

Now such progressive liberation of human capacity is possible not through purely mental or ulterior education, but through the participation of the student in activities of a pleasurable kind. By this I mean pleasures of a noble kind, unconnected with rudimentary sensual gratification, yet utilizing the senses for the development of instinctive reactions against what is ugly and ignoble and unworthy, and in favour of what is true and pure, honest and good and beautiful.

We have high authority for laying it down as the basic principle of character education that anything that does not give high pleasure is not fit for inclusion in a true education. In the story of Bhṛigu, in the Taittiriya Upanishad, it is shown that bliss (*ananda*), which is the highest form of happiness, is the ultimate aim of real education, and bliss is also declared to be the first expression of the Universal Life, that is, sublime pleasure in the experience of creative activity. High happiness should, therefore, be the atmosphere of school and college life. Through happy activity, which is the basis of emotion-education, the student will engrave on his and her own nature the lineaments of true character.

I cannot here go into details of such emotion-education which I conceive to be the means to true character-building. I can only briefly refer, for example, to the value of associated games, and particularly to rhythmical exercises which encourage the sense of design and logical continuity, and also inculcate, by concerted action, the sense of responsibility of the unit to the group, and *vice versa*. This latter sense, of the responsibility, not to mention the importance, of the individual, is specially helped in drama in which the individual participant plays a part in the attainment of the total effect, an essential part, but only a part.

The other arts and crafts—sculpture, engraving, painting, instrumental and vocal music, and dancing—can all contribute, each in a special way and according to the physique and temperament of the individual, to the development of the sense of design,

harmony, unity, sequence, balance, beauty, that are the features of the fine arts and of the synthetical art of character-building. Through these the emotional nature, where rise the springs of desire and action, may be helped to its highest achievement in individual expression and collective usefulness.

If such activities are made essential constituents of the new education now being officially considered, they will contribute as

no merely preceptual or intellectual teaching can ever contribute to the development of a type of character that will instinctively shrink from all kinds of baseness, and naturally gravitate towards all that is worthy, and in due time, through the expression of the divine creative principle in humanity, render artificial codes of morals and ethics unnecessary in both the individual and organized life of humanity.

Social Sciences in Indian Universities

By Prof. M. VENKATARANGAIYA, M.A.,

Andhra University, Waltair.

THERE are certain things which the public have a right to expect from Universities and one of the most important of them is the spread of correct knowledge on the country's Social, Political and Economic institutions and their exact meaning and significance in relation to the life of the community as a whole. It is a sad commentary on the work of Indian Universities that so far they have not taken seriously to this task which they alone are competent to accomplish. This neglect on their part gives an air of unreality to much of the teaching of the Social sciences that is now carried on by them. One of the most serious defects of the present system of education in our country is that it is divorced from life and this is most clearly seen in the way in which social studies are pursued in our Universities.

In the West it is now being recognised to an increasing degree that more attention should be paid to the study of social sciences like Politics, Economics, Sociology, etc. It is true that the advance of knowledge in physical sciences has contributed a great deal to the material progress of the world. But the problems which nations are called on to face at the present day are primarily social in their character. The right ordering of society and the proper regulation of relations between individual and individual and group and group are

of greater urgency than more scientific progress. It is on these that the real welfare of mankind depends as otherwise there is a danger of man's conquest of the physical world proving to be a curse rather than a blessing. It has therefore become the duty of the teachers in Universities to carry on systematic investigations into the subject of sociology and social organisation in all its manifold aspects.

In India, most universities make provision for a study of social sciences. But an examination of the syllabuses and courses in these subjects and also of the text-books ordinarily used shows that the study is not approached from the proper and right standpoint. There is one essential difference between physical and social sciences. The laws of physical sciences possess universal validity. They hold good at all times and in all places. They are based on phenomena which behave in the same manner everywhere. This is not however the case with the laws of social sciences. Social scientists have to deal with phenomena which vary greatly from country to country. Not that there are no points of similarity between institutions of one country and those of another but the similarity is very small when compared with the differences. The result is that the truths of social sciences have only limited validity in the present stage of their development.

It is this that makes their study so abstract and unreal so far as Indian Universities are concerned. Take a subject like Political Science. In many of our universities the subject is approached from the standpoint of the history of political

thought and ideas from the earliest times to the present day. But it is entirely a history of political thought in the west from Plato to Laski. It has no reference whatever to the evolution of political ideas in India. No one will deny the supreme value of the ideas of Plato, Aristotle, Aquinas, Machiavelli or Spinoza. But two points have to be noted in this section. The ideas of even the greatest of thinkers are limited by his environment. It is the experience and observation of the working of the institutions of the Greek city-state that form the basis

of the thought of Plato and Aristotle. It is the ruin wrought by the struggles between rival states in Italy that inspired the thought of Machiavelli. The same is the case with every writer. His views merely reflect the conditions amidst which he lived. In this way it is the social facts faced by the thinker that give life to his thought. Similarly the course of political events is influenced by the ideas of great men. To the student of Politics in the west the study of the political thought of Plato or Rousseau is of the greatest value. It is a necessity as otherwise he will not be in a position to understand the evolution of western society. But it is not of the same value to a student in India. What he requires is a knowledge of those ideas and those facts which will explain to him the

peculiarities of the society in which he lives—the grouping of the people into *varnas* and *jatis*, the nature of *Dharma*, the relation between the *sasana* of kings and the *acharas* of the people etc. All this knowledge he will gain not by the study of

Political thought in the west which alone most of our under-graduates and graduates are made to study but by a careful perusal of the writings of Manu, Yagnavalkya and other Smriti-writers and their commentators.

The value of social studies is enabling us to understand our environment. We have our immediate environment and our distant environment. In a sense it is true that we must know enough of the distant environment, of the organisation of society in Europe and America and of the working of economic and political

institutions therein. But we are in greater need of knowing thoroughly the nature of our immediate environment—the social organisation in India itself, but the social sciences as they are taught at present make very little provision for this.

This produces two disastrous results. In the first place, it makes our studies entirely abstract in character. We have to make use of our imagination to obtain an intellectual grasp of the background which is thoroughly alien to us. The economics we study is the economics based on highly industrialised societies. The politics we study is the politics based on advanced forms of democracy, parliamentary government, complicated party organisation and many other features of the west. Studies like these cannot create the same amount



PROF. VENKATARAMAIA

of living interest as those that are based on an environment with which we are familiar and whose significance it is our duty to understand. In the second place, it makes our approach to the study of Indian institutions negative in character. We do not directly take up these institutions, describe them and classify them with a view to draw conclusions regarding their real character. We know the characteristics of the institutions of the west; and we make use of this knowledge to say merely that these characteristics are not found in the institutions of India. What characteristics they do possess most of us are not in a position to say.

This method of approach is also responsible for the view that there is nothing worth studying in the social structure of India, that it has not been evolving in the direction of progress, that it is either stationary or decadent and that there is not much of speculative thought directed by Indian thinkers to this study. No systematic analysis has been made of our Sutra literature, the Smriti literature and the Puranic literature. Very little has been done to give a descriptive account of modern Indian institutions. We do not know what we are in ourselves; we are

only made to think that we are different from the people of the west. We read Shakespeare and criticise Kalidas; we study the Bible and criticise the Indian religion. We do not study Kalidas or the vast indigenous literature on Indian religions to find out what they are like.

The great reform that is required in respect of social studies in our Universities is that these studies should centre themselves round conditions Indian. Indian Universities can add to the stock of knowledge on these subjects by providing scholars with first-hand information on subjects Indian. This will help the scholars in drawing conclusions from a survey of a wider field and give to their conclusions a larger amount of validity than they possess at present. This does not mean that we should not make a thorough study of the social conditions of other countries. We have to do it but not in ignorance of our own social, economic and political structure. The whole world is anxious to get authoritative account of things Indian and a change in the method of approach to the study of social sciences as indicated above will enable the Indian Universities to place such an authoritative account before the world.

RIGHT TRAINING IN THE INFANT STAGE

By Mrs. D. SUBHADRA CHENCHIAH

IT is a well-known fact, that we, in our country are not so keen on finding scientific methods for training children in their infant stage. In Europe and America, child psychology and new educational methods are occupying the serious attention of educationists. Women belonging to rich and middle classes can get proper training in educational institutions, and in their after life they naturally apply their knowledge in training their children. The children of poorer and working classes can be sent to Nursery and Kindergarten Schools conducted by properly trained teachers. But, in India,

only two per cent. of our women are literate, and their standard of education is very low. We are also very poor. The educational department whose duty is to study new methods is indifferent. Unless great changes take place in our political and economic conditions, the subject of proper training in infant stage will probably not receive sufficient attention.

First of all, we should note that the child is a unit of society, and the whole social structure depends upon the right training of the child. This training should concern itself with the physical, emotional and

intellectual faculties of the child. The foundation for such a training should be laid in the early stages of the child. It is the mother that should take up the duty and responsibility of proper development or training of the child. She must therefore learn child psychology and child training, if the child should be useful to himself and to the society in later life.

Environment and Heredity influence child's life in all aspects—physical, emotional and intellectual. Of these two, Environment is more important than Heredity. Let us suppose, for instance, that the child inherited an unhealthy body from his parents. But, if the parents are so wise as to create a healthy environment, the disease germs can be killed in the beginning itself and the child can have a healthier body. Similarly in matters relating to emotions and intellect. I shall therefore first take up Environment.

Environment

I shall discuss this subject under the following sub-heads:— 1. Food; 2. Open Air; 3. Clothing; 4. Child's room; 5. Habits and Manners; 6. Discipline.

Food:— Let us consider about the food that is suitable to the infants. Most of the Indian mothers do not know the relationship between food and health. They generally believe that the greater the quantity of food that the child eats, the stronger and healthier the child would grow. They also give to the child the same kind of food that they give to the adult. More easily digestible food should be prepared specially for the child. Ignorance on the part of mothers in matters relating to the proper diet for children leads to many calamities. Several children die young; those that survive are either weak or sickly. The physical weakness and sickness retard their mental growth. When the child suffers from constipation or indigestion as the result of excessive unhealthy food, he is easily irritated, and looks stupid. The mother can retard or advance the growth of the child by the quality and the quantity of food she gives to the child. It is essential therefore that the mother should be fully

equipped with the knowledge relating to food and health.

Clothes:— The clothes should be short and loose for the children, especially in a hot country like India. They should be convenient enough for children to move about freely. A small amount of clothing is the best thing for their health. The child is very active, plays a lot, perspires abundantly, and therefore the clothing should be washed daily.

Open Air:— The children should live in the open air as much as possible. They should be exposed to the mild rays of the sun in the morning, at least for a few minutes every day. They should be made to play in the open air whenever the weather permits. Since the rich live in garden houses, their children can have all these conveniences. But, in the case of the poor that live in the cities, public gardens should be provided.

Child's Room:— A well-ventilated house with clean surroundings is necessary. In European houses, a room is set apart for the child. In this room, they do not keep anything which is not directly useful to the child. It is intended not only for sleeping but also for the other requirements of his growth. We should remember that the child's perception is very limited. The room, therefore, should be very limited in space, so that it is clearly perceptible to the child. It is easy for the mother to draw the child's attention to the things and happenings in a small room. The child is very imitative by nature. By dusting and keeping the things in order, every day, the mother induces the child to do likewise. Gradually, he develops the sense of cleanliness, order, beauty, etc. The mother should place in the room play materials which will train his senses, for instance, Froebel Building-materials, Montessori sense-and-imagination-training materials, coloured pencils or crayons, papers, etc. The room or the walls should not be crowded by unnecessary and too many things and pictures, which cause him strain and also create confusion; or the things and pictures must be changed according to the growth

and circumstances of the child. In this connection, I have to point out, that the mother should be able to guide the child so as to make auto-education possible for him. The mother should take the trouble to educate herself first before she can guide intelligently the growth of the child.

Habits and Manners:— Habits and manners are formed while the child is young. They play very important role in life. When once formed, good and bad habits last life-long. From the babyhood, good habits and manners alone should be formed. For instance, habits such as rising at a fixed time in the mornings, bathing, eating without noise and neatly, walking gracefully, holding and keeping the things delicately and orderly etc.; manners such as greetings, not to interfere with others in their study or play, behaving properly when he is in a serious environment, etc., are essential from the earliest stage. This is a vast and important subject; and very many books have been written by psychologists and educationists on it.

Discipline:— The parents generally mistake in thinking that discipline consists in mere inactivity and obedience. Such ideas on the part of the parents, make children slavish and inefficient in later life. The child, by nature, is very active, and he is fond of going through fresh experiences. He should therefore have liberty for activity, for free movements, for handling and examining things, and for satisfying his curiosity. The mother should never crush his spirit and his desire for curiosity. Her duty is to observe and guide him if necessary, in right direction, leaving him always in congenial environment. By such guidance, the child gets the right discipline and becomes spontaneously the master of his body and surroundings. Reward and punishment do not help in creating proper discipline. Punishment creates fear, dishonesty and slavish mentality. It also creates some very harmful complexes. Reward, on the other hand, creates arrogance pleasure-seeking, vanity, selfishness, etc. They should never be used for creating discipline in children. They are also sure

signs of incompetency on the part of the mother not understanding the moods of children. Punishment has no place in the life of the child if the mother and the teacher know how to guide him intelligently step by step.

The child gets moods such as anger, stubborn-ness, peevishness, etc., due to several reasons. The moods may be due to ill-health, or thwarted impulses. If the mother understands the real cause and removes it, the moods will disappear. Punishments create more complications, instead of removing the root cause.

Emotions

Let me take up next the training of the emotions. The atmosphere of the house must be full of love which is as essential for proper development of emotions of the child as nourishing food is essential for the development of the body. But, the mother will spoil the child by excessive fondling and caressing, since these excite the feelings of the child too much. Blind and ignorant affection retard his natural growth and make him very inefficient. In talking and behaving towards strangers and servants, the parents should show refinement and sympathy, etc. The house, which is the real centre for the child's full growth, should be a cultured one. If the parents are not cultured, if they have coarse tastes and bad habits, the child also gets coarse tastes and bad habits; if they have fine tastes and good habits, the child gets them similarly. For proper development of the emotions of the child he should be placed in the society of many companions of his age. The child should be put in charge of some plants, and should look after them. He should have some pet animals also. He should be made to water the plants and feed his pets. Little by little, his interest and observation will then grow: his zealous care of the living creatures also grows. When he knows that the welfare of his plants depends upon his care in watering, and that of his pets upon his diligence in feeding them, his auto-education also begins. If he ceases to take care of them, the plants dry up, and the

pets grow weak and incapable of playing. Then he becomes vigilant and sympathetic. Thus, he not only develops his feelings but also develops his power of observation of the phenomenon of life. He is often rewarded by the affectionate response shown by his pets and companions. Thus, his sympathy and affection develop in a fine manner.

To ordain that the child should not do this or that, is to injure his growth. When he plays with his companions, the mother should observe and watch without his knowledge in order to guide him in getting the right attitude towards his companions. Supposing he snatches away the playthings of his playmates or keeps his things for himself or interferes with his companions unnecessarily, she should at once intervene, and make the child understand, through gentle and sympathetic argument, that his companions also feel sad if they are deprived of their things or if they do not share with him in the play and so on.

Sometimes, the child appears to be stealing things and telling lies. The child does not know what stealing or lying is. For such acts, there may be many reasons in his subconsciousness. He should not be told that he stole or spoke lies, that he did a wrong thing and that he should not commit such crimes; he should not be punished for them. Such things, will do more harm to his mind and feelings than good. The mother and teacher should analyse the situation and his nature and find out the real cause. If the cause is removed the child becomes alright. I shall give an instance. At Adyar, we were training the children on new methods. A boy stole a five-rupee note from the teacher's table. When the school-time was over, the child ran away and hid the note in a corner of his house. In the process of doing this, he was caught by his mother, who returned the note next morning to the teacher and requested him to excuse the child. The teacher wanted to know the cause for the child's stealing, went to his mother and found out by questioning that the mother was in the habit of hiding ea-

tables, cash, etc., and that her answers to the child's enquiries about any interesting thing were not frank. The teacher advised the mother to keep the almirahs and trunks open, and to give answers to the child's questions directly and frankly without concealing anything. She went on doing so and the child ceased to steal and he is now an excellent young man of sterling character.

Complexes :— Complexes are created due to innumerable causes. Let me mention a few. When the child's impulse is thwarted, he finds some new outlet which may be more harmful than the one that was prevented.

Class feeling :— Since the children of the rich are respected by the relatives, teachers and neighbours, on account of the wealth of the parents, the children inevitably believe that the children of the wealthy are superior to those of the poor. This causes superiority complex in the minds of the children of the rich class, and inferiority complex in the minds of the children of the poor class. Both these complexes are harmful to the welfare of the society and to the individuals and their growth should be arrested.

The communal, religious, national and race hatreds are not born with the child, but they are complexes that have developed in them by bad environment.

Develop fellow-feeling in the children rather than teach religion and ethics which are beyond their mental horizon. This fellow-feeling trains the child in such a way that he will not rob or exploit his fellow-beings, or the other children and companions, to begin with. He will not be dishonest and he will not do harm to others. Thus, the character is developed naturally and spontaneously, instead of by artificial means.

If the human race should give up wars, and if they should achieve universal brotherhood, and if they should live as members of one family without exploiting each other, the children's emotions should be properly trained at home and continued in later life.

Intellectual Training

Proper intellectual training is as important to the child as physical and emotional training. We, in India, give greater attention to the intellectual training only. While I explain this aspect of training from the scientific point of view, you can judge for yourselves, if we are doing the right thing to our children.

The senses are the gate-ways of the mind. Therefore, their training is very necessary in the early stage of the child. Sense-training includes the following (1) visual sense, i. e., colours, dimensions, forms, space, etc., (2) sense of hearing, (3) tactile-muscular sense, etc. To facilitate such training, some of the greatest of modern educationists, such as Montessori, Froebel, etc., have invented materials which act as stimuli for child's intellectual development. These materials make the child think, compare, judge and decide and thus develop the important intellectual faculties like comparison, judgment, decision, concentration, continuity, etc. In addition to this, the child should get further experiences through playing, storytelling, talks on interesting subjects, walks in the gardens and fields, contact with birds, animals and plants, etc. The experiences make the child visualise things, i. e., the child develops the faculty of reproducing the images in his mind. These give him a great scope for association of ideas and imagination, and last but not the least, the great faculty of "quick grasping". In later life, he is able to grasp any complex idea more quickly than those who are brought up in the ordinary way. All these experiences develop in him the capacity for experimenting and for initiative.

Most parents and teachers are apt to think that all children are alike, and that all minds work in the same way. They expect that all can do a thing equally well. But it is not so. Intellectual attainment is not the only standard by which the development of a mind should be judged. We should remember that there are three main divisions of mind in every individual (1) the intel-

lectual (2) the emotional and (3) the practical. In every child or individual, one division is always predominant, as a rule. If the intellectual mind is predominant in a child, he shall be more theoretical and capable of abstract thought. If proper environment and scope are created for him, he can become a great scholar, mathematician or scientist. If the emotional mind is predominant and if proper environment and scope are created, he becomes a great musician or artist or painter. If the practical mind is predominant and if proper scope and environment are created, he can become an excellent craftsman or engineer. If the parents fail to understand these three types and treat all alike, they will be making a big mistake and will be doing great harm to the growth of their children.

For instance, let us suppose, that a family has three children, belonging to three different types. Let us also suppose that the parents created scope and environment for intellectual development only. The child having intellectual bent of mind will no doubt succeed in life, whereas the remaining two children with the emotional mind and the practical mind will fail to come up to the level of the first. As a result of this, the two that failed would believe that they are incapable, develop inferiority complex, fail in life and may develop nervous diseases. The parents and teachers should therefore pay special attention to study to what type a child belongs and help him to achieve the highest in his own characteristic way.

In conclusion, I may point out that the subject of training the child is not only very important, but extremely difficult. Child psychology should be studied. New methods of education should be applied. The child is the unit of the society. If the units are efficient and happy, the society becomes efficient and happy; but not otherwise. The parents have a greater responsibility towards their children than the teachers. This responsibility cannot be discharged unless the parents and teachers study the type to which a child belongs and create the necessary scope and environment for his growth.

THE ROOTS OF EDUCATIONAL REFORM : A Study in Pedagogical Handicaps :

By Prof. M. S. Srinivasa Sarma, M. A.

THE modern age is characterised by the universal clamour for deep-rooted democracy, widespread individuality, and all-round equality; but unfortunately it is forgotten that the first necessity of a sound and successful democracy is the bringing into existence of a vigorous mental and moral aristocracy. A most perverted and mischievous feature of the present day democratic movements is the worship of mediocrity and commonness which results in a levelling down of the cultural life to the low average tastes and powers of the vulgar crowd. When individualism proclaims "I am as good as you," it is wholesome, and is a contributory inducement to infinite improvement; because there is the genuine recognition of the superior merits of others which the individual honestly proposes to strive to achieve and assimilate. But when it says "You are no better than I am," it not only makes itself ludicrous and unprogressive, but actually becomes oppressive and intolerant of exceptional merits and superior talents. True democracy must inspire self-respect, and foster exceptional capacities wherever found, and endeavour to help those who do not possess them to ascend to the level of the best. Genuine democracy in the final analysis is the art of spiritual elevation by the strenuous process of self-direction and self-education. That is why Plato seriously and sincerely felt that there was only one method for the realisation of the Ideal State, namely, good education by which men could be made reasonable.

What schools can do

Modern leaders of social reform and political movements, perhaps taking their cue from Plato wax eloquent on platforms and in the press that education is the foundation of all social improvements, and that it is the most effective panacea for all social ills. But their interest in education is confined

only to the extent of attributing the failure of everything concerning public welfare to the inefficiency of the schools, and making the poor school-master the target of all kinds of attacks, and holding him responsible for the short-comings of his pupils. In the first place it is not right to blame the schools for every social evil. Let it be carefully noted that no educational institution can do exactly what it considers best and wisest; because, its very existence depends on public favour and public support. Secondly, it should not be forgotten that education is a co-operative enterprise, for the success of which all the important departments of society should work with equal efficiency and understanding. A little scrutiny will show that the teacher is only a *secondary* and therefore an *accessory* factor in the fulfilment of the educational aims.

Modern biological and psychological researches have conclusively established the fact that the parents are responsible for the mental and physical equipment of the children, and that the special aptitudes, intellectual abilities and moral tendencies are really matters of heredity, and not solely of instruction and training in schools. Both parents and educationists should bear in mind the pivotal truth that man himself can and should regenerate himself. Genuine culture, like true reform, has to be secured not only by the aid received from others, but by self-effort and self-mastery. In the final analysis, *education is individual*; and it could be made to work miracles if it is remembered that it is more a process of *drawing out* than of *putting in*. The task of the schools and colleges is nothing more than preparing and starting the individual for a life of self-directed study.

Educational significance of heredity

Perhaps the most important and energetic department of modern psychology is to be

found in the Intelligence Tests. "Mental Measurement" is a concept which is peculiarly the unique characteristic of the twentieth century psychology. These tests for the measurement of intelligence started as a modest experiment in Paris by Alfred Binet with the definite purpose of finding out the causes of the poor progress made by the educational institutions, and to devise methods for improving them. But to-day the practical interest evinced by the public in them is so great that its undoubted advantages are appreciated not only in the schools and colleges, but also in the law courts, the army, and the vocational and technological institutes. Not only this; the treatment of the criminal, the young delinquent, and the feeble-minded has been radically changed by the new orientation which is directly the result of the mental tests.

That individuals differ in intelligence and general ability from each other is an obvious fact. But the school work in the nature of things cannot be arranged for each individual. It is, and will always be, *mass instruction*. It is impossible even for the most patient and the most conscientious teacher to pay individual attention to every student, and adapt his teaching to the capacity and limitations of each pupil. In this connection the immense advantages of the concepts of "Mental Age" and "Intelligence Quotient" have been availed of to minimise the difficulties of class teaching in all enlightened institutions in the West. It has been proved that the IQ gives the "drive" and the "stay power" to ambition, interest, and the will-to-learn which are the potent forces for the success of the educational enterprise. The students admitted to the class must be of the same mental age, and possess more or less the same IQ if the teaching is to be of benefit to them. If the IQ of the student is less than 90, his chances of educational success are almost nil; and by continuing in the school, he not only harms himself, but actually becomes a nuisance to the teacher and the other boys.

A fact of basic importance that is revealed by these tests is that the IQ is a

fixed and constant quantity. It has been established that the IQ remains the same year after year, and that the children retain their ranks not only throughout their school career but also throughout their lives. A good deal of human waste and mental agony could be averted if by a careful use of intelligence tests their IQ's are fixed, and their ability to pursue and profit by school education is determined. Otherwise, among the students admitted into a class, some will start with a handicap and the others with an advantage; and certainly not all the resources of human ingenuity and skill could ever bridge the gap between them. Further, it is the teacher's secret to give more difficult work to the bright students in order to draw out the best in them; and the presence of the laggards in the class is not only an embarrassment to the teacher and the bright pupils, but it has a most demoralising effect on the laggards themselves, as they are sure to develop an incurable inferiority complex. One very important point has to be emphasised here in this connection. It is a melancholy fact that in most of what are called "private" institutions, the retention and promotion of teachers depend entirely on the "results" in the examinations. If all sorts of students are promoted or admitted to a class on the score of financial expediency, then no human effort will ever succeed in making the instruction really profitable to them; and in such cases, to judge the efficiency of the teacher on the basis of the pupils' performance at the examination, without, at the same time, taking into account the nature of the material entrusted to him, is a travesty of justice.

Intelligence—A Native Endowment

A flood of light has been thrown on the nature of intelligence by these tests. Intelligence, of course, does not consist in ready-made native responses as do the instincts. It is the capacity to profit by past experience, and consists in performing a variety of acts and performing them efficiently. It is the power of adaptive plasticity, and manifests itself in quickness of perception and neatness

of execution. That this capacity of intelligence is native and inherited is proved by the fact already referred to, namely, the constancy of the IQ. Galton's studies of heredity indicate that not only intelligence is inherited, but that specific abilities are transmitted. It stands to reason that if certain characteristics are dominant on both sides of a child's parents, such characteristics should continue to be dominant in their progeny also. Dr. Goodenough gives the IQ averages obtained from a statistical study of the young children of California. The IQ of Jewish children 106; of Scandinavian 105; of English 101; of German 99; of Italian 81; of Portuguese 83; and of Red Indian 73. Not only this; there are also differences in the intelligence of the children whose fathers are in different occupations. The IQ of the children of parents belonging to the learned professions is 116; of clerks and mechanics 108; of semi skilled operatives 104; and of labourers 96. A clear understanding of the significance of these facts will help us in assessing the work of institutions and the ability of individual teachers, and in discouraging hasty comparisons between this school and that.

These tests have been effectively and profitably applied in fields other than education also. For eliminating the feeble-minded and for investigating into the nature and the scope of juvenile delinquency, these tests have been applied on an extensive scale, and have been found to reveal surprisingly useful results. The patient and laborious investigations into the records of the families of the "Jukes" and the "Kallikaks" have proved that insanity, imbecility, and feeble-mindedness run in families. Dr. Goddard's study of the Kallikak Family is specially instructive because of the startling contrast between its two main branches. The first of these was the product of an illegitimate union of a mentally normal man and a feeble-minded girl. The 480 direct descendants included 143 feeble-minded, 292 unknown, 36 illegitimates, 33 prostitutes, 24 alcoholics, 3 epileptics, 3 criminals, and 8 keepers of disreputable houses; 82 died in infancy, and

only 146 were normal. Subsequently, the father married a woman of normal intelligence. Of the 496 descendants, all except 5 were normal, and occupied positions of respect in society. These facts plainly confirm the truth that intelligence, defective mentality, and criminal tendency are matters of heredity.

Education essentially a Differentiating Process

In the light of these facts revealed by the intelligence tests, we recognise the inherent limitations of education. Reformers who seek to eradicate delinquency, idiocy, and other inequalities by spreading education ought to note the inevitable fact that education is not a levelling process. As Dr. McDougall points out, it is more a differentiating process. "The more opportunities for education are multiplied and freely offered to all, the more surely will the better endowed increase the interval between themselves and their less gifted fellows." After all, there is great truth in the Christian dictum that "To him that hath much, more will be added." He who is given much by heredity in the shape of intelligence and special aptitudes certainly profits tremendously by education, and acquires an infinite stock of abilities. It is sometimes fondly believed that *all men could be made equal to the best if only the educational process could be sufficiently improved*. This pious wish, however laudable, is blind to the fundamental fact that the success of the educational process is entirely dependent upon the *kind* of mind which receives the instruction, and the *sort* of ability that reacts on it and integrates it into a system of knowledge. The educator is no creator, nor could he obliterate the native differences and inborn defects by any magic wand. As Prof. Starch says in his "Educational Psychology," "Education and training do not equalise abilities; in fact, equal practice tends to increase differences in achievement and skill. The more gifted individuals profit more both relatively and absolutely than the less gifted."

That education by itself cannot improve matters is clearly brought out by careful

experimental studies of the *foster children*. In America there are many "child-placing" agencies which take charge of children soon after birth. Most, if not all, of these babies are born in shame and belong to unmarried mothers (a sure sign of their feeble-mindedness) who feel compelled to abandon them. And these babies are adopted into foster homes of higher occupational classes. Prof. Van Theis who gives his impression of his studies of such children in his "*How foster children turn out*" concludes that they do not come up to the level of their foster parents. Of course, the superior environment certainly improves them, but not to such a high level as would be expected from their foster home environment.

Certainly, this does not mean that the actual process of education is futile and meaningless. It only points out that the benefits of school course are primarily due to native ability, and that where this inherited capacity is wanting, it is impossible to produce it by any system of education. The metaphysical dictum "*ex nihilo nihil fit*"—out of nothing, nothing comes—applies equally to educational matters as to other factors of reality. Prof. Terman has worked out that an IQ of 90 is indispensable for successful high school work, and an IQ of 100 for college work. This helps the student and the teacher in the proper selection of subjects and courses. The most important educational problem is to classify the pupils on the basis of their native ability so that the instruction given in the schools may be useful to every one of them. It is only then that the class work would be a joy to the student and the teacher alike.

Home Influence—Its Importance

So much for heredity. Now let us turn to the problem of upbringing. Psychology points out that it is the first half of a dozen years of a child's life that are of the greatest importance in the shaping of his character and attitude to men and things in the world. In childhood the mind and brain are most impressionable. The child observes acutely, watches keenly, and notes carefully what is

happening around him. He is actively attentive, and is exceedingly susceptible to imitation and suggestion. The instincts and emotions which constitute the nucleus of all activities and the germ of all conduct and character, do not wait till the teacher comes along and takes charge of the boy. They are at work from birth; and the proper direction and control of them is the main task of education. In a well-regulated family a very congenial atmosphere is created for the child to grow into it, and develop a lovable and co-operative spirit. Good habits, correct tastes and right conduct are engendered in the child spontaneously; and when he reaches the school-going age, the skilled effort of the educator really becomes profitable. It should be noted that the chief incubator of nervous disorders and misanthropic tendencies is the home. Fretting, worrying, nagging, and harsh parents cannot but exercise a baneful influence on their children. The concealed discords between the parents, the secret worry, the repressed desires—all these produce a maladjustment which works unconsciously into the child's mind. The child absorbs ideas by suggestion; and these are stored up in his mind, and powerfully affect his later growth and serve to assist or retard his progress. If the family were filled with men of servile disposition, irregular habits, and low character, no human effort will ever succeed in producing men of resolute spirit, lofty ideals, honourable character and stout heart. The important thing in the upbringing of a child is the character and spiritual quality of his parents.

Thus the child becomes more or less a settled individual with his character in a way formed, habits stereotyped, and tastes fixed before he joins the school; and the teacher only takes up his duties when the most impressionable and educationally vital years are past. Therefore, the initial advantage which the parents have is that they begin at the beginning in the task of education. Again, they have the most intimate relations with the children based on the most natural affection of parental love

which the teacher can never hope to realise in the school. These two factors are perhaps the most fundamental bases of all education. Many of the bad habits such as lying, or stealing could be traced to faulty training at home and bad influence of parents and elders. Almost all delinquencies in schoolboys and criminal tendencies in youth are traceable to unbalanced home life and want of maternal affection and paternal control.

Effective Reform—its Roots

Thus it is evident that education is a process which commences not at school but at birth; and the parents cannot possibly shirk the moral obligation which they take upon themselves from the very moment of the child's birth. "The sins of the fathers shall be visited upon their children," —is not a merciless maxim; it is only the statement of a law of nature, which if broken brings punishment in its train. Prof Eucken sums up the infinite force of parental influence in his maxim that "the best kind of life is that which is the best for the unborn,"—a truth which contains the secret of all morality and education. Thus what a man *can* do is determined by his native equipment which he inherits from his parents, and what he *does* do by the training and circumstances of his early life.

Since heredity plays such an important part in the determination of one's intelligence that for eugenic purposes, the ethical, political and religious leaders ought to take a more lively interest in this problem. The investi-

gations of criminals and delinquents carried on by competent experts point out a high degree of correlation between mental deficiency and moral defects. The drunkard, the criminal, the prostitute and the insane cannot be left to themselves, and allowed to be dealt with according to the traditional methods. They constitute a problem of vital public concern, because they are not only a heavy burden but also a positive menace to society. We can realise how serious the problem is if we note that the imbeciles, idiots, and morons have an extraordinary capacity for multiplying their species out of all proportion. Under these circumstances to expect the school to undo the mischief of bad heredity and undesirable home influence, and to equalise all students in the matter of intellectual attainments and character formation is to ask for the impossible. Let these leaders ponder and reflect on the wise words of Dr. McDougall in his "Conduct and Character of Life" addressed to young men; "Remember that in choosing your wife, you are choosing also your children, that their degrees of intelligence, their dispositions, their temperaments and tempers will very largely depend on what she brings to the common stock. And it is well to know that in this respect the qualities of her near relatives are as important, if not more so, than her own. If among them there are a number of feeble, disharmonic or cranky individuals, it is highly probable that although *she* may reveal no traces of such defects, she will transmit them to some of her *children*."

CHARACTERISTICS OF AN EDUCATIONAL FILM

By Mr. SHEIKH IFTEKHAR RASOOL

OF the various experiments so far undertaken to explore the use of the teaching film, most have had very wide aims and have been loosely controlled. The results obtained, being of a very general character, have given little practical guidance, either to the teacher who wishes to make the best use of the available films,

if any, or to the producer who wants to know precisely what kind of film he should make.

There does not yet exist a regular technique for the production of educational films, at any rate, as a standardised system, and this is due to the fact that the problem is a new one, and there is no universal

experience to fall back on. At the same time, the principles which determine the objectives to be attained are necessarily the same. It is only a matter of detail in the methods to be followed, and of differences in the personal tendencies of those who direct production.

Type of Film Required

The only thing to be remembered in this connection is, that the classroom film be short and simple, and must have regard as far as possible to the unities of time, place and action. Its art must be direct, not symbolic. It must model itself on the modern school reading book, a slowly-evolved and usually very sound production. Other things to be borne in mind from the pedagogical point of view, as opposed to interest films, are that:

1. The film must be coherently planned, i.e., the various steps in its development must be logical and in order.
2. It should not be too long, and should aim at conveying one main lesson to the pupil's minds. This may be termed the principle of 'methodic unity.'
3. All essentials to a proper understanding of the main theme must be included, and irrelevancies, however interesting, ruthlessly excluded.
4. The commentary must be carefully prepared and must be in simple language. It should 'anticipate' the picture where necessary, and call attention to silent features by such phrases as 'you will notice now.....'
5. 'Talking down' to children and cheaply humorous touches must be scrupulously avoided.
6. Films should be correlated with recognised courses of study, and those relating to the subject should have a definite sequence or pedagogical relationship to each other.
7. Only such subjects should be selected for presentation in film form as are more effectively dealt with through the medium

than through any other that may be available to schools.

As films suitable for our schools cannot be obtained, it is suggested that they should be produced on the lines which do not entail any further difficulty.

Subjects Best Suited

We now come to the question of actual ways of using films in the class-room. One thing is indeed plain, that there is no 'sealed pattern' of teaching film and there is no one way of using it. But this at least may be said, that the mark of a teaching film, as distinct from a background film, is that it must supply material for that give and take which is generally the case between teacher and taught in any lesson. A geographical film, for example, must of course supply geographical material, but it must not supply material to be assimilated, which will at best be tested as knowledge; there must be some original thought on the part of the pupils, some constructive work must be done with the film if it is to rank as a teaching film and the film must supply material for the exercise of this thought. As geography teaching becomes more scientific, films involving the use of diagrams, graphs, statistics, contours and sections will be increasingly needed. Through them lessons in such subjects as isobars and isotherms can be given and can be followed immediately by pictures illustrating the effects of climate upon the lives and occupations of people in different parts of the world.

Nature phenomena can be better shown by the film than by any other method, and in this connection there is a need for a liberal supply of films illustrating waterfalls, icebergs, mountains, volcanoes, eclipses of the sun and moon. Films can also be used in showing typical human activities in various parts of the world, for example, tea plantations, sugar and rice growing, cattle rearing, sheep shearing, rubber growing, iron and steel industries and various other things. Engineering feats such as mountain railways, hydraulic

lifts and bridge building can similarly be illustrated.

In science teaching, the film can be a powerful ally. The principles of common mechanical devices can be demonstrated and the whole subject can be summed up by showing, for example, cranes at work in the construction of bridges and buildings.

In the teaching of history, the place of the film must ultimately be an important one. But the re-construction of history through the film is an intensely difficult matter, and can be undertaken with the aid of experts. In no other branch of school work does the possibility of inaccuracy loom so large. Moreover, the production of films which have a historical background is an expensive undertaking.

Scope in Talkies

The coming of the sound film opens up great possibilities in the teaching of English and through it pupils can be helped to acquire both facility in speech and a large vocabulary as well as correct articulation and pronunciation. Speech training is pre-eminently the function of the

schools and properly constructed sound films can materially assist in the correction of slovenly and incorrect habits of speech acquired out of school. The two great faults usually associated with the defective speech and incorrect pronunciation can be attacked by the teacher with the help of sound films.

In the realm of drawing and applied art, the film might play a large part by bringing vividly before the pupil's eye the works of the great artists of the world, not only in pictures and sculpture but in architecture and in furniture, accompanied by talking commentary upon them by authorities of acknowledged eminence. Such a contribution to the work of the schools would result in a greater recognition of the importance to the whole community of a finer taste, and would help in the attainment of a better standard of artistic appreciation especially in regard to home decoration.

It is clear that properly devised films can broaden the pupils' interests and help to humanise the work of the school more completely than has been possible ever before.

EDUCATION AT HOME

By Mr. K. G. WARTY, M.A., B.T.

HOME is the one indispensable factor in the training of a child and the Mother is the fount and source of all true education. The immense importance of the home, says Raymont, scarcely needs to be emphasised. "Two children may attend the same school, may come under the influence of the same teachers and the same organisation, may pursue the same studies and perform the same exercises; and yet may differ as regards their general knowledge, their interests, their speech, their bearing and their moral tone, according to the homes they come from. In some ways the school is almost helpless when the influence of the home is on the

wrongside. Under average circumstances, and still more when the conditions are wisely ordered, the home is the soil in which spring up those virtues of which sympathy is the common characteristic. It is there that the warmest and the most intimate affections flourish. It is there that the child learns the difference between generosity and meanness, considerateness and selfishness, justice and injustice, truth and falsehood, industry and idleness; and it is there that his habitual leaning to the one or the other of these is first determined." The importance of home education, thus, in the welfare and future career of the child, cannot be over-estimated.

The child is born of the flesh and blood of the parents; and naturally he inherits the hereditary traits either from his immediate parents or his ancestors. The inherent qualities, the natural tendencies and the environments of the child should be in the first place

studied by the parent or the teacher, if he intends to produce a good citizen or an educated human-being out of the child. The child should be allowed to master his environments by himself. In his endeavours to do so, he should be left alone so far as his actions are consistent with his own safety and the reasonable rights of other people. It will be observed by the parent that the child puts in more energy than usual, if the occupation he is engaged in is of his own choice, and that the mother or the teacher does

not find it hard in that case to keep up the interest throughout his activity. As a rule the legitimate occupations of the child should not be interfered with. Such a freedom will teach the child to be independent of his mother or relative and develop in him the habit of working out things for himself. Many parents might have noticed that a child when he falls down or tumbles on the ground unnoticed by any, quietly rises up and goes on with his usual play as if nothing had happened to him. This sort of treatment, though a little touching to the tender heart of the mother, will surely make the child bold enough to face the world later on single-handed and with confidence. What spoils a child is too much care of him and too much fondling at the hands of near relatives.

The educated parent who has got to educate his child, with the aim of affording him all possible opportunity for the develop-

ment of individuality and all-round enhancement of the race, should devote his attention in the first place to the development of the five senses of the child from the very beginning. A study of psychological factors is an essential thing for any

educator. Instincts, which are the prime movers of all human actions, are to be taken into consideration whenever the means and methods of training a child are to be devised. It has been admitted that of all the instincts, curiosity is the most valuable one and its suppression would mean irradiation of a valuable means of educating a child. It is for this reason that the parents should not discourage their children who always strive to add to their knowledge by putting questions to their parents whom they think to be all-knowing persons. The



MR. K. G. WARTY

child's questions, though inconvenient sometimes, are simple and rational too. If the curiosity can reasonably be satisfied, by every means should it be done. But if the parents think it wiser to withhold information asked for by the child, they should never make false statements which may harm the intellectual development of the child. In short, no opportunity should be lost of utilising the native instincts of the child to the best possible advantage in the educative process. The child should not be discouraged in his efforts of self-expression. The seemingly insignificant narrations of the child contain the germs that may develop the child's great powers of self-expression, and of close observation. None would suppress these tendencies.

Another tendency that deserves to be developed in the child is the tendency to play. For a child, play is the only way of self-assertion. Froebel and Montessori

have insistently advocated the play-way in education. One of the self-initiated plays of the child is that in which the child hides himself, especially his face, for a moment, and then laughingly pushes aside the cover. There are many games that the child likes to play and that may result in enriching the child's knowledge. The games, such as word-games, and the game of opposites, not only create interest in the children but also increase their knowledge and vocabulary. The play of rhymes can also be played with advantage. The parents should join their children in such games, and make them feel that love, discipline and knowledge go together. Supply of toys of all sorts will enrich the knowledge of children if the choice is made properly and intelligently. In any case the parents should not adopt a reserved attitude towards the play and other activities of their children.

Training of imagination is one of the essential factors in education. It is the imagination that enables us to cross the bounds of our narrow experience, to enter into the life and spirit of others and to sympathise with the lot of others. Story-telling is the best way of making the child expand his imaginative faculty. Stories from our *Puranas* are generally very much appreciated by the little folk. They do not pause to think out how it was possible for a small boy of fourteen to lift up a bow which could not be lifted up by the mighty Ravana; nor can they understand how a monkey just born could jump to the sky to catch hold of the sun, taking it to be a red ball to play with. But such stories seem realistic to them as they help to create a sort of hero-worship, with a result that they sometimes try to act the part of that hero who is raised in their estimation or begin to hate the villain who

is depicted as an immoral being. Pictures and books which describe these events create interest in the tender minds of the children, and constant contact with good pictures and books will develop the aesthetic side or the beautiful in the child. Music is another device by which the faculty of appreciation can be developed. Children may be taught to recite simple and beautiful poems. They do find pleasure in the rhyme and rhythm and musical arrangement of such songs, though sometimes they may not be able to understand the full import of the words. It is very pleasant too to hear little children reciting songs in their soft and indistinct tone. A child that does not learn some of the good poems of his tongue and some specimens of master-pieces of literary prose and poetry, will realise in later life that he has missed an important part of his intellectual heritage. It is in our younger days that we can train our memory. Whatever we learn in our childhood or boyhood, remains firm in our minds till the end. We may not understand the full significance of the words as we learn them; but all the same we shall be storing a mine of intellectual wealth.

A child, however, should be given every facility in asserting himself either in play, in recitation or in speech. Play-way is the keynote to all activities, undertaken seriously or otherwise, for it is the play that gives a person relaxation and recreation and inculcates in him such virtues as sympathy, co-operation, emulation and ambition. Let every Indian parent try to understand these matters for himself and co-operate with the school teachers in solving the most important problem of educating our children, who are to occupy their proper and respective places in this country when they grow.

FILM IN UNIVERSITIES

CINEMATOGRAPHY has been added to the curriculum of the Great China University, one of the largest institutions of its kind in Shanghai, with a view to training competent men for the motion picture profession.

The new course includes an introduction to

film education, scenerio writing, the art of directing, scenic arrangement and the history of the development of the motion picture industry.

Several motion picture experts have been appointed as instructors.

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., 1936.

The All-India Educational Conference

THE Twelfth Session of the All-India Educational Conference which is meeting at Gwalior promises to be a most interesting and useful gathering of educationists from different parts of the country. Gwalior is one of the progressive States in India and it is appropriate that at a time when we are trying to bring together into one political system the States and the Provinces, this All-India Conference should meet at the capital of one of the States. His Highness the Maharajah of Gwalior is opening the Conference, showing thereby his sympathy for all progressive movements. The Conference is to be presided over by Pandit Iqbal Narain Gurtu, the Vice-Chancellor of the Allahabad University, who has been known for his scholarship, his self-sacrifice and high idealism. He is among those that gathered themselves round the late Dr. Annie Beasant and laid the foundation of a system of national education. His guidance and leadership are bound to make the Conference a great success.

THE programme of the Conference is a comprehensive one and attention is paid to all the important aspects of education. While it is not our object

to draw any invidious distinctions between one section of the Conference and another, we think it necessary to state that there is a great need today, to have a thorough discussion in a Conference like this, of problems relating to Adult Education, Moral and Religious instruction, Health and Physical Education, the Training of Teachers, Childhood and Home Education and the Examination system. There are many organisations and interests in the country devoting attention to problems of Secondary and University education. Provincial conferences, the various Universities in the country and the Inter-University Board, as well as Government Departments of Education, are now busily engaged in studying and solving problems relating to Secondary and University education. The same cannot be said of Adult and other branches of education referred to above. The Conference will, therefore, do well to concentrate much of its attention on these questions and give a lead to the country.

ONE of the most serious defects in the educational system of our country is the ineffective character of our Teacher-Training institutions. There are several Teachers' Colleges in all provinces and in some of the States; but as professional colleges they do not occupy the same high place as Medical, Engineering and other institutions, training people for particular professions. It is not uncommon to find in Teachers' Colleges several professors of education who have no claim to be such. There is very little of experimental work done by them. And in almost all cases the period of training is confined to about one year, while in the case of doctors, engineers, lawyers, etc., the period of training is much

longer. No University in our country has a faculty of education occupying the same prominent place as it does in some of the Western Universities. The character of education in a country depends mostly on the qualifications of teachers. And it is no exaggeration if we say that much of the educational backwardness in our country is the outcome of the inefficient training of our teachers. The All-India Conference will be conferring the greatest blessing on the children attending schools, if it discusses the question of Teacher-Training from all points of view and lays down correct principles for the guidance of Governments and Universities that are in charge of Training Colleges.

CLOSELY connected with teacher-training is the problem of nursery schools and schools intended for young children. It is in these elementary stages that pupils have to be carefully and intelligently handled; and it is in handling them that the teachers trained best are required.

A GOOD deal of study and investigation has recently been made into the subjects of examinations and their reliability. Much more requires to be done and that in the light of the conditions prevailing in this country. No part of the world is at present so much ridden by soulless and mechanical examinations as India. True education is being sacrificed for getting success in them. And the reform of the system of examinations is one of the urgent requirements of the day.

WE wish every success to the Conference and we sincerely hope that its proceedings will bring nearer the solution of the many complicated educational problems of our country.

Education for a Changing Civilisation

ONE characteristic feature of our country's re-awakening today is the large amount of thought that is bestowed on the subject of education. It is now coming to be recognised that there should be an intimate connection between the formal education provided for in schools, colleges and universities and the social environment in which people receiving such education have to spend their lives. The growth in the number of universities and a subconscious feeling that the products of the universities are not able to fit themselves into the society around them, as well as the growing strength of the view that even money spent by Government on elementary and secondary education is much of it wasted, are responsible for this new critical outlook on the educational system of the country. There are no two opinions on the subject that our present day education is getting more and more out of harmony with our environment and has created a sort of *impasse*. The talk of reconstruction and remodelling is becoming louder and stronger.

WHEN our universities were first started about eighty years ago the situation was not so bad. The dominant feature of the environment then was the consolidation of the British rule in the country and the need felt by the authorities to get the help of Indians in that process of consolidation. It was realised that it would not be possible for the Government to run an administration efficient as well as cheap, if they were to man all grades of services—high, middle and subordinate—with Englishmen from England. To employ Indians in the subordinate and

middle ranks would be economical; and efficiency could be secured by keeping the ultimate control of administration in the hands of English superiors. Universities and other educational institutions, which were recognised and patronised as such by the Government of the country, were therefore naturally designed to produce a type of men who would fit into the lower and middle grades of administration and help in the consolidation of British rule. What was required in the products of the Universities was a capacity for hard work, for implicitly carrying out the instructions issued from above, and for writing office notes and memoranda in the official language of the country. The need for cultivating a spirit of initiative, of originality and leadership was not felt as the then environment did not require it. Till a generation ago, the educational system was more or less in harmony with the dominant features of the environment around.

BUT the environment could not be kept stationary. There is a world spirit beyond the conscious control of individuals and societies which brings about unexpected changes in our ideals, outlook and ways of life. And the peculiarity of modern life is that both time and space have been bridged and the contact between one part of the world and another part has become very close and intimate. The world spirit may begin its work in one small area in a remote corner of the earth but its influence is felt everywhere else within a short space of time. The environment in each country has thus come to be influenced, modified and sometimes completely altered out of its original shape by such world forces. So is the case in India also. There are

new aspirations among the people; new ideals animating them; new ways of thinking and looking at institutions; and new standards of value and judgment calling for a new type of men and women. It is all this that constitutes our environment and the change in it has in recent years been so rapid that those who are responsible for education have become so confused and bewildered that they are not able to adjust the educational institutions in the country to suit the changed and the changing environment.

IT is for this reason that some of the convocation addresses recently delivered by the Vice-Chancellors of certain Indian Universities require a careful study. Among the most brilliant of our present-day Vice-Chancellors are Mr. C. R. Reddy of the Andhra University and Mr. S. P. Mukerjee of the Calcutta University. The key note to the address delivered by Mr. Reddy at the Patna Convocation is the changing environment in our country, while in the address delivered by Mr. Mukerjee at the Nagapur Convocation the emphasis is placed on what Universities should do in the changing Indian world. We have to reckon to-day not by the need for the consolidation of British rule but for giving a body to the irresistible spirit of nationalism that we find everywhere around us. As Mr. Reddy puts it, "All forms of Government, be it democracy or anything else, should be rooted in nationalism and promote nationalism. And whatever is required to give us a status of national independence, whether in culture, economics or politics, should receive the primacy of devotion as far as conditions and resources permit." There is according to him a new idea—a dynamic idea—of citizenship

directly pointing to values relating to racial vitality, growth and strength. The essence of dynamic citizenship is the endeavour to create bigger and grander institutions through which the soul of the country can express itself more fully and unhindered. In his view, while for advanced countries in the enjoyment of liberty add prosperity, preservation of law and order is more important than adventuring into fresh and uncharted idealisms with possible rocks and shipwrecks ahead, for a backward and subject country the higher form of citizenship is undoubtedly the dynamic. What India requires to-day is the fostering of the spirit of nationalism, and of dynamic citizenship, freedom from communalism, a desire on the part of her people to be true to the spiritual genius of the race, and a determination to become real *gnanis* like the Ancients in whom life and thought were inseparable. Mr. Mukerjee is equally emphatic in saying that the course of education must change with the passage of time and with the altered conditions of the community it seeks to serve and elevate. It must *always* be closely related to the life of the people. Otherwise it becomes stagnant and soulless and instead of uplifting society tends to retard progress.

WHILE there is a fairly unanimous agreement in regard to the view that our environment is changing and that the present system of education is not changing to suit the new environment and therefore requires a wholesale transformation, there are two circumstances which have been standing in the way of a new reconstruction. There are changes in our environment but on the question as to which of these changes are desirable and require

encouragement and which undesirable and therefore require suppression, there is a good deal of difference of opinion. While some welcome nationalism, there are others who are opposed to it; while some want to destroy communalism, there are many others who want to strengthen it by incorporating it in our political constitution and administration. The truth is that we are passing through a period of transition; and as in all periods of transition there is a conflict in the minds of even the most sincere men, as to what the most valuable elements are in human life which require careful nurturing and development. Does this however mean that things should be allowed to drift and that responsible men at the head of affairs should spend their time in doubt and suspense? Certainly not. As leaders and as guides it is their duty to make up their minds and lay down in clear and emphatic terms what they consider to be the ideals that the country should pursue. If this course is adopted by them one obstacle in the way of educational reconstruction can be removed.

THE other circumstance which is standing in the way of educational reconstruction is the want of boldness on the part of those who are at the helm of affairs. One advantage that we ought to expect from having a number of regional universities and from the possession of educational autonomy by provincial Governments is the ease with which experiments can be made in the educational sphere. It is, however, unfortunate that this expectation has not yet been realised. Younger Universities are afraid of taking bold steps lest they should lose the respect of the older ones; and the latter are too slow to move. The love

of old tradition, precedent and of uniformity continues to be an ingrained characteristic of our leaders; and so long as this is the case, bold experimentation which is very necessary to-day cannot have the place it has a right to occupy in our educational life. That it is this want of boldness and nothing else that is responsible for the low value that is attached to studies relating to Indian life and culture in our universities is a truth which no one can deny. How else can we explain this sad feature of work in our universities to which Sir Phiroze Sethna gives expression in his recent address to the Annamalai University Convocation? "We have often heard the complaint that products of Indian Universities seem exotic in their own sphere. I feel the reason is not far to seek. Because study of Indian culture, Indian economics and like subjects which could infuse a spirit of all that is Indian, is at present too much clouded over with the western arts and sciences. There is need to balance the two. We must have western sciences and western arts and a good dose of them. But let these not be permitted to come in the way of an Indian student laying the roots of his intellectual and cultural training in the indigenous soil." That Indian education should be rooted in an Indian soil is an idea to which expression has been given to on a thousand and one platforms, but how sad it is that very little has been done to put that idea into practice! We require today not merely vision and insight but the strength of will to give effect to our ideas. It is then that we will have an education appropriate to the changing civilisation around us.

Reorganised Scheme of Elementary Education in Madras

MADRAS is faced with more or less the same problems of elementary education as other provinces in India. There is in the first place the problem of introducing compulsion. Then there is the question of making the most effective use of the public funds spent on elementary schools by avoiding waste and stagnation that are now characteristic of them. There is also the question of Aided Schools *Versus* Local Board Schools. For sometime past the Government of Madras has been engaged in investigating these questions. And the conclusions arrived at have been embodied in a communique issued on the 8th instant.

THE communique does not deal with the question of compulsion at all. Perhaps it is taken for granted by the Madras Government that for a long time to come compulsion is beyond the pale of practical politics. The financial issues involved are insoluble; and the popular position to it is unsurmountable. This has been the opinion of the Government all along and that perhaps is the reason why the communique is practically silent on this subject though expert opinion has generally regarded compulsion as the only effective way by which the present waste can be avoided and universal literacy spread.

NEARLY two crores of rupees are spent every year by Government on elementary education; but most of it is found to be wasted. This is due to the fact that large numbers of elementary schools are uneconomical, ineffective and superfluous. Only a sixth of the schools are complete with five standards. It is only a small percentage of pupils

that are found in the fourth and the fifth standards. There are as many as 5,00,000 over-aged pupils reading in the first five standards. Over 18,600 lower elementary schools are working only with one teacher and nearly 12,000 have less than 30 pupils on their rolls. These are some of the factors contributing to the inefficiency, waste and stagnation of the present day.

TO remove these evils, Government have adopted a new scheme of Grants-in-aid which will discourage the bad type of schools and encourage the good ones. A good elementary school is one whose strength is not less than 25, which has five standards, whose pupils are distributed properly between standard and standard and which has a reasonable proportion of trained teachers. It is only schools having these characteristics that will be entitled to aid from public funds. Those that do not fall into this category will not get any aid. This is a sound policy. The limited funds that are available will in future be used to encourage only such schools as deserve encouragement.

DURING the last few years of financial depression Government adopted a policy of pro-rata cut in grants to all schools—good and bad. This policy is now to be given up. Provision will be made for full grants being given to efficient schools.

MOST of the expenditure on education consists everywhere of salaries of teachers and the efficiency of the education depends primarily on salary grades. Teachers should at least get a living wage. It is unfortunate that Government is not yet in a position to give a decent minimum to teachers in elementary schools. But the need for this is recognised in the communique

and Government have undertaken to increase the salary of higher elementary trained teachers from Rs. 12 to Rs. 14 and of secondary trained teachers from Rs. 16-10-0 to Rs. 18. This is too low a scale and steps have to be taken in the near future to raise it.

THERE is a complaint that teachers in elementary schools do not get their salaries regularly and to the extent to which they are entitled to under rules. There is some talk of corruption. It is good that Government have undertaken an immediate investigation in the conditions of service in elementary schools and improve those conditions. It is for these and other purposes that increasing provision is made of inspection and for strengthening the number of divisional and deputy inspectors.

ELEMENTARY schools under the management of local boards do not come within the normal system of grants. But the Government is keen on seeing that they too maintain high standards of efficiency. Through inspection and through the power of recognition, Government propose to keep a careful watch over the Board schools also; and they have laid it down—perhaps in the interests of economy—that local board schools should not be opened in competition with efficiently-working and long-standing aided schools.

MR. Statham, the present Director of Public Instruction, is known for his liberal ideas and the emphasis which the communique places on the need for encouraging really efficient schools and helping them in all possible ways is to a great extent the outcome of his liberalism and of his insight into the real problems of elementary education.

It is our earnest hope that ere long he would be in a position to devise ways and means for the spread of at least that modified compulsion for which provision was made in the amended Elementary Education Act.

Personal Notes

RAI BAHADUR RAM KISHORE has been re-elected Vice-Chancellor of the Delhi University by 12 votes as against 7 secured by Mr. Shiv Narain, Advocate.

RAO BAHADUR VISVANATH, Director of the Imperial Agricultural Research Institute, New Delhi, and **DR. J. N. MUKHERJI**, of the Calcutta University, have been appointed to examine the working of the Indore Plant Research Institute.

DR. STELLA KRAMSRICH, Lecturer in Indian Art at the University of Calcutta, and also of the University of London, has, it is understood, been invited to deliver a course of lectures on Indian art in Trivandrum, under the auspices of the Travancore Education Department.

MR. V. V. LAKSHMANA RAO has been granted a scholarship to the value of £200 per annum, by the Madras Government, for studying Electrical Engineering with particular reference to Broadcasting. It is understood that Mr. Rao will join the City and Guilds College, London.

MR. T. R. VENKATARAMA SASTRI, the well-known legal luminary and liberal leader, has been appointed to act as officiating Vice-Chancellor of the Annamalai University for the next three months, during the absence of the Rt. Hon. V. S. Srinivasa Sastry, who left India in connection with the Malayan deputation.

MR. C. V. CHANDRASEKHARAN, Acting Director of Public Instruction, Travancore, has been confirmed in that post by the Travancore Government.

SIR J. P. SRIVASTAVA, Minister of Education, U. P. and **MR. C. Y. CHINTAMANI** and **RAI RAJESHWAR BABI**, former Education Ministers of U. P. were conferred the Honorary degree of Doctor of Literature by the Lucknow University at its Convocation held on the 12th instant.

MR. H. CHAUDHURI was the recipient of the degree of Doctor of Science in Botany from the London University.

MR. J. E. PARKINSON, Educational Commissioner to the Government of India, is



appointed to be a member of the Executive and Academic Councils of the Delhi University vice Mr J. C. Powell-Price, whose services are replaced at the disposal of the U. P. Government.

MR. B. SHIVA RAO, it is understood, has been appointed Organising Secretary of the Indian Institute of International Affairs.

PROF. A. B. MISRA of the Benares Hindu University, who returned to India after studying Zoology in Japan, has been elected a Fellow of the Genetical and Zoological Societies.

LORD BADEN POWELL, Chief Scout, it is understood, is arranging to spend his 80th birth-day in India. It is stated that he will visit the All-India Scout Jamboree which will be held in Delhi in February.

MR. MOHAMMAD AFZAL HUSAIN QADRI, M.Sc. (Alig.), has been awarded the degree of Doctor of Philosophy in Zoology by the Aligarh Muslim University.

MR. KASHI PRASAD JAYASWAL was conferred the degree of Doctor of Philosophy by the Patna University at its Convocation held on the 26th November last.

THROUGH different PROVINCES

DELHI

CENTRAL ADVISORY BOARD

At a meeting of the Central Advisory Board for Education, which was held on Monday the 14th inst., at New Delhi, questions relating to girls' education, primary education, and educational defectives, particularly the deaf, dumb and blind, were discussed.

The reorganisation of secondary education was not considered since the two Experts from England have yet to enquire into the problems connected with it.

INTER-UNIVERSITY BOARD MEETING

At the ensuing meeting of the Inter-University Board, which is to come off on the 17th February next at Nagpur, the following subjects will be considered:

1. Whether a measure of some uniformity is not desirable in respect of the conditions under which candidates who appear for Matriculation or Admission examinations as private candidates.
2. The Sapru Committee Report regarding the teaching of Law, the teaching of Commercial subjects and the imparting of industrial and technical education and the nature of research work to be done.
3. The question of recognition of the degrees of Australian Universities by Indian Universities, etc.

FOREIGN RESEARCH SCHOLARSHIP

The Royal Commissioners for the London Exhibition of 1851 (?) have offered a science research scholarship of £ 250,300 per annum tenable for two years for students from universities in India.

The commissioners now desire that universities and institutions of similar standing in India, which make provision for post-graduate work in science, should be given an opportunity of commending candidates for that scholarship. Consequent on this, the local Governments and administrations have been asked to invite nominations of the universities and of other suitable institutions for the scholarship to be awarded in

1937 and to make their recommendations to the Government of India by 1st March, 1937.

BROADCASTING IN INDIA

That Bombay, Delhi, Calcutta and Madras be provided with 10 kilowatt short-wave transmitters is the latest decision of the Government of India, and this has been made possible largely by considerable economies in the estimated expenditure by taking advantage of the latest developments in radio technique.

The first transmitting equipments are expected to reach India next August, and the first station will be in operation from October.

MADRAS

ANDHRA UNIVERSITY'S DEVELOPMENT SCHEME

A scheme has been prepared by Mr. C. R. Reddi, Vice-Chancellor of the University, with the assistance of a Development Committee, specially constituted for the purpose and the Syndicate. The developmental programme which extends over a period of five years will cost nearly 12 lakhs, non-recurring and about 1,05,000 recurring and now the University has made an application to the Government for the required grants.

The problem of development is dealt with under two heads, namely, maximising the efficiency of the present institutions and meeting the urgent needs of administration, and secondly, development of new institutions or branches of study and research.

RADICAL CHANGE IN EDUCATIONAL SYSTEM

Mr. R. M. Statham, Director of Public Instruction, Madras, in the course of an interesting speech delivered at Madura on the 17th Nov., expressed his hope that the Educational Department would in the course of the next few years make radical changes in the courses of education from the elementary standards to the University course and so reconstruct the educational system as to fit the young men leaving secondary schools and Universities not merely

for taking up professional careers but also to engage themselves in useful and profitable occupations independently.

HINDI INCLUDED IN "A" GROUP

Orders have been issued by the Government allowing candidates for the S. S. L. C. Examination to take Hindi in the "A" or compulsory group of subjects, in cases where the candidates' mother-tongue is not one of the South Indian vernaculars.

At present under the S. S. L. C. scheme, Hindi has been included only in the "C" or the optional group.

ANNAMALAI UNIVERSITY AND TAMIL MEDIUM

With regard to the action taken on the resolution of the Senate at its meeting held on the 24th March, 1930, "That the Senate hereby resolves to take steps in consultation with the Academic Council and the several faculties for the due appointment of expert committees for bringing out in Tamil suitable text-books, with a view to the ultimate adoption of Tamil as the medium of instruction for the different subjects of study in this University", the Vice-Chancellor said at the recent meeting of the Senate: "The Syndicate reported to the Senate in October, 1931, that as a first step in this direction it had arranged to offer a money prize for the best manuscript of a text-book in Tamil on Logic, suitable for use in the Intermediate classes. From time to time arrangements are made to publish books in Tamil. The following publications have been or are being arranged: Text-Books in Tamil on Logic, on Acoustics, on Chemistry, on Music and on Physics."

GRANTS-IN-AID TO SCHOOLS

The Government have framed rules for doing away with the pro-rata cut in the grants-in-aid for elementary schools, in accordance with the recommendations of the Education Sub-committee of the Provincial Economic Council, and providing for withdrawal of aid from all inefficient schools and for payment to good schools their full assessed grant.

Out of the additional appropriation of Rs. 4,60,000 which is asked for by the Government at the meeting of the Legislative Council, the sum of Rs. 2,18,000 will be utilised for enhancement of the scale of teaching grants for Higher Elementary Grade teachers from Rs. 144 to Rs. 156 per annum, Rs. 2 lakhs for reduction of the pro-rata cut on assessed grants, and Rs. 42,000 for

increase of the rate of grant for Secondary Grade trained teachers from Rs. 200 to Rs. 212 per annum.

BENGAL

CALCUTTA UNIVERSITY: THE NEW CONSTITUTION

The Senate of the Calcutta University considered the position of the University in relation to future legislatures under the new Government of India Act and passed a resolution that the University should be treated as a provincial subject. If however there were serious difficulties regarding the position of Assam, then only with regard to future legislation affecting the University, the Federal Legislature might be given the necessary jurisdiction.

The decision of the University was communicated to the Bengal Government.

MILITARY SCIENCE

The Government of Bengal, it is understood, has accepted the recommendation of the Calcutta University to introduce military science in its courses of studies.

TO LINK ANDAMANS WITH BENGAL

It is understood that it is proposed to link the Andamans educationally with Bengal. Mr. J. M. Bottomley, Director of Public Instruction, Bengal, who recently paid a visit to the Andamans in connection with the administration there has, it is believed, already examined the various aspects of the proposal.

EDUCATION CESS IN MYMENSINGH

The Bengal Government has decided to impose the primary education cess and give full effect to the Bengal Rural Primary Education Act passed by the local Legislature, throughout Mymensingh District.

The Act provides for extension of free compulsory primary education throughout rural areas in the province. Under it, provision is also made for collection of education cess. Owing to adverse economic conditions, however, it had not been possible for the Government to bring the Act into full operation in any district hitherto.

BOMBAY

WOMEN'S UNIVERSITY BUILDING

The disparity in the educational position of men and women in India and the backward

position of women is one of the main difficulties in the way of social development of India,' said Lord Brabourne who performed the opening ceremony of the building for Shreemathi Nathibai Damodar Thackersy Women's University.

His Excellency congratulated the authorities of the University on their having given the first place in its curriculum to the study of biology, physiology, hygiene and child psychology. His Excellency paid a tribute to Sir Vithaldas' generosity who gave a liberal donation of Rs. 15 lakhs for the University.

Mr. S. S. Patkar, Chancellor of the University, in the course of his speech dwelt upon the disparity in the education of men and women in this country as a great obstacle in the way of balance and even progress in the society. He suggested that the low percentage of literacy among women in the country should be raised and the disproportion of money spent by the Government on male and female education should be properly adjusted.

U. P.

SECONDARY EDUCATION COMMITTEE

No final decision is believed to have been taken yet by the Government about the personnel of the secondary education reorganization committee, which has been appointed with the Rt. Hon. Sir Tej Bahadur Sapru as chairman.

It is understood that the Education Department is still in correspondence with the persons proposed to be appointed members of the committee in order to secure their consent to serve on the committee. Among the members of the committee are likely to be, it is said, Sir Anand Sarup Sri Sahebji Maharaj of Dayalbagh, Agra, Pandit Iqbal Narain Gurtu, Vice-Chancellor, Allahabad University, Sir Shafaat Ahmad Khan, Dr. Ziauddin Ahmad, Lala Diwan Chand, Lady Kailash Srivastava, Lt. Col. Weir and Mr. H. N. Wanchoo. It is understood the committee may consist of about 28 or 30 members.

BRITISH EXPERTS VISIT ALIGARH

S. H. Wood and A. Abbott, who are invited by the Government of India to advise them and the Provincial Governments about the reorganisation of secondary education with a view to introducing technical and professional subjects in the curriculum, visited the Aligarh Muslim University on Nov. 28 and 29.

They stayed with Dr. Ziauddin Ahmad, C.I.E., Vice-Chancellor of the University. They spent

the morning in visiting the Montessori School, the University School, the Training College, the Technical Institute, the Tibbia College and the Arts and Science departments of the University. In the afternoon they visited games and also watched the cricket match, which was being played between the Aligarh University Club and the Delhi Gymkhana. They had a long conversation with the senior students at the time of Iftar and had a discussion on various educational problems with the members of the staff of the University in the evening.

They spent the morning of Nov. 29 in visiting all the stages of cotton industry from plantation to its bailing for export purposes. They also saw the Aligarh University Agricultural Demonstration Farm.

It is understood that the members of the staff of the Aligarh University are submitting a memorandum on the points connected with their enquiry.

C. P.

NAGPUR 'VARSITY: VICE-CHANCELLOR'S TERM OF OFFICE

It is reported that the Nagpur University Court adopted a resolution extending the term of the office of the Vice-Chancellor from two to three years. The Court, however, added a recommendation to the Chancellor that the amendment should be accepted only after the expiry of the office of the present Vice-Chancellor, Dr. Sir Hari Singh Gour.

PUNJAB

ALL-INDIA ECONOMIC CONFERENCE

The 20th All-India Economic Conference will be held at Agra under the presidency of Dr. J. Matthai, Director General of Commercial Intelligence and Statistics, on December 31, 1936 and the following days. The current topic for discussion will be: "Recent exchange developments and the future of International trade with particular reference to Indian trade and industries."

BIHAR

PATNA UNIVERSITY RESOLVES ON VERNACULAR MEDIUM

The Patna University Senate at his annual meeting held on 24th Nov., passed a resolution for adoption of Hindustani (vernacular of the

province) as the medium of instruction for the matriculation examination in subjects other than English. Another important item concerning this matter was that examination in the four subjects, English, vernacular, mathematics and history and geography be compulsory instead of examination in five subjects now in vogue and the students will have to appear in one additional subject only.

BURMA

RANGOON UNIVERSITY CONVOCATION

The annual Convocation of the Rangoon University was held on the 24th Nov., at the Convocation Hall in the University estates when H. E. Sir Archibald Cochrane as Chancellor conferred degrees and diplomas in the presence of a large and distinguished gathering.

His Excellency in the course of his speech said: 'Any man who for the purpose of self-glorification aspires to be a leader but who has not the qualities of leadership within him is likely to be more a nuisance than a help to his country.' He advised the students to cultivate physical and moral courage and self-discipline.

MYSORE

BOARD OF STUDIES FOR HINDI

On the motion of Prof. A. R. Wadia, the Senate of the Mysore University, at its meeting on the 16th Nov., adopted a proposition, enabling the University to create a Board of Studies for Hindi, thereby implementing a decision taken by the Senate about five years ago.

Hindi is now taught in some High Schools in the State as an optional subject, and this year there are about 80 students who have taken up Hindi for the S. S. L. C. Public Examination.

STATE EDUCATION CONFERENCE

The Mysore State Education Conference will be held at Chikmagalur this year on the 21st, 22nd and 23rd instant, under the presidency of Mr. E. G. Macalpine, Principal, Central College, Bangalore, under the auspices of the Mysore Secondary School Teachers' League. It is stated that this session of the Conference will deal with a number of important questions affecting the welfare of teachers and other matters touching the new experiments carried on recently in Mysore.

DAMODAR DAS FOREIGN SCHOLARSHIP

"The Government of Mysore have sanctioned the award of free Damodar Das foreign scholarship for the study of electrical engineering. The scholarship will be open to Mysoreans by birth or domicile and will be of the value of (a) £800 per annum for study in Oxford, Cambridge and America, (b) £275 for study in other places in Europe. Candidates for the scholarship are required to submit their applications, in the prescribed forms to the General Secretary to the Government, Public Offices, Bangalore, so as to reach him on or before January 4, 1937.

INDIAN SCIENCE INSTITUTE

Important recommendations calculated to make the Indian Institute of Science, Bangalore, more useful to the Indian industries are made in the report (published on the 28th Nov., with the Government of India's order thereon) of the Quinquennial Reviewing Committee of the Institute.

The main recommendation of the committee, which has been accepted by the Government, states that while research in pure science should continue to be an approved purpose, the major part of the resources of the Institute should be applied to such investigations as are likely to be of direct benefit to industry in India.

To this end, the Committee have proposed changes in the administration, chief among which are the proposals to give greater measure of independence to individual departments, to appoint a Registrar who will do the routine duties now undertaken by the Director and to constitute a Finance Committee to secure effective financial control.

The Institute of the future will consist of three sections, Physical and Mathematical Sciences, Chemical Sciences and Engineering Sciences.

HYDERABAD

SUPPORT TO PRIMARY EDUCATION BILL

Support to the Bill now before the Legislative Council for the introduction of compulsory primary education was accorded by one of the resolutions adopted in the third annual session of the Hyderabad People's Educational conference, which met on the 20th Nov., at the West End Theatre, Kachiguda.

PUBLIC OPINION

SIR GEORGE ANDERSON THINKS RADICAL REFORM IMPERATIVE

Sir George Anderson, former Educational Commissioner with the Government of India, addressing the London East India Association on certain adverse effects the secondary system of education in India had on rural development and unemployment among the middle classes, expressed :

In England for example, it would be regarded as an act of lunacy if children were herded in London for schooling, but such was the common practice in India. Sir George made a rough estimate that India was now paying annually five crores of rupees for the harmful prolongation of literary studies by large numbers of pupils and students. While not suggesting that the whole of this gigantic sum could be saved and made available to vocational institutions, he was amazed to be told that while this extravagance continued to be subsidised and encouraged, vocational training could not be provided on the score of expense. There was little use in tinkering with the present system and radical reconstruction had become imperative. The work of rural reform could not go on waiting forever and the depressing spectacle of ever increasing numbers of unemployables brooked no delay.

SIR P. SETHNA'S PLEA FOR PURELY INDIAN ENVIRONMENT

At the recent Annamalai University Convocation, held on 20th November, Sir Pheroze Sethna, emphasised the need for an Indian environment in our education. He said :

"We have often heard the complaint that products of Indian Universities seem exotic in their own sphere. I feel the reason is not far to seek. Because study of Indian culture, Indian economics and like subjects which could infuse a spirit of all that is Indian, is at present too much clouded over with the western arts and sciences. There is need to balance the two. We must have western sciences and western arts and a

good dose of them. But let these not be permitted to come in the way of an Indian student laying the roots of his intellectual and cultural training in the indigenous soil. Once such roots are truly laid, by all means enrich them with the fertilising doses of Western arts and Western sciences, so that the tree that may grow may be truly great. As I visualise the future, our progress to be of value must tend towards the synthesis of the different cultures that have sought shelter in this land and not towards emphasis or over-emphasis on any one particular aspect of it or another. The ideal pattern of the future, which the Indian Universities must make a co-ordinated effort to weave, must not in its warp and woof betray the hand of a Hindu or a Mahomedan, a Christian or a Parsee. The finished design must be purely Indian".

MR. SHYAMPRASAD ON "PRIMARY CONDITIONS BEFORE REFORM"

Delivering the Annual Convocation address of the Nagpur University on the 5th inst., Mr. Shyamprasad Mookerjee, Vice-Chancellor of Calcutta University, enumerated the primary conditions which required to be fulfilled in an adequate and satisfactory measure before any scheme of reorganisation truly national in character could be undertaken with success.

Firstly, he said, it could not be achieved unless India enjoyed a political status which would give her the liberty to decide for herself what constituted her national needs and how best they could be satisfied; secondly, there must be less of disease and pestilence; thirdly, the State must spend far more adequately and generously on education; fourthly, there must be an elaborate system of elementary and secondary education which would form an enduring foundation; fifthly, education should be as cheap as possible while its quality would be maintained at a high level; sixthly, universities must work in spite of private benefactions on a much wider scale than they had done hitherto; seventhly, there must be a close and honourable connection

between education and trade, industry and commerce and lastly, the universities must be given the amplest freedom to work out their salvation.

MR. C. R. REDDY ON UNEMPLOYMENT AND THE STATE

In the course of his Convocation address to the Patna University on the 26th November, Mr. C. R. Reddy, Vice-Chancellor of the Andhra University, touched upon "unemployment" and said :

"In no country, excepting India, are the universities held responsible for unemployment. On the contrary, finding work for all the citizens is regarded as one of the first functions of Government and is enforced by such sanctions as Ministers and Departments for dealing with unemployment, unemployment doles and labour exchanges. To hear certain persons talk of unemployment in India and the way they ask the Universities to find a remedy, it would look as though India was, before the Universities entered as wily serpents, tempt the innocent people with the apple of knowledge, and immediately caused a downfall into unemployment and misery. If in its industrial and commercial policies and in the discharge of its duties as purchaser of stores and employer of skilled labour in all its departments, Government would follow a national policy, it will directly and indirectly help to reduce unemployment. Are our Government willing to use Indian Universities as their chief depots for supplying the human power required in all their departments and enterprises? Of course, Government cannot provide places for every educated man. But surely Government can do much to promote industry and commerce, and is itself the biggest action, therefore, is decisive, both directly and indirectly, on employment and economic betterment. Government need not create places for our qualified men; if it fills such places as there are with them, and becomes national in its policies, that will suffice."

DR. P. BASU ON TEACHING AND RESEARCH

In the course his address at the Agra University Convocation, held on the 20th November, Dr. P. Basu, Vice-Chancellor of the Agra

University, referred to the two main functions of a University and said :

"In the world at present, and in India more than elsewhere, teaching and research are being combined in the same man. To my mind this extreme combination of the two functions is a defect in our educational system. In the west especially in Britain the voice of protest has already been raised against this combination and experts in recent years have advocated the complete separation of the two functions. It seems that in India the time is not yet ripe for such complete separation. But there is no doubt that the present fusion of the two functions in the same person is not healthy. The researcher is not necessarily a good teacher. His very function makes his outlook narrow. He pursues minute details along a particular line. He has no time to relate these details to the broader problems of cognate subjects, far less of general cultural knowledge. To the extent that he remains a good general teacher to that extent he really fritters away energy which will be better utilised in his specialised department. He should be steeped and engrossed in his own particular problem and devote most of his time to his own narrow specialised subject.

"The good teacher, on the contrary, need not not be a specialist to the extent that the researcher should be. He is to expound and explain not the minute details of any one branch of study but the broad general facts which lead to a correct appreciation of the trend of the operating forces as also to co-ordinate and correlate the allied branches of knowledge with a view to evolving general principles fundamental and common to them. For the whole of undergraduate teaching and a good part of post-graduate teaching as it is pursued in the universities this separation seems to be desirable. The teacher should keep in touch with several allied subjects and expound the methods and facts from a broad point of view. But in highly specialised study as now obtains only in a few topics of a subject of some of our post-graduate studies, the researcher as a teacher will be invaluable both as a teacher and as a guide to foster the spirit of research among those few who have the aptitude and the capacity to pursue it in later life. For research is really a pursuit to which, though many are called, only a few are chosen."

Mrs. BROWNING'S SONNETS

BY MRS. KAMALA SATTHIANADHAN, M.A.

IN modern days of hurried struggle, frantic energy, excited advance and assiduous materialism, the beauty of the sentimentally-romantic side of life is either lost, marred, or exaggerated. There is no doubt an insistent cry for love-marriages; at the same time, the no less insistent desire for divorce somehow seems to undermine the wonder, the constancy, the faithfulness and the simplicity of real love. This seems all the more noticeable, when our attention is taken back to the old love-stories of great men and women.

Coming across again, after some years, the so-called *Portuguese Sonnets* of Elizabeth Barrett Browning, I am so much struck by them, that I feel inclined to quote from them on this time-honoured subject of love. However well-placed in experience and advanced in knowledge we may feel ourselves to be as moderners, there is nothing, I think, like hero-worship to bring us back to a realization of old ideals and dreams, which are yet in many ways the true aims of life.

The heart-felt expression of the pure soul and living heart of the greatest poetess of England in these sonnets is something which, I think, we shall never get again. So sacred and so delicate indeed is it that one almost feels it a sacrilege to attempt to reproduce it. At the same time, it is such a sweet and noble gift to the world that it deserves to be constantly remembered.

Mrs. Browning's sonnets are the outpouring of the new life opened out before her by her husband, Robert Browning. In the beautiful one, "The soul's expression," the poetess feels that she cannot express herself properly:

"With stammering lips and insufficient sound,
I strive and struggle to deliver right
That music of my nature, day and night
With dream and thought and feeling interwound,
And inly answering all the senses round
With octaves of a mystic depth and height
Which step out grandly to the infinite
From the dark edges of the sensual ground."

She feels the humility of love; she thinks that she is not fit to be the wife of her hero, she from whose life—

"The frequent tears have run
The colours, and left so dead
And pale a stuff, it were not fitly done
To give the same as pillow to thy head."

Then, because she feels herself unworthy of her lover, she is ready to sacrifice herself, and bids him go from her.

Yet the next moment she is sure that their two hearts have become so bound together that they can never be separated, but must ever remain counterparts of each other.

"Yet I feel that I shall stand
Henceforward in thy shadow; never more
Alone upon the threshold of my door
Of individual life, I shall command
The uses of my soul, nor lift my hand
Serenely in the sunshine as before,
Without the sense of that which I forbore
Thy touch upon the palm."

Surely, she thinks, when he says that she is all the world to him, he must be right! And great is her gratitude for this assurance of love:

"What can I give thee back, oh liberal
And princely giver, who has brought the gold
And purple of thine heart, unstained, untold,
And laid them on the outside of the wall
For such as I to take or leave withal,
In unexpected largesse"

She can hardly believe the surprising happiness which has come to her:

"I saw in gradual vision through my tears,
The sweet sad years, the melancholy years,
Those of my own life, who by turns had flung
A shadow across me. Straightway I was 'ware,
So weeping, how a mystic shape did move
Behind me and drew me backward by the hair;
And a voice said in mastery, while I strove,
Guess now who holds thee?' — 'Death,' I said. But there
The silver answer rang, — 'not Death, but Love'."

Great she says, has been the change since he came into her life? She cannot believe it:

"When I think
That thou wast in the world a year ago,
What time I sat alone here in the snow

"And saw no footprint, heard the silence sink
No moment at thy voice, but, link by link,
Went counting all my chains as if that so
They never could fall off at my blow
Struck by thy possible hand—why, thus I drink
Of life's great cup of wonder!"

Her sufferings had been so great that she had even welcomed death; but now she can give up this welcome refuge for him.

"The face of all the world is changed, I think,
Since first I heard the footsteps of thy soul
Move still, oh, still, beside me, as they stole
Betwixt me and the dreadful outer brink
Of obvious death, where I, who thought to sink,
Was caught up into love, and taught the whole
Of life in a new rhythm."

In this connection, let me quote from one of her letters to him:

"Is it wonderful that I should stand as in a dream and dis-believe—not you—but my own fate! Was ever any one taken suddenly from a lampless dungeon, and placed upon the pinnacle of a mountain without the head turning round and the heart turning faint as mine do?"

So, now she sets herself to revel in her happiness. Henceforth, she will only seek to make herself worthy of him,

"Her poet, who canst touch on all the notes
God set between His After and Before,
And strike up and strike off the general roar
Of the rushing worlds a melody that floats
In a serene air purely."

How then would he have her be?

"A hope, to sing by gladly, or a fine
Sad memory, with thy songs to interfuse?
A shade, in which to sing—of palm or pine?
A grave, on which to rest from singing?
Choose."

She has found out now that love alone is enough, for love ennobles its possessor as nothing else can:

"And yet, because I love thee, I obtain
From that same love, this vindicating grace,
To live on still in love."

So, she wishes him to love her for love's sake alone:

"If thou must love me, let it be for nought
Except for love's sake only. Do not say

I love her for her smile—her look—her way
Of speaking gently,—for a trick of thought
That falls in well with mine, and certes brought
A sense of pleasant ease on such a day,
For these things in themselves, Beloved, may
Be changed, or change for thee, and love, so wrought

May be unwrought so. Neither love me for
Thine own dear pity's wiping my cheeks dry,—
A creature might forget to weep, who bore
Thy comfort long, and lose thy love thereby!
But love me for love's sake, that evermore
Thou mayst love on, through love's eternity."

Even death cannot part them, for their love is so deep that earth would be consecrated by it. Yet, it is a silent love too holy for expression:

"When our two souls stand up erect and strong,
Face to face, silent, drawing nigh and nigher,
Until the lengthening wings break into fire
At either curved point—
In mounting higher,
The angels would press on us and aspire
To drop some golden orb of perfect song
Into our deep, dear silence."

"Nay let the silence of my womanhood
Comment my woman-love to thy belief,"—

Why does she love him, she asks. Because he has perfect knowledge of her:

"Because thou hast the power and own'st the
grace
To look through and behind this mask of me
And behold my soul's true face;
Because thou hast the faith and love to see
The patient angel waiting for a place
In the new heavens; because nothing repels
thee."

And how does she love him?

"How do I love thee? Let me count the ways,
I love thee to the depth and breadth and height
My soul can reach, when feeling out of sight
For the ends of Being and ideal Grace.
I love thee to the level of every day's
Most quiet need, by sun and candle light;
I love thee freely, as men strive for Right;
I love thee purely, as they turn from Praise.
I love thee with the passion put to use
In my old griefs, and with my childhood's
faith.
I love thee with a love I seemed to lose
With my lost saints,—I love thee with the
breath,

Smiles, tears, of all my life!—and, if God choose,
I shall but love thee better after death."

So, she anticipates that their wedded life will be a dream of understanding and bliss:

"We in our wedded life shall know no loss.
We shall new-date our years! What went before
Will be the time of promise, shadow, dream;—
But this, full revelation of great love;
For rivers blent take in a broader heaven,
And we shall blend our souls."

Such love is not a wonder, for it is based on beautiful character. Robert Browning and his wife were both lovely souls. Dean Farrar thus writes of Robert Browning:

"The main lesson of Robert Browning's life and poetry might be summed up in a sentence—'Live out truth, nobly, bravely, wisely, hopefull; your human life, as a human life, not as a supernatural life, for you are a man and not an angel; not as a sensual life, for you are a man and not a demon; not as a frivolous life, for you are a man and not an insect. Live each day the true life of a man of to-day; not yesterday's life only, lest you become a murmurer; not to-morrow's life only, lest you become a visionary; but the life of happy yesterday's and confident to-morrow's, the life of to-day, unwounded by the Parthian arrows of yesterday, and undarkened by the possible cloud-land of to-morrow. Life is indeed a mystery, but it was God who gave it, in a world wrapped round with sweet air and bathed in sun-shine and abounding with knowledge, and a ray of eternal light falls upon it even here and that light shall wholly transfigure it beyond the grave."

And, Elizabeth was this great soul's true mate, as he himself said of her:

"Words can never tell you—form them, transform them any way—how perfectly dear you are to me, perfectly dear to my heart and soul. I look back and in every point, every word, and gesture, every letter, every *silence*, you have been entirely perfect to me. I would not change one word, one look. My hope and aim are to preserve this love, not to fall from it, for which I trust to God who procured it for me and doubtless can preserve it." A beautiful union surely!

BOOK-REVIEWS

"*TALES OF THE EAST*", by C. H. Jarvis, M.A., LL.D., published by George G. Harrap & Co., Ltd., PP. 192. Price 1s. 9d. and *TEACHER'S HANDBOOK TO TALES OF THE EAST*, by C. H. Jarvis, published by George G. Harrap & Co., Ltd., PP. 104. Price 2 sh.

"*Tales of the East*" is the first of a series of four volumes projected by C. H. Jarvis, M.A., LL.D., so as to constitute a progressive course in History for Junior schools in England. The present volume contains folk-tales of the heroes of Greece and Troy, Bible stories of the Jews and simple stories of the Greeks and Persians. The second volume—*Romans and Barbarians*—is proposed to cover the history of the period extending from the foundation of Rome to the coming of the Normans to England. The third volume—*In the days of Chivalry*—is to trace the history from the Norman Conquest to the end of the Middle Ages. The last of the series—*Stories from Modern History*—will bring the history up-to-date and will deal with many of the conspicuous land-marks in the history of the Modern world. This is certainly a great aid to achieve the ideal of "History without tears."

The teaching of history may be easily made soul-less when emphasis is laid on wars and treaties and such other dry bones of history. The laudable purpose of the present series is to teach history through the medium of a "tale that holdeth children from play and old men from the chimney corner." But obviously the series has been planned out to suit the requirements of English schools and will not serve the purpose of suitable History Text books for our High Schools. They may, however, be recommended for Non-detailed study in the higher forms of the High School and the whole series will give to the student the much-needed background of a knowledge of universal history. The get-up of the book is highly commendable and there is no doubt that the young school-boy will find it "a thing of beauty" which is "a joy for ever".

The Teacher's Book will be found very useful by the teacher as it gives a detailed

BOOK REVIEWS

account of the historical background of the stories and contains many valuable hints on the method of teaching these stories.

—V. M.

MORE CLASSICAL STORIES: Edited by A. J. Merson, M. A., George G. Harrap & Co., Ltd., pp. 192. Price 2 sh.

As the editor of this book points out in his brief foreword, it is impossible to over-estimate the debt of the modern world to the literatures of Greece and Rome. The literature of every country is replete with illustrations, allusions and metaphors taken from the old classical stories and the student of literature will feel considerably handicapped unless he is equipped with a considerable knowledge of these stories. It is impossible to present in a single volume all the more important stories of ancient Greece and Rome. But in the volume before us and its precursor—*A Book of Classical Stories*—the present editor may be said to have succeeded in giving us the most important.

These stories are given in the words in which they are narrated in such books as Havell's "*Stories from Greek Tragedy*," Guerber's "*Myths of Greece and Rome*," Dora Pym's "*Readings from the Literature of Ancient Rome*," Kingsley's "*Heroes*" and Andrew Lang's "*Tales of Troy and Greece*". Careful and judicious planning is evidenced in the arrangement of the subject matter in sections, such as Legends and Myths, Some famous Greeks, Legends of Early Rome, Some famous Romans and Customs and Institutions. The value of the book is considerably enhanced by the maps of Greece and the Roman Empire, the list of exercises and a pronouncing Index of proper names. To the young student sitting down to the rich repast of classical legend and fable, the present volume and its companion may be safely recommended as a substantial *hors d'oeuvre*.

—V. M.

ENGLISH FOR JUNIOR SCHOLARSHIPS by W. Campbell. Published by the Oxford University Press. Price As. 12. pp. 75.

This book is intended primarily for the use of junior pupils preparing to take the examina-

tion for Scholarships to secondary schools. It may also be used for practice and for testing in the lower forms of Central and Senior schools. The contents of the book have been made comprehensive and so well-arranged that teachers and pupils should find it easy to concentrate on any part of the subject that may present special difficulty. Many of the questions have been devised as a test of intelligence as well as of a knowledge of the subject. The grammatical tests contained in the book can be profitably made use of by teachers of secondary schools, to train up the students on right lines in learning a foreign tongue.

MUNGO PARK IN AFRICA 1795-7 by F. M. Urling Smith, (The Oxford English Course Supplementary Readers. Stage D.) Published by the Oxford University Press. Price 9 annas. pp. 90.

These supplementary Readers are specially designed for Indian students, as they are based on a vocabulary of 2,000 words. The story of explorations and adventures of Mungo Park in the dark continent of South Africa is retold by Mr. Smith in a very interesting and instructive manner. The illustrations prepared by Anthony Brown will be of immense value in enabling the readers to follow the story well and understand it correctly. The style is simple and lucid. Such Readers will be highly useful for purposes of general reading by students of High School forms.

ENGLISH FOR PLEASURE -- Book I for Junior Schools—by Bruce Beddow. Published by George G. Harrap & Co., Ltd. Price 1sh. pp. 96.

The book is written expressly for the backward, non-literary sections, which previously have found English lessons anything but pleasurable. The lessons embody many originalities and certain simplifications. The present course has been successfully adopted in a large school over a number of years. The lessons are directly addressed to the pupil and can be taught with much advantage to the students of secondary schools in our country.

PERIODICALS

REFORM OF SEC. EDUCATION

In the September issue of the *New Review*, Mr. T. N. Siqueira deals with the important question whether two types of education, vocational and academic, should be provided in the same or in different schools. He writes:

"Separate schools would, it is true, give a more deficient vocational education, but they would be more costly to maintain, and what is more important in the present attitude of the Indian mind—they would be despised and boycotted by the majority of a people steeped for centuries in *varnashrama* notions of the respectability of quill-driving and the disrespectability of hand-roughening occupations. It is therefore for the sake of economy of staff and equipment, and more especially to make the transition easier, that we would recommend the provision by the same school of general as well as vocational courses, so that all the boys can attend the same classes for common and compulsory subjects like Language and Arithmetic, and during hours set apart for optional subjects go either to the general or the vocational classrooms.

"Every school, public or private, will have to provide, all the vocational courses imaginable, from carpentry to tanning and rope-making.

"There is, however, no need of more than two or three alternatives in each school, which will depend on the opportunities and requirements of the place and people for whom it caters. Thus, while a practical course of agriculture would be indispensable in a rural school, it might be unnecessary in a city school; subjects like electric wiring and lighting, photography and printing, would obviously not need to be taught in every middle and high school in India."

The writer concludes: "The idea which has so far ruled the greatest part of Indians is that manual work is degrading and mechanical. Such an attitude dies hard; but what with the silent eloquence of the prevailing unemployment and the example of gifted and well-to-do boys of the higher classes who are not taking to manual professions in greater numbers, this immemorial prejudice will yield place to more enlightened views of the preferability of honest independent

labour in the sweat of one's brow to the degrading dependence of an office-desk."

A PERNICIOUS PRINCIPLE

The current number of *The Teachers' Journal* draws the attention of the Hon'ble Minister in charge of Education to a Government circular which is considered really pernicious in principle:

"We have read with considerable surprise the following notification issued by the Director of Public Instruction, Bengal, and published in the Calcutta Gazette of November 19, 1936.

It is hereby notified for general information that a historical reader in Bengali dealing with outlines of Indian History with special reference to the Muhammadan period, is required for use in Class VI of Junior Madrasahs under the Reformed Madrasah Scheme in this Presidency. Muslim authors are accordingly invited to submit to the Assistant Director of Public Instruction for Muhammadan Education, Bengal (Writers' Buildings, Calcutta), their books in *manuscript*—written legibly on one side of the paper according to the above syllabus—for consideration, the 15th January, 1937.

It is difficult to comprehend why Muslim authors alone have been invited to submit books on Indian History to be used in the Madrasahs. The historical events of the past, as recorded in the works of authoritative historians and research workers, cannot have different shapes in the hands of authors of history for schools simply because they profess a particular religion. It is a regrettable fact that this notification will tend to discourage students of Madrasah to read and place reliance on the work of historians like Sir Jadunath Sircar or Mount Stuart Elphinstone or Vincent Smith simply because these authors profess different religious faiths. The future of India indeed looks gloomy if education makes the outlook of men educated in such environment narrow and prejudiced. We earnestly request the Hon'ble Minister of Education to withdraw this circular which is pernicious in principle and harmful to the best interest of education in the country."

Foreign Currents

Yugoslavia's Peasants' University

[A scheme of peasant education which has been devised by the Public Health authorities of Zagreb, one of the poorest European countries—where rural conditions are in many ways comparable with those existing to-day in the rural tracts of India—has been described in an interesting manner by a medical correspondent of *The Hindu* which is reproduced below.]

ZAGREB is the ancient capital of Croatia and the centre of administrative and industrial activity of the North-Western Province of Yugoslavia. Much of the centre of the old city has been rebuilt since the War but the University and the new School of Public Health and Institute of Hygiene occupy beautiful sites in the northern suburb. The staff of the School and Institute have devoted much of their energy to spreading knowledge of health and hygiene in the villages, and in order to provide greater opportunities for the intellectual and physical training of the peasants,—both male and female,—they have organised a somewhat unique institution which is known as the Peasant University. Separate courses have been planned for men and women, the former extending over a period of five to six months, the latter over three months. The students are drawn from the farms and the aim is so to educate the peasants that they may be brought to understand the activities of intellectual workers and their scientific knowledge and to realise the value of the work of the School of Public Health in promoting the health, welfare and prosperity of the rural population.

THE reasons for the interest taken by the School of Public Health in the education of peasants are definitely sound. In the first place, practically all the land suitable for agricultural development has now been divided up into small peasant farms. These farms not only supply the whole country with food but produce crops for export. The peasant class also forms the backbone of national defence and, in the opinion of the authorities, provides the real foundation of the State, supports its existence and ensures its continuance. The security of

the State therefore depends on the well-being of the peasants. "Not only peace, progress and successful activity of the State are conditioned by the advance in education and culture of the peasants, but where the peasant class is backward the very existence of an agricultural nation is at stake."

CRITICS have given expression to the fear that the educated peasant would lose all desire to return to his farm work, but would try to enter other spheres. The courses of instruction, however, centre round the all important subject of agriculture and are intimately and continuously associated with life on the farm. In consequence, under this scheme, there has so far been none of the drift from the land which has been so common among Indian youths who have been given what is called higher education. The instruction at the Peasant University of Zagreb, revolving as it does round the farm, its crops and its stock, compels the peasant student to realise that the higher level of thought to which he attains, helps him to raise the productive capacity of his land, to save labour, to reduce sickness, and generally to assist him to a higher standard of life.

THE courses of instruction at the Peasant University comprise a great deal more than might be thought possible during a period of less than six months. In the first place, simple lessons in chemistry and physics are given, these being followed by others in biology and hygiene. These subjects are the basis of rationalised work and life in general and of agricultural education in particular. Next come lessons in history, politics, national economics and commercial geography, whilst budget accounting, national and foreign trade, sickness, crime, etc., are also explained. This part of the programme enables the peasant to understand and take an interest in the industry, trade and intellectual activity of the State. Following these, comes weekly instruction in psychology, ethics, poetry music and the fine arts. In this way, the peasant becomes acquainted with intellectual, moral and æsthetic pleasures and he is led to appreciate the importance of truth and moral precepts and the ability to attain happiness through his own work and activities. Finally comes, practical work in hot-houses, vegetable and fruit gardens, vineyards, stables, poultry houses, carpenter's and bookbinder's shops, in the kitchens, in sewing and in washing rooms. This practical training helps to balance the

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. 9. What ought to be the paramount consideration in working out an education reform?

A. We would like to express one answer to this question in the words of Mr. Spencer Leeson. He says, "There was probably never a time when more thought and care was given than it is to-day to working out the best methods of teaching particular subjects and to all that concerns the organisation and material equipment of the schools. But there is much dissension and confusion upon what is the supreme purpose, or the 'architectonic end', for the attainment of which all the rest exists, and it is useless, as well as illogical, to consider schemes of organisation and methods of instruction until we have set before ourselves a clear idea of this ultimate object. Such and such a scheme or method is best; but best for what? Passing examinations, or

Continued from preceding page

intellectual side of the course and gives the young peasant an opportunity to become acquainted with new tools and handicrafts, which may later be taken up as spare-time hobbies.

In the women's course, teaching is given in sewing, weaving, cutting out of garments, washing, cooking and baking, as well as in elementary biology, physiology and general science, whilst special stress is laid on hygienic life in the home, practice in the sick room and nursery, and in general health and hygiene. During the course, the women students do all the work in their dormitories and kitchens, so that not only are expenses kept to a minimum but methodical instruction is given in regard to the multifarious duties of the housewife. The scheme for women has been as great a success as that for men students.

It seems to the observer, with a knowledge of India, that it is the kind of education which might easily produce valuable results in India, if only it were given a reasonable trial.

'getting on', or training in citizenship, or the development of personality, or what? This primary question needs thinking out." We need to be called back to first question and first principles. When we have got hold of that, we will be in a better position to adjust the rest. We would commend this idea to educationists and educational conferences. Indian education, while feverishly copying methods of teaching, equipment and organisation, seems to be spending little or no thought on the purpose of it all—the 'architectonic end' as Plato has put it. Then and not till then, can Indian education make real headway in all its aspects.

Q. 10. Besides the paramount consideration, what other suggestion can you make about things the educational reformer ought to bear in mind?

A. If we sufficiently think ourselves into the importance of end involved in all education, then the next most important thing is the conviction that education in all its stages and aspects is one and entire. The defect in many educational reforms proposed in our country is in the reform affecting only an aspect of education. For instance, University education is sought to be reformed without reference to the lower stages. The elementary stage dove-tails into the secondary and the secondary into the University. As was attempted in Hyderabad, it will be better to visualise a reform for the whole course. Again professional, vocational, technical and technological courses are sought to be reformed as though they had no bearing on the other aspects of education. Unless one is able to get a picture of education as a whole, one cannot be said to be competent to launch a move for reform. Other points are so familiar to reformers that we content ourselves with a reference to this one point.

SOME RECENT BOOKS For Teachers and Training Institutions

The activities curriculum in the Primary Grades: By M. P. STEVENS. Illustrated. Large Crown 8vo, 440 pages, 8s. 6d.

This book explains the meaning and working of a curriculum based on activities and the place of the three R's therein, together with the theory underlying it. The value of Play and Creative work, as two of the most important types of activity, has received special attention. The last part of the book is devoted to typical units of work for classroom use. Appendices deal with the material needed, and afford extensive bibliographies.

Progressive Methods of Teaching in Secondary Schools: By N. L. BOS-SING. Large crown 8vo. 720 pages, 10s. 6d.

The numerous books on method available for elementary school work have up to the present had to serve the secondary school teacher also, through lack of books in this direction. This volume remedies this omission, and in five Units covers all aspects of this branch of teaching.

Education of the Slow-learning Child: By C. P. INGRAM. Illustrated. Large crown 8vo, 432 pages, Index, 7s. 6d.

In the interest of the smart child it is often considered wise to segregate the backward children into special schools. The author of this book repudiates this necessity. In a school organization it is possible to allow for not only smart and retarded children, but even for borderline and backward cases as well. The nature and needs of these children are explained, and a programme is suggested for them.

Educational Psychology: By A. C. EURICH and H. A. CARROLL. Large crown 8vo, 436 pages, 7s. 6d. With Bibliographies and indexes of Names and Subjects.

This book has three main objectives:— (a) to provide a knowledge of techniques that may be used in acquiring a greater understanding of pupils, singly, or in groups, (b) to provide a summary of the knowledge about pupils

which has accumulated from the applications of these techniques, (c) to develop in teacher an attitude whereby each pupil and each learning situation may be regarded as unique.

Child Psychology By J. J. B. MORGAN. (Revised Edition). Large crown 8vo, 514 pages, 8s. 6d.

Whereas up to recent years much of the writings dealing with Educational Psychology was of a speculative nature, the greater portion is to-day mainly empirical and scientifically experimental: hence the need for a new edition of this standard work, the object of which is to present in simple form the latest findings in child psychology. This book studies the normal child and gives a complete analysis of infant behaviour, motor development, emotional development, thinking, playing, etc.

The Torch of Life By F. H. SHOOSMITH, PH. D. Illustrated. Crown 8vo, 160 pages, 2s. 6d.

Lessons in Sex Knowledge for boys and girls. Teachers will find in this Biological approach to sex knowledge a fund of useful material for talks on this difficult subject. The method followed is that advocated at the 1934 meeting of the Educational section of the British Association. This volume, while not treating the matter in detail, insists upon its dignity, its beauty, and its naturalness.

That youth may know: By F. H. SHOOSMITH, PH. D. Illustrated. Crown 8vo, 128 pages, 2s. 6d.

Lessons in Sex Knowledge for adolescent. This work consist of accounts of the main features of plant and animal breeding leading up to the main facts of puberty and adolescence. By way of conclusion the Author's Lay Sermon will be appreciated by teachers and those who deal with youth. It may be put into the hands of many an earnest young enquirer.

"The author is to be commended for his attitude; he treats his subject naturally, without shirking, and with the minimum of exhortation, solemn warning, and self-consciousness."—TEACHER'S WORLD.

OXFORD UNIVERSITY PRESS

BOMBAY

::

CALCUTTA

::

MADRAS