

84

The
INDIAN EDUCATOR

VOL - XII

OCT - 1936

NO - 10

Nov 1936.

11

3L

m2, N25 IN

N36.12.10-11

145142

g. No. M. 2027.

Vol. XII—No. 10

THE INDIAN EDUCATOR



OCTOBER, 1936.



Managing Editor:

V. Aravamuda Ayyangar, B.A., L.T.

Annual Subsn.: Rs. 2.]

[Single Copy: As. ?

SAMPATH PRESS

**398, North Masi Street
Madura**

QUALITY PRINTING

CHEAPNESS

PROMPTITUDE

ACCURACY

NEATNESS

SECRECY

RELIABILITY

Undertakes

All kinds of Jobs, Printing of question papers, Letter heads, Hand-bills, Supply of all School and Office requisites.

UNDER THE EXPERT SUPERVISION

OF

MR. V. ARAVAMUDA IYENGAR, B.A., L.T.

Managing Editor, the Indian Educator,
Madura.

Patronage solicited

CONTENTS for October, 1936.

	PAGE.
1. The Original Nature of the Child: How to Shape it By Mr. S. C. Sinha, M.A., Dip. Ed.	345
2. Hark! The Plea of the Child By Dewan Bahadur K. S. Ramaswami Sastri, B.A., B.L.	350
3. Sketchy Strokes By 'Chitra Silpi Karmaghata'	352
4. Nature's Cure is Safe and Sure By Franz F. Schwarzenstein	357
5. Some Aspects of Education in the West Mrs. K. Kuttan Nair, B.A., L.T.	359
6. Is Technical Education Necessary for Women? By Mr. S. Viswanatha Iyer, B.A., B.T.	364
7. Social Results of Co-operation Between Home and School	368
8. Gleanings	371
9. Education Week Celebrations	375
10. Notes: The Education Week—1936 By Prof. C. A. Krishnamurthi Rao, M.A., F.R., Econ. S. Associate Editor.	378
11. Reviews	380

OUR SCHOOL PUBLICATIONS

1. Garuda and Anjaneya	....	....	0—4—0
2. Avatars of Vishnu	....	...	0—4—0
3. Jesus Christ	....	....	0—5—0
4. Tales of all Time	....	....	0—6—0
5. Rama, the Ideal Son	....	....	0—4—0
6. Aesop's Fables I	....	...	0—3—0
7. Do. II	....	....	0—4—0
8. Karna, the Warrior	....	....	0—6—0
9. Stories from Shakespeare	....	....	0—12—0

SUITABLE FOR HIGHER FORMS.

1. Tamil Poetical Selections	....	....	0—5—0
2. Nitthilakovai—a collection of Tamil Poems...			0—10—0
3. Selections from Prose & Poetry in Tamil Book I			0—10—0
4. Do. Book II			0—10—0

Write to:—

V. S. SWAMINATHAN,
Publisher,
MADURA, TINNEVELLY & MADRAS.

145142

600 003

AS BEAUTIFUL AS A ROSE

The delicate complexion of ladies described as beautiful as a rose can be preserved in a fresh and healthy condition by the daily use of Mysore Sandal Soap and Mysore Pearlite Vanishing Cream.

MYSGORE
Sandal
SOAP

Available Everywhere.

Mysore Government Soap Factory,
BANGALORE.



THE INDIAN EDUCATOR

MR. V. ARAVAMUDA IYENGAR, B.A., L.T.—*Managing Editor.*

Vol. XII.

MADURA: OCTOBER, 1936.

No. 10.

The Original Nature of the Child: How to shape it.

145142 BY MR. S. C. SINHA, M.A., DIP. ED.

(Continued from September issue.)

M 2, 25 11
M 3, 12 11
MIGRATORY INSTINCT OR THE WONDERLUST.

"The active part of man consists of powerful instincts, some of which are gentle and continuous, others violent and short; some baser, some nobler, and all necessary."

We are familiar with the migration of certain birds in winter. Most of our aquatic game-birds belong to this species. The dog when taken out in an airing in the park feels delighted, and, when unleashed, runs, jumps and plays. Take a healthy baby out on a stroll. It exhibits signs of delight in its new environments; and shows evident satisfaction in being temporarily away from home. Watch the baby being perambulated round the park. It opens its eyes wide, and scans the passing scenes with joy and curiosity. Many a time has the nurse to run wildly in search of the little kiddy in her charge who manages to slip out of her eyes during her temporary inaction.

Mothers have to keep a vigilant eye on their kiddies to prevent them running away out of the door-yard into the busy street outside. Various queer methods of confining little children indoors were prevalent in old days. All children are fond of going out for a walk; and they show great impatience if there is any delay, on the part of the nurse, in taking them out. They seem to take intelligent delight in the changing prospect, and the new sights and scenes that greet their eyes. The inner driving force urges them on; and they instinctively submit to the call of the distant, the new, and the novel.

In grown-up children, the urge is all the stronger; and the older they grow, the intenser becomes the impulse. You must have

observed the great joy of your children on the eve of a railway journey which they are making for the first time in their life. Mark the precision, carefulness, enthusiasm and joy with which they get ready for the trip. Happily, indeed, they help you in packing up the luggage. Even the habitual laggard seems to shake off his lethargy, and gets busy doing this and that with unusual energy. Nothing seems to tire them. If you search their pockets you will probably find your old or rejected note-book or diary and pencils safely lodged therein. Examine the note-book at the end of the journey, and you will find it filled with the names of stations they have passed through, number of telegraph posts, level-crossings and similar useless scribbling. Notice their insistence on occupying the side-berths to have a fuller view of the moving trees, houses, telegraph posts etc.

The impulse of migration finds full expression in Defoe's *Crusoe* and Mark Twain's happy creations *Huckleberry* and *Tom Sawyer*. *Crusoe* left his home, drifted far away into the sea and even imperilled his life simply to satisfy the inner urge of his being. The same spirit goaded *Huckleberry* and his boon companions on to the deep water of the Mississippi; and dashed young *Columbus* on to the unknown and wide seas in quest of new lands. Most of the round-the-world cruises and similar adventures may be traced to the urge of this impulse of migration. This is, perhaps, the positive side of the instinct, and it has a distinct educational value.

The destructive side of the impulse finds expression in truancy. There are, of course, some perverted truants in our schools; but there are many, who run away from schools under the impelling force of this inner urge. They find satisfaction in wandering in the woods, meadows, hills and rills, frightening birds away from their nests, picking flowers, gathering eggs, and chasing butter-flies. The boy, who runs away from his home without or against his father's permission to visit a place of interest or attend a cinema show, is, no doubt, morally guilty, but psychologically innocent, for the poor soul has only responded to the call of his nature.

Under the prompting of this urge, many grown up boys have caused great anxiety to their parents. We often find notices in newspapers about the lost or the missing child. How piteous is the tone of the appeal, made to the run-away child by the parent, to come back! The child, perhaps, did not mean to hurt his father's feelings. His own feelings broke loose, and he yielded to the call of the distant, the unknown and the strange. This may not be true in all such cases; but

if we carefully examine the whole incident we shall, probably, trace it to some such impulse. There is nothing unusual in this. "It is," says a psychologist, "a response as natural and normal for boys to make as breathing". In grown up boys it will seek expression in some way or other. They cannot resist the call which ever strives to take them out of their familiar surroundings.

In weak and less impulsive children, the response takes a different form. They may not run away from school or home. They love a quiet sort of life; but the response is not quiet in them. Though they are not in a mood or temper to obey the call physically, they travel in imagination. They delight in what may be called "mental pilgrimages of the imagination". Such dreamy children are generally fond of books on travel, adventure and descriptions of children living in far away lands; and of races living inhabiting the mysterious globe. They listen with interest to the tales of people, their way of living, manners and customs and activities, living in the dream-land of their mind.

If such children are fortunate to be born in a cultured and enlightened family with healthy environments, they get a good opportunity to profitably satisfy the impulse; if, however, they have bad home influence and unhealthy surrounding, they become moody, and their imagination comes to their rescue, and helps them weave for themselves for good or for worse, a magic world, and invest it with colourful scenes. Fancy creates such a world for them, and makes them travel to it in imagination. Imagination, thus, makes up for the loss of their physical activity. Here comes the use and necessity of a good family library, fit to be used by juvenile readers.

It is our duty to provide suitable and fruitful sources for the satisfaction of this internal urge in children. We cannot countenance truancy nor can we overlook the presence and importance of the instinct. This wander-lust—the tendency to wander away from familiar environments to strange and novel surroundings—will always be there. Particular care has to be taken to see that it does not take a wrong turn.

The instinct is no less prominent in adults. It is, however, not as persistent as in children. We often hear of globe-trotters, tramps and professional wanderers. They are all urged by the same impulse. The *Wander-Vogel* movement in Germany, the *Rovers* in India, the *Balila* movement in Italy and the growth of similar other touring organisations are all traceable to the internal push of this instinct. The gypsies, who love to constantly wander over the wide earth, foregoing the

pleasure of a fixed home, are evidently victims of this migratory impulse. To this may also be traced the lust for pilgrimages. Whatever may be the ultimate object of a pilgrimage, there is no doubt that it is the inner strength of wander-lust which finds relaxation in visiting new places and people, that motivate the action. Modern comforts and means of quick conveyance have facilitated the consummation of man's inner lust for migration, which civilised world calls travel. Holiday-makers are also subject to this urge of the human organism. Traces of this impulse are found in old men who have retired from all worldly affairs. The desire for pilgrimages to religious places, veiled though with a religious garb, owes its origin to this inner drive of their being. They may not find any very great joy in their new environment, for they might have had enough opportunity to satisfy the wander-lust. Their whole interest now centres round the sanctity of the place they migrate to. Changed circumstances, and the gradual ebbing out of energy owing to advancing age, probably, dull the edge of the impulse.

In primitive life the migratory instinct was one of the most important essentials of existence. It helped the preservation of the race. Man led a nomadic life then. The problem of food was his greatest concern. There was no organised agricultural system, no horticultural implements and irrigation. He had to shift for himself. He settled down at places where there was plenty of edible materials to fall upon. When this was exhausted, the drive of hunger made him look for new sources of food-supply. Thus was the early man driven from place to place for the sake of the continuous existence of the tribe. This sort of gypsy life was a vital necessity for primitive life. The fundamental basis of the migratory instinct in the primitive man was, therefore, the food-motive.

The race has stamped this instinct on its progeny; and the children are helpless victims to it, for good or for evil. It is no longer a vital, necessity; but since it is there, we must make the best of it. In the growth of the adolescent, a certain stage comes when the persistence of this impulse is alarmingly intensified, and creates a regular turmoil in the mind. The restless spirit of a Crusoe or a Flinders or a Cook stirs the adolescent to his depth. He gets restless, and vainly wishes for a pair of wings to soar high in the land of his imagination. This, indeed, is one of the most critical periods of his life; and demands careful and judicious handling, if we mean to turn him into a good and law-abiding member of society. If not properly guided, there is every chance of his becoming a habitual truant, a run-away and a hooky;

if, unfortunately, he be under the influence of bad chums, he may turn to be a delinquent, past all correction.

We have, therefore, to cater to this response in some way or other. Over-strict and over-zealous parents, in their mistaken idea of parental prerogative, often mar the natural happiness of their children, and indirectly excite the spirit of rebellion in them which first makes its appearance in casual disobedience. Utmost caution and prudence is required to put them on the track.

Educational travels, exploration parties, historical and geographical trips, scouting expeditions, flying visits to centres of trade and industry, hunting and sight-seeing outings, holiday-making in the countries, occasional walk to the Zoo and museum, factories and foundries may be profitably arranged for children. The contribution that guardians have to make to the school for their wards to meet the expense of seasonal camping-outs and picnic excursions may appear a bit taxing to them. But no price is too heavy for the return they yield. We should bear in mind that the call of the distant, the unknown, the mysterious will continue to enchant the adolescent and ever tempt him away from homely surroundings. Their nature is so made that they cannot but respond to it. Whole Nature calls them with a thousand songs to share her general feast. We have no right to chain them indoors.

(To be concluded).

Hark! The Plea of the Child.

BY DEWAN BAHADUR K. S. RAMASWAMI SASTRI, B.A., B.L.

I plead for a more intimate understanding love and loving understanding between parent and child. What we see to-day is an unnatural parental and filial state. Rousseau thundered against it and made the mothers of his generation more natural. I am sure that he could do and did nothing to the fathers. To-day fathers and mothers not only practise birth-control, but if children are allowed to be born the parents practise love-control as well. They are engrossed with their petty sickening routine of pleasures—dances and dinners and cinemas and theatres and political humbug and fighting. They have no time or inclination to attend to their children. The children in their turn have become so accustomed to do as they like and so fond of freedom that they resent any interference or even advice. Parental neglect and filial revolt are at their acme to-day.

Each child has got its own special tendencies and potencies. Even the children born of the same parents differ among themselves. We attribute it to Karmic endowments. Modern Science, puzzled by the phenomena, talks learnedly about heredity and atavism and “finds no end in wandering mazes lost”. Modern education is one of the steam-rollers which abound in every department of modern life. It is only now that the West is turning to Child-study as the newest and latest of the sciences. Even to-day it is a stunt and not a science. Froebel, so early as 1841, requested mothers to record in writing the most important facts about each child. He calls them “life books”. He says: “It seems to me most necessary for the comprehension and for the true treatment of child-nature, that such observations should be made public from time to time, in order that children may become better and better understood in their manifestations, and may therefore be more rightly treated, and that true care and observation of unsophisticated childhood may ever increase”.

The individual appeal in education is therefore of primary importance. Its importance was recognised in ancient India, which realised also that service to the teacher (*Sushroosha*) and an austere simplicity of life and continence (*Brahmacharya*) are of equal importance, because discipline, about which we *hear* so much but which we so seldom *see*, is a plant of early growth if it is to be grown at all. Discipline is not a matter of attendance at 10-30 a. m. and of drill at 4-30 p. m. as it seems to be imagined to be.

Never mind these aspects. Is at least their physical and mental health attended to and ensured? No. Back-breaking desks and eye-blinding books have not yet gone. The text books are of the macadamised variety. Even the games are on the mass production scale. Medical examination was begun in a half-hearted and haphazard manner and has almost wholly evaporated. Even the Scout system, which was heralded and ushered in as a Junior League of Nations, is nearly as ineffectual and mechanised and moribund as the League itself.

The fact is that we need education even more than our children. It has been well said: “It is a great pity to see so many people without any children to educate them”. Herbert Spencer says in his work on Education that there is no preparation or training for parenthood. We drift into parenthood just as we drift into a career. We are unfit to rear children. Our grandmothers who used to croon lullabies and tell stories and teach morals to our father were better than our mothers and much better than wives and infinitely better than our daughters. If thus our homes are failures, our schools which are amplified but impersonal homes are more dismal failures. Our children ask us to attend to their heads and hearts and hands. If we continued to be what we are and do what we do, they will be right in asking God to save them from their fathers and mothers and teachers.

Sketchy Strokes.

BY 'CHITRA SILPI KARMAGHATA'

Believe me or not, I have taught and trained thirty six batches of High School students, in nearly a dozen centres, of the three linguistic areas of Tamil, Kannada and Malayalam; I have well nigh exhausted 200,000,000 H. P. of Lung power energy in curricular, extra-curricular and supra-curricular activities; I have literally powdered to dust nearly two and a quarter tons of white chalk, foreign as well as Indian; a thoroughly trained teacher can easily identify on my back, twenty-six layers of Inspection reports of praise and blame, of various whims and idiosyncracies; I have spent 66 gallons of Red ink over the correction work, besides two dozen Colour Pencils. I have now reached the age of retirement, that age of senility or superannuation, when memory begins to fade, brain fails to work and the muscles lose their vigour and strength. My gains, by way of emoluments, gratuity, pension and provident fund are not much; by way of prestige, power, fame and reputation, negligible: by way of love, reverence and gratitude, something; but by way of experience, rich and varied, ample and precious. And it is of this accumulated experience, gathered through the years, that I propose to vent out a bit, in retail.

During this fairly long period, I have had many companions in weal and woe; comrades, to whom I have opened out my heart and laid bare every one of my impressions; colleagues, from whom I have learnt many a profitable lesson; friends, whose hints for class room practice and every day life I can never forget; fellow teachers, with whom I have exchanged jokes in the Room and against whom I have played in the Field. It is about some of these men—about some of their traits or some aspects of their character—that I propose to sketch in this brief article of mine. I don't propose to make the portraits vivid and life-like by an elaborate wealth of detail; on the other hand, I mean delineating the figures by a few suggestive strokes, however imperfect and vague they might be.

Though as a class, the teachers are not well dressed—of course, with the exception of a few graduates of modern days, in the first few years of their career—occasionally, like an oasis in a desert, we do come across a few stylish men who are very fastidious about their dress and their general appearance. My friend MR. ALANKARAPRIYA RAO belongs to that small group. It is his boast that nearly 50 per cent of his earnings go to meet the Tailor's and Barber's bills; and I can

very well believe him; for very particular he is, about the side of the partition of the hair, the cut of his moustache as well as of his coat, the style of his collar, the colour of his tie, the crease of his trousers and all that. I know not much about the effectiveness of his teaching; perhaps, he is not as popular with his students as Mr. —; but he is very free and sociable and finds little trouble by way of discipline, in his class room management. Always trim and tiptop, he is the one man that does not betray his profession by his appearance. A friend of mine once remarked that he paid more attention to his toilet and dress than a medieval knight to his armour and his weapons. He is the best fitted man for being a delegate or a deputation-leader. His services were requisitioned whenever we had the Educational Conference to be opened by a titled Raja or an Exalted Excellency. Men of Mr. Rao's stamp have, certainly, a definite place in the Teachers' World.

* * * * *

MR. JOYSING JAGADEESH PRASAD is my next friend. I know that he has taken M.A. and L.T. degrees in First Class, possibly as the First in the Presidency. He is an enthusiastic teacher; he may be deemed efficient too, judged by the annual Inspection Reports, Public Examination results and Students' opinion. Started on Rs. 90, he has reached Rs. 120, after twenty years' service. But neither the tardy promotion nor the long stagnation has chilled his spirits. He is optimism writ large. Though he had had his abundant share of domestic worries and official disappointments hardly can you detect their traces. Dejection dreads him; he defies depression. It is impossible for any one to catch him in a mood of frown; grumbling seldom escapes his lips. Ever cheerful himself, he always radiates that rare and precious commodity. A mere sight of Mr. Joysing drives away your gloom; and even when sunk in melancholy, a warm shakehand with him lifts you skyhigh; and when you begin to talk with him—be it for a couple of minutes even—the care that has been gnawing at your vitals flies in a trice and you grow positively cheerful. Whenever that dirty correction work engenders in you a sense of disgust—as it is bound to do sometimes even in the best of us—it is better that you go in search of him. Whenever that carping critic—the omnipotent Headmaster or the omniscient Inspector—condemns your work, in the most pitiless language possible, never allow your spirits to droop. Try to drag Mr. Sing in a chat with you, no matter on what subject, for it certainly pays. What does it matter if he does not write his Notes of Lessons day by day or value the minimum number of Test Note books? Is he not still an asset to an institution? Even a wet blanket Headmaster will be influenced by friends like Joysing!

* * * *

Does MR. EVEREASY ESWAR ever need an introduction at my hands? I am sure he is known to most, if not all, of you. He takes everything easy, like the proverbial Malnad she-buffalo takes the pouring rain. Memos and Circulars affect him in the least. It is when he is enjoying his silver cloud over a Three castle that the peon Linga brings to him the memo that the Headmaster wants him to take V'A' extra, that period. With a grand calmness characteristic of his own, he signs the memo and sends away the peon. Does he then get up in a hurry? Certainly not. A few minutes pass. Slowly and leisurely, he gets ready for his work. Linga comes a second time and informs him the loud noise the class is making has made the Headmaster send him again. Eswar, with no sign of excitement or any perturbation, replies, "Tell your H. M. that after all boys are boys and they must make noise." Now begins the preparation work in right earnest: adjusting the turban in front of the mirror; and hunting for the text book and the chalk piece. Just when he is about to enter the class room, the bell rings, and Mr. Eswar doubles back his way to the Teachers' Room. Yes, he shirks work and neglects everything. The Question paper is not at all handed over in time; the marks are not entered on the due date; the entries in the Programme of Work book are always in arrears; and though the Time Table shows him 4 periods of work every day, he thinks he has worked enough, if, in all, he has taught for 50 minutes. The Headmaster knows too well that he is a dangerous man; for the contagion of his laziness rapidly spreads, and what is worse, even youngsters and new comers are won over to his side. But what is the poor Headmaster to do with men of his type? No doubt, he can recommend him for a transfer; but by transferring him, you are only helping another band of men to come under his influence. I can honestly say that under the regime of certain Headmasters, such lotus eaters are a veritable boon to the overworked Assistants. The Headmaster might think him to be a Revolutionary Red: but even such Reds have their places in a High School.

* * * *

This is MR. QURAN QUDDUS THE QUIET. You guess him to be the Urdu Munshi or the Persian Moulvi, from the name. You are very much mistaken. He is a graduate (M.Sc.) of the Aligarh University. True, he is not so very fluent in English: but then, proficiency in Science seldom goes hand in hand with proficiency in English. Mr. Quddus, though more than forty years old, does not be-

long to the old school of thought. He is very modern in his views; a firm believer in the freedom of the boys and a total sceptic in punishments, corporal or otherwise. That is why he does not mind his pupils talking to themselves in the class room or drawing caricatures when he is busy with his experiments. He is not at all worried—as some of us are—when the boys bombard him in a ring on the platform. With a fund of patience he tolerates all their practical pranks, be it pulling the flap of his coat pocket or thrusting in a paper flag. The day on which he distributes the answer papers of the boys is a sight worthy of being witnessed and enjoyed by gods. The Headmaster pities him; the Inspector writes in his report, "cannot maintain discipline in the class". But what does it matter? He himself feels no diffidence whatsoever, to handle the most mischievous section of the school. He knows that where fear fails, love triumphs and that everybody can be won by this gentle method of love. I don't know what exactly will be the impressions of the students—in their later life—about Mr. Quddus, but during their career, they do like him. He never ^{causes} grief; even his worst enemies pity and forgive his faults rather than find fault with them. Kindness, very often, passes for which the nevertheless, it is not as explosive as its counterpart, harshness or cruelty.

* * * *

LIBRARIUM LEARNANTUM LAXMANA AIYAR is a deep and erudite scholar. Though not a well-read man, in the true sense, he does spend most of his time, "among the mighty minds of old". He is an authority on the spelling, derivation of words, their accentuation, syllabification and pronunciation, their different shades of meaning, their idiomatic usages, the authors that have used the words in a special sense etc. etc. Very few have mastered all the vagaries, mysteries, subtleties, obscurities, complexities and intricacies of that baffling subject—English Grammar—so well as he. He might not have heard of Arnold Bennett or Anatole France; but he can cite pages and paragraphs in Bain, Meston and Nesfield. Somehow, being a Victorian in his outlook, he has supreme contempt for modern authors, even on Grammar and Rhetoric. His reading—and hence teaching too—is more intensive than extensive. He thinks it worthwhile to go through Grammars and Lexicons more often than through the works of Shakespeare, Scott or Dickens. Unfit to hold out to his students the beauties of English literature—because he himself has not drunk deep at the fountain head—he does not deem it a drawback in him, for in his opinion, English being a foreign tongue, it is enough if our boys in the High Schools,

are made to speak a few sentences correctly and to express their thoughts in simple, faultless English; beauties of style, he says, they can cultivate later, when they go to the college classes. The library air has undoubtedly made him look more solemn and serious than he actually is. Lacking in humour, his class is seldom interesting. But bold must be the man who thinks of finding fault with his English, spoken or written. I have heard him saying with pride that on more than one occasion he has noticed slips of idioms even in College Professors of English—mind you, genuine Englishmen—and defective pronunciation in many of our Public orators. If the Headmaster is indeed a wise man, I am sure, he will never entrust the work of speaking in public to this purist, for though he talks correct idiomatic English, he is a veritable bore. Mr. Aiyar is not a literature specialist; but a language specialist. Some call him a dissector; others a butcher. Nevertheless, his boys look up to him with great respect and those who follow his class attentively generally manage to pass in the examination whether they imbibe real culture, it is not for me to say.

room, it.

Teachers' R

Question r
entered

book ar
him

(To be continued.)

Nature's Cure is Safe and Sure.

Extraordinary Variety of Medicinal Baths and Cures in Germany.

BY FRANZ F. SCHWARZENSTEIN.

The healing powers of Mother Nature were held by the ancient mystics to be divine miracles. As far back as we are able to trace the history of man, we find him bowing his head in wonder and reverence before this greatest of physicians; willingly yielding his suffering body into her motherly hands, and praying to her with offerings of sacrifices. Right up to the present time,—indeed, perhaps more to-day than ever before—we have been in the habit of systematically making use of Nature's healing gifts to alleviate the ills of body and mind. Her cures are many and varied, but nowhere is there to be found a greater abundance than on German soil, transformed by them and by a great diversity of beneficial climatic conditions into a veritable "garden of health". Above all, a garden for the healthy and for the sick, for the beauties of Nature are good for everyone, and it is just this beauty, of which the baths and spas of Germany may be justly proud.

GERMANY'S MEDICINAL BATHS "THEN" and "NOW".

It sounds like a joke when the resident physician at a cure relates, we are, as a matter of fact, indebted to a cow for our medicinal springs. "One day a cowherd noticed that one of his animals which had been ailing, had been accustomed to drinking from a certain spring every day, and after a while was entirely well again. He tried the water from this curious spring himself, and it did him good. Soon other people began to come here and the modest little spring is now surrounded by a world-famed cure." Many healing springs have been discovered in this accidental way in times past, though most of the best known German springs have been in use for more than 1000 years. In Baden-Baden, Wiesbaden, Badenweiler, and Aachen, one still can see the ancient bathing-places of the Romans, who bathed their rheumatic limbs in the warm waters of the thermal springs. In Bad Bertrich on the Rhine, the 25-meter deep well and basin built by the Romans as a container for the mineral spring water, is still in use to-day. The general character of bath cures, as well as drinking cures, have not changed perceptibly during the past ten centuries. Modern bath cure science, known as Balneology, has perfected what was already known in part, has improved the technical construction for making the waters more conveniently accessible, and above all, after 50 years of

research work, has succeeded in placing in the hands of the medical profession exact analyses of the various medicinal waters, thereby facilitating the work of the doctor desiring to prescribe a cure. Other forms of cure, such as inhalation of fine salt spray, mud-baths, and fango packings, have been added. Research institutes are continually at work developing further uses for these secret healing powers of Nature, the foremost among them being at Wiesbaden, Bad Nauheim, Bad Homburg, Aachen, Elster, Ems, and Salzuffen.

In the opinion of medical science, there is hardly a chronic ailment which cannot be helped by one of the many natural mineral waters from German springs. These are primarily either hot or cold, according to their subterranean source, and on the way to the earth's surface, they pick up substances which have a healing effect on the human system, when given in proper doses. Among these substances are: sulphur, arsenic, phosphorus, iodine, silicic acid, iron, calcium chloride, sodium, etc., together with certain quantities of carbonic acid and helium released by the nitrogen and hydrogen gases under the enormous pressure of the earth's weight. Singly or together, these elements march forward to battle against disease and suffering. It would be impossible to even mention the hundreds of such baths in Germany. Below is a brief table of baths and cures to be recommended by the attending physician after careful examination of his patient and diagnosis of the ailment; it will give the reader an idea of the great number of healing springs to be found in Germany.

93	Baths for	rheumatism and diseases of the joints.
82	„ „	gout, diabetes, Basedow's disease.
72	„ „	diseases of women.
54	„ „	diseases of the nervous system.
47	„ „	diseases of the respiratory organs.
40	„ „	diseases of the circulatory system (heart, arteries).
35	„ „	Scrofula, rachitis, diseases of children.
31	„ „	diseases of the blood, anaemia, etc.
27	„ „	diseases of the digestive system.
15	„ „	diseases of the kidneys and bladder.
13	„ „	skin diseases.

Too much economy in time or money, when taking a cure, is a mistake. If the mineral springs, the moor baths, or the change of climate, are to have any lasting good effects, the cure should never be of shorter duration than three to four weeks. It takes usually about two weeks before one is rid of the so-called "Brunnenkoller", or the adjustment of

the system to the cure and change of air. Nor should one wait until the taking of a cure becomes peremptory, but rather begin at once to counteract a tendency to a certain ailment. It is by no means required that one should be sick, in order to visit a cure. Indeed, a brief cure is to be recommended to the perfectly healthy individual. The mere sojourn in one of Germany's delightful baths, with its atmosphere of cheerfulness and restfulness, is the best kind of recuperation for body and mind, and gives to both renewed strength and energy. The mineral springs are not the only attraction at these cures. Climatic and weather conditions, altitude, the strength of the sun's rays, and temperature all have their proper places in this monster sanatorium of Mother Nature, M. D. To all who are weary, over-burdened, and exhausted, she sends her invitation—to the health-giving waters of the baths and cures, the forests and lakes, the mountains and the valleys of Germany, proud possessor of all these cures, which have earned it the title of the "land of healing".

Some Aspects of Education in the West*

MRS. K. KUTTEN NAIR, B.A., L.T.

Just a few days after landing in Europe, I happened to meet one of our countrymen who had been there for long and had been able to study the conditions there. He told me that by the time we finished our tour we would be so discontented and depressed that it would be almost with a feeling akin to despair that we would be returning to our country. I did not at first attach any significance to this statement, but soon I was made to realise how correct he was. The more we travelled, and the more we came in contact with the fine social institutions and the wonderful educational systems there, the more we found our minds constantly and irresistibly turning back to our country. At every step we found ourselves comparing the conditions there and here. And many of us returned, not only with feelings of despair, but even with a certain amount of bitterness, for we had come to realise all the more, our tremendous responsibilities and our utter helplessness as teachers in our own country.

As one visits the educational institutions of the west one is impressed, among many other things, with the great importance that is being attached there to physical culture. Every school visited

* Extracts from the speech delivered at a Conference in Cochin State.

was found to be equipped with a fine gymnasium, and if it happened to be a co-educational institution there were separate gymnasiums for boys and girls. Folk dances are becoming more popular among the girls, and in Germany we found the boys made to play even risky games. Of course the militarist motive behind it could not be mistaken. But it is to be doubted whether after all a placid nation of chronic dispeptics with "the peace of the grave yard" amongst them is to be preferred to a strong, virile nation, aggressive though it be. In Czechoslovakia especially, particular attention is being paid to physical culture. There is there what is known as the "Sokol" organisation which, though started long before the War, has become very popular after it. We arrived in Prague one night, and as I woke up the next morning and looked out of my window I was much interested to see a large number of women in their drill costumes doing physical exercise under a woman instructor. They were so healthy that I am sure they will be the despair of even my brethren. Recognising the great link between the mind and the body, this system of physical culture is based on a scientific system which claims to develop, by a series of physical exercises, balance of mind, sharpness of the senses, correctness of judgment as well as qualities like courage, cheerfulness, fellow-feeling etc. It is also worth mentioning that one of the main ideals of this organisation is to develop a perfect sense of equality between the two sexes with mutual respect and fraternal feeling. Any outsider who visits Czechoslovakia will be thoroughly convinced of the sincerity and enthusiasm with which the youths there are taking to this organisation.

When I think of education in the West, the first thing that comes to my mind is the Kindergartens there. A family, however cultured, can never be the sole factor in the education of a child which is, after all, a unit of society, its larger home. Now the tremendous value of Kindergartens may be realised, especially when we take into consideration, the important fact that it is the first six of seven years of the child that are the most impressionable period, when it has to be handled very carefully. We visited many Kindergarten schools in the European countries, some perhaps the best of its kind, where thousands of tiny human buds are gradually unfolding themselves under the skilful, loving care of well-trained teachers. At Vienna where to-day 111 Kindergartens are run by the Viennese Municipality, in addition to the private ones for middle class children, we visited a model institution for the children of the working class. Bad housing conditions and poor social environments which hamper the growth of the child, also entitle it to

admission there, the fees to be paid being very low, and in many cases, not paid at all. The children are supplied with breakfast in the morning, lunch at noon and again tea in the evening, free in most of the cases. They are taught here to clean their teeth, to bathe their body, to eat their food properly as well as to serve it and to do the washing of the plates themselves. In one such Kindergarten for workers' children in London we saw once a young fellow of three serving his friends at lunch. With unsteady steps he was going round with the plates in hand, the saliva trickling down his greedy mouth. Utterly indifferent to the loud roars of merry laughter which greeted him from us who were watching him with the keenest pleasure, he went round on his duty after finishing which alone, he sat to his own grub to which, of course, he did ample justice.

A few words about teachers in the Kindergarten schools are necessary in this connection. Here in India the smaller children are taken care of by poorly-paid teachers with low qualifications. In the west the reverse is the case. Recognising the fact that the children are the most difficult to be handled in the right way, they engage highly qualified and well-paid teachers to take care of them. It is so interesting to watch how the teachers in the Kindergartens, mostly women, lead their precious little charges unconsciously into play and work. There is no scolding, no beating done. If a child is in a mood to cry, as we found, on some rare occasions, the teacher would just take it in her arms, and just a few soothing words from her are enough to pacify it and divert its attention to something else. I found in Vienna an excellent device to make the children eat even when they are not in a mood to do so. They are given food in plates with some attractive picture at the bottom, and anxious to see it, they consume their porridge and leave nothing at the bottom. Plenty of scope is given here for the expression of their creative instinct. Thus they grow up in these institutions with the habits of cleanliness, politeness, and the spirit of self-confidence and self-reliance inculcated in them from very early childhood.

In these Kindergartens only normal, healthy children are admitted. There are excellent institutions for the physically and mentally defective ones. I should like to refer to two such ones where such children are given special methods of instruction. One is attached to the Masaryk Home in Prague. This Home is free to the poor, the crippled, the chronic sick and the very old. The most up-to-date means of medical aid are available here and the buildings, fine and scrupulously clean. We were taken to one section where we saw boys

and girls, most of them, complete idiots, who went on laughing, weeping or making faces all the while. But the most pathetic of all was the sight of a row of beds on which boys and girls, apparently two or three years old but really of twenty and more years, were lying almost unconscious and rolling about moaning. These, we were told by the Doctor, were the results of alcohol, venereal diseases, and, in a few cases, of great disparity in the age of the parents. Education of any kind was impossible for these—except some sort of game with balls. But the best of the lot had been picked out and put into a class which we visited next. There by special methods they were being taught to read and write, and to relieve them from the mental strain, they were occasionally given music in the class room. But these feeble-minded children were found to be very clever with their hands, and we were told that the fine kitchen gardens we saw there owed their existence chiefly to these children who were found to be very clever at gardening.

The other institution was one which we saw in Paris, built by the Communist Municipality for the physically weak children. Situated amidst healthy surroundings in a very quiet place, we were attracted by the sight of a huge, globe-like structure which we found to be the miniature representation of the earth. Round this ran a winding staircase, by which children are taken up and shown the countries and continents of the world worked in relief on it. Thus they gain a clearer conception of the geographical position of the various countries than what is possible with the help of charts or a small globe. The classes were held in houses of glass to let in sunlight so essential to weak children, especially in cold countries where it is so rare. The floors are of rubber so that no noise may be made while walking to jar the sensitive nerves of these children. There are no staircases also to climb and the beds on which they rest in the afternoon after lunch, supplied by the school itself, have their frames made of such light material that each child can lift it by himself easily.

Now I wish to say something about the mental outlook of students in the west. One gets impressed with the spirit of enthusiasm and enquiry as well as the air of confidence that characterises them. There is also a real sense of order and true discipline which is the outcome of a sense of responsibility. In many of the schools we had to answer queries from them about ourselves. But for the name of Mahatma Gandhi which is known to even the poorest worker in Europe, little is known about India there, especially on the continent. They wanted to know our religion, the kind of house we live in, the

food we eat, the significance of the red spot on our foreheads and the cause of the different shades of our complexion. Many were insistent that we should carry on correspondence with them after reaching India. Another thing which struck me as characteristic of the boys is the exceedingly courteous way in which they behave to the opposite sex. It is true that if it comes to a question of granting votes to women, in countries like France, and other fundamental rights to them, men may raise serious objections, and that in India to-day, especially in the south, women enjoy certain privileges which many of our western sisters do not have even to-day. Still it is a fact that outside our homes we are not treated with that courteous behaviour which human beings expect of each other and which women in the west enjoy.

Let us now try to understand the reason for the great difference in outlook and mentality of our own students and those in western countries. Every country we visited in the west was keenly interested in giving a type of education to its children that will make of them a strong and self-conscious nation. Each child is taught to be proud of his forefathers, his country and its literature. During our travels when we used to talk among ourselves in English, often we were asked by some westerner why we should exchange our ideas in a foreign tongue, instead of evolving a common national language for India. A child in the west studies languages other than his, but never at the expense of his own. Besides in the west there is an intimate relation between the schools and life outside. Excursions are a pronounced feature of student life in the west, whereby they come in contact with places of historic, artistic and scientific value. Distant tours are organised for students by associations like the International Student Service.

The International Student Service which plays a prominent part in the student life of the west, was founded immediately after the War, to help the starving students in Central and Eastern Europe where the horrible results of the Great War were seen in all their nakedness. It clothed and fed many, and later on became the backbone of student self-help and co-operative movements. Now it is seriously concerned with the problem of overcrowding of universities and the restoring of the university to its real dignity which it seems to have lost. Having come to realise the sterilising effect of too much of disinterested culture and abstract knowledge on the one hand, and the impossibility of having specialisation as a permanent educational policy on the other, the I. S. S. is interested in evolving a type of university which, while giving scope for research and specialisation to those who are genuinely interested in it, will at the

same time, give the student a liberal education that will enable him to have an intelligent and human conception of the world in which he lives. Various measures are also tried in different countries to restrict the number of students entering the university. In this, Germany seems to have succeeded more than any other country. There not only intellectual aptitudes, but also an evaluation of character and national trustworthiness are important factors in the matter of selection. Also, every man and woman wishing to enter the university, have to serve four months in a work camp and one-and-a-half months in a training camp. It often happens that many of those who undergo this training decide later on, not to enter the university as they choose to turn to other occupations as a result of their experience as manual workers. This last measure may be adopted with real advantage in other countries, especially in ours.

Is Technical Education Necessary for Women?

BY MR. S. VISWANATHA IYER, B.A., B.T.

We have in our educational organisation and in our educational institutions incessant and continual changes, but the extent and degree of the changes have no necessary relation to the extent and degree of educational progress. From a fixed and rigid curriculum, we have passed to an extension and elasticity in curricula to an astounding degree. This indicates an instability of mind, which is a sure index that we have not thought out the true nature of our educational aims. Another characteristic tendency is our insistence upon the need of technical training with the result, that in the training of the specialist, we are neglecting the training of the individual as a whole. This one-sided emphasis and insistence on technical training clearly point out, that as a nation and as individuals, we have still to determine the true relation of technical education to education as a whole.

Now-a-days, 'Domestic Science' as a subject has been included in our curricula for girls in all the schools. Elaborate arrangements have been made for the subject. But no one has considered, that in spite of this great extension, in the means of technical training, there is something wrong somewhere and that in spite of all the technical training, we are neglecting something of value in the education of our girls. Is the technical training of our girls permeating the home? Are

the women of today better housekeepers and better mothers? Is there a higher level of domestic life, a higher standard of domestic duty among the working classes of today? What betterment has taken place through all our educational efforts in the lives of the dwellers in our slums? The domestic servants are in no way better servants. We find everywhere in this class, a lower standard of duty, the so-called independence and a less faithful performance of service. It is this general aspect of educational problem that must be discussed here.

No problem dealing with the educational curricula can be settled until we come to some understanding as to our general aims in education. A curriculum is a means to an end. We cannot construct a rational curriculum without a clear idea of the end, to which it is a means. It is this utter neglect that introduces chaos into our educational organisation and is responsible to the poor after-results.

As the civilisation becomes more complex, the aims of education become more complex and more varied. But this should not debar us from attaining a clear conception of the ends. In spite of the enormous extension of the educational agencies, the number of well-educated people is comparatively few. This is due to the fact that we as a nation, have overemphasised the intellectual aspect of education, and besides, this intellectualism has been of a narrow and illiberal character, and to a corresponding degree, we have neglected the social and moral sides of the educative process. Hence we have produced and are still producing a type of man and woman intellectually alert in a superficial way. The intellectual education must be held as altogether inadequate and the moral and aesthetic sides of education must be duly regarded. Education must have a wider scope and must be concerned with all the living forces that go to mould the nation.

The other defect in our present educational aims is the attempt to superimpose a narrow technical training upon an equally narrow and illiberal education. This is a matter of common knowledge. Much more serious than this imperfection of education is the narrow outlook, the utilitarian spirit which is prevalent. Our ideal had been to make woman economically independent. Our higher ideal ought to be to purify and elevate her feelings and to give elegance and refinement to her manners.

What then should be our fundamental and primary aim in the education of the girls and young maidens of the nation? Education must be concerned with all the living forces that go to mould the nation, and one of the greatest of those living forces is that by means of

our educational agencies, we shall produce a race of healthy, intelligent and morally earnest wives, mothers and housekeepers. This should be the fundamental aim in the education of the girls of the nation. Whenever and wherever this cardinal truth has been neglected by a nation or by a people, that nation or that people has sown the seeds of its own decadence. In these days of the so-called higher education of women, it is to be asserted that whenever and in whatever form, the so-called higher education unfits a woman for or lessens her efficiency, in her duties as a wife or a mother or a housekeeper, that is a higher education which is radically false, radically pernicious to the welfare of the country and is not one of the living forces which go to mould a nation and to contribute to a nation's greatness. Whatever other subsidiary aims we may set before us in the education of our girls, this reference to the performance of future family duties should be primary and fundamental. This is the only aim which can extend and increase the living and active forces which go to mould a nation and make it truly great. Again it is no doubt a good thing to make our girls economically independent; but an education which makes this the main and as a consequence tends to unfit a woman to fulfil the cordial duties of womanhood is a false and an one-sided education and a false independence.

Such then is the end at which we should aim, such is the nature of the goal we should strive to attain in the education of the girls of the nation. Our main objective should be to produce by means of our various educational agencies, a race of physically healthy, intelligently-minded and morally earnest women, fitted in after life to perform well and wisely those duties, which from all time have been and during all time must be the main direction in which the influence of women acts in shaping those living forces which go to mould a nation's destiny. If the result of the higher education of women is to be the production and prevalence of those who would grow contemptuous of the simplest household duties, it can be asserted better no higher education of women.

Having defined the general nature of the end at which we should aim in the education of the girls of the nation, it becomes imperative to consider the nature of the means necessary for the attainment of this end.

In the first place, in the technical training of the girls of the nation in domestic subjects, we must bear in mind that all such technical training must be preceded by and based upon a sound general education. The teaching of domestic subjects should be banished

from the elementary school proper. The average girl must acquire a mastery over the elementary arts, which underlie all extension of knowledge. If parents rest satisfied with merely training their daughters to habits of active industry, neglecting the opportunity of a more extended education, it means, they are setting a limit to the progress of their children. They narrow their sphere of usefulness and diminish their resources.

Secondly, the home must be the real centre for all domestic training of the girls of the nation and the main function of the school must be to aid and to supplement the home training. It may be urged that the demand for the technical training in the school has arisen from the fact that the home in many cases, at the present time is unable to supply the need. But unless this defect is remedied in the home in the future, then all our domestic training and all our teaching will be in vain. The greatness of a nation depends upon the quality of its homes.

Thirdly, all the teaching of domestic subjects in schools and all the organisation and equipment of such schools, should have a direct bearing upon the future home circumstances of the pupils. This principle must be kept always in mind in the training of girls of the working classes, and were it kept in mind, the teaching would be of a much more simple and much more practical nature than exists in many cases at present.

Fourthly, if the teaching of domestic science is to take its proper place in the educational organisation, we require better trained and better educated teachers. Prior to any student entering upon a technical course of training, he or she should produce evidence of having received a good general education and thereafter the training should be of a thorough and systematic character. The prospects of such teachers should be equal to those of other teachers.

The health and purity of the social system are placed under the immediate guardianship of women. It is their duty to keep the springs of home life ever gushing fresh and pure, that the woman who is so capable of regulating a household as to keep all in due subordination, securing the rights of each individual, without in any way encroaching on those of another, possesses tact, talent and energy little inferior to Him who guides the policy of a nation. It is only woman educated, devotedly bringing all the faculties of mind and body into the service of her God, in the intelligent performance of domestic duty, who is fitted to enjoy happiness herself or to hold the cup of bliss to the lips of man.

Social Results of Co-operation Between Home and School*

[The following is a summary of two articles by Miss Jessie Reid Orosbie, Headmistress of the Salisbury Infant Council School, Liverpool, published by the International Bureau of Education, through the courtesy of 'The Teachers' World and School-Mistress'.]

This school is in a rather poor and crowded area of the city. The association between the school and the homes of the children had always been very cordial and, when part of the school-building was equipped as a beautiful "Nursery Wing" six years ago, the "Mothers' Fellowship" was formed for mothers of the nursery school children and of the older ones. This was done in response to an earnest and expressed desire from the mothers themselves. The membership fee is 2d annually and all members receive a pretty membership card which they hang up at home. Monthly informal afternoon talks are held on subjects concerning child welfare or the mother's work in the home; at the close of the talks comments and questions are encouraged. The attendance has grown from round about 80 to an average attendance of 170, with 240 on the roll. Usually there is some music and singing; occasionally the children give a short fairytale play, recitation or song. The afternoon concludes with a cup of tea and a scone, biscuits being provided for the babies under 3 who attend in large numbers and are very well behaved. The first social evening held (for which the fee was 4d) was an event! Over 240 mothers attended and enjoyed dramatic entertainment, community singing, dancing, and very special refreshment including ices. For many harassed mothers this was the first evening free of family cares they had had since their marriage. Tired yet willing fathers minded the babies for once. In summer, a picnic, of a whole day charabanc tour was held.

The Mothers' Fellowship Committee is composed of 10 members elected from the Union twice a year. Their duties are threefold: (i) to prepare and serve the monthly teas; (ii) to bring forward suggestions from the members for the work and policy of the Fellowship; (iii) to superintend the baths daily in school time. The baths, with plenty of hot water, towels and soap, and an electric fire generously provided by the Education authority, allow of 20 children being bathed every day, in school hours. Most mothers come in and bathe their own children,

but when any cannot attend, the bathing is undertaken by the Committee member on duty. The Committee members are generally older and more experienced mothers, and it is found that the homely feeling created by their presence, by their kindly help and advice, is invaluable as an encouragement to even the poorest and most ignorant mother to attend the baths regularly. Without their loyal co-operation, the scheme would have proved impossible. They wear blue overalls, stamped with the badge M. F. C. and this uniform gives them dignity and position as they go about the school.

The mothers of the nursery class children do all the washing of overalls, towels, slips for the rest-beds, table-cloths for the lunch service of the whole school, etc. These are sent home every week and are returned beautifully laundered. Any help of any kind that members can give is cheerfully rendered: the mothers are always on the look-out for a job.

The appearance and manner of the mothers, many of whom live in slum dwellings, have improved beyond all description. Careless and unkempt women have become clean and tidy; loud-spoken, quarrelsome mothers are now quiet and friendly. Children are sent to school clean and tidy. The co-operation of the very efficient school medical service has been invaluable. The mothers come in and out of the school discussing the problems of their children with the teachers, for the common good of "the child in the midst". The kind of discipline used at home has completely changed, no longer are blows and swear-words the order of the day. The interests of "our school" are safeguarded, as its success and well-being are the pride of the mothers.

All new babies born to the mothers of the Fellowship are enrolled as members of the "Cradle Band"; a reception service is held to receive them into the fellowship of the school and a pretty certificate is given. When the babies are old enough to come to the Nursery as scholars, they attend as naturally every day as they had come every month with their mothers to the meetings. There is no division between home and school. Happy comradeship has made them one glorious and joyous unity. The mothers' testimonies to the value of the Fellowship are touching. "Ah! Miss," said a mother of 12 children, "you'll never know how your meetings have lifted the load off us mothers." "Oh! Miss, said another, you have made us matter." The raising of self-esteem and self-respect is one of the most encouraging results.

Suggestions for the further policy of the fellowship have always been asked for at the meetings: one afternoon the mothers unanimously

* Information Service of the International Bureau of Education.

asked for a similar fellowship to be formed for the fathers! The first meeting was arranged for with fear and trepidation; but 80 fathers came and, though some were so shy they seemed to be looking for a door through which to escape, they all stayed from 7-30 to 9-30. The talk was given by a good speaker, there were solos, refreshment and smokes, and community singing to conclude the evening. Four meetings a year are now held, in the winter months, and it is very evident that they supply a real need. The men demand more formal arrangements for carrying out their business than did the mothers. The Committee consists of men elected by ballot at an annual meeting and of the head teachers of the upper department; a local Inspector is the President. The men preferred an annual subscription of 6d. Flourishing clubs for swimming, angling, rambling and entertainments are run by separate committees. The men interest themselves in the school sports, swimming, football and cricket, numbers of them accompanying masters and boys to parks and baths. A whisper that any of the Nursery toys are broken brings dozens of volunteers ready and anxious to come and repair them. Mothers and fathers now discuss together their children's future and both are out to see that boys and girls shall take full advantage of what the school offers. Unemployed fathers have become interested in coming to see the children working in the school and the work among the fathers has made a wonderful difference in the school life.

Gleanings

TEACHING IN EGYPTIAN SCHOOLS

Education in Egypt is centralized with a completeness that is almost inconceivable to the English mind. An important change in the organization of schools, or an order setting a certain number of lines of recitation to be learnt by first-year lads, are equally decided in Cairo and communicated in a circular letter to all schools. Everything else—changes of staff, stationery, text-books, the chapters and pages to be read, the number of lessons to be given to each subject and to each division of a subject—all this is decided in Cairo. The Headmaster receives an order and communicates it to the teachers, who carry it out.

The result is that all the schools of the country are almost exact copies of each other. No school has the slightest individuality. Pupils in the far south are as like those of the north, except for slight geographical differences, as two classes of the same school. No pupil feels that he belongs to a school. He can and often does move from one school to another without feeling out of place for a day for the work and the system by which it is done are the same in the new school as in the old. Teachers, and even headmasters, are in the same position. Not one of them knows whether he will be in the same school next year or even next month. What is worse, hardly any of them care.

It will take some time to kill the unhealthy competition that centralization has inevitably produced between schools. Examinations are controlled from Cairo. Each school tries to beat every other in its percentage of passes in public examinations. There would be no particular harm in this, if this percentage of passes and failures did not decide a headmaster's fate and that of a teacher as well. The result is that the most vigorous, and often the most successful, cramming of pupils goes on in every school. A good school is one which has a high proportion of examination passes. Nothing else seems to matter. The effect of this is disastrous on staff and pupils alike. As examination lists are used to decide which pupils enter the higher schools and the University, without reference to pupils' records, the opinions of their teachers, character and suitability, &c., the competition becomes more desperate than ever. To make matters worse, hardly any attempt is made in schools to train a pupil's judgment or to test it in examinations. A good memory is enough to ensure a high place in an examination and to secure a Government post as a result of it. A little decentralization, and some modification in curricula and in the use made of examinations will reduce the competition and allow a school to give some time to educating as distinct from merely passing its pupils.

EXAMINATIONS NOT A FAIR TEST

The Board of Education has drawn timely attention in its recent pamphlet on examinations to the difficulties of assessing fairly the claims of elementary school candidates for "free" or "special" places in secondary schools.

Teachers will cordially support the Board's view that the child's future should not be determined by his performance on one particular day.

Most of them agree that the school record should play a greater part in the process of selection.

Many children who may make brilliant scholars are "nervy" in an examination room and in an oral interview alike.

Their anxiety can better be understood when it is remembered that in many areas there are nine or ten candidates for every "free" or "special" place awarded.

These children should not miss their only chance of extended education because on one given day in the year they fail to acquit themselves well in a single examination.

How many of our Cabinet Ministers, if their ability to attend a secondary or public school has depended on such a test, would be leading the country at this moment?

—"Education" (London)

TRAINING OF GERMAN TEACHERS

The New Scheme.

In a pamphlet on "German Education To-day," which has been published (price 1s. 6d.) by the Anglo-German Academic Bureau, the authors describe the organization of the German educational system in some detail.

Three years ago the Minister for Education founded the new teachers' training college in Pomerania, as a model. This gives practical expression to the theory that the teacher must receive his training not in the cities but in the country. The following scheme of training is now laid down for all teachers. Every German who wishes to become a teacher must attend a German secondary school. After passing his school leaving examination, he must do labour service for half a year, and then spend a year in a training college. The curriculum for this year includes pedagogics, the study of character, psychology, ethnology, and study of the German people. By observing other teachers' lessons and by attempting to teach a class he finds out whether teaching is his vocation. On completing this year, which is compulsory for all teachers, the student may either spend a further year at the training college to enable him to sit for the primary teachers' examination, or he may leave the training college and go to the University for a further three years' study, ending in the examination for secondary teachers.

It is pointed out that the most serious flaw in the old method lay in the fact that the secondary school teacher occupied himself for four years at the University with academic studies, and only in the fifth or sixth year had the opportunity of discovering whether he had a natural gift for teaching. The authors deny that the new arrangements "betray scholarship", or that physical training and social and political education are so much to the fore that there is no room left for intellectual studies. The future German teacher, as soon as he enters college, is placed in an atmosphere similar to that which he will find later with his pupils; that is to say, comradeship, social harmony, and camp-like discipline, with a sense of "strict selection". "But one would be doing the future educator an ill turn if one were to suppress, at the most critical stage in his personal development, his natural impulse for research and inquiry—if one did not permit him to undergo the intellectual discipline of academic work. Academic training must, therefore, in future occupy a very definite place in the reformed training of German teachers".

—The Times Ed. Supplement.

AN INTERNATIONAL COVENANT

A Good-will Code for Youth

The following covenant for children and young people of all countries appeared in *World Education* (the organ of the World Federation of Education Associations):

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 good will 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.

—The School Master, (London)

ADVICE FOR PARENTS

Arrange the breakfast and lunch hours so that there is no rushing at home or to school.

Encourage punctuality and regular attendance, not permitting trifles to interfere.

See that the children are dressed simply, neatly, modestly, and suitably, in accordance with the weather.

Insist upon children under fourteen having at least ten hours' sleep.

Find out how much time should be devoted to home work, and see that it is done.

Provide a quiet place for home study, with good light and ventilation. Prevent interruption as far as possible.

Show an interest in the children's school work, athletics, and other activities.

Do not criticize the teachers or school within the children's hearing. Always hear both sides of every question, and ask the teacher about it.

Instil in the children habits of obedience and respect for authority.

Picture the school as a happy, desirable place, rather than as one children should dread.

Keep in mind that the school offers unlimited opportunities to those who take advantage of them, parents as well as pupils.

Plan to meet other parents in the school. It will help you to understand your children better. Mother should arouse the interest of fathers in the school activities and get their co-operation. If there is a parent-teacher association in your children's school, join it. If there is none, why not form one? Intelligent co-operation brings splendid results to all.—*United Parent Associations of Greater New York Schools.*

Education Week Celebrations

BOARD HIGH SCHOOL, USILAMPATTI. TUESDAY 6—10—1936

A public meeting was held in the evening at about 6 P. M. in the premises of the Board High School, Usilampatti, under the presidentship of Mr. S. Viswanatha Aiyar, Sub-Inspector of Police.

Previous to the public meeting there was a varied and interesting programme of Physical Education including marching, pole drill, and pyramids. The demonstration was successful and well appreciated. Next came Kolattam and songs by the Kallar girls.

The chief item in the day's programme was an interesting and thought-provoking lecture in Tamil by M. R. Ry. M. R. Rangasami 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 class rooms 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. He made special reference to the attention which is being given in the Madurai District Board Schools in the direction of a compulsory and successful scheme of Physical Education.

The lecturer next pointed out the different stages by which character formation should develop in a system of education best calculated to promote the cause of Indian Nationality. 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 vote of thanks by Mr. V. Jambunatha Aiyar, the Headmaster of the school.

EDUCATION AND HEALTH WEEK, CHEYYAR

The Celebration of the Education and the Health Week in the town and the Taluk was in a way note-worthy during the year because of its extension to all the Elementary Schools in the town and the seven Higher Elementary Schools, in the Taluk.

1ST DAY MONDAY 5—X—'36.

The week was inaugurated on Monday, the 5th Oct, at 6-30 P. M. All the school children in the town numbering about 1200 attended with all their

masters. M. R. Ry. S. Harihara Iyer, B.A., L.T., the Deputy Inspector of Schools, Cheyyar Range, delivered the opening address and gave an account of the progress of the Education Week in South India during the last six years. Special commemoration songs composed by the Tamil and Sanskrit Pandits of the school were sung to tune by the High School pupils. M. R. Ry. S. Natesa Iyer, B.A., L.T. Headmaster, Board High School, Cheyyar, in an effective speech in Tamil, laid stress on character training, the value of creative activities among children and how the Week's programme was sure to release a fund of healthy energy on the part of the pupils. M. R. Ry. V. N. Subramania Iyer, a retired Circle Inspector of Police and a citizen of the locality, concluded the meeting with a spirited address on the urgent need for a change of mentality on the part of all those connected with Education.

A singular feature of the day's celebration was that batches of pupils under their own pupil-leader were given materials for worship and encouraged to perform pujas at all places of worship in the town, the form and manner of worship having been left to the discretion of each group to bring into play their individuality. More than ten batches visited various temples and mosques in the town. The best reports submitted by the groups were much appreciated. This event has received the encomiums of many of the parents.

2ND DAY TUESDAY 6—X—'36.

Inter-class decoration, exhibition and cleanliness competitions were the event of the day. The pupils of each of the 14 class rooms of the High School were posted with previous information that lesson exhibits and illustrations, clay and card-board models on sanitation, decorations in the shape of pictures, buntings and festoons were all admissible. Hand writing work was also adjudged. Domestic pets of the pupils were allowed to be brought in. Class to class visits were made by a committee of judges. The results were adjudged on the basis of the average marks awarded. A meeting presided over by the leader of the party of judges for the day was conducted in the Saraswathi Hall of the High School. M. R. Ry. S. Natesa Iyer, B.A., L.T., the Headmaster, expressed that the competitions were successful beyond all expectation. The team spirit and the sense of leadership and discipline shown by the pupils were noted with pleasure. M. R. Ry. S. K. Harihara Iyer, Health Inspector and one of the Joint Secretaries of the Health Committee, gave a demonstration lecture on 'INOCULATION'. The day was a marked success.

3RD DAY WEDNESDAY 7—X—'36.

Early during the morning the premises of the Barathipuram Girls' school was crowded with about two hundred mothers, who came with their babies for the "BABY DAY". The local Health and the medical authorities arranged for milk supply to children. Oil distribution to the babies and their mothers, the presentation of jackets to children and sarees to the mothers of

well-cared-for children were made. The function extended from 8-30 A.M. to 12 noon.

The afternoon celebration began at 4-30 P. M. There were impressive speeches on Health subjects drawn by lot in the meeting hall. Declamation and recitation of poems in English and Tamil followed, together with selections from Thevaram and PAPA KILI KANNI, songs of the late BARATHI. M. R. Ry. A. Jayarama Naidu, B.A., the Revenue Divisional Officer, Cheyyar, presided over the functions during the day. The meeting was entertained by a pageant of fancy dress items numbering about thirty.

4TH DAY THURSDAY 8—X—'36.

The celebration began at 4-30 P. M., the usual hour for it during the week. A committee of judges were requested to assess the merit of each class in choral prayer, harmony, pitch and modulation of tone in the rendering being taken into account. The girl pupils of the school were all adjudged in Music, vocal and instrumental. Accompaniments were provided. This item being over, the public met at the common meeting hall for prayer and music competitions. A very lively and interesting programme of comics by pupils created much mirth and hilarity among the large crowd present.

5TH DAY FRIDAY 9—X—'36.

The day was devoted to an examination of all the pupils in their personal cleanliness. With an electric torch in hand, M. R. Ry. S. Venkatrama Iyer, L. M. P. the medical officer of the local dispensary who was also one of the Joint Secretaries of the Health Week Committee, visited the classes. He was assisted by the lady Sub-Asst. Surgeon of the place and the Health Inspector. The teeth, the nose, the eyes, the finger nails of the pupils were examined. Neat dress was also made to count. Prize winners for the two ranks in each class were selected. Towards the end of the inspection round, a common meeting was convened and was presided over by M. R. Ry. K. Kamaswami Iyer, B.A., B.L., Acting District Board Engineer, Tiruvannamalai District Board. Chats were given on the main defects noticed. The cultivation of health habits was emphasised. The Health Inspector concluded the day with a lantern lecture on Hook Worm and Temperance.

6TH DAY SATURDAY 10—X—'36.

Prize Distribution: On the concluding day all the schools met by previous arrangement at 3-30 P. M. in the High School compound. Sports were conducted. Three platforms, the first for the High School, the second for all the Elementary Schools and the third for the Girl pupils, were arranged to facilitate the distribution. M. R. Ry. K. Ramaswami Iyer, B.A., B.L. and M. Lokanatha Mudaliar, President, Union Panchayat, and M. R. Ry. W. Venkatrama Iyer functioned as Presidents in the sections above. After a programme of Kummi, Kolattam, and musical recitation by the children, the week concluded with a resume of the activities of the week by the Headmaster, Board High School, Cheyyar.

Notes

The Education Week—1936.

By Prof. C. A. Krishnamurthi Rao, M.A., F.R. ECON. S.
(Associate Editor)

THE Education Week this year must be considered to have been a success. A well-devised programme outlined by the South India Teachers' Union, Madras, had been communicated to every branch association in time and the matter was taken up with earnestness and enthusiasm by almost every institution in the Presidency. Lead was given particularly by the High Schools and Teachers' Guilds and Associations. In several places, District Educational Officers and members of the staffs of colleges participated heartily in the functions. The presence of managers or representatives of managements, parents and women teachers in large numbers made the occasion of practical significance. The Week brought out a feeling of homogeneity in the profession as a whole and that itself should be considered an achievement of no small consequence.

Character-training was the point singled out for discussion this year and the wide variety of speeches on this matter delivered at various places makes instructive reading. We might be permitted to observe, however, that while the choice of the subject of character has its own importance, there are matters of much greater urgency concerning education which demand immediate attention and remedy on which public attention might, with profit, be focussed. This is not to be taken to mean that the action of the S. I. T. U. is questioned or criticised. It is a suggestion for the coming years. The impetus comes in all such cases from the metropolis where conditions in several respects are materially different from and better than in the mofussil in some parts of which even the primary conditions of proper educational work are more or less lacking. While the mofussil areas should be prepared to take up the lead given by the metropolis, it would be useful for creating a greater sense of responsibility and interest among the widespread body of teachers as a whole, that the various Guilds and Teachers' Associations be asked to communicate to the

parent body their views as regards the matters to be considered during the next education week. For instance, while few can question the value of character, all will admit that the position of the teacher who has to mould the character of his pupils, the methods of education adopted, the cost of education to the parent and the question of employment, to mention only a few points, are problems of far greater urgency than character which is automatically made or marred by conditions inherent in situations involving the four points instanced above. We have to wait for one more long year to pass before the profession can warm itself up into activity during the coming education week when another inoffensive subject might be recommended for consideration. A professional organisation, to justify itself, should look first and foremost to the aspect of bread-winning and conditions of working, living and efficiency obtaining among its members.

Another useful work to be done by all interested in education is to take stock periodically of the work done in the past and see how far the aims set forth in last year's education week have been realised. This will help to keep the interest in vital matters alive and sustained. Any impression that matters are taken up once a year and allowed to pass and rest in the limbo of oblivion should be erased. Public attention should be persistently kept focussed on urgent problems till they are solved. In all such matters mofussil associations should be given the opportunity to bring up anything affecting them before the parent organisation and the annual conferences, not for mere recording but for effectively drawing the attention of one and all concerned towards a solution. It is this alone that can make the week real and helpful and democratise effectively the great Teachers' Organisation which is doubtless now functioning very efficiently through its Working and other Committees as directing agencies from the head-quarters of the Province. The mofussil might be made to feel that the exercise of its initiative also forms an integral part of the activity of the S. I. T. U. Only then can real progress be achieved that will benefit the profession as a whole. The strength of a chain is tested in its weakest link. The search-light of the profes-

sional body must be directed towards the elimination of disease spots or their conversion into healthy centres. Conditions demoralising to the teachers can scarcely be considered to be favourably working towards character-building of pupils, in spite of a whole year's education week devoted to such questions.

Elsewhere appears a rather full account of the Education and Health Week Celebrations at Cheyyar. The enthusiasm and thoroughness with which both the teachers and the public have co-operated in celebrating the week is commendable and we hope others will emulate the example. Ed. I. E.

We regret that some of Prof. Srikantan's remarks with reference to the Rajapalayam High School Library (appearing on page 326 of the last issue) should have come in for criticism at the hands of the Headmaster of the School. Objection has been taken by him to the last 2 sentences of the paragraph as insinuating. Mr. Srikantan feels sorry that his article should have offended the Headmaster and his staff, which, he says, he had never meant. He states in reply that he would have no objection to apologise in case his remarks had wounded their feelings. We hope this would meet their wishes. Ed. I. E.

Reviews.

1. **A New Geography:** in Tamil; Book I for Form I, Book II for Form II: By Rajamani J. Johnson & B. Clutterbuck. Published by Macmillan & Co., Madras. Price: Re. 1 each.

These books have been prepared to suit the latest departmental syllabus in Geography for the lower forms. Book I treats of India and the Southern Continents, and Book II, of India and the Northern Continents. Both the books have been copiously illustrated with sketch-maps, pictures, and diagrams, and contain a few coloured maps as well. Tamil equivalents for geographical terms, where available, have been appropriately used except in a few places. Encouragement is given to the frequent use of maps by pupils. Testing questions have been embodied at the end of each lesson, and more of them can be framed by the teacher on the suggestive pictures adorning the book. The treatment and the attractive get-up are such as will create the desired interest in the subject in youngsters.

ELEMENTARY SCIENCE SERIES (S.S.L.C.)

BY K. S. RAMACHANDRA IYER B.A., L.T.,

Senior Science Assistant, Town High School, KUMBAKONAM.

* Approved by the Text Book Committee.

- *1. A Text-book of Elementary Science Book I (Physics & Chemistry) by K. S. R. and G. V. Re. 1—0—0
- *2. A Text-book of Ele. Science Book II (Animal Life) 0—6—0
- *3. " Book III (Plant Life) 0—6—0
- *4. " Book IV (Sound, Light, Magnetism, & Electricity) 0—8—0
5. " Book V (Physiology & Hygiene) 0—8—0
6. Practical Physics C. Group (Heat & Light) 0—7—0
- *7. General Science for Form I (Tamil) ... Re. 0—7—0
8. General Science for Forms II & III will be ready shortly
- *9. A Text-book of Physics S. S. L. C., C. Group, Book I for Form V 0-14-0
10. Do. Do. (Heat & Light) will be ready shortly

For Copies apply to:—

THE AUTHOR.

Problems In Elementary Mathematics.

In Tamil For Forms I, II and III.

By M. RAMAKRISHNA AIYER, B.A., L.T.,

AND R. RAMAKRISHNA AIYER,

Assistant Masters, St. Michael's High School, Coimbatore.

PRICE Rs. 1—4—0 (only.)

A Highly useful Text Book for the Lower Forms prescribed in several Schools in the Presidency.

Approved by the Text Book Committee. Apply to the Author.

The South Indian Teacher.

The official journal of the South India Teachers' Union.

The only Educational journal devoted to the teacher and his problems. Best medium for advertisements.

Rates can be had on application.

Annual subscription Rs. 3.

Apply to:—Manager,
41, Singarachar St., Triplicane, MADRAS.

A TEXT-BOOK OF Elementary Mathematics

BY

V. P. Viswanatha Ayyar, B.A., L.T.
St. Mary's High School, DINDIGUL.

Book I for Form IV	As. 14
Book II for Form V	As. 12
Book III for Form VI	As. 14
Text-Book of Algebra	Rs. 1
" Part II	As. 12

BHARATHA DHARMA.

Published on the 15th of every Month
A Magazine of Liberal Hinduism
The Official Organ of the Arya Mata Sabha

Editor:

MR. K. V. SETHA AYYANGAR,
Best Medium for advertisement.
Apply for rates to the Manager.

BHARATHA DHARMA
"Moryalaya", Royapetta, Madras.

Dr. G. B's. Medicated Snuff.

Acknowledged to be the best throughout
India for Neuralgia, Nasal Catarrh, Tooth-ache, etc., etc., Guru Basava & Co., Ltd.,

P. O. Box No. 510,
PARK TOWN, MADRAS.

U. S. Raman Vaidyar & Bros., SWARAJYA PHARMACY.

(REGISTERED.)

ALWAYE.

(Branches:-Chalakudi & Karupadanna.)

Consultations regarding disease, diagnosis, the symptoms of which when intimated, are being promptly complied with free of charge.

We have many of the Ayurvedic medicines prepared according to the strict prescriptions enjoined in Ayurveda with the full process inculcated therein and offer them to the public at the lowest price both on retail and wholesale rates: genuineness and purity of which we could guarantee. In addition to this we have in stock all the country herbs and other medicinal ingredients ready for sale.

It is with a view to prove to the public the potency and marvellous result of the system of Ayurvedic pharmacopoeia and thereby make them appreciate its value, that we have quoted the lowest price in the market. Besides, we could convince patients of the economic value of adopting the holy and antique-oriental system of treatment for which we have special facilities in the collection of herbaceous medicines: And hence it is possible to sell medicines at such low rates.

Medicines are despatched by V. P. system on application.

	Rs. As		Rs. As.
Asoko Ghrita per lb.	3 8	Adhayaishtha per 24 oz.	1 0
Indu Kanta Gritha "	3 0	Bottle	2 0
Kalsana Gritha "	3 0	Dasamoolarishtha "	1 4
Saraswatha Gritha "	4 0	Drukshasaya "	1 0
Sukumara Gritha "	5 0	Lohasaya "	3 0
Schagalaadya Gritha "	7 8	Kasthuryadi Pills per 100	0 6
Thithaka Gritha "	3 0	Nasikachurna Vataka per Doz.	0 6
Agasthya Rasayana "	0 12	Virechana Pills per Doz.	2 0
Ajamansa Rasayana "	2 0	Rasa Bhasma per Tola.	1 8
Chyavana Prasa "	1 8	Asana Vilvadi Thaila 24 oz.	1 8
Kankayana Modaka "	3 0	Pinda Thaila (ointment)	1 8
Kasthuryadi Leha "	10 0	Balaguluchyadi Thaila "	2 8
Mahat Chinchadi Leha "	2 0	Balaswagandhadi Thaila "	2 8
Maha Vilvadi Leha "	2 0	Sabacharadi Thaila "	3 0
Madhusnubi Rasayana "	3 0	Dhanwantari Thaila medicated	2 8
Musalyadi Rasayana "	7 8	101 times per oz. "	
Narasimha Rasayana "	3 0	Ksheerabala Thaila medicated	
Patavaladi Leha "	1 0	101 times per oz. "	

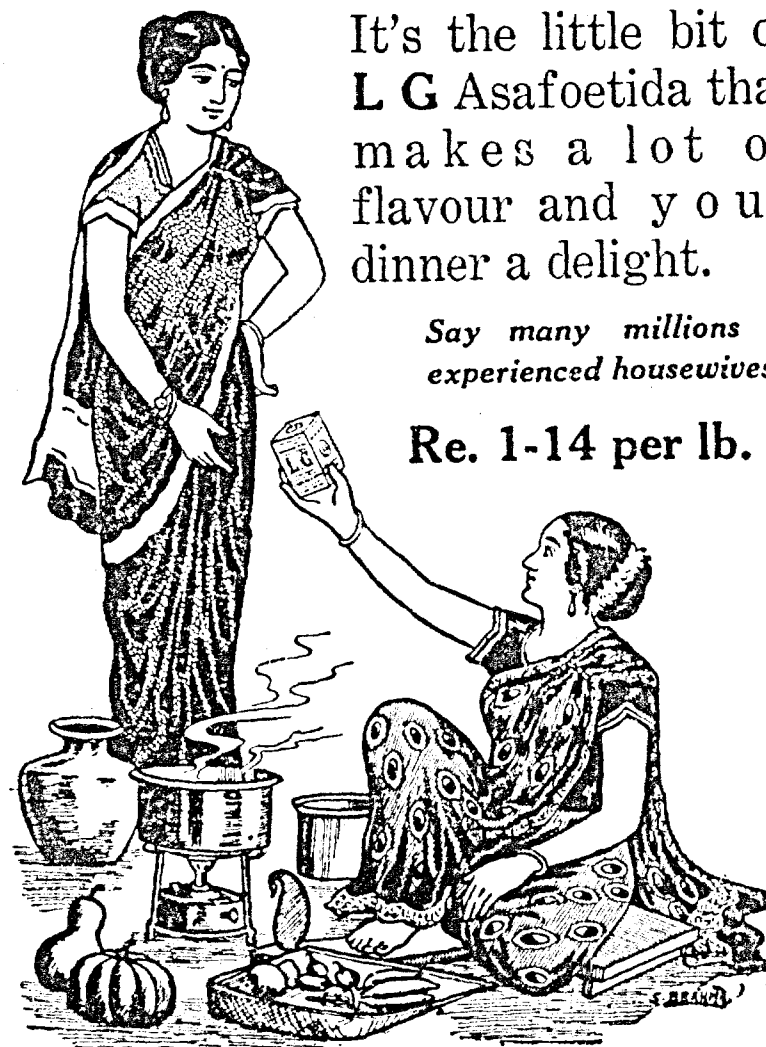
For further Particulars write to:-

Telegrams:-

THE MANAGER,

"SWARAJYA"
ALWAYE.

SWARAJYA PHARMACY,
ALWAYE, (Travancere.)



It's the little bit of
L G Asafoetida that
makes a lot of
flavour and your
dinner a delight.

Say many millions of
experienced housewives.

Re. 1-14 per lb.

Sold at leading Stores or direct from:

LALJEE GODHOO & Co.,

SOWCARPET,
MADRAS.

Head Office: BOMBAY 3.

Branch: KUMBAKONAM.



Colds

A sneeze is the first sign of a cold which if not checked in time may become troublesome; so instead of drugging yourself, just rub a little AMRUTANJAN on the nose and you will get quick relief, and besides prevent the cold from taking a serious turn.



AMRUTANJAN

CURES TROUBLESOME COLDS

Published by Mr. V. Aravamuda Iyengar, B.A., L.T., MADURA
& Printed by A. Srinivasa Iyengar at the "SAMPATH PRESS", MADURA.

Reg. No. M. 2027.

Vol. XII—No. 11.

THE INDIAN EDUCATOR

NOVEMBER, 1936.



Managing Editor:
V. Aravamuda Ayyangar, B.A., L.T.

Annual Subsn.: Rs. 2.]

[Single Copy: As

SAMPATH PRESS

398, North Masi Street
Madura

QUALITY PRINTING

CHEAPNESS

NEATNESS

PROMPTITUDE

SECRECY

ACCURACY

RELIABILITY

Undertakes

All kinds of Jobs, Printing of question papers, Letter heads, Hand-bills, Supply of all School and Office requisites.

UNDER THE EXPERT SUPERVISION
OF

MR. V. ARAVAMUDA IYENGAR, B.A., L.T.,
Managing Editor, the Indian Educator,
Madura.

Patronage solicited

CONTENTS for November, 1936.

	PAGE.
1. Education and the Cinema By Prof. T. K. Venkataraman, M.A., L.T.	381
2. Child-Centred Education By Mr. S. R. Karandikar, B. Sc., B. T.	382
3. Lecture of Dr. S. S. Nam of Ti Ti to the Foodhill University at Akasapur	386
4. Schools and Teachers Then and Now By Prof. C. A. Krishnamurthi Rao, M.A., F.R., Econ. S.	392
5. The "City of Studies" in the Rome of Mussolini (From a Correspondent.)	394
6. "Let us turn the Light Inwards" By Mr. N. G. Srinivasa Iyer, M.A., L.T.	397
7. The Original Nature of the Child: How to Shape it By Mr. S. C. Sinha, M.A., Dip. Ed.	401
8. Curricula By Mr. Jitendra Nath Banerjee, M.A.	405
9. Educational Problems of U. S. A.	411
10. Correspondence	415
11. Notes	417
12. Reviews	420

திருவார் கதைகள்

EDITED BY R. M. SAVUR, Esq.,
District Educational Officer, Madras.

This is an attractive booklet of interesting Tamil Stories for Children of Standard III, written according to the **New Method**. Assignments on the stories appear at the end of each chapter. It is well illustrated.

PRICE: As. 2.

Apply to: Manager, Sampath Press, Madura.

800 No.



AS BEAUTIFUL AS A ROSE

The delicate complexion of ladies described as beautiful as a rose can be preserved in a fresh and healthy condition by the daily use of Mysore Sandal Soap and Mysore Pearlite Vanishing Cream.

MY SOIRIE Sandal SOAP

Available Everywhere.

**Mysore Government Soap Factory,
BANGALORE.**

THE INDIAN EDUCATOR

MR. V. ARAVAMUDA IYENGAR, B.A., L.T.—*Managing Editor.*

Vol. XII.

MADURA: NOVEMBER, 1936.

No. 11.

Education and the Cinema.

BY PROF. T. K. VENKATARAMAN, M.A., L.T.

Even before the advent of the "talkies", the use of films for educational purposes had developed a good deal in Europe and America. Since then, along with the growth in importance of the sound film, there has been an astonishing acceleration of this development. As in other things, we have lagged behind here also.

The use of the Cinema as a medium of education can be considered in two ways: (1) The growth of purely educational films. The object of these is to help education given in schools and colleges, and to give information to the ignorant population. As teachers, we know very well that an impression made through the eye produces a more lasting and more easily comprehensible effect than an impression conveyed through the ear alone. Regarded from this aspect, reels of educational films with the necessary apparatus should be regarded as indispensable necessities of a properly equipped school. There is no easier method of instruction without boring the children, and no better method to increase the popularity of the schools. Another use of the purely educational film is to spread useful information to the masses in vital subjects like hygiene, sanitation, child welfare, cottage industries and new methods of agriculture. Something has been done in this direction, but not enough. In a country like ours where most of the population is illiterate, and where, even of the literates, a vast number are unable to read newspapers, news reels can be shown with adequate explanations. This will become a greater necessity in the times ahead as India is no longer isolated, but has got to take her share in the ever-increasing activities of the world.

(2) The use of films, whose interest is not primarily educational but which are still useful in helping educational activities. The object of these films is purely commercial, and these form the films which are

3L
M 21, N 25 IN
N 36.12.10-11

shown in the picture-houses. The running of a particular picture depends purely on how it increases the collections in the box-office. Some of these films can still be useful for educational purposes, provided the subject is suitable and the producers have taken all possible pains in the matter of truth and accuracy. In the west, there have been produced admirable pictures which illustrate past historical episodes. To mention a few examples, we have the artistic acting of George Arliss as Richelieu, Voltaire and Disraeli. The vivid staging of the fall of the Bastille in the film "A Tale of Two Cities" is enough to give an idea of what could be done to make past history live before our eyes. A friend of mine who saw the film "Cleopatra" told me that he learnt more from it about how Romans lived than from his deep studies of Roman History. In the same way, there have been produced films which, while mainly providing entertainment, give also information on Science, factory life, life in foreign countries, habits of animals, life in the deep sea, and natural phenomena. The development of this type of film has not made much progress in India. The producers do not take enough trouble, and, apparently, the material also may not be well equipped. I well remember the disappointment I felt when I saw the Tamil picture "King Bhoja" which I had gone to see with the fond expectation of seeing something of our past, as it was advertised to be the first Tamil historical "talkie".

Child-Centred Education.

BY MR. S. R. KARANDIKAR, B. SC., B. T.

INTRODUCTION:—

Ram it in, ram it in,
The boy's heads are hollow:
Ram it in, ram it in,
Still there is more to follow.

—Old Rhyme.

Such was the attitude of the teachers, the parents and the world at large towards the child during the middle ages and such it continued to be for a long time. It was in keeping with the tyranny, oppression and dogmatism that were rampant everywhere. Men were revolting in their hearts against the existing state of things and were groping blindly for a way out of the chaos. A few generous spirits were trying to give expression to their feelings, but they were not heard. Then came

along a man who wrote, "Man is born free but he is everywhere in chains." His writings shook the foundations of society like a bomb-shell and his call of 'Back to Nature' brought Europe to a position of attention. This was Rousseau.

EDUCATORS AND REFORMERS.

(i) Rousseau:— Rousseau whom we have just quoted, can be justly claimed as the precursor of the new educators who fixed their attention on the pupil as the centre of interest. All Rousseau's educational principles are contained in his epoch-making novel, 'Emile'. Pompous and pedantic though the hero is, he is the best which his creator could produce as an example of the natural child. Further, he was regarded by his creator as more important than the subjects that were taught to him in a more or less artificial way. It may be admitted that Rousseau had little knowledge of child-life and child-nature. He was the prophet denouncing the evils of the old, and foretelling the vision of the new. The fundamental idea of his reform was "education according to nature", which was interpreted to mean that children should be treated as children and not as adults.

(ii) Pestalozzi:— Pestalozzi's methods were neither original nor well carried out. His merits lay in developing and making positive the suggestions offered by Rousseau and in utilizing them in the work of the school.

(iii) Froebel:— According to Froebel, the education of the child must be in accordance with nature, i. e. it must proceed according to the laws of the child's being. The natural activity of the child is play and hence the earliest education of the child must take the form of directed but spontaneous play leading in the directions of work.

(iv) Montessori:— Montessori carried to its necessary consequences the psychological movement started by Pestalozzi. Her method necessitates that her teacher should have a thorough knowledge of child psychology. The teacher according to Montessori system is not required either to lecture to the children or to meddle too much in their affairs. The task of the teachers consists mainly in watching the children and making note of how they are developing.

The renaissance of the child is not entirely due to these educators but it is partly due to a general tendency towards a milder and more humane regime. An era which has called into existence such humane societies as for the protection of animals, infants, could hardly have failed to modify the school system. The advance of science especially of psychology, Biology, Physiology, etc., had led to the

deeper study of child-life. Moreover, the public is becoming more insistent on the need for training pupils in initiative. It is complained that young people are turned out of our schools having no independence of judgment. Therefore more and more should be thrown on the pupils themselves and they must be made increasingly responsible for their own education.

For many years the thoughtful educators have been seeking a universal method of education to apply to all children and all subjects. The result has been the different methods and plans. Sir John Adams set himself to extract the H. C. F. of all such manifestations of the new spirit and discovered to be the paido-centric tendency, the chief principles of which are given below :—

(1) Freedom:— “Free the legs, the arms, the larynx of the child,” say the advocates of new education; there are no large classes, no adherence to strict rules, no oppressive silence, no question and answer method, but free interchange of thought in group conferences.

(2) The new school organises itself around the child's intention to learn, the old school, around the teachers' intention to teach. In the child-centred school, the pupils are alive, active, working hard, inventive, organising, and in the old school, the programme used to be organized about the school subjects such as reading, writing and arithmetic etc. In the new school the child's interest is in the centre. We have projects, units of work, creative work, industrial arts etc. The spirit of the new school is the creative spirit from within. The aim of the new education is to elicit self-expression in all the arts.

The place of arts :— The new school lays a special emphasis on the fine arts as the real aim of education and is an all round growth of the child. The body is to be built as well as the mind, rhythmic capacities as well as the abstract intelligence. It is the rarest contribution of the new school as it lays emphasis upon organised athletics and music is regarded as the real and integral part of the child's life. In painting and clay-modelling the emphasis is laid upon drawing out the art themes from the experiences and the interests of the pupils. The children under well directed freedom become able to organise their own dramatic performances into a definite form. The power developed in such dramatisation becomes an integral part of the personality of the child.

Debating societies :— The success of the child-centred school in eliciting written expression from pupils lies in providing them with something to speak about. It surrounds them with an environment rich in stimulating materials and the natural effect is expression.

Group-life :— The new school applies the philosophy of learning by doing. The school council is an important instrument through which social habits are practised on a larger scale by handling real cases of discipline. It is a real council performing real governing functions by participating in open forum, discussion, and debate. The school assembly has with signal success developed social activities. It is democratic in nature, planned and executed by the pupils themselves.

Physical settings :— The physical setting is stimulating and is calculated to keep the children active. The school building is a big sunlit home in a setting of green fields with orchards, parks, friendly books all round it. There will be a place for flowers and play-grounds, shops, and play houses. Windows are large and often open to balconies and verandahs. The class rooms are adaptable, the furniture is flexible. The movable tables and chairs are of a size to fit the children using them. Materials are the media of the children's self-expression. Through them the child gets information, builds up understanding and develops his motor and sensory nerves. Therefore the great variety of educative materials, best suited to play on the impulses of the child, are always provided.

Old school versus new school :— Thus we see that the child-centre school is different from the old school almost in everything, different in basic philosophy, and psychology, different in atmosphere, different in housing and furniture. The new school is the child's world in a child-sized environment. The old school is a place where the chief weapons of education are chalk-talk on a dismal black-board, dull texts and teacher's tired voice, fagged out pupils' energy to explode from doors and windows. On the other hand, the children in the new school are anxious to stay on till dark about the laboratories, yards and libraries. There they dance and sing, play house, build villages, keep store, take care of pets, model in clay and sand, read, write and dramatize; in a workshop they ply lathe, in nature laboratories they have green things growing; they stock aquarium, they rear pets like rabbits, mice etc. Everywhere there are prints and maps, sketches, and models made and in the making...ships, steam engines, aeroplanes, submarines and what not.

In short, the child-centred school is a working school, whereas the old school is a listening school. In the latter, memorize, recite, pay attention, are the key notes, while in the former, Experience is the key-note.

Conclusion:— We have presented the child-centred attitude as it is found at present. We must remember that the child is going to live in a society and not in a vacuum. He has to face a thousand and one difficulties in his social life in future. The child should therefore be the centre of education. The curriculum should be reached in the direction of the child and the child in the direction of human civilization. The child-centre idea should be treated as being not in a static condition. It is a movement, it is a tendency.

LECTURE OF Dr. S. S. NAM OF TI TI TO THE FOODHILL UNIVERSITY AT AKASAPUR.

UNIVERSITY EDUCATION AND PUBLIC SERVICE.

Hon'ble Vice-Chancellor, Professors and Pupils of a splendid University.

You all wonder who I am and why I should lecture to you uninvited and uninvited. Something in me has urged me to undertake this without waiting for any invitation from you. As for introduction, why, I shall directly introduce myself to you as "Only a School master". My Doctorship and the contraction of my name as a consequence are only my tricks, to catch your ears, rather your eyes as my lecture happens only to be printed and delivered to you in person. You know of a great Tsar of Russia who was great enough to honour "only a soldier", and that a dead soldier being carried for burial. May I therefore request you to be great enough to honour "only a school-master", a living one going to you with a request of being followed only in print and not on foot? Poor man, he begs of you only the alms of attention to his views on this subject for a short while, a subject which cannot but be of absorbing interest to you.

Now just some words of explanation about the liberty that I have taken with your name also. Your real name connotes to me ideas leading me to rechristen you as "Foodhill", or 'Brotherhill' or "Swan-hill", University. These new names are strangely appropriate to the three functions of University Education I wish to place before you for your kind consideration with a view to adoption with any modification you deem fit. I only pray that you may plan a short of orientation in the field of your activities and become pioneers in a way of a new method of work therein.

University Education should aim at making men understand well not only the problems of individuals and nations, but also the problems of the whole world, if not the universe. There is a kind of Universality in the problems to be faced by every person and corporate body of persons, political, economic, social or religious. It is the duty of those in a University to get at this Universality in such problems and to propose solutions for them and thus to contribute to individual, social, national and Universal welfare. Only very recently on a day of rejoicing devoted to the memory of your royal Knightly Founder, a great man, one whom it was your good fortune to get down to speak to you for nothing, though by speaking else-where he could make a lot of money in which business he was referred to as being busy by your dear vice-chancellor, pointed out how advantageously you are situated for this admirable social service, and how in your cultured and cloisteral atmosphere you must solve these problems for society at large. He put in a very powerful plea for a chair of Sociology, and appreciated the attention drawn to it by another great visitor to your University. Why, this humble speaker before you has been thinking of appealing to you for the institution of a 'Chair of Culture' for the same purpose and therefore feels not a Quixote to hazard his suggestion in the company of such serious thinkers and eminently practical people.

The first and most important problem for all is the food problem. Food, in the sense in which I wish you to understand it, is not food alone. Whatever is necessary to support life and make it happy, hale and healthy, and capable of raising it to its full stature and of facing the trials and tribulations of life boldly and patiently and whatever can confer, as material things can, the stamina, grit and pluck to go through the experiences of life with the cheer and hope of strong blood is what I call food. It means many things. Differences of caste, creed and country have introduced a lot of variety. Fruit, fish, flesh, vegetables, salt, sugar, honey, milk, wine, water, rice, wheat and a host of cereals—it is difficult to exhaust the list of things which enter the mouths of men for supporting their life. Every one should have some of these things to eat everyday and what they are depends on one's inclinations resulting from social usages, individual tastes and convictions. Whatever they are, every man should have them and get them for himself and his family with the work that he can and will do, and get them sufficiently enough to be fully fed. Under-feeding and starvation are social dangers that must be stamped out of existence while over-feeding and gluttony are social vices fit to be weeded out. Now in the category of food, I wish you to include dress, furniture, and

shelter quite necessary for decent and healthy life. This is the first, and for many, the greatest, perhaps, the only, problem the whole world over. How every man in every land should be fed, clothed, furnished and housed in the most minimum manner possible is the first problem to be solved by the University.

How can it solve this? Only let the scientists employed by the university think of it, work for it, and invent methods for accomplishing it. Instead, they now spend their time on things not quite well connected with this most vital of human problems, or contrarily on things quite injurious to human life and culture. The departments of science should not employ the men whose talents delight in inventing mighty death rays, poison gases, tanks, submarines, aeroplanes of war and such other engines of destruction. If they do so, I submit that the university will pander its premises and professors to the powers of pandemonium and purgatory. The physicist should search for plans and projects to harness nature for the good alone of mankind and give up the pursuit of inventing destructive physical contrivances and machinery. In my view, such inventors are the greatest sinners whom society should do well to get rid of as early as possible and damn their work and achievement to the limbo of forgetfulness. The chemist should invent cheap and good chemical food and other goods to suit the needs of life. Have we not heard of rumours of the invention of food out of wood in Germany? Well, that should be the typical work of the chemist. The Biologist can help the quest for plenty of food by his study of plant life, and the Zoologist can help humanity to grow fat on fine breeds of animals good to be sacrificed to the stomach of the highest species in the animal kingdom. Thus let them work their natural sciences for the solution of the food problem of man though not for the salvation of his soul. Let not these natural sciences unnaturally satisfy their votaries by their coinage of new Latin names for things quite familiar to all by common names or by their highly technical explanations of the colours and constitution of objects studied by them. It is interesting of course to be able to say why the sky and the sea look blue though they are not really so. One may find out some effect to be called after one's name, but this, I beg to point out, only forms the defect rather than the effect of a good scientific scholarship. That should not degenerate into ingenious learned but barren pedantry. It is not wise to confer noble honours on such discoveries, so barren of any utility to humanity. It may be development of pure science and knowledge for its own sake, which may lead to something good or bad in the future. Enough of this purity and abstraction has been

encouraged in our universities in the past. Let us now think of making sciences help the hungry millions to get plenty of food through peaceful avocations. Thus may your university be entitled to the name of Foodhill University.

The hunger problem solved, the happiness of man is not assured in this world. More sufferings are caused by wars both civil and non-civil, I mean, great international wars. All these miseries and others caused by man to man are the result of disharmony. Even among brothers, disharmony plays havoc and life becomes a painful struggle everywhere. Brotherliness is really what is wanting in this world. Good brotherhood, even of a narrow type, has become almost an impossible ideal. Equality seems more possible of attainment than fraternity. A dinner party achieves an equality of satisfaction; though the quantity of food served and taken may differ, there is no ill-will caused by the unequal serving but the unique equality of satisfaction is remarkable. Further, schemes for an equal distribution of property or opportunity for its acquisition are rapidly being brought into existence, and material quality, if really desired seriously, may not after all be a very baffling problem in the future of the world. But how can loving brotherliness be brought about? How can the hatreds and disharmonies caused by class, caste, creed, colour and country be eradicated? Can love be ordered by any Government or created by any tinkering with the structure of the society by way of reform or revolution? Can these differences be destroyed by a new dispensation of a world state? Can the existing biases and prejudices nurtured and developed in different languages and racial cultures be done away with?

Well, I do not say that it is quite impossible to bring about brotherliness but it is damned slow work—the work not of scientists to be achieved through mechanical inventions or manufactured materials but of noble statesmen and social thinkers. People, with a deep knowledge of History, Geography, Philosophy and other allied Social studies, capable of understanding human nature and tendencies which these subjects can alone give and of interpreting the successes and failures of human endeavours correctly, burning with a love to serve the cause of humanity, determined to go about as missionaries for the spread of a Gospel of love and Brotherliness transcending all existing differences and well nigh insurmountable walls of prejudice, suspicion and selfishness, persevering in what I may call a campaign of culture with the objective of opening the eyes of all to what is good in all cultures now existing in the world and planning a direction of creating a good will to people of all castes, classes, colours, creeds and countries—such people can do a lot to hasten the millennium when wars shall

cease and brotherly love shall prevail, when wealth, whosoever it may be, will flow to relieve the distressed and the needy and poverty shall no longer be the misery that it is at present.

Yes, universities must equip such as may feel a call for such a noble cause, with the culture and power of persuasive eloquence that can win the hearts of men and make them move towards the ideal preached by them. Truly this is a great conquest, the conquest of the cultured tongue. The creation of a small band of such workers within the university by extra-curricular work carried on by a Chair of Culture is a function which it behoves a university to fulfil. Such a crop of university culture is necessary for the eradication of all social disharmonies and distempers leading to bloody internal and external warfare. Great scholars learned in the lessons of histories, cultures and philosophies of all peoples, drilled and disciplined for a campaign of international disarmament and good will and for service of their fellow countrymen also, armed with winged words of wisdom striking all hearers with love to all humanity and driving out all ill-will among classes, castes, creeds and countries should go out into the world in the spirit of the chivalrous knights of old for the fulfilment of this high mission. If you here in this university succeed in this, you become entitled to the name of 'Brotherhill' University.

Now to my desire to make you 'Swanhill University'. The reputed swan of Hindu mythology has the power to extract the milk separately from its mixture with water and feed itself on milk alone. Is this creature a figment of poetic imagination? Whether such a swan exists or not, there exists a band of men called by us as poets, painters, sculptors, musicians and so on who have the power of giving us an ethereal ecstasy of life and of lifting us to realms of thought and pure enjoyment not to be tasted in other ways. They are the cream of mankind, the guides to the goal of humanity, the priests who almost take us to the very precincts, aye, presence of the Almighty and the inspirers of all that is noble and divine in us. They fulfil a function of far greater importance than the good scientists and the ideal philosophical historians. The scientist works on the material plane and can make our bodies efficient; the philosophical historian works on the social plane and can make way for the evolution of an ideal society; the poet, painter and other fine arts men work on the spiritual plane and can make our souls almost soar to salvation or eternal bliss. Through the work of the last mentioned workers alone, we can enjoy a light, finer and more wonderful than electrical or other lights invented or inventable by the scientist—a light to see the beauty of the world and the joy of it, the grandeur of the grandest sights, aye, indications of the destiny of our

souls also. This is a milk which every university should enable men to obtain from the huge ocean of troubled waters in which they are swimming. Every language, every fine art, can claim such noble soul-lifters. It is the most privileged function of the university to create scholars capable of making men play the swan with this world of good and evil, take the good and live by it and avoid the evil or at least feel free from its effects. After all, man does not live by bread alone; nor can we say that he lives only for the welfare of society at large; he lives for self-realisation through intuition and inspiration caught in glimpses of intimation of perfect poesy and philosophy. An encouragement of literature and arts and the propagation of the true spirit and culture of poetry and art by extra-curricular agencies also are what you should attempt, to earn the title of Swanhill University. Your work in this connection can make people sing through life and also sing like the swan at its end when the soul shall wing its way to salvation.

Thus food-finding, harmony-healing, and soul-stirring are the functions found by me for university education. The issue of such an education will be public service. I do not mean by it Government or Quasi-Government service, which in our country is fortunately or unfortunately the most advantageous form of self service, that is, serving oneself through public funds and positions of power, shaking the pagoda tree, and coming to prosperity at the expense of the public. It is a sad state of affairs when people equate public service with government service and eagerly rush for it. According to me, public service is the service done to the public by men of public spirit—men prepared to sacrifice chances of filling posts of high pay and positions of great power for enriching themselves, so that the society may gain far more than the loss they sustain by men not worried over the problem of food and so, free to serve like chivalrous knights, the poor and the weak, the sick and the oppressed, and the needy of all sorts. All university men working in this spirit are public servants. All honorary workers in the cause of university ideals are finer public servants. All men, in fact, who think and work for social welfare both material and spiritual in a peaceful manner, whatever their position or vocation in life, without any thought of gain or glory, are the finest of them all. It should be the proud privilege of a university to manufacture such splendid servants. Then there will be no complaint that the university educated are unemployed. Is there any limit to the employment of highly educated men in the noble fields of work envisaged to you by me already? May your university succeed in producing such splendid servants to serve our mother land and other lands! May all people have food, culture and happiness!

Sarve Janah Surhino Bhavanthu.

Schools and Teachers Then and Now.

BY PROF. C. A. KRISHNAMURTHI RAO, M.A., F.R. ECON. S.

Even as late as the last decade of the 19th century, schools of the old type still lingered in parts of the Tamil districts and worked to the satisfaction certainly of the teachers and not less of the parents because of the great help teachers rendered in controlling the children at home. As for the feelings of the pupils, they were out of question. They had no business to have feelings. Nor could expression be given to them even if they had. But none can prevent the memory from exercising its function which may be permitted on the present occasion to record its treasures at this distance of time.

Ay, certainly, treasures. Even the most painful experiences due to the sternness of the teacher, the severity with which the solid stick from the jungle descended on the back or on the tender palm of an urchin only 5 years and a few months old, or the way in which the two rough hands of the absolute monarch of the school operated on the tender fleshy cheeks testing the limits to which they could be drawn—all unforgettable and precious experiences indeed, the more precious that they could not be repeated—have acquired a halo of their own without the slightest trace of any scar or feeling of ill-will towards master or pupil. The objects of such attention have not, however, suffered in the least in health or vigor. There lurks only one feeling—the punishments could have been less severe and less varied. But that would be too much to expect of that age of well-meaning absolutism.

The day and circumstances of admission into this school are indelibly impressed on the mind of the person who now writes after more than three and a half decades have passed. An over-active disposition on the part of the youngest lad of a family of eight members resulting in perpetual disorder in the domestic circle with disastrous effect to many of the brittle things at home precipitated the admission to school of a troublesome member of a large family. The importunities of even the tenderest of mothers hastened the memorable event. The little fellow marched in the shadow of his father and in a few minutes he was in the school itself, face to face with the teacher with strong caste-marks running in three parallel horizontal lines on a sunburnt, deeply-furrowed forehead. So great and touching is the innocence of tender years that forgetful of the grim surroundings and

the stern personality of the teacher, the latest recruit to the school began to count the number of furrows on the forehead and estimate the depth in particular parts of their zig-zag course.

The formal introduction by the parent to the teacher over, the half-trembling little fellow was directed to a seat—on the sands, with the ancient walls crumbling in the lower layers to serve as rest for the backs. All eyes were penetratingly turned towards the new-comer. It was an occasion for mutual study of faces. Quick glances were exchanged stealthily and lips expressively curled and grimaces put on at convenient intervals, reminding the writer now of the ancestors from whom Darwin said the human race was descended. Activity of this sort was at its highest; particularly when the teacher drew the betel leaves one after another out of a box, held each against the light, gave it a dexterous tap with the first two fingers of his right hand and coated it with something white and all disappeared into the large cavity that opened now and then beneath his solid nose. Occasionally he turned his terrible flare towards his trembling subjects whose eyes then instantaneously half closed on the slates and cadjan leaves indifferently lying before them.

The young fellow introduced into this new environment began to survey the surroundings, of course, by stages. There were bright patches of sunshine through slits in the roofing. The numberless small particles that floated in this region of sunshine in ascending and descending orders were so many islands of delight or angels travelling between heaven and earth. In front there was a low mud wall running throughout the length with pillars at intervals where, between the eaves and the wood-work, spiders had built their homes in perfect symmetry. Suddenly the reverie was disturbed by a loud word of command from the teacher who was seated on a low stool squatting erect like the trunk-faced God on the way-side. "Boys," said he. There was dead silence. "Stand up". Boys of different altitudes rose at different paces pressing the body through all curves and angles. "Repeat" was the next order. Then there was a chorus of voices saying something which the latest admitted boy could neither comprehend nor follow. Suddenly there was a knock on his head that made the youngster almost reel to the ground. A few minutes—another announcement—"Boys". Another long pause, the eyes of the master rolling from China to Peru of the line of boys. "Tomorrow the Inspector comes to our school. You must all come well-dressed, your hair trimmed and plaited (an instruction unnecessary now-a-days). You must come like Karaboondies!" Every word was a puzzle including even the

last. A bell was lifted by the teacher. It rang. The boys prepared to depart. So did the latest recruit with a group instinct but without knowing which way to go. Then was seen the tall form of his parent into whose arms the young fellow rushed, loudly crying he knew not why. The glistening eyes were turned again and again at the form of the teacher. The whole place, unrelieved by a single picture on the wall or table or black-board but full of the personality of the single teacher and the number of innocents now flowing abroad remains in the memory as a permanent part of a life-possession cherished dearly.

To be continued.

The "City of Studies" in the Rome of Mussolini.

(FROM A CORRESPONDENT.)

Rome (By Mail).

Less than ten years ago—on the 12th November 1926—the Duce announced his decision to build a University City in "Perennial source of youthful energies for the Motherland and the greatest centre of studies in Italy". To-day this "city", inaugurated on the 28th October last, is an accomplished fact. It is as well to say that it is not merely a "University City", as it has often been called, but a true "City of Studies". To be more precise, the so-called University City is but a part of the vast and complex City of Studies.

The fact that the various faculties, and even the various sections of the same faculty, were previously dispersed in different parts of the city, thereby causing much inconvenience both to masters and students, was not the only reason for the necessity of assembling all the University buildings in the same area. There was a greater and more spiritual one: the need of bringing together the greater and more students into a compact brotherhood, sharing the same life, striving for the same ideals, secluded from the distractions of a great modern metropolis.

A first step towards the solution of the problem was made some years ago by the building of the "Policlinico" for the faculty of medicine. But this solved it only in part, and as the completion of the scheme was felt to be necessary more strongly than ever in the new spiritual atmosphere created by Fascism, the Duce decided that a new City of Study should have a foremost place amidst the many realiza-

tions of the Regime. He himself gave the architects their instructions for the building of a centre of study worthy of Rome and of the new Italy, one which for the grandeur and conception of its constructions should be a model of its kind.

The buildings are grouped around a central square, in accordance with the ancient Italian conception of town planning, and architecturally are in harmony with the surrounding quarters.

There are twenty buildings in all; conspicuous in the central square is the Rectorate which comprises the bursary, the secretarial and administrative offices, the archives, the library, etc. The upper floors of the central tower, standing 176 feet high and composed of 12 storeys, house the books of the library. In the same square there are eight edifices for the faculties of literature and philosophy, law, political science, mathematics, chemistry, physics and mineralogy, geology and palaeontology. The remaining eleven buildings are distributed at the rear of the central buildings, and include the "Casa dello Studente" (students' hostel), with sports ground, running track, swimming pool and tennis courts. At present the "Casa dello Studente" provides sleeping quarters for 160 students with dining-room accommodation for 400; it is equipped with the conveniences of a modern hotel, with hot and cold running water in the bedrooms, baths, telephones, and is built in such a way as to be easily enlarged.

The buildings are not congested, but stand amidst gardens and flower borders in an atmosphere of seclusion and tranquillity. In the construction of the lecture halls, special care has been taken to ensure perfect acoustic conditions, and these halls are provided with hot air apparatus for heating, while the other parts of the buildings are equipped with central heating capable of developing 8 million calories. The Institutes of Physics and Chemistry are furnished with special installations for the creating of compressed air, vacuums and electrical energy. The buildings of the Rectorate, the Faculties of Law, Literature and Chemistry have been constructed on exceptionally strong foundations and in such a way as to make possible the addition of further floors when the need for enlargement may be felt.

In 1870 the University of Rome had 814 students; to-day they number about 8,000. The new University, apart from the possibility of future extensions, can accommodate 11,000 students in its 70 halls and 1500 in the 220 laboratories.

The following figures may be of further interest: There is a telephone installation capable of serving 1000 numbers, 650 of which

have been functioning since the 28th October. A reservoir with a capacity of 700 cubic metres provides water for the gardens and a sufficient supply in case of fire.

The total area of the University City is 220,000 square metres. The area covered by the buildings themselves, excluding courtyards, is 36,000 sq.m., that occupied by streets and squares is 63,000 sq.m., while sports grounds cover an area of 32,000 sq.m., and gardens and courtyards 113,000 sq.m.. When it is considered that only one-seventh part of the total area is occupied by buildings, and more than half of the remaining space by gardens, it is possible to realize the desire of the architects to give to the University City a sense of spaciousness and beauty.

So much for the University City. But there are many other buildings housing the various Institutes which form essential parts of this City of Studies created by the will of the Duce. Besides the Policlinico which has existed for some time as the centre of the medical faculty, there are the new institutes for the study of X-Ray treatment, malaria, tropical illnesses and contagious and infectious diseases, while outside the boundaries of the City of Studies, but nearby, are the Eastman Institute and the School and Clinic of Odontology, the institute of Anatomy, the "Regina Elena" Institute for the study and treatment of cancer, and the Direction-General of public Health. Facing the latter building is the Air Ministry with the School for Aerial warfare, and not far from this the building of the National Council of Research.

Modern science marches with the fast rhythm of the modern, insatiable need of knowledge and life.

"Let us turn the Light Inwards"

BY MR. N. G. SRINIVASA IYER, M. A., L. T.

"The democratic politician remains exactly as Plato described him; the physician is still the credulous impostor and petulant scientific coxcomb whom Moliere ridiculed; the schoolmaster remains at best a pedantic child farmer and at worst a flagellomaniac"—BERNARD SHAW

Among the professional classes there is none other that has a more serious quarrel with the world and society than teachers. They feel rather acutely that the world does not recognise them as it should and that, though not militant or aggressive, it does not and will not extend its sympathetic patronage to them as it does to others. This has been the case from the time of Socrates and the grievance, real or alleged, has come no nearer its solution than it did centuries ago. In fact, the thing has been growing so long and so steadily and strongly that it forms a veritable nerve-centre in the teacher's complex. Once you become a teacher, you imbibe this complex, for you are sure to inherit the experience of your race. If there is any truth in racial heredity, it must be acknowledged that there is a class heredity too which manifests itself more vividly in the teacher class than in any other. It resolves itself into many secondary forces that not only work a great harm on the society of teachers as a whole, but react on the body politic and prove a festering sore on its side.

This teacher-complex is first revealed in his clannishness. He does not cohere with the remaining parts of human society nor does he evince any inclination for it. The exclusion he suffers is more of his seeking. It is self-elected, not super-imposed. He spends a large part of his time in the land of Lilliputians and, allowing himself a three dimensional growth, shoots up into a Brobdingnagian. His indubitable wisdom, his autocratic authority, his attitude of "when I open my lips, let no dogs bark", his mannerisms, his 'police methods', peculiar jargon, so work up in his mind and body that they become settled in his complex. His very face and manners receive the stamp of these impressions. You can easily tell him apart from a crowd. Thus in society, he develops into a class with distinctive characteristics of its own—characteristics which cannot appeal to the social class. Much more vital than this is the gradual degradation of body and mind to which he is subject on account of his perpetual contact with minds whose improvement he has to vouchsafe in his vocation. When he faces the

music of his class, he loses the music of his soul. His little class reacts on him invariably to his detriment and he does not seek the ways or means to resist the unseen, yet pernicious, influence. We hear it said of physicians and surgeons that they are always in danger of being attacked by septic poison, but they are alive to their situation and are careful enough to ward off the danger; but the physicians and surgeons of the class cannot and will not resist the counteracting evil of pettiness on which they themselves make war. Thus they come out of their schools, poisoned in mind, decayed in spirits, yet bloated with conceit and, perhaps, arrogance and face the world around them. The priggishness they have developed does not permit them to have a free intercourse with society. The angle of vision already fixed in them from the school room is there beyond tilting. The whole world is their Lilliput which they would lord over. The irony of it is the world cannot tolerate them.

It may be asked whether this is not a kind of superiority complex and whether it is not worth having. If it is of the right sort, it is certainly very desirable in the teacher; but unfortunately, it accords him only a false position. On the other hand, the teacher is obsessed with a very bad kind of inferiority complex. Inwardly he confesses himself inferior to others, though with a clear judgment he ought to see that he has obtained a coveted situation in life. He regards himself as a misfit in society. He feels that while all others are basking in the sunshine of happiness and prosperity, he alone is left in gloom and despair. Accordingly, he refuses to put on a bold face, much less to hold his head high, before the world. He seldom makes himself prominent anywhere. In assemblies and social gatherings he retires to the back benches. He ventilates his grievances in books and corners, but is never bold to express himself strongly or effectively in public. He is ashamed of his lot in life. Why should this be? Wherein lies the crux of the matter?

Firstly, the teacher is too objective in his outlook. Unaware of his own intrinsic worth or virtues, he compares himself with members in other walks of life and finds that unlike them he is lacking in power and prestige. He also observes that he has no scope for material advancement as others have. To his infinite chagrin, he notes that a policeman or a village officer commands a greater respect with the public than he does. But does he care to gauge the situation correctly? Unfortunately, he does not. He ought to perceive that the respect they command is based more upon fear than upon truth. In them as well as in others, there is a great potentiality for mischief. This mis-

chief is dreaded by the people who react on it with a show of respect. The teacher is a harmless creature and therefore cannot obtain it. In a topsy-turvy world, a true evaluation of worth is not possible. Let him realise it and that is consolation enough. By virtue of the noble work he does,—when he does it in the noble way—he is entitled to the love of the public. This love is founded on truth and it begets regard and esteem, slowly but surely. To be truly deserving of this, he should do his work satisfactorily and efficiently. All professional achievements may be measured more or less correctly, but a teacher's cannot be dealt with in similar ways. The only measuring rod that may be employed to judge his work is his own mental appraisal. Let him, therefore, turn the light inwards and pursue his work with an unselfish devotion. Then comes to him the most genuine type of affectionate regard which alone confers a true blessing on life.

The teacher is certainly a prey to many ills in life, but it is also a fact that God has not chosen him for exceptional treatment. A large part of the evil that has invaded his body and soul is self-created. When is he to realise that 'man does not live by bread alone'? That he is admitted for work in a spiritual world, in a world of minds pure and immaculate, that he is nearer the kingdom of Heaven than anybody else, scarcely dawns on his mind. He ought to feel that he is singing Hosanna with the angels of the scholastic heaven. The gains of his profession are not material gains. They are loftier—spiritual and aesthetic. In imparting true learning to his pupils, he reforms and reshapes their minds, makes them wiser and happier day by day, and assures their future well-being in a way which no Insurance Office can. There is joy enough for him when he notices how excellently well the little minds flourish under his care. The aesthetic satisfaction he obtains is more than enough to compensate for his lack of material gains.

It is heard from all sides that the poverty of the teacher's profession is a great handicap to sustained achievement. There is possibly some truth in this belief. But it may be asked if that can be a reason sound enough to let down the higher impulses which ought to promote his sublime endeavours. Let him turn the light inwards. Before he drifted into his profession, he had known too well that there could be no windfalls in it and that the field would not open up any bright prospects for material advancement. Why then, having come into it, should he whine and whimper and scatter clouds of sorrow and discontent in the atmosphere which ought to be pure and unsullied? Schools are intended

for boys and girls who prepare themselves for the battle of life, not for teachers who should find employment as such. They are not the tilting grounds where the teacher-knights may combat with Poverty. Society has not contracted with them to provide them with the many pigeon holes where they may comfortably coo. So when they develop their true perspective, they discover their vein in the social fabric. It is then they come to occupy their most exalted place in the commonalty of the world. This is the stern truth which we discover when we turn the light inwards.

Cochin Teachers' Journal.

The Original Nature of the Child: How to shape it.

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

(Continued from October issue.)

THE INSTINCT OF COMBAT OR THE FIGHTING IMPULSE.

IN ANIMALS:

This is one of the commonest instincts in mammals. The cow will rush at any creature that dares approach her new-born calf. If she is in chains, she will assume a threatening or warning attitude. The cat will hardly allow you to fondle her kittens; she will snarl, hiss and even scratch you. The temper of the tigress and the lioness when they mother their cubs is proverbial. Hunters know well how the wounded tiger, for getting the pain and agony he smarts under, swoops down upon the object or situation which provokes him. No hunter will dare approach a tiger he has shot down until he is sure he is dead. The hawk moves stealthily not only because it is thievish, and wants to avoid detection, but because it is afraid of being attacked by birds in general for the provocation it offers them. Even birds will peck at you when you attempt to steal its nestlings. The cunning crow is often the target of attack by other birds, because it is in the habit of stealing their eggs.

Now, what excites this behaviour in them? First, the all-absorbing parental instinct; second, interference with the food-seeking or with the pairing instinct. These are evidently the two most important situations that ignite the instinct of combat. Various, indeed, are the objects and situations that provoke the fighting impulse in animals. There is, however, one common element in all such behaviour. "The combative behaviour and signs of anger", says Prof. Woodworth, "are evoked by the behaviour of any other creature that tends to thwart or obstruct him in the pursuit of any natural goal, i.e. in the working out of any instinctive train of behaviour." The chief point, then, is that any hindrance or obstruction to the instinctive activities of an animal will call into play the fighting impulse. A dog will never tolerate the approach of another dog when it is secretly gnawing at a piece of bone. Even the tiny sparrow chases the bird that pries into its nest, or attempts to run away with the straw and other stuff with which it has built its cosy nest.

IN THE PRIMITIVE MAN:

Surrounded as the primitive man was with dangers and other similar situations, and against which he was but poorly equipped, he

had to depend on his muscular superiority over them. Self-preservation was certainly the most important thing. Life in the forests and caves, in the midst of large pre-historic animals and other wild tribes, was almost a constant terror to the primitive man. He had to evolve or develop his muscles to protect himself against these enemies. Any insult or offence to the tribe, any encroachment on or hindrance to the food-seeking instinct, any show of superiority over one particular tribe, any infringement of the titular claim and so on called forth angry encounters. Fighting against the natural forces with which they were encompassed, hardened the primitive man to fight against the various odds and obstacles of his nomadic life, and enabled him not only to face the onslaught but survive in the hard struggle for existence. "Fighting," says Averill, "was a necessary form of activity frequently employed in the earliest history of the race, and to its original fighters the race as at present constituted owes its preservation in the remote days beyond the dawn of history."

IN INFANTS:

Thus has the race handed on the fighting instinct to its progeny. There is no escape from it. It is "merely the remnant of one of the essential aspects of the racial struggle for survival!" There is not, therefore, much to worry when, on your return from office, your children, generally the weakest ones, come running to you and literally smother you down with complaints and grievances. Tiny little Ruby skips to you, holds the skirt of your gown, and pettishly mutters a complaint against Shanu that he knocked her down on the ground; there comes Nantoo, all haste and hurry, throwing away his pet doll, and prattles a similar grievance against Bintoo; elfish Putul does not lag behind: like the little lamb, she romps to you and, with the modesty peculiar to her sex, groans out her suit against naughty Chhabi. There is no end of complaints; you will, before you have had time to put off your office clothes, have plenty of cases and allegations to deal with. Do what you can, you cannot stop this. Your superior position and intelligence will be of no avail here. Mind "it is nature's earliest way; it is therefore the boy's native way". You cannot eradicate the evil, if it can be so called. But you may have consolation in the fact that this is not the matter with your own children only: it is true of every body's children.

Situated as the child is, with a small world to live in and a small group of men to deal with, he cannot but take the law into his own hands. Boys cannot analyze motives. They have yet to form theories of arbitration, compromise or amicable settlement of their

grievances. They react immediately to situations that interfere with their activities, mostly instinctive, or thwart their wishes. When Panu snatches away the doll from Gadu's hands, the former has no time or brain to think of any other way of regaining it except by weeping or scratching or even biting the latter in his anger at the outrage, irrespective of the consequences. You must have often wondered at the manner in which two brothers, apparently attached to each other, at times fight over a very petty matter or thing. How to account for this evidently incongruous element in them? If you patiently analyse all their quarrels, you will find that all these have been occasioned by the one thwarting the wish of the other. To them fighting seems to be the most natural and, perhaps, the easiest way to some sort of mutual understanding. Boycotting or stopping all dealing with one is only a mild form of the fighting spirit, especially resorted to by the weaker children.

Look at the infants. The fighting impulse is no less prominent in them. The slightest delay in gratifying their immediate desires, any obstruction to the expression of the instinctive tendencies of their nature and any obstacle to their bodily comforts or needs will more or less automatically excite the fighting spirit. Keep the feeding bottle away from, but within the view of the child, at meal time; put before it anything it does not like; take it out of the cradle when it wishes to be there for some time more; lift it out of the bath-tub against its will, it will protest against your action. Watch how it shouts at the top of its voice, frets, whines, clenches its hands, turns the head and then even pushes, kicks and strikes you. It scratches the nurse, pulls her apron and then when it finds its threat of no avail, it throws its tiny legs up and down; and even strikes its head against the floor. All these are mere expressions of the combative instinct. Unnecessary irritation on the part of parents or nurses only sharpens the edge of this wild instinct. We must, therefore, be patient and tolerant with children. They cannot speak; they express themselves through their cry. It requires the heart of a mother and the brain of a father to read their eloquently dumb expressions. All their cries are not set in the same time. Different situations call forth different pitch and sound. If you care to study them, you will find their meaning; and you will easily understand their needs and discomforts.

Coming to older children, we notice the same thing. The instinct is there; but with their growth, physical and mental, they learn to repress the emotional aspects of the fighting impulse, and resort to muscular strength. The earlier anger states are replaced by bodily

strength. You might have seen how the child, at your refusal to meet his demand for an anna bit to buy a cake or a top or a doll or marbles or the like, threatens you with violence, and even actually strikes his mother or nurse. When, however, this does not improve the situation and you happen to remonstrate, he throws his own pet doll and his mother's comb away. On occasions he does not even hesitate to threaten you with hunger-strike and running away from home, never to return to your shelter again. This he considers to be a triumph of his cause, and in his child-like superiority complex, thinks that "he has proved himself superior to the forces which repress and control his pleasure".

But as the child grows up and comes to realise his relation with his parents and home, and the understanding of the significance dawns upon him, his attitude towards them changes. The fighting instinct, nevertheless, is there; but it does not seek expression in physical violence. He learns, partly through imitation and partly through development, to curb and control the impulse. But the child is not yet fully conscious of his social relation with people outside his small, familiar circle. The impulse which he suppresses at home often bursts out in the school or in the play-ground or in his difference with his companions. Such outbursts of the fighting impulse need not necessarily be physical: a sarcastic retort, an abuse, a threat or warning, a report against the offending mate to his teacher, an angry look, a boycott and all such disagreeable attitude are but mild forms through which the fighting instinct vents itself.

One thing is clear from a study of the fore-going paragraphs, viz. it is the obstruction to the fulfilment of the instinctive cravings of the organism that fires the fighting impulse, lying dormant in it. When the natural goal of any other instinctive striving is sought to be checked, the combative instinct is set ablaze. This instinct has no specific object; and "the key that opens its doors is not a sense-perception or a sensory pattern of any kind, but rather an obstruction to the smooth progress towards its natural goal of any other instinctive urge. The natural goal of the combative impulse, towards which it tends and the attainment of which alone allays it, may be defined as the getting rid of the obstruction which evoked it." This instinct has, therefore, two distinct phases viz. *the phase of threatening* and *the phase of attack*. If in spite of the snorting threat of the cow, you insist on approaching her calf, she will attack you. The same is true of man. From words to blows is but a natural sequence.

(To be concluded.)

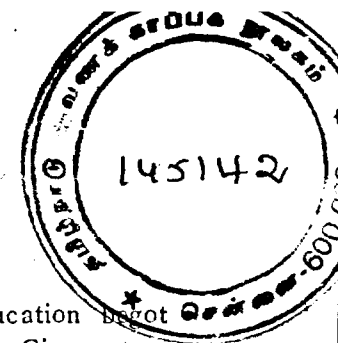
Curricula.

BY MR. JITENDRA NATH BANERJEE, M. A.

There was a time under the British rule when education brought money, brought respect in the society, dignity and honour. Circumstances have now altered. Education is faced with unemployment, it brings foreign ideas of a life of luxury but no means to satisfy them and consequently begets remorse. The curriculum was heavy then too, but the young folk bore the burden cheerily as they anticipated a sunny life before them. Some broke down under the heavy pressure but many became successful. Mastery of a foreign language, which constitutes the essential part of the education of our children, is a task which can be borne up with sufficient energy and enthusiasm only in expectation of life-long comfort in after years. But a dark cloud in the shape of uncertainty, unemployment and neglect now looms large before our youngsters and so they no longer feel much attraction for education. Still they are sent to schools and colleges simply because there is no other alternative. Actually, therefore, there is deterioration in the standard of knowledge attained by young men in recent years.

Almost all educated men of this country hunt for service. Quite naturally a country which has been gradually impoverished by various causes for centuries can neither provide service nor offer a life of luxury and ease to all its educated inhabitants, the number of whom is increasing every year, and naturally enough too everything now seems to be wrong with the current system of education and everybody talks of its reform because it no longer ensures those advantages which it afforded a quarter of a century back.

The fun of the thing is that the University of Calcutta, at this critical period of the history of education of this land, has evolved a new and reformed curriculum of study for the secondary schools of Bengal far more burdensome than the previous one which is already heavy enough to crush the zeal for knowledge of the average pupil who relinquishing the study of the prescribed text books has taken shelter in "Easy guides" to success in the examination, as if the bad composition or the sad future prospect of a Matriculate Bengalee youth were due to paucity of subjects taught in the class-room. Double the number of subjects for the Matriculation Examination, the standard of knowledge of the average pupil will remain where it is or will be lowered due to unbearable pressure and the problem of unemployment will remain unsolved as ever. Ensure a job on Rs. 20 a month for each matriculate



ms. 11252/1
145142

(which is possible only if a colony like the rest of Asia is secured for us by some magic power) and make the examination a little stiffer, the standard of knowledge will be raised in no time; nay, the number of High English schools too will be trebled in a couple of years.

At a time when the current system of education has lost much of its previous charm and the student community by their aversion to intellectual labour and original thinking and their universal habit of cramming have evinced every sign of break down, can we not go back to a policy of education marked by simplicity and suitable to the actual needs of the present and coming generation? Solution of the bread problem is the most crying need of the middle and lower classes of people of the country to-day and to-morrow. Will knowledge of Algebra, History, Geography or a classical language solve the bread problem of a middle class young man who can not or will not prosecute his studies further than the Matriculation class? Why should then a pupil whose educational career will not proceed beyond the secondary stage or who will join a technical branch earlier be compelled to study these subjects?

No reform of education will again ensure those pecuniary advantages which have hitherto been enjoyed by the educated community of this land. Even an independent country, not to speak of one under foreign yoke, can not supply an ever increasing educated population with employment enabling them to enjoy luxury and amenities of life the western civilisation has taught us to think as essential for existence, unless it has vast territories under its control providing infinite scope for employment. As far as can be gathered from imperfect old materials of history, Indians, even when they were masters of their own land were not acquainted with the costly mode of living of a modern Imperialist nation, things like the modern vehicle, the theatre, the cinema and the like. India, under the present circumstances, cannot be as prosperous as a modern European country with her dependent colonies. Not much beyond mere food and clothing and means to perform social and religious rites can be expected for her mass population now. Education for her mass population should now conveniently be simpler, costing less energy and vital powers than what is in force now and teaching them crafts to earn a plain living. It will not do for us to wish to live like an Englishman or an American who has infinite scope for service, industry and commerce. Our system of education must teach us to remain content with what we can expect in our mother land and help us to earn a living she can supply.

The system which aims at every child being made an Encyclopaedia is bound to fail and result in the breakdown of his organic system. The new Matriculation Regulations, which originally aimed at making acquisition of knowledge easier by the introduction of the vernacular medium, have, at last with their seven compulsory subjects and a vocational one, made arrangements for annihilating the vitality of the young learners complete.

We fail to get anything when we want to have everything. Our efforts may be fruitful if we aim at something.

The seething mass of Bengal have now-a-days very little prospect of employment beyond their own province. Willingly or unwillingly a very large number of people shall have to pass their lives in rural occupation. Is geographical knowledge of South America essential to them all? Is knowledge of History absolutely necessary for a boy, who will join a school of Art after passing the Matriculation Examination? Why then have History and Geography been added to the list of compulsory subjects? I do not think that 25 p. c. boys of the Matriculation class make use of their knowledge of the classical language. Could not that subject be safely relegated to the optional list?

Matriculation Examination has been described as a "test of general fitness for a University career". All the students, who pass that examination, do not enter the threshold of the university. Why should those, who have no such aim, be not given the option to leave out subjects, which will not help them in the least in the career they will follow, enabling them to bestow more attention and energy on subjects important to them? Cannot the newly-added half paper in English or a full paper if necessary, be made optional for those candidates only who will seek higher education?

In the present circumstances of the country, a major portion of the young people should be diverted to vocational study after the Matriculation Examination or even earlier. There may or may not be arrangement for such training in High or Middle English schools. There may be separate institutions for the purpose which appear to be the better alternative. But under no circumstances a big list of subjects should be prescribed for compulsory study of all students resulting in their forsaking minute and intelligent study of the text books and original thinking and taking shelter in cram-books anyhow to secure a pass certificate. No pupil can be expected to have a natural aptitude for all general knowledge subjects and no pupil should be compelled to

thrust a square thing in a round hole is ludicrous in every sphere of life.

In shaping any system of education authorities should consider the capacity of the human mind and the possibilities of a class-room. No human child is omnipotent. Even the brightest chap cannot be made omniscient within the four walls of the school premises; the school can only teach one to use the instruments of knowledge.

The range of human knowledge is vast. All knowledge cannot be squeezed into all heads. It is sufficient for each to have some. All pupils will not go on to the University and pursue all professions and occupations. Each pupil should be allowed to leave out subjects which will stand him in no need in the special career he chooses. This will not only eliminate waste of energy but also enable the pupil to concentrate greater attention to subjects important to him. After the Matriculation Examination some students will go on to the University, some will study different vocational courses and some will seek for service and other occupations. The same course of study cannot equally serve them all.

I suggest that four subjects, English (two papers only as at present, and not two and a half as in the New Regulations), one vernacular language, Elementary Mathematics and Elementary Science should complete the list of compulsory subjects. In this age of scientific progress the knowledge of Elementary Science, I think, is more important than any other general knowledge subject not included in the list. A candidate should be allowed also to take up one or two subjects (but not more than two), if they so desire, as optionals according to his need or natural aptitude. I do not think that to preserve the ancient culture of a country knowledge of a classical language is absolutely necessary for all pupils of whom a large number aim at nothing more than a decent living. Those, who have a real thirst for knowledge and culture, will explore the field as there is invaluable wealth, in it. The existing system of Matriculation Examination was devised a quarter of a century ago; what important reasons have cropped up since then to necessitate the inclusion of History and Geography in the compulsory list? Professional and vocational training, and not compulsory study of more general knowledge subjects, has since then been declared as the more crying need of the day. Under the existing system, History and Geography are taught in all H. E. schools up to class VIII. Knowledge of the subjects that may be derived there is quite sufficient as an important detail of modern knowledge and

for the matter of that for any profession except that of a teacher or a specialist in those subjects. I find no justification, therefore, for greater importance being attached to these subjects anew and making them compulsory for the Matriculation Examination.

A cry is being heard in various quarters against the proposal of a committee appointed by the Ministry of Education, Bengal, to omit history from the curricula for primary education. Cry there; must remain in all circumstances. There is cry against the existing curricula, there shall be cry if one subject is omitted and to add one subject also shall be a reason for cry. Is a little knowledge of History of any practical value to one who completes his educational career in the primary school? I admit that some knowledge of History is useful to create an interest in the motherland and to widen the outlook; so also every man should have knowledge of his civic rights; some knowledge of the natural science is useful to all rural occupations. All these are good things. But we should always remember that all educational institutions in this poor land, where many people cannot afford to have two meals a day, have to work under great disadvantages. Under the class-room system a teacher has to manage 30 to 50 boys in a class; practically no individual attention is paid to the pupils and the ordinary and backward boys do not receive that amount of help from the teacher as they need for progress. In these circumstances every attempt should be made to make the curricula as simple as practicable. The curricula for the primary education need not comprise anything beyond the three R's. But the three R's must be well taught. If that is done, the pupil, who will not go beyond the primary stage, will be able easily to master by himself, if he cares to do so, such treatises on history and natural science as are taught in the lower forms.

There should be separate institutions for vocational and professional training where students may go after the primary stage, the M. E. course or the Matriculation Examination. But in the present financial condition of the land there may be arrangement for such training in the existing schools. This training also must be optional.

In the present circumstances of our land I am not much in favour of moral and religious training in the school compound. I have not much faith in the efficacy of such training. The school life of a child is not his entire life. It is only a minor part of his life in this country. Whatever may be said (and from wherever may it be said) I strongly believe that his home-life and his environments exercise a far greater influence on his character than his school-life of a few hours in the day.

Many things have to be done if the morale of the youthful generation is to be improved. A single night in the Cinema house can easily destroy the effect of eight years moral training in the school.

At last, what I wish to impress on my readers most is that sound knowledge of a few subjects in keeping with the practical need or the natural aptitude of a pupil is of far greater value than a little knowledge of a large number of subjects which is bound to be imperfect or bad knowledge under the existing state of things. The quality of education must be improved by all means. The ignorance revealed by the examinees now in all stages,—primary, secondary and collegiate—, is simply appalling. This state of things must be brought to an end soon. The primary education must enable one to write simple letters and documents, read news-papers and all books in the vernacular and make calculations necessary for rural life. A young man after passing the Matriculation Examination must be able to hold easy conversation and keep correspondence in correct English, have sufficient general knowledge for pursuing any vocational or technical course and learn to read and understand books on higher knowledge.

Educational Problems of U. S. A.*

I. EDUCATION OF THE RED INDIANS.

Having subjected traditional ideas as to the mental inferiority of the American Indian to a more discriminating analysis, competent psychologists have come to the conclusion that there is no scientific ground for this opinion. The everyday experience of supervisors and teachers in the Government Indian schools tends more to confirm this conclusion. In schools on the Pima Reservation in Arizona whole class-rooms of Indian children measured up to the normal grade for white children or above it.

There can be no doubt of the significance of the American Indian's contributions to civilization. "He is a true artist," says H. J. Spinden, "unusually qualified by natural abilities in several provinces of æsthetic expression." Sloan and La Farge assert that "simplicity, balance, rhythm, abstraction, an unequalled range of design elements, and virility characterize the work of the Indian of to-day." In basketry, weaving, jewellery, pottery, sculpture, he has set a very high standard. His conception of life is essentially different from modern individualism. Art is not to him individualistic self-expression, it is not subjective, he is part of a living culture.

A still further American Indian contribution to civilization, closely associated with æsthetic and spiritual values, is the social organization of the small community. In its survivals of community arts, village industry and wholesome rural life, it may point to a remedy for over-industrialization with its mass production and mass living.

Strengthening North American Indian life rather than destroying it, helping Indians to live their own lives in their own way, adjusting to modern American life where necessary or desirable, but managing their own affairs and making their special contribution to present-day living—these are the aims of the new policy of the U. S. Government with respect to the surviving 300,000 indigenous Americans and their education. Whether this kind of settlement of the American Indian problem can actually be made "is still a question". Those in charge of affairs for the U. S. Government, including those in charge of the educational program recognize the difficulties, but are using every possible resource to make the new policy a success. Aided by the Wheeler-

* Information Service of the International Bureau of Education..

Howard and Johnson-O'Malley Acts of 1934, which attempt to cover all Indian groups, whether living on reservations under tribal conditions or in mixed areas with whites, and by special emergency funds that have been supplied with particular liberality for Indians, the Commissioner of Indian Affairs, and the Secretary of the Interior have stood resolutely for an Indian program that would at last give the Indian his opportunity.

The trends of the past five years in Indian education—and more especially in the past two years—have been in the direction of strengthening Indian tribal life wherever it survived. Indian arts and crafts have been encouraged; the segregated Indian boarding schools, designed to destroy Indian family and community life in the belief that Indian life was “bad” and must be superseded by the white man’s “civilization” have been drastically curtailed. A few of those schools have been retained for specialized training, but for the most part they have been replaced by local educational facilities close to the Indian homes—public schools in communities where white and Indian populations were already commingled—Indian community schools in those localities where there is still a homogeneous Indian population. A staff of “visiting teachers” (School social workers) have been especially helpful in making the transition from institutional care to home responsibility. In the Navajo area of Arizona and New Mexico, 47 new Indian community day schools serving adults and children alike, have recently been established. Staffed largely by Navajo teachers and workers, these centres furnish an educational program in health, better land use, arts and crafts as well as the more usual tool subjects. They are bilingual in instruction, both Navajo and English being used. In the Sioux Indian Country of the Dakota, a number of central community schools have been erected, with emphasis on the practical agricultural needs of the Indians. To make certain that well qualified Indian leadership will be secured, Congress has made available this year \$ 175,000 in new funds for scholarship loans to Indian young people in college, universities, and technical schools, and some five hundred young Indians are taking advantage of these aids. It is significant that the administration of this training program is itself in the hands of a staff of well-equipped Indians.

Behind the present program of Indian administration, and particularly Indian education, there is an assumption relatively new in administration of native affairs—namely, that Indian life itself has values that need to be maintained. The usual assumption of white superiority is abandoned in the new program. It is assumed that in all efforts carried on by the Government or other outside interests on

behalf of Indians the purpose is to be helpful while interfering as little as possible with existing modes of life. Indian ways of doing things are assumed to be right except as they are found, by the experience of members of the tribe or others unselfishly interested in their welfare, to be detrimental to the Indians or harmful to the rights of others. Any intervention on the part of Government is not only promised on this right of Indian people to live their own lives with a minimum of outside interference, but it is considered to be the duty of the Government to assist Indians in safeguarding this independence, to protect and encourage it by equipping the Indians with whatever will strengthen their position, to supplement what they have with whatever may be found to be useful and good, building on the existing good in every case rather than tearing down, and helping Indians to retain an understanding and appreciation of their own culture and their own resources.

Nothing in this program is intended, of course, to prevent Indians from utilizing as much of modern methods of living as they care to adopt. What those in charge of the present program are attempting to do is to help Indians to see that they need not—and should not—give up all that they have in order to be “modern”; but that they have rather an unusual opportunity to combine such advantages as there are in modern civilization with the special advantages of their own culture.

II. THE EDUCATION OF THE NEGROES

In view of the fact that in many States Negroes are forced by law to attend segregated schools which are almost invariably inequitably provided and maintained, and because of the inadequacy of these schools to serve the purpose of education in a democracy, and in order that equality of opportunity may be offered to all Americans, and in order that the Negro may meet effectively his obligations as an American citizen, and in order that American may have the benefit of those varied contributions possible only when the members of all races are allowed the fullest development, the following fundamentals in the education of Negroes are proposed by the Conference on Fundamental Problems in the Education of the Negroes.

ULTIMATE EDUCATIONAL OBJECTIVES AND IDEALS.

(a) *Home Life*:—Equal economic opportunity, and political and social justice for all, which will make possible the realization and maintenance of home and family life in keeping with American ideals and standards.

(b) *Vocations*:—Adequate provision for professional and vocational education, and guidance, conducted by properly trained persons and varied according to individual interests and abilities.

(c) *Citizenship*:—Full participation in all phases of life in accordance with the highest ideals and practices of good citizenship.

(d) *Recreation and Leisure*:—Adequate provision for wholesome recreational activities, and adequate training for the better use of leisure time.

(e) *Health*:—Healthful living and working conditions, and adequate health service and health education.

(f) *Character*:—The ability and disposition to make wise choices in the various life situations.

IMMEDIATE EDUCATIONAL OBJECTIVES AND IDEALS.

(a) *Availability of Education*:—Schools and colleges available and accessible for all Negro children, adequate in length of term, number of teachers, curriculum offerings, equipment, and facilities.

(b) *Teachers and Teaching*:—Selection, training, compensation, tenure and working conditions of teachers in keeping with the highest standards of professional growth and leadership, in recognition of their outstanding importance in the education of Negro children, and in the leadership of Negro life; and the acceptance of the responsibility by all teachers of Negro youth to teach the fundamental principles and issues underlying our economic and social order.

(c) *Financial support*:—Adequate financial support of schools for Negro children, equitably distributed, and intelligently administered, with full recognition that there can be one standard of adequacy.

(d) *Administration*:—Larger participation in the administration and control of schools by intelligent representatives of the people served; and curriculum differentiation and adaptation based on needs rather than on race.

(e) *Segregated schools*:—Discouragement of and opposition to the extension of segregated schools.

In the foregoing statement of objectives and ideals, the principle of the single standard should apply.

In his letter to the Conference, President Franklin D. Roosevelt writes:

"In democracy education holds the most promising potential solution of the social and economic problems for peaceful, gradual, intelligent evolution toward the goals which we must set up for the preservation of the ideals and the happiness of our citizenship. As yet all too small a percentage of the Negro children of our country, especially in its rural sections, enjoys adequate or equitable facilities for the education which is America's goal for every child. We have neither schools enough properly to accommodate the children who should be in attendance, nor educational offering of the quality and variety adapted to their needs. How to meet these two fundamental requirements adequately, and the ramifications into which consideration of their varied aspects takes us, are the problems to which this conference will devote its attention. May it result in rendering the significant service it aspires to render to our country and the Negro race."

Correspondence.

MUNICIPAL HIGH SCHOOL, KURNOOL, TEACHERS' ASSOCIATION.

At a meeting of the Teachers' Association, Municipal High School, Kurnool, which was held on 21-10-36, it was resolved to convey its heartfelt thanks to the Hon'ble The Rajah of Bobbili, the Chief Minister to the Government of Madras, for the kind assurances he had given, in his reply to the address of the Municipal High School Teachers in Bezawada, with regard to the question of sanctioning a higher scale of salary to the Secondary Grade Teachers in schools under Municipal and Local Board Management. A copy of the resolution was sent to the Chief Minister requesting him also to consider the matter sympathetically and pass early orders.

THE EDUCATION WEEK AT RAMNAD,

The Sixth South Indian Education Week was celebrated at the Rajah's High School, Ramnad, on Monday, the 2nd November, and the four following days. All the local educational institutions participated in the celebrations. The elite of the town and a large number of parents attended the function every day.

K. G. Menon Esq., I.C.S., Sub Collector, Ramnad, who presided over the deliberations of the opening day inaugurated the Education Week. Mr. T. S. Viraraghavachari, Headmaster, Rajah's High School, Ramnad, explained how the Education Week could not be celebrated between the 5th and 11th October as the Final Meet of the Ramnad District Sports was on during the identical week and spoke at length on the aims and objectives of the South

Indian Education Week. His speech was followed by a lecture on "Home and Character training" by Mr. John Ponratnam, Schwartz High School, Ramnad.

On Tuesday, the 3rd November, under the Presidency of B. V. Varadachari Esq., M. B. B. S., District Medical Officer, Ramnad, Mr. L. R. Sundaresa Iyer, M. A., L. T., Government Training School, Ramnad, delivered an inspiring and informing address on "Character training through Moral and Religious Instruction".

The third day's celebrations were held under the presidency of V. P. Sundaram Iyer, Esq., Excise Inspector, Ramnad, when Mr. R. Viraraghava Iyengar, M. A., B. L., spoke on "What we expect of our schools".

On the fourth day, under the presidency of M. S. Krishnaswami Iyer, Esq., B. A., L. T., Mr. R. Viraraghava Iyengar, M. A., B. L., delivered an interesting lecture on "The Role of the Teacher in Society".

On the final day P. Sankaran Nambiar Esq., B. A., B. L., District Munsif, Ramnad, presided. An interesting variety programme of entertainments was gone through by the pupils of the Raja's High School, including the enacting of a scene from Kalidasa's "Sakuntala", all the actors speaking in Sanskrit. Mr. T. S. Viraraghavachari M. A., L. T., delivered a thought-provoking lecture on "Character Training through Extra-Curricular activities". He was followed by Mr. V. Kailasam Iyer, Rajah's High School, who in a lucid Tamil address, explained the significance of the Education Week and summarised the work done during the week. He finally exhorted the parents assembled to extend their hearty cooperation to the school authorities. The proceedings were wound up by the President with a learned address in the course of which he congratulated Mr. T. S. Viraraghavachari, M. A., L. T., convener and Headmaster, on the splendid success that crowned his efforts to organise the celebration of the Sixth South Indian Education Week at Ramnad.

Notes

Re-organisation of Education in Hyderabad.

The Government of His Exalted Highness the Nizam of Hyderabad have stolen a march over others by introducing a scheme of reforms in the Education of his State. Acting on the recommendations of the Mackenzie Committee, the Government have evolved a plan to widen literacy and remove many of the evils of the present system. Secondary Education in future will be controlled by a Board of Education assisted by special committees enjoying statutory powers. University education will be independent of the Madras University and admission to its portals will be restricted according to the students' fitness for it. Necessary rules of admission and courses of study will be drawn up by the Pro-Vice-Chancellor in consultation with committees appointed for the purpose. The Government will watch the working of the experiment for five years and effect suitable improvements.

The scheme is an attempt to meet the complaints against the inadequacy of present day education to equip the student for a career. The defect is sought to be remedied by introducing a variety of courses in high schools, vocational and technical. The Government propose to have three years for the Arts Course in the College, and divide the primary and high school courses into *three* stages. The primary stage will extend over *five* years, the lower secondary over *four*, and the high school over *three* years. In addition to the arts and science subjects, industrial, commercial and agricultural subjects will be taught to pupils in secondary and high school classes. The Central Technical Institute at Hyderabad and the Industrial School at Aurangabad will be re-organised suitably to provide a five years' course to boys completing the primary school and the secondary school respectively. Urban schools will have English and manual training compulsory, and rural schools, agriculture or manual training, English being optional. The medium of instruction in secondary and high schools shall be Urdu, special exemption being available to

use English in some cases. Each of the lower secondary and high school stages will have a public examination at the end of the course for the award of certificates. These examinations are intended to serve the purpose of *elimination* and *selection* necessary for the diversion of talents in suitable channels without entailing waste of money or human material. We hope other provinces will move early on similar lines.

Competition in Services

The Nizam's Government are also alive to the need for provision of a schedule of posts to absorb the various grades of qualified candidates. One commendable feature is the Government's attempt to eliminate rivalry and underbidding, by prescribing an age-limit and restricting the choice for recruitment to the services. The remarks of the Committee in this connection when proposing commercial courses for high schools, deserve our attention. They run thus:

'The object of these (commercial) courses 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 also open to graduates, the tendency will be for boys to proceed to the University simply in order to qualify for inferior clerical service.'

This should naturally remind us of the woeful competition of highly qualified men in our Presidency bidding for entry into inferior posts on salaries which a railway porter can earn in a week. Teachers, in particular, owe a duty to themselves and to the profession in seeing that they do not demean themselves by competing for low-salaried posts or grades reserved for others of lower qualifications. News that has been reaching us of trained graduates stooping to accept salaries of elementary grade men is disheartening and bodes no good to the profession or to the children entrusted to them. It also ill becomes well-placed men to preach to teachers the need for their acquiescence in a badge of mendicancy and quote the law of supply and demand to support their position. The parade that in ancient India poverty was the badge of the teaching profession is a tall-talk. It is erroneous to think that renuncia-

tion was the invariable concomitant of *adhyapana* in ancient days in India; no records support this view.

Unemployment in Bihar

The findings of the Committee appointed by the Government of Bihar to enquire into unemployment among the educated classes reveal some interesting facts. The unemployment, in the opinion of the Committee, is mainly 'under the category of indirect and provisional unemployment where a person is unable to secure a post suited to his qualifications'. This would establish the need for an urgent revision of the courses of study to suit modern requirements. The report endorses some of the salient items of the Sapru Report. It recognises the limited scope of the policy of 'Back to the land', the overcrowding of the legal profession and the partiality of medical men for town life. Among the remedies suggested, the following are noteworthy. Active State aid to industries or individuals for starting or developing enterprises, the starting by Government of demonstration or pioneer factories, and a liberal Government aid to educated young men for organising small scale industries and marketing their products, are some of the measures recommended. At best, these are only palliatives, and if unemployment is to be wiped out, a rapid industrialisation of the country is the only course. This is an all-India problem, and we hope the new Government that is to come into being will tackle it seriously and fruitfully.

Reviews

1. One Family Travels West: By Alice A. Minick: Meador Publishing Company, Boston, U. S. A. Price: \$ 2. (400 pp.)

This is a fascinating book of American life dealing with the pioneer days of the middle of the 19th century, written by a cultured lady. It is the personal memoir and recollections of the author recorded for her own edification, and hence truth is the key note of the book. There is abundance of lively description of plains and roadsides, the prairie camps and swirling waters of the flood, and of stirring experiences while trekking through unbroken stretches of woodland and flood. The contents make refreshing reading, giving us a picture of the sanctity of home life and an insight into human nature. Readers will appreciate the lively conversation and rapid narrative, and the sympathetic characterisation which appeal to our hearts. One outstanding feature is the author's recognition of the divine origin of moral obligations, and their perpetual duration and universal application to human life.

The book is beautifully cloth-bound and attractively got up. It would prove a charming friend for a lonely hour, inspiring in the reader an optimism and faith in the integrity of man and the harmony of spiritual relationships.

Books by Macmillan & Co., Ltd.

2. Science of Common Life: By A. T. Simmons & E. Stenhouse: Price: Re. 1—8.

This is a successful attempt to give the general reader an idea of how much science there is in everyday life. The scope of the contents is limited, dealing with elements of Physics, Chemistry, Diet, Hygiene and Physiology. Modern scientific inventions do not find a place in the book. Simple experiments have been given where necessary, followed by direct and clear explanations and familiar examples. Applications of scientific principles are given due prominence. The explanatory sketches, the summary and test questions at the end of each chapter enhance the usefulness of the book.

3. Action & Adventure: Edited by N. B. McKellar, M. A., Price: Re. 1—6.

The author aims in this book to give the reader a wide variety of matter to suit the cravings of modern youth for action and adventure. The selections are of a miscellaneous nature giving a glimpse of the alluring expanses of English literature. There are 40 pieces collected from the writings of forty authors. The reading matter is full of life,

capable of imparting a training in appreciation, and, instructive. The book should be very useful to our college students who desire to widen their general knowledge and command of English. The print and get-up leave nothing to be desired.

4. English Prose and Verse (Old and New): Edited by S. Panandikar, M. A., M. Litt. and V. D. Salgaonkar, M. A., LL. B. Price: Re. 1.

This book of selections from prose and verse would make tempting reading to pupils of Form IV of our high schools. The authors have provided interesting matter, giving it in a form that will satisfy their linguistic needs. The main literary forms introduced are the story, the letter and descriptive and conversational prose, along with a number of choice poems capable of developing a taste and appreciation of poetry. The notes and aids to study at the end of the book and the recapitulative index of grammatical questions occurring in the text should prove helpful to students in the acquisition of English.

5. Matriculation English Exercises for Indian Students: By C. J. Modak, M. A. Price: As. 12.

The writing and speaking of correct, idiomatic English is a difficult art baffling Indian students, who need intimate acquaintance with the established, everyday usage. The book under review supplies them with necessary material in a convenient and interesting form which would be of real service to them. It does not pretend to supplant the teaching of grammar but aims at supplementing it. The contents bear evidence of the guiding hand of an experienced teacher of English in Indian schools. Attention has been paid to English prepositional forms and common idioms, and sentences illustrating the correct forms have been given. A list of common errors in the use of idiom and spelling enhances the value of the book. Pupils who carefully work through the sections should be able to speak and write correct English. We strongly recommend the use of the book by teachers and students.

6. A Course of Physics. Light, Heat and Sound: By A. E. E. McKenzie. Published by the Cambridge University Press. (Agents: Macmillan & Co. Ltd.) Price: 2/6 each part.

These three parts form Vol. II of the series designed for pupils of the Higher Certificate and University Scholarships Examinations. As books aiming at fostering and developing scientific interest and zeal, the series should be viewed not merely as school text-books. The simple and intelligent treatment of the practical applications of Science and the clearness of thought and language of the contents raise them from the ordinary level of books for examination purposes, and compel our appreciation. Problems have been carefully selected which would test not merely memory but grasp of the subject. The volumes, handsomely got-up, will make valuable addition to science libraries of schools and

7. **First Steps in English Grammar:** By Llewelyn Tipping: Price: As. 4.

Beginners in English will learn the fundamentals of English Grammar by the use of this little book. The main principles have been set forth in the simplest possible manner, emphasis being laid on the use of words. Numerous exercises have been provided at the end of each lesson to give practice to pupils in the application of principles learnt. The use of simple diagrams to illustrate the significance and uses of the different parts of speech is noteworthy. The contents have been intelligently planned.

8. **மாக்கியில்லன் புதிய பிரதம சாஸ்திரப் புத்தகங்கள்** Books I and II for Forms I and II. Price: As. 10. and 12 respectively.

The two books under review conform to the latest General Science Syllabus for the lower Forms. Both contain a mine of information based on experience and wide reading, written in simple Tamil and illustrated with numerous diagrams and photographs. Simple experiments have also been suggested where possible. Each main item of the syllabus has been developed in a lesson indicating to the teacher and the pupil the extent and scope of matter to be studied. The practical and utilitarian aspect of the subject has been attended to before the theory of it is presented. Useful questions have been added at the end of each chapter.

OUR SCHOOL PUBLICATIONS

1. Garuda and Anjaneya	....	....	0-4-0
2. Avatars of Vishnu	....	...	0-4-0
3. Jesus Christ	....	....	0-5-0
4. Tales of all Time	....	....	0-6-0
5. Rama, the Ideal Son	....	....	0-4-0
6. Aesop's Fables I	....	....	0-3-0
7. Do. II	....	....	0-4-0
8. Karna, the Warrior	....	....	0-6-0
9. Stories from Shakespeare	....	....	0-12-0

SUITABLE FOR HIGHER FORMS.

1. Tamil Poetical Selections	....	....	0-5-0
2. Nitthilakovai—a collection of Tamil Poems...	....	....	0-10-0
3. Selections from Prose & Poetry in Tamil Book I	....	....	0-10-0
4. Do. Book II	....	....	0-10-0

Write to:—

V. S. SWAMINATHAN,
Publisher,
MADURA, TINNEVELLY & MADRAS.

V. S. Raman Vaidyar & Bros., SWARAJYA PHARMACY, (REGISTERED.)

ALWAYE.

(Branches:-Chalakkudi & Karupadanna.)

Consultations regarding disease, diagnosis, the symptoms of which when intimated, are being promptly complied with free of charge.

We have many of the Ayurvedic medicines prepared according to the strict prescriptions enjoined in Ayurveda with the full process inculcated therein and offer them to the public at the lowest price both on retail and wholesale rates; genuineness and purity of which we could guarantee. In addition to this we have in stock all the country herbs and other medicinal ingredients ready for sale.

It is with a view to prove to the public the potency and marvellous result of the system of Ayurvedic pharmacopoeia and thereby make them appreciate its value, that we have quoted the lowest price in the market. Besides, we could convince patients of the economic value of adopting the holy and antique-oriental system of treatment for which we have special facilities in the collection of herbacious medicines: And hence it is possible to sell medicines at such low rates.

Medicines are despatched by V. P. system on application.

		Rs. As.			Rs. As.
Asoko Ghrita	per lb.	3 8	Adhayarishtha	per 24 oz.	
Indu Kanta Gritha	"	3 0	Bottle		1 0
Kalsana Gritha	"	3 0	Dasamoolarishta	"	2 0
Saraswatha Gritha	"	4 0	Drakshasava	"	1 4
Sukumara Gritha	"	5 0	Lohasava	"	1 0
Schagaladya Gritha	"	7 8	Kasthuryadi Pills	per 100	3 0
Thithaka Gritha	"	3 0	Nasikachurna Vataka	per Doz.	0 6
Agasthya Rasayana	"	0 12	Virechana Pills	per Doz.	0 6
Ajamamsa Rasayana	"	2 0	Rasa Bhasma	per Tola.	2 0
Chyavana Prasa	"	1 8	Asana Vilvadi Thaila	24 oz.	1 8
Kankayana Modaka	"	3 0	Pinda Thaila	(ointment)	1 8
Kasthuryadi Leha	"	10 0	Balaguluchyadi Thaila	"	1 8
Mahat Chinchadi Leha	"	2 0	Balaswagandhadi Thaila	"	2 8
Maha Vilvadi Leha	"	2 0	Sahacharadi Thaila	"	2 8
Madhusnubi Rasayana	"	3 0	Dhanwantari Thaila medicated		
Musalyadi Rasayana	"	7 8	101 times per oz.	"	3 0
Narasimha Rasayana	"	3 0	Ksheerabala Thaila medicated		
Patavaladi Leha	"	1 0	101 times per oz.	"	2 8

For further Particulars write to:—

Telegrams:—

THE MANAGER.

"SWARAJYA"
ALWAYE.

SWARAJYA PHARMACY,
ALWAYE, (Travancore.)

ELEMENTARY SCIENCE SERIES (S.S.L.C.)

BY K. S. RAMACHANDRA IYER B.A., L.T.,

Senior Science Assistant, Town High School, KUMBAKONAM.

Approved by the Text Book Committee.

- *1. A Text-book of Elementary Science Book I (Physics & Chemistry) by K. S. R. and G. V. Re. 1-0-0
- *2. A Text-book of Ele. Science Book II (Animal Life) 0-6-0
- *3. " Book III (Plant Life) 0-6-0
- *4. " Book IV (Sound, Light, Magnetism, & Electricity) 0-8-0
5. " Book V (Physiology & Hygiene) 0-8-0
6. Practical Physics C. Group (Heat & Light) 0-7-0
- *7. General Science for Form I (Tamil) Re. 0-7-0
8. General Science for Forms II & III will be ready shortly
- *9. A Text-book of Physics S. S. L. C., C. Group, Book I for Form V 0-14-0
10. Do. Do. (Heat & Light) will be ready shortly

For Copies apply to:—

THE AUTHOR.

Problems In Elementary Mathematics.

In Tamil For Forms I, II and III.

BY M. RAMAKRISHNA AIYER, B.A., L.T.,

AND R. RAMAKRISHNA AIYER,

Assistant Masters, St. Michael's High School, Coimbatore.

PRICE Rs. 1-4-0 (only.)

A Highly useful Text Book for the Lower Forms prescribed in several Schools in the Presidency.

Approved by the Text Book Committee. Apply to the Author.

The South Indian Teacher.

The official Journal of the South India Teachers' Union.

The only Educational Journal devoted to the teacher and his problems. Best medium for advertisements.

Rates can be had on application. Annual subscription Rs. 3.

Apply to:—Manager.

41, Singaracher St., Triplicane, MADRAS.

A TEXT-BOOK OF Elementary Mathematics

BY

V. P. Viswanatha Ayyar, B.A., L.T.
St. Mary's High School, DINDIGUL.

Book I for Form IV	As. 11
Book II for Form V	As. 12
Book III for Form VI	As. 14
Text-Book of Algebra	Rs. 1
" Part II	As. 12

BHARATHA DHARMA.

Published on the 15th of every Month
A Magazine of Liberal Hinduism
The Official Organ of the Arya Mata Sabha

Editor:

MR. K. V. SETHA AYYANGAR,
Best Medium for advertisement.
Apply for rates to the Manager.

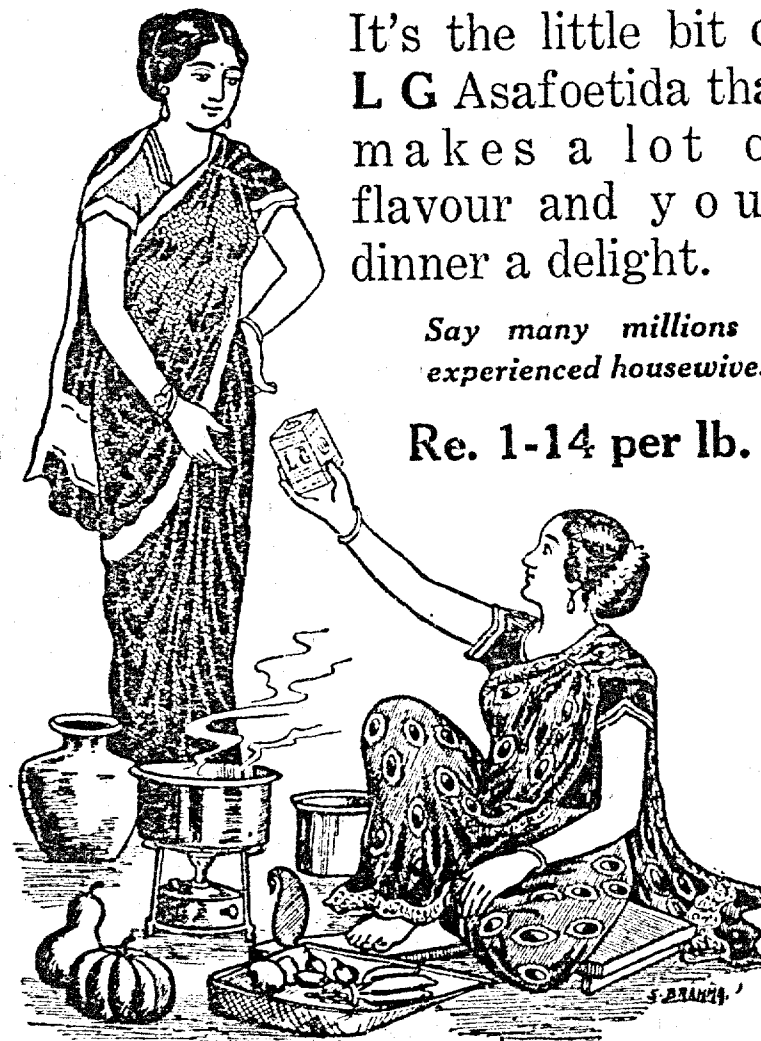
BHARATHA DHARMA
"Moryalaya", Royapetta, Madras.

Dr. G. B's. Medicated Snuff.

Acknowledged to be the best throughout India for Neuralgia, Nasal Catarrh, Tooth-ache, etc., etc., Guru Dasava & Co., Ltd.,

P. O. Box No. 510,

PARK TOWN, MADRAS.



It's the little bit of
L G Asafoetida that
makes a lot of
flavour and your
dinner a delight.

Say many millions of
experienced housewives.

Re. 1-14 per lb.

Sold at leading Stores or direct from:

LALJEE GODHOO & Co.,

**SOWCARPET,
MADRAS.**

Head Office: BOMBAY 3.

Branch: KUMBAKONAM.



Chest cold



A simple chest cold may, if neglected, turn into bronchitis; avoid this by rubbing your chest with AMRUTANJANI. Its penetrating warmth goes deep down into the chest, loosens the phlegm and brings quick relief.

AMRUTANJANI

CURES TROUBLESOME COLDS