

93

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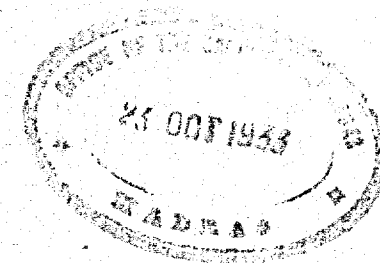
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CONTENTS for July, 1936.

	PAGE.
1. Character-Building-Education Through Hand Work By Mr. K. N. Gupta, M.A., Higher Diploma in Education (T. C. D.)	237
2. The Original Nature of the Child: How to Shape it By Mr. S. C. Sinha, M.A., Dip. Ed.	244
3. Invocation By A Teacher	252
4. The Teacher's Manner in the Class-room By Mr. N. S. Ullal, B.A., S.T.C.D., SENIOR DY. E. I.	253
5. Less Drift and More Plan. By Prof. K. S. Srikantan, M.A., F.R.E.S. (Lond)	258
6. Training for Citizenship in Secondary Schools. By Mr. B. R. Deshpande, B. A., B. T.	261
7. My Impressions of Bombay By Mr. P. A. Rama Sarma	263
8. Heidelberg—World's Intellectual Life Centre. By Marie-Luise Donike	266
9. Gleanings	269
10. Notes	272
11. Reviews	273

OUR SCHOOL PUBLICATIONS

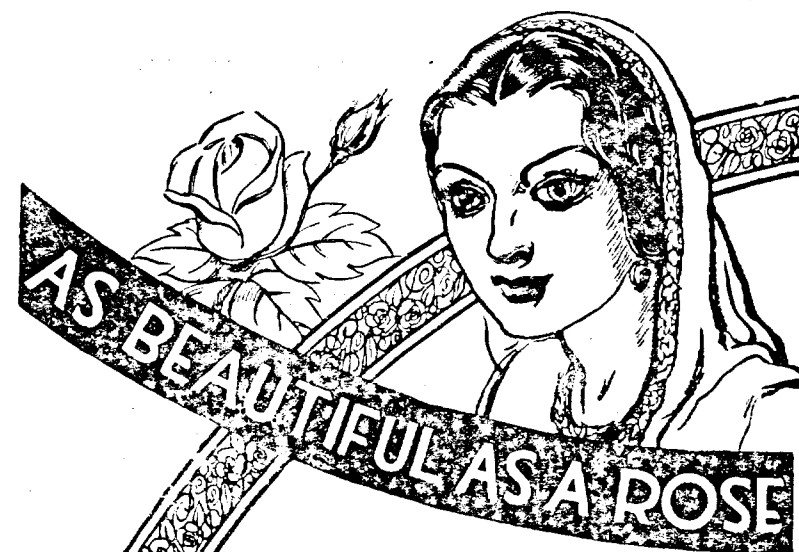
1. Garuda and Anjaneya	....	....	0—4—0
2. Avatars of Vishnu	....	...	0—4—0
3. Jesus Christ	....	....	0—5—0
4. Tales of all Time	....	....	0—6—0
5. Rama, the Ideal Son	....	....	0—4—0
6. Aesop's Fables I	....	...	0—3—0
7. Do. II	....	....	0—4—0
8. Karna, the Warrior	....	....	0—6—0
9. Stories from Shakespeare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

SUITABLE FOR HIGHER FORMS.

1. Tamil Poetical Selections	....	....	0—5—0
2. Nitthilakavai—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

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THE INDIAN EDUCATOR

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

Vol. XII.

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No. 7.

Character-Building-Education Through Hand Work.

BY MR. K.N. GUPTA, M.A., HIGHER DIPLOMA IN EDUCATION (T.C.D)

(Concluded from the last issue.)

Those who are keenly interested in Handwork and earnestly wish to derive all round above benefits from its Pivotal-Points introduction in schools should assimilate and be practised in act according to the following. Handwork.

(1) The aim and object of Handwork is to use, as far as possible, the knowledge of school subjects in fulfilling the daily individual and social needs of pupils, if these needs are within their capacity and means; and at the same time to help them in acquiring the knowledge of school subjects through the employment not merely of their eyes, ears and lips, but also of their hands (blind man's eyes); and while thus vitalising the school subjects, Handwork also aims at meeting the social need of inculcating love and respect for manual work. The predominating ideas that the hands while fulfilling the school and home, individual and social needs from the doer's point of view, should be employed in such a way as to lay the foundation of worthy character and loyal citizenship at the pliable school age on a sounder basis.

(2) Education is a continuous process of growth, having as its aim at every stage an added capacity of growth. When a process is quite new and fresh for the pupil and it is neither too easy nor too difficult for him, it has educational value. After some practice that particular process becomes mechanical. But now he has an added capacity of growth and he is fitted to rise still higher.

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For a baby the process of holding a spoon and carrying it to his mouth has an educational value in the beginning only. The same is true when a boy starts learning cycling. After some practice the process of cycling becomes mechanical. He goes on cycling and his mind is free to think of something else. If his cycling practice was confined to an open trafficless park the process is mechanical for that place only. But when he just starts cycling on crowded and crossing roads, the process again becomes educational at a higher level. Thought is again needed.

In Handwork the pupil should not be allowed to continue the same process for a too long time. He should be stimulated and encouraged to rise higher and higher under the wise supervision of practical sincere teacher. The pupil should be allowed to grow slowly and steadily at his own natural speed. The speed of growth should not be forced through prematurely. Too much help to see the product look beautiful will weaken the pupil's initiative and self effort. If a *ratti's* help of the teacher can keep the pupil to continue on the work *sawaratti's* help should never be given. The pupil's standard of beauty should be stimulated to rise still higher and higher but the adult standard of beauty at premature stage should not be forced in by too much help and conversation. Aesthetic aspect of education should receive legitimate attention.

(3) Both process and product should be taken care of in schools. Both are the two ends of the same pole. What is primary They are not antagonistic to each other. But in school, process, from the educational point of view, process is product or both. primary and product is secondary in schools.

A, B and C, supposing there are three pupils. They belong to the sixth class of a High School. The class teacher gives them five Arithmetic questions as home task. A has a private tutor at home. With most of the tutor's help he finishes his work without any difficulty in a very short time. His five questions are right. B has no private tutor at home. With all of his own help, he finishes his work in a longer time than A. His three questions are right and two are wrong. C, the third pupil, like B has no private tutor at home. With all of his own help, initiative and judgment he finishes his work in a longer time than A. His five questions are quite right.

From the product point of view, that is the exhibition point of view, A ranks with C because their five questions are right; and B is

thrown to the bottom, because his three questions are right and two are wrong.

But from the process point of view, that is the educational point of view, C tops the list and B comes next and A is thrust to the bottom although his five questions are right.

An educationist should not be enamoured of by the fine product only. He should possess more penetrating eyes than those of a layman. To him the primary thing is what those five questions have done for the above three pupils, A, B and C; and not what A, B, and C have done for those five Arithmetic questions.

In the like manner, in Handwork an educationist should watch what a particular piece of paper or wood has done for the pupil and not what the pupil has done for that piece of paper or wood. What may be very pleasing to a craftsman may be very annoying to an educationist. Wherever possible and wise both process and product should be taken care of. But product should not be enriched at the cost of process in schools.

(4) In our School Exhibitions too much emphasis is laid upon the product aspect. Very few care how the School-Exhibitions product has been achieved at. Most of us get over-emphasise bewitched of the fine finished glittering appearance of the product. We care little how the big *loukies*, attractive models, fine maps, press-like physiological charts have been produced.

Who chose, who planned, who executed, who judged, who organised and who recorded are the vital questions in Handwork. But most of these are done by the adults concerned. The pupil executes, nay imitates, what specimen has been laid before him, and obeys what his task-master has told him to do for the coming exhibition and anyhow to earn the visitors', mostly lay men, Wah! Wah! The pupil has not been allowed to create something new; he has not been allowed to realise what was so powerfully bubbling in the innermost chamber of his heart. It is all because of the predominance of the product, the exhibition point of view in our Schools. Unless we allow the pupil to realise himself and express himself through Handwork under the vigilance of the teacher acting as a friend, philosopher and guide, Handwork is of little value in schools. Handwork is for the pupil and not the pupil for Handwork to please the visitors' eyes pouring into the school-Exhibition Hall. So care should be taken that the exhibition point of view should not over-shadow the educational

point of view in schools. In its proper place the exhibition has its own values. There is no doubt about it.

(5) Lack of vital interest makes most of the learning in schools very dull. Lack of organised freedom and initiative in schools is followed by lack of purpose and from the pupil's initiative in the work of life. School should develop in its pupils, initiative, purposing and sense of really educative responsibility through Handwork.

In Handwork the adults should not impose upon the pupil what he should do. He should be free to make his own selection for his immediate use. Unless an article is of any use to the pupil it will not be interesting to him. Unless it is interesting it will have very little educational value in cultivating mental discipline. If it is his own selection he will get merged wholly and solely in making it. He will make body-mind-soul efforts in executing it. He is not working on account of any external pressure in Hand work to save himself from punishments, chide, rebuke, low marks or failure. He is working because the work is of his own selection, therefore interesting, and finished will satisfy his own felt immediate need. The environment of Handwork in which the pupil is working is quite different from the environment of other school subjects.

The reward of eating a *Rasogulla* lies in itself. In the same way Hand work does not need any external reward. Like quinine Hand work does not require sugar coating. It is naturally sweet, if properly Handed. It is all-through sweet internally as well as externally. It does not require artificial sugar coating to make it interesting.

(6) Hand work, as an effective and dynamic method of teaching, is primarily intended to educate pupils to be useful, Hand work as loyal citizens and worthy characters when they method is not enter into life. Therefore, the pupil should be spoon-feeding. encouraged to do almost everything by himself in proportion to his capacity and means. Spoon-feeding method of teaching, which is so prevalent in most of our schools, will not help us in fulfilling the aim and object of Hand work. The more the pupil is allowed to stand on his own legs and permitted to utilise his own means and resources, the more educational value he will be able to derive under the friendly vigilance of the practical teacher.

(7) This character building Hand work can be introduced in all Primary, Middle, and Secondary schools without The teacher's role. any additional expenditure on the part of the

Government. Money is not needed. What is most needed is the teacher's common sense and sincerity.

The teacher of Hand work should be well acquainted with the real interests of his pupils. He should know what they vehemently like to do. The teacher should not impose his own plan upon his pupils. In the beginning it will not be wise and practicable to start with a complicated and difficult purposive activity. The teacher should begin with something simple.

To achieve all-round educational values from any form of Hand Method of teach- work the following six steps are indispensable:— ing Hand work

(a). Choosing and Purposing:— To fulfil the aim and object of Handwork the pupil's whole-hearted co-operation is essential. Whole-hearted co-operation will result if the purpose is of the pupil and not that of the teacher. The possible purposive activities should be listed on the blackboard as they are suggested by the pupils. Then the teacher should give time to each pupil who has suggested a possible topic or activity to speak in favour of it. Let the pupils tell why it appeals to him; how it can be developed; what would be its advantages to the whole class. After hearing from all of these pupils, the teacher should give opportunity for a full discussion on the part of the whole class. The teacher should stimulate the discussion by means of questions that will bring out other points of view. The teacher should encourage different expressions of opinion. Certain suggestions will be eliminated very easily. A few may still be left on the board which may take several days of discussion during the Hand work period before the choice narrows down to two or three. In all that time the pupils' interest has been stimulated. They see the possibilities of certain developments. They begin to take sides.

The teacher should then bring the class to a united decision to follow out one of these possibilities. Give some instruction in citizenship in the rule of the majority for the good of the group. But the final choice made must be the choice of the pupils themselves and pupils must so feel it keenly. The selected activity must meet some felt immediate need of the pupils—something they really want to do or find out. The earnest and worthy purpose is at the heart of success in Hand work. The purpose must be common to the class or group. It must be accepted by all. Comradeship and good will is necessary for the carrying out of the purposive activity by the class or group.

A valuable form of composition for the class will be writing out the reasons for the decision they have made.

(b) Planning—The second step in carrying out a purposive activity is to make a plan before starting the work. To teach the pupils to do their own planning in life, it ought to be done by themselves in schools. The teacher should call attention to the need of a plan and provide an opportunity. He should try to enlist the co-operation of every member of the class. He should encourage those who are backward about speaking up. He should point out the difficulties to be met in carrying out the selected activity. He should keep the goal in view before the class and try to secure a plan which will carry the purpose through. The whole class should get a share in the plan.

If the pupil's plan is a good one, the teacher should forego his own. The class should be taught to prepare in outline form a brief plan of their selected activity. In construction activities a drawing of the article to be made, or a plan to scale may prove useful.

In case of difficulties, the teacher and pupils together should search and find out the solution. The information can be found either in books or magazines on the matter or by writing to some authority. The teacher should act as the big brother. The teacher himself should grow with his pupils.

(c). Executing—Let the pupils do the work without too much assistance. The teacher should help them when badly needed to the best they can. But the work should really be theirs, because it is their selected activity. He should control a great temptation to help too much or even to do parts of the work himself in order to produce a more finished product to please the visitor, the spirit of an exhibition. He should remember that his object should not be a perfect piece of work but the maximum amount of learning by the pupils and useful character development. A crude result may mean a large degree of genuine learning and good teaching.

The educational possibilities of the purposive activity should always be in the teacher's mind. He must see that the maximum amount of learning from each process is secured.

Success in a part of the work is a great stimulus to hold the pupils to their purpose and completing the whole work which they have undertaken.

(d). Judging—On the completion of the work or at certain stages in the activity the work should be reviewed and the pupils brought to judge their work, noting errors in choice, in planning and mistakes in performing. They should consider what lessons they have learned from the purposive activity they have carried through. The teacher should help them to discuss such questions as how we can learn to work better next time, and what good habits and attitudes we have learned that we wish to practise all our lives.

The pupils should also consider the school subjects-matter which they have learned on the basis of the purposive activity undertaken.

(e). Organising what has been learnt—clear and definite attitudes and habits are the results of dynamic teaching. Knowledge grows out of experience and the felt need of the child. The teacher should help the pupils to organise that knowledge and relate that experience to a larger body of interest and knowledge, other-wise the result of the year's work may be very scattered. The results of the purposive teaching may sometimes be a hodge-podge of information and interest; He should lead his pupils to gather and organise what they have learnt.

As the class pursues its purposes and its plans in the development of a purposive activity, they will find that there are gaps of knowledge to be filled in. The teacher should see that those gaps are bridged. He will see that the holes are filled in. The bits of knowledge will finally be filled into their places in the General-Whole.

(f). Recording what has been learnt:—The organisation of knowledge can best be done through the Hand work-Book. Each pupil of the class should keep a record of the development of the purposive activity. The class should learn to work out summaries and outlines of school-subjects matter and of their habits and attitudes formed through the purposive activity. The motive should be the desire to pass on to others the interesting things gained. It may be helpful to other classes who may choose to study the same or related subjects. Another motive may be to invite the school to hear the interesting things they have found out illustrated through charts and pictures. Thus they will feel need of arranging in logical order the school-subjects matter and other things learnt. Thus they will choose the important facts which they discovered in the purposive activity so far.

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

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

(Continued from April issue.)

THE ACQUISITIVE OR COLLECTING INSTINCT.

We all know how the little ant stores food for the rainy days—how the busy bee gathers honey for future use—how the thievish crow conceals its food under the tiles and the cunning dog buries a piece of bone in the ground, and returns to it later to gobble it up at ease! What prompts this apparently intelligent behaviour in these creatures? Instinct, to be sure. This was a dire necessity in the primitive man at the early stage of his life when hoarding food, fuel, barks of trees and skins of animals meant existence. This, probably, gave the race security against famine or other warring tribe or any emergency of a like nature.

It is, however, no longer as great a necessity as it was in the early stage of human existence. But the stamp is there, though considerably weakened by time. "It persists as nature's gentle way of opening the eyes and the ears and the other sensitivities of nature's child to the great, mysterious surrounding world in which it finds itself."

Children love to own and collect things not for what they are worth, but merely to satisfy this inborn urge of their original nature. Take your children on a holiday trip to the sea-shore. Wait and watch. You will soon find their pockets bulging out with the cumbrous weight of shells, pebbles, even tiny little living crabs and all that! Not unoften has the domestically careful, but psychologically careless mistress murmured to you against the 'incorrigible' child who would not listen to her repeated warning against tearing the pockets of coats and frocks with the load of useless objects, as broken ends of tumblers, nails, horse-shoes, feathers, empty matchboxes and cigarette cases and invited your attention!

Fancy the worry of the mother, who is fastidious about cleanliness, chancing, all unawares, upon a heap of rubbish, picked out of the dust-bin at the door, secretly hidden behind the costly mirror in the drawing-room, or a basketful of Turkey feathers smuggled under the clean-washed bedstead in the retiring-room! Damn the tiny 'scoundrel'. It gives her no rest, and she naturally loses control over her temper. So, probably, does the father, who on his return from office, hot with

work, finds, to his great horror, the pictures from the newly indented, illustrated catalogue of the latest fashion in dress and cutlery mercilessly scissored off by his naughty child!

We feel for the poor parents and housewives, who have had such bitter experience—and who have not? But we can not blame the poor child. We would, indeed, be unwise teachers and parents if little rubs as these irritate and excite us to punish the child. If we just for a moment turn the mental searchlight inwards we will find that we also did the same mischief. Why not, then, suffer our children to do so? Bear in mind that it is the impelling force within that goads the child on, and seeks satisfaction in owning and collecting all this rubbish. It is the pleasure of hoarding that they seek, and not the uncanny experience of what it is to tease their parents, whose mere stare is enough to frighten them out of their wits. They get no special pleasure in spoiling the draw-room or soiling the bedstead. Discipline, of course, demands certain measures to counteract the free play of this impulse. But punishment, certainly, is not the remedy.

Firmly, indeed, is this instinct stamped on the nervous system. You cannot, do all you can, change it. It is in their nature—in the very blood. Before long it will wear out of itself. The stones, the screws, the tumbler-ends, which they so proudly treasure, will lose all their charm with the coming of youth, and appear in their true worthlessness. But so long it is there we must make the best of a bad bargain. Help the children by diverting their attention to the collection of better and more useful objects. Provide for them a family museum and a little zoo; and encourage them to fill the former with valuable collections like stamps, old coins, picture-cards, flowers, ferns, rocks, eggs, moss-covered wood, queer fossils, shells, skeletons of animals, freakish fruits, specimen of different kinds of earth and similar curious things that pique their curiosity; and the latter with pets as rabbits, birds, tadpoles, small fishes, white rats and so on.

By all means create in them a spirit of healthy rivalry in excelling one another in their collection, and let them feel that they own a museum and a zoo of their own apart from the one they have at school. What a treat it would be for them! From little villains they would turn to be disciplined members of the family, and a comfort and joy to us all. A little effort and guidance on your part will save this impulse of the children from relapsing into its original form and venting it through useless channels.

There should be separate shelves for different objects, and the children made to classify them accordingly. Fix a special day in the

week for the exhibition by the children themselves of their collection to the whole family, selected friends and neighbours. Let them do every thing necessary for the show—the arrangement, the classification and all that. Bid them give a detailed history of the collection, and explain the exhibits to the spectators. A day may come when an ordinary stamp or an old coin might unfold its tale to the tiny collectors and carry them away to lands strange and faces new! Who can say that they will not feel curious to know about kings and men, who moved on this mysterious earth of theirs, when their fathers and grand-fathers were as young as they themselves are! Who knows that a piece of rock or a broken skull will not kindle the spirit of a geologist or an anthropologist in their hearts! Some at least of these collections may, perchance, awaken the sleeping Hampden, Gibbon, Columbus, Stanley, Cook or the Marconi in them! And a dream it is not.

THE INSTINCT OF CURIOSITY.

Children are inquisitive or curious. They get curious to know things, novel and unusual, which attract their attention. Something, it may be the tick of the clock, the roar of the thunder, the rain-bow in the sky, the rustling wind, the smoke in the chimney, the shadow cast by the lamp, the motion of the toy-engine and the like, stir in their minds a curious interest which they cannot fully comprehend. In this partial comprehension lies the motivation of this instinct, which excites them to understand an object or situation, and leads to "fuller comprehension or clearer perception—perception definite enough to determine some other instinctive action".

This impulse is not complete in itself. It does not rest satisfied by having just roused the attention of the child. Its purpose is not served till it has linked itself to some other useful impulses. It has no specific object, and is not called into play by objects of any special type. A brilliantly sunny weather after a beastly storm excites the curiosity of children, long confined indoors; they run to the wet field and at once begin to jump and play with the water left by the rain. Something in the shape, size or colour of a piece of rock strikes them, and they take to collecting similar rocks; the sight of a globe-trotter, with his soiled dress and bearded chin, piques their curiosity, and they are seized with the desire to make trips or excursions to unknown places. In all these instances the curiosity-instinct is closely related now to the impulse of physical activity, now to that of collecting and now to that of migration or wander-lust.

The origin of this instinct is not hard to seek. The unprotected and ill-sheltered primitive man had always to be on the alert against

tribal raiders, wild animals and sometimes even unusual natural and physical phenomena. The slightest noise, disturbance, movement and unusual occurrence rightly demanded attention and observation. They could not possibly rest at ease until they had fully probed into their origin and made sure that it was nothing particularly threatening. This constant watch and care so nicely perfected their distance-sense—eyes, ears and nose—that the least ruffle in the bush or the distant screech of a bird or an unusual smell carried by the wind forewarned them against the approach of some enemy, man or beast.

In the animal world we find the play of this instinct. Look at the horse frightened at the sight of some ill-defined object on the ground. Watch how it circles round the object, with eyes, ears and nose wide awake, how it starts away in retreat as the object seems to move in the wind, how it approaches it again and ultimately satisfies its curiosity. "The omnivorous monkey, preying upon and preyed upon" says Prof. Woodworth, "displays this instinct in a great strength and versatility; and this feature of their constitution was probably of the first importance in leading them on in the scale of intellectual development".

We are all familiar with the way in which this instinct works in children. There comes a stage in their life when they have no end of questions to ask. The poor child, who was punished by its mother as being a little too precocious, for asking the innocent question—"Mother, how was I born?"—simply responded to this inborn urge. Many a tiny mischief done by children are impelled by this instinct. It has led many of them to break open nice little dolls to see what makes them close and shut their eyes, smash their father's watch just to discover the origin of the ceaseless tick, to pull apart the jaws of the dog to catch the mystery of its bark, and, even, sometimes, to unlock the mother's jewellery box to determine what it is that she guards so zealously! Mischievous these little antics are, but mischiefs, for which nature, not the children, are to blame. We should put up with these unless we are able to sublimate the instinct to better educational channels. This, however, is the destructive side of the impulse; and it requires great toleration and discretion on our part to divert it to the constructive path, and make it subserve educational and social purpose.

The constructive aspect of the impulse is another worry to the parents! Every parent must have had the terrible experience of being bombarded with a series of why and what of things by their children. The volley of questions put by them is the out-come of the curiosity response which agitates their minds. The children who seeing the

buzzing aeroplane flying overhead, urge their parents to tell them how it flies like a bird or seeing a tram-car moving without the help of a pair of horses, want to know the cause, or looking for the first time in their conscious life at the completely eclipsed moon or sun, get eager to learn how it is overshadowed or noticing the smoke from the chimney going up and fading in the air, enquire as to why it does so and where it goes finally are only responding to this inner call of their original nature which constantly endeavours to adjust itself to present situation.

It is an essential factor in the intellectual development of children. It is a stepping stone to fuller perception and search for knowledge and truth. "It is" says Prof. Averil, "Nature's way of introducing her child to the wonders and the actualities and the potentialities of the universe. To evade or falsify would be a positive insult to Dame Nature, who provides parents and older children in order to satisfy the curiosity of those young and tender in years. Once such satisfaction has been to the uttermost, parents and older persons generally lose their prime capacities in this world."

This instinct is nonetheless potent in grown up people. The fatal attempts made at the conquest of Everest, the scientist's thrilling endeavour to penetrate into the stratosphere, or to bomb the Mars, the explorer's adventurous dash into the icy polar regions and the anthropologist's experimentation with human and animal skulls may be traced to the impelling force of this instinct. "The attitude of curiosity" says Prof. Woodworth, "is essentially one of suspended judgment; and that is the beginning of wisdom, of questioning, of further examination and of explicit judgment." It aids the children to exercise their power of discrimination and the systematization of reflective judgment.

Let us, therefore, suffer them to bombard us with interrogations and satisfy their curiosity. Never snub them down. We do not always realise what a great harm we do our children by lightly dismissing their queries, and sometimes bidding them imperiously hold their prattling tongue. By so doing we suppress one of the greatest instinctive promptings of human nature which seeks to reach out to new experiences for its further development. Let us be patient with them, and answer their questions wisely, softly and joyfully. Never allow their curiosity to go unsatisfied. We ought to see that they get the right answer to all their queries, so far the answers are consistent with social and educational needs.

There is often a world of meaning underlying some very pertinent questions asked by a child. If we could but put ourselves in the

position of the helpless child, and read its mind just at the time when it asks its parent a particular question, and lovingly answer it, much of the misconception we have about children would be removed and things made easier for the teacher. We will do well to remember that the child who takes delight in tearing paper is curious as to the nature of paper. The child who bangs his rattle upon the floor is curious as to the hardness of the floor or the interior of the rattle. The child who studies passing vehicles or stares at strange and unfamiliar faces is curious as to the nature of vehicles and of people's face in general. And as teachers and parents, it is our foremost duty to help this instinct to bloom to perfection; and not nip it in the bud, and thus blunt the edge of one of the sharpest weapons of education.

GREGARIOUS, HERD OR SOCIAL INSTINCT.

Children are fond of companions. They have a natural tendency to seek the group or form themselves into gangs for a common purpose, good or bad. In a family of a dozen or more children, we often find different groups each engaged in different activities. One group is interested in games, a second in doing certain mischief, say plucking off flowers or stealing fruit from the neighbour's orchard, while a third in reading books. If we carefully watch them we shall find that each group has a leader of its own. We shall also notice that the members of a certain group obey the leader implicitly, and are closely attached to one another. There is also an instinctive tendency in them to support, defend and help the comrades belonging to their own group. They will not, however, help any member of any other group.

In your own family you must have often noticed how a little brother and an unfortunate sister are ill-treated and shunned by the other children, who have banded themselves into one particular group. If you just care to observe, you will, as a rule, find children of the same age moving in groups of their own. Whatever they do, they are always together. In a foot-ball match, in the theatre or cinema, in school socials, in the park, on their way to and back from school or playground, you will inevitably find them in more or less constant groups.

Animals are gregarious, too. They instinctively herd together. This is more or less mechanical. The deer roam, play and graze in herds; so do cows, sheep, peacocks and wild boars. Separate a cow or a sheep from the herd; it will soon grow restless and continue to low or bleat till time blots out of its mind the past associations. The function of this instinct is to keep the members of the group together. It helps the young animal, when it is just able to search its own food.

to adhere to, and not stray away, in course of its search for food, from the herd, and, thus, weaken it.

It is this instinct that enables them to herd together, ensure collective security, collective attack and collective defence and mutual warnings of danger. When a wolf falls on an individual cow, all the cows of the herd rush to its help. If you shoot down a single crow many crows will crowd together, and make a nasty noise to warn, in their own language, others against the threatening danger. Each herd or flock has a patriarch or leader of its own who is implicitly followed by others of the same set, and who is a sort of guardian or protecting agent to its followers.

The necessity of this instinct in the primitive man is easy to guess. It brought the members of the same tribe or clan together with a view to fortifying themselves against a superior foe. Through this *social union* they sought protection. They often fought together and fell together for the sake of the group. The wild tribes of Australia and Africa even now live in groups or clans with leaders whose very word is command. The sardar or chief of an Aboriginal clan, or the foreman of the village Union of the present day is only a reminiscence of this group-leadership. An outcast does not, perhaps, so much feel the stress of the economic sanctions as the distressing experience of being shut out from the group. A dangerous criminal, confined in the cell, is not so sorry for his prison-life as for the loss of the privilege of moving, walking and mixing with other co-prisoners.

Adults are not free from the influence of this impulse to keep together. It is this gregarious tendency that makes us dash to club-houses on our return from work, and attend to social meets, parties and dinners at private or public places. The formation of associations, unions, societies and similar organizations to promote some cause or interest is a response to the social instinct. It is just to safeguard and protect communal and social interests that organizations like the All-India Hindu Mahasabha, All-India Muslim League, All-India Depressed Class Association etc. have been formed; and these are a natural outcome of the herd instinct. To this impulse we may even trace the prevalence of so many political parties in every country. The registered criminal tribe is as much an off-shoot of the gregarious instinct as philanthropic societies like the S. P. C. A., formed to prevent cruelty to animals or the Red-Cross Unit, formed to look after the wounded.

How fondly you wish to have your friends by you when going to the Talkie-House or the theatre! The sight of anything pleasant

at once fills your mind with the desire to share the pleasure with your friends, and how you regret having left them behind! How lonely and cheerless you feel when your children are away on a holiday in the country! What a delight it affords you when the home is again filled with their homely bustle and hurry! All these various impulses to be near your friends and children are prompted by the herd instinct, which excites tender emotions in your heart, and tie you down to the family or to the circle of friends.

When your children come to the gang age (10—16) the impulse to be with his gang may, even, impel them to disobey you. In vain will you attempt to confine them indoors lest they fall in bad company and relapse into activities which are bad for society. At this age children are prone to become juvenile marauders and bullies; and acquire bad habits such as stealing, smoking, playing cards, drinking, fighting and injuring others' property, usually breaking the glass-panes of the school-window and damaging the chimneys in the public roads. The sight of a gang of boon companions shouting jeeringly at some of their school fellows or making uncalled for and unprovoked sarcastic remarks at some innocent, queer-looking passerby or a decrepit old beggar is not at all uncommon.

In the life of every child this stage will sooner or later come. You need not be unnecessarily nervous about it. This is a beneficial and highly desirable tendency. It helps the development of the child. The child cannot but express these normal impulses, which struggle for exit at this particular age. We have just to see that the impulse is not misused and misdirected to socially unacceptable channels. Bide the time with the patience of an angler, and when, you think, it has come, provide for them clubs, social and literary, occasional religious congregations, games and plays requiring team-work more than individual attention, hunting excursions, scouting expeditions, boating trips, fishing parties, carpentry classes, gardening facilities and so on. Our chief aim should be to nurse a *esprit de corps*—a sense of unity, common comradeship for common weal. Let them work unselfishly for common good. All must endeavour to maintain the prestige and good name of the family or the school.

There is no need worrying about the leader. The members themselves will find one, and pledge their allegiance to him. The leader is selected not for any specific quality which others in the same group lack. He may be the fastest runner, the best story-teller, the best organizer and so on. In other words he must excel others in some special

trait. But we must always have strict eyes on the companions of our children. Undesirable elements must needs be eliminated from the group not by force, but by well-reasoned persuasion, for it is hard to separate one's chum from the common group. Put before them examples of groups which have been spoiled by bad members, side by side with instances of groups which have shed lustre on the family or the school. Perchance these may kindle the emotion of shame and emulation and wean them away from bad chums.

(To be concluded).

Invocation.

BY A TEACHER.

- May He Who is the Great Teacher of Souls help us to realise the sacredness of our mission;
- May He who is Knowledge Absolute grant us victory in our Crusade against Ignorance;
- May He keep us ever chaste, ever above daily trifles, with eyes set on pure ideals and noble emotions;
- May the world never be too much with us, torch-bearers of Light, and may we ever tread the razor-like path of a righteous living;
- May we, guardians of blossoming souls, ever feel a kinship with our wards; and may teacher and pupil be bound by silken cords of love;
- May we ever remember that where we stand there is the temple of knowledge, that the Deity whom we adore is the white-robed Angel of Learning;
- May we ever seek our fulfilment in a life of dedication and sacrifice; may we, like the Supreme Preceptor Himself, ever give out of our own innate fulness;
- May we ever be windows unto Truth, and may our pupils ever be Pilgrims unto Wisdom's shrine.

The Teacher's Manner in the Class-room

BY MR. N. S. ULLAL, B.A., S.T.C.D. SENIOR DY. E.I.

The old idea of the propriety of a teacher's behaviour in the class was that he should be, like the Yamadharmaraj of the Hindu Puranas or the Jehovah of the Bible, a stern and austere personality, whose face-muscles should never relax into a laugh or smile even, who should never come down from his seat on the platform as if he were suffering from some infirmity and who should deal out rewards and punishments to the pupils according to their deserts in a mechanical, matter-of-fact manner. The pupils, in their turn, should, according to this old ideal, be hushed in his august presence or should speak, if at all, in undertones, should move about with the lightest step and in a most unobtrusive manner, lest the equanimity of his mind should be ready to do his behests and run errands for him and should, like the pupils of the school in Goldsmith's "Deserted Village", try to humour him by laughing with "counterfeited glee" at his jokes, however poor they may be. They should, in short, be the humble servants of the teacher.

This ideal for a teacher might have been well and good in the Pauranic days, when the teacher was not given any salary nor was the pupil to give any fees; on the other hand the pupil had to find the daily bread for the teacher by begging from door to door and the teacher was a sort of a companion-tutor to the pupil, who lived with him until his education was over. It will not do in these days of paid teachers and day-scholars.

The present day ideal for a teacher is that he should be all smiles and all kindness, easily accessible to the pupils, ever active and ready to help them whenever necessary, that he should be more moving among the pupils than sitting in his chair, that he should encourage the boys to talk and ask questions and that he should freely mix with them in their several activities. Unfortunately, we have a tendency to ride any theory to death and just as in bygone days we went to one extreme of making the pupils too cheap for the teacher, we are now apt to go to the other extreme of making the teacher too cheap for the pupils. No doubt the teacher must identify himself, with the interests of the pupils, but, in his behaviour with them, he should see that work in the class never dwindles down into childish play. His behaviour should be such that the pupils should realise that he loves them and has their well-

being at heart; but should never feel encouraged to take too much of liberty with him. Familiarity with the teacher should never be allowed to breed contempt for him in the pupils. He must make them laugh and feel quite at home and encourage them to think and ask intelligent questions, but, the moment he finds that they are exploiting his kindness and asking frivolous and mischievous questions, or that they are behaving in an indecorous or discourteous manner, he must be able to hush them into silence with a more, serious look or by a simple, stern word of command. In doing this, however, he should take care to see that nothing he says is vulgar, obscene or, in any way, undignified. His speech in the class should be slow, steady and clear with no tinge of shouting in it. The most important thing needed in a pupil is a favourable and sufficiently serious attitude of mind for study, without which concentration of mind cannot be had and this cannot be attained unless the pupil cherishes a high respect for the teacher and feels that he will be doing wrong if he trifles with him. This can be realised from the fact that a father, however intelligent and educated he may be and even though he be a teacher himself, cannot induce in his son that seriousness for study at home which his class-teacher can, and here I may say that all psychologists agree that there is a serious and laborious part in study. Whatever the other defects of the old idea of the requirements of a teacher, it helped to secure this kind of a favourable attitude for study in the pupil; its main defect, however, was that it made the pupil lose his individuality and identify his interests with those of the teacher and hence it is discarded now-a-days.

We thus see that the first requisite in a teacher's manner in the class-room is a cheerful, inviting, encouraging and yet dignified attitude towards the pupil. Next to this is patience, which is the key-note of a teacher's success in the class. My idea is that a teacher however impatient and short-tempered he may happen to be, at the commencement of his career, will, if he thoughtfully acts up to the present day ideals in teaching, attain complete self-possession and command over his temper in ten years, if not earlier. No doubt some of the old teachers were embodiments of thunder and their bad temper gathered strength as their service grew, but that was because of the autocracy they enjoyed in the class-room; even amongst the old teachers, however, the most successful ones were those who had a fund of patience. Now-a-days, the change in the ideal of teaching and, more than that, the desirability imposed on the teacher in the matter of caning the boys had forced him to eat much of the anger that boils up in his mind and in a few years he gathers patience enough in spite of himself.

The present ideal is not simply to fill the pupil's mind with indigestible facts and figures and make him repeat them parrot-like whenever called upon to do so, but to set him thinking on the problem before him and guide him in finding a solution thereof himself and reasoning power can never be developed in the pupil, if the teacher gets impatient and flies at the pupil whenever he gets answers not satisfactory to himself. Impatience and bad temper in the teacher instantly upsets the pupil's mind and dries up the stream of thinking and reasoning power in him. More often than not the teacher's question is vague or the pupils have not understood the drift of the question at all. Hence if many unsatisfactory answers are returned, the proper thing for the teacher to do is to pause and think and ask himself whether, after all, he himself is not in the wrong. Unfortunately, we are, most of us, apt to think ourselves to be infallible and the pupils to be always wrong. Nay, even when we are inwardly conscious of our mistake, a foolish notion of prestige drives us to maintain that we are in the right and to force the pupils to accept our position as the correct one. This we certainly do with our tongue in the cheek for no one knows better than we that we are really wrong. No one is infallible and my experience is that a frank avowal of his mistake on the part of the teacher raises, and not lowers, him in the estimation of the pupils.

My impression is that patience, even in a case where there is a just cause for anger, will teach us tact and give us self-possession and a command over the pupils which impatience will never teach or give. I may best illustrate this truth by the example of an ideal teacher I have in mind. For convenience sake I shall name him Mr. XYZ. He was one day teaching Geometry to a certain class and the congruency of two triangles had to be proved. He asked a certain boy to come to the blackboard and prove it. The boy began in the old time-honoured and traditional way. "Let ABC and DEF be the two triangles." "Stop," said the teacher, "put other letters than those in the book." The boy, who had a mischievous bent and who wanted to teach the teacher a lesson, wiped off the letters "ABC and DEF" and put in their places "XYZ", the initials of the teacher's name, for one triangle and "DOG" for the other triangle, his object being to say in the open class that XYZ was equal to DOG. Now in a situation like this most of us would have been inclined, and justifiably too, to fly at the boy's throat; there would have been an explosion and a scene in the class and the day's lesson would have ended there. Not so our Mr. XYZ. He coolly glanced at the board for a second or two and his mind was made up. Before the boy opened his mouth, he said to the class, "Now, boys,

you have got two triangles on the board, namely, XYZ and GOD, and you have to prove that XYZ is equal to GOD," it being immaterial which way one read a triangle, and to pin the boy at the board down to this reading of the triangles, he immediately said to him, "write down on the board, my boy," "to prove that triangle XYZ is equal to the triangle GOD." The lesson went on as coolly as if nothing had happened; only the mischievous boy felt crestfallen and unhappy, but from that day onwards he came to cherish a great respect for Mr. XYZ.

The evil effects of impatience and noisy behaviour on the part of a teacher are seen at their worst when he works as a supervisor in the examination hall shouting to a candidate, who wants his help, from his place in the chair and thus interrupting the chain of thought in the minds of all the candidates, instead of silently approaching him and quietly explaining things to him so as not to disturb others.

I next come to the manner of the teacher at his table in the class-room. This should never be suggestive of sluggishness, lassitude or laziness, as is the case when the teacher lounges back in the chair with his legs sprawling on the table or with his knees lifted and pitched against the edge of the table. The pupils are, so to say, a mirror which faithfully reflects whatever the teacher does. Directly the teacher reclines in his chair, the pupils lounge back in their desks and many a boy begins to yawn. When the teacher inculcates alertness, activity and smartness among the boys, he must do more by his personal example than by precept. He must sit up in his chair and must be always ready to move about in the class or to go to any individual boy, instead of compelling him to come with his books to the table, whenever he needs guidance.

This leads me to the consideration of the next point closely connected with a teacher's manner in the class, namely his personal appearance. When he advises his pupils to be clean, neat and tidy in their dress and appearance, he must be a picture of neatness, tidiness and cleanliness. The most ugly and heavy looking teacher will vastly improve his appearance by neatness and cleanliness, while the handsomest man will look ugly and slovenly in a shabby and untidy dress. A teacher's face and especially his mouth must be as clean as his dress. One of the worst things for him to do is to appear before the boys with pan and tobacco in his mouth. Tobacco chewing mars the natural beauty of the face and mouth. It not only imparts an uncouth and slovenly appearance to the teacher, but also prevents him from speaking clearly to the boys and clear speech is, as we all know, most essential to suc-

cess in the class-room. I cannot say much or definitely about secondary teachers in this matter, for I rarely come across them in the course of their daily duties in school. At any rate, during my days of teachership in high schools, very few of my colleagues chewed pan and even these few refrained from doing it in class. My experience of Primary teachers is, however, quite the other way. It is my lot to move among Primary School teachers, about 50% of whom at least are given to pan and tobacco chewing in the class room. I often find a teacher giving a lesson on cleanliness, all the while making grimaces in his efforts to contain his saliva in, while his words hiss and struggle out through the red fluid in his mouth, which not only trickles down the corners of his mouth, but also besmears his lips, chin and moustaches and, what is worse still, gives a shower-bath to those who have the misfortune to be near him. I also find sundry red spots here and there on his dress, caused by the same fluid being wafted thereon by the treacherous wind, whenever he goes out to spit, while the tips of his thumb and fore-finger are half burnt with the chunam he has been constantly using in pan-chewing. One can imagine what effect a lesson on cleanliness from such a kind of teacher will have on the pupils. It may interest you, in this connection, to hear the reply once given to me by an Urdu teacher, who was a thorough going tobacco-chewer, when I asked him how, with tobacco in his mouth, he could teach correct pronunciation to his pupils. "Rao Saheb," said he, "you are not aware, perhaps, that pronunciations in Urdu proceed from throat." It was useless to argue with such a man. Besides, the occasion was one of those on which discretion is the better part of valour. Hence I took the teacher's reply in the lighter vein and remarked that I was certainly not aware that pronunciation in Urdu consisted only "Ha, ha, hi, hee, he, heho, hou, and so on." There was a general laugh and the matter ended there. Pan and tobacco-chewing is so rampant among Primary school teachers that I am seriously thinking of making a suggestion that pan-chewing should be laid down in the Vernacular Masters' Code as a disqualification for a teacher's post.

Our objects in teaching is to prepare, for the pupils entrusted to our care, a good back-ground for future citizenship. In order that the boys and girls of today may grow up to be good citizens of tomorrow, right principles of life in all its aspects should be inculcated in them and this can be done best by the teacher's being a personification of all he preaches. For, to the pupils their teacher is their idol. I remember how I and my contemporaries, when we were boys at school, fought hard for our teachers whenever anybody questioned the wisdom of

whatever he said or did. Some boys went even to the extent of imitating the gait and mannerisms of their teachers. Such being the case, we, the knights of chalk and duster, should take care to see that the pupils' idol is not a sorry one. In short, nothing in the teacher's dress, appearance, speech and behaviour in class should be such as to prejudice, in any way, the high aim before us, namely, the inculcation of right principles of life in the pupils.

To sum up, a cheerful, inviting, encouraging and yet dignified attitude towards the pupils, alertness, activity and readiness to help them where necessary, patience with them and a frequent introspection within oneself to ensure that one is on the right path, neatness, tidiness and cleanliness in dress and appearance, clarity and decency in speech and, above all, the avoidance of anything suggestive of laziness, lassitude or slovenliness in dress, appearance and behaviour should be the main features of a teacher's manner in the class room.

The Karnatak Teachers' Journal.

Less Drift and More Plan.*

BY PROF. K. S. SRIKANTAN, M.A., F.R.E.S. (LOND)

It is an open secret that the public at large is quite discontented with our system of education. This discontent, unfortunately, is on the increase almost every day and the attempts made by educational conferences like this to secure public appreciation and support have so far been a failure. Educational progress, in my opinion, is impossible unless we have the genuine support of the public. The question, therefore, is 'Why is the Public so dissatisfied with the type of education we are giving?' The real reason in my opinion is not in our teaching methods and much less in the curriculum of studies to the public. The proof of the pudding is in the eating thereof. They judge the work of the teachers not by the type of the method followed but by the product he has produced. The parent finds that the boy after years of study finds himself helpless when faced with the problems of life. "What are you going to do?" is perhaps the one question that no student in India can satisfactorily answer. How can we expect the parent to appreciate a system of education which does not enable his boy to answer this apparently simple question? This incapacity of our students to answer

* A paper read at the Educational Conference, SALEM.

this question is largely due to our educational system which does not help them to plan their future. Until every student is enabled to answer this question during his educational career, I do not think any problem in our country will be solved. If the problem of unemployment has not yet been satisfactorily solved, it is largely due to the lack of a planned outlook among the unemployed themselves. How on earth, I wonder, the unemployment problem is going to be tackled when the unemployed themselves do not know whither they are drifting!

Life in ancient India was always planned. The caste system fixed a particular occupation for every one and there was no chance for a round man to occupy a square hole. A training in planned life was given to the students in universities. The whole day was one round of planned activities. There was a time for rising, for prayer, for studies, for food—nay, for everything. Discipline was looked upon as more important than instruction and the most important work of a teacher was to help the student to get into an orderly routine of life. One such discipline consisted in early rising. According to *Sambarta Samhita*, the student should perform his *Sandhya* in the morning when the stars are still visible. *Manu* lays down that "If the sun rises seeing him asleep out of wilful laziness let him mutter the *Gayatri Mantra* and fast for a whole day." To rise late from the bed was looked upon as a great sin and met with severe punishment. *Kalidasa* also emphasises the habit of the student getting up in the early hours of the morning. This was followed by prayer. Says *Manu*, "Both in the morning and in the evening, let the student, pure and self-controlled, mutter the *Gayatri* and pray in a holy place." The *Mahabharata* mentions that the student should pray to the sun in the morning and *Agni* in the evening. Again there were useful regulations for bath and dress. "The student shall wear," according to *Manu*, "lempen, silken and woollen cloths." According to *Vasishta*, the wearing cloth of a *Brahmana* should be white and spotless, that of a *Kshatriya* dyed with madder, that of a *Vaisya* dyed with turmeric or made of raw silk. The undyed cotton cloth is for all religious students." Again there were definite rules about the nature of the food. The student was expected to take the previous permission of his *Guru* before sitting at his leaf. To *Manu*, "Food daily worshipped gives strength and vitality. Unworshipped food destroys both the worlds of the partaker." More important than all is the fact that the study of every student was well planned. There were also days and hours when the student was prevented from doing any intellectual work. The non-reading days were known as *Anadhyaya*. During a period of eight years of studentship the pupil had 384 non-

reading days. Thus, while the caste-system planned his life, the educational institutions trained him to keep to a plan.

When we turn from this condition to our own, we have to painfully admit that there is more drift than plan in the lives of our young men. Our students have no definite time to rise up, no definite time to study, no definite plan of study and no definite time for sleep. In brief, he reads without plan, eats without plan and plays without plan. It is no wonder that in later life, he finds himself like a small boat without rudder and compass. It is impossible to say even for a teacher what a student would be doing at a particular hour in the day. One might be sleeping, another might be studying and still a third might be wandering. Ask any student what he is going to do next day. The answer more often than not would be "I don't know". One who has not the capacity to plan even his daily activities can by no stretch of imagination be expected to plan his life. It is really strange that at a time when the atmosphere is charged with the talk of national and international planning, few people should have turned their attention towards the need for individual planning, for unless an individual knows to plan his own life, it would be impossible to expect him to work for a national planning.

Planning is the warp and woof of an Englishman's life. He has a plan for every day, for every month, for every year and so for his whole life. He knows what he has to do on the morrow and so equips himself for it to-day. He keeps a record of the books he has studied and is able to pick out any reference at a short notice. In my opinion, many students fail in the examinations because they have not been taught to have a proper plan of studies. Once study is planned, it is impossible even for the dullest to fail. It is the experience of us all to find many never-do-wells in our own country coming out with distinction the moment they go to foreign countries. This is again largely due to the fact that their studies are well-planned under the instruction of eminent professors.

What shall we do? If the members assembled here realise the importance of planning, I think it would be easy to so change our educational policy that teachers might give a training in planning for every student. The immediate need of the hour is not planned education, but an education for planning. Planned life depends as much upon planned education, as planned education for an education for planning. I hope the conference would at least do its best to insist upon the maintenance of a proper discipline in our schools, which is easily the first step in the ladder of planned life.

Training for Citizenship in Secondary Schools.*

BY Mr. B. R. DESHPANDE, B. A., B. T.

Secondary education in India has apparently no ideal to realise, no goal to reach. Its only object is to train up candidates for the Matriculation Examination. The efficiency of a high school is judged by the number of passes in the said examination. Students' character, general efficiency, intelligence, resourcefulness and social activities receive little attention. In these circumstances, it is no wonder that the present matriculates who are often fit only for Government service feel bewildered when they do not get even such jobs. They swell the army of the unemployed. The few that can afford to go to colleges, return to find that the practical world which they are called upon to enter is totally different from the world of books in which they lived. They find themselves misfits. In this way there is nothing but waste from top to bottom. Even those fortunate few who are above the needs of job-hunting find themselves utterly useless.

Can we utilise this wasted energy in such a way that the whole country will stand to gain thereby? The only answer is that secondary education must have an ideal. What shall it be? On a close examination of the ideals of education in ancient times in all countries, we find that the ideal depends upon the needs of the times. In the present circumstances when franchise is extended and political liberty widened, we want nothing so much as citizens of the right type who will place the interests of the country higher than everything else, who will be prepared to sacrifice their own good for the public good and who will choose only the right type of men as their representatives. It was in the fitness of things that Sir Mirza Ismail, the Dewan of Mysore, stressed this need in his convocation address at the Annamalai University. But it is no good beginning at the top. It has to be reached from the bottom. Training for Citizenship should begin in the schools. But in what schools and at what stage? Obviously in secondary schools, at the high school-stage. In the last two standards of the high schools of the Bombay Presidency, we find boys of just the age when such an ideal can grip their hearts. It is here, therefore, that we should lay the foundations of citizenship-training. But it is to

* A paper read at the seventh Session of the Karnatak Education Week at Bagalkot, October 1935.

be borne in mind that such training like moral training should pervade and form an integral part of every lesson taught and learned at school. If it is detached from other lessons and is given in different periods, the same evils would result as have already resulted from moral instruction being assigned to separate periods. The danger in this case is that the pupils will detach it from life and will care for it only during that period. If, however, it forms an essential part of every lesson inside and outside the school-room, it will tend to secure correlation between the different subjects of the curriculum. The absence of such correlation makes the whole instruction mechanical and unnatural.

In the curricular subjects, English comes first. In the selections from literature prescribed for the examination we find plenty of material for our purpose. Take any play of Shakespeare, say Macbeth. Macbeth's fall is due to his vaulting ambition which over-leaps itself. How would the case have been if he were inspired by correct ideals of citizenship?

No subjects come handier for our purpose than history and geography. Shivaji's success, Napoleon's failure, Italy's progress, Japan's rise, and China's awakening, are a few of the innumerable examples which will contribute to our purpose. The importance of geographical position of a country and other influences which have either made or marred its progress, the natural love of mountains, seas, rivers, places where epoch-making battles have been won or lost, may likewise serve our purpose. The human and national interests in geography, the development of indigenous resources and such other factors, should be used for our purpose. Science subjects should be so taught and learned that they will no longer be abstract principles but that their use will be illustrated in practical examples so as to further the material development of the individual pupil, and through him that of the society and the country. Soap-making, book-binding, preparation of simple apparatus of every day use, small repairs of articles etc. must receive the attention of the science-department. The Mathematics teacher instead of dealing wholly with the geometrical point and the areas of fields not bigger than his class-room, must widen his outlook and deal with real live situations of profit and loss; he should explain the importance of co-operative effort in producing, buying and selling, instead of dealing with the theoretical difference between the Banker's discount and True discount. All this does not mean that abstract theory has no place in teaching. Nothing is further from the writer's thoughts. Theory divorced from practice or practice divorced from theory, is harmful. Both must blend in harmony.

It is by means of extra-curricular subjects that the lessons of citizenship can, not only be taught but also be practised. The team-spirit on the play-field, the patrol-interest in the scout-system, the house-spirit in the public-schools of England—all these culminate in the school-spirit which is absent in the average Indian high school. The school has been merely a tread-mill. Boys must be given a share and a very real share in the school-work. Class committees with the monitors at their heads and the master as an adviser, leading to the school-committees of masters and monitors, advised and controlled by the head-master, the debating society electing its own chairman, holding its own meetings with the advice of the master where necessary, teach practical lessons in citizenship, leadership and self-government. They throw the responsibility on the pupils and make them love the school of which they are not an insignificant part. The school-spirit thus created should be used to develop national love by honouring nation's heroes, by celebrating national holidays, by holding prize-contests on the composition of national songs and biographies of nation's great men and women. It is only on these lines that we can train our citizens of to-morrow, who will be called upon to face harder tasks and solve bigger problems than have hitherto confronted us. Let us be up and doing.

My Impressions of Bombay

BY MR. P. A. RAMA SARMA.

The City of Chance, the Emporium of India, the gateway to the west, the City of Knights, the tiny piece of land originally bought by Catherine of Braganza, as her bride's prize to Charles II of England, Bombay stands out selected by Nature to jut out into the sea as the foremost western bulwark of India. The puny foot-hold of a scheming Company of traders of yore, she now accommodates the elite of the world's largest mercantile marine.

Her natural configuration is her cherished blessing. Practically an island, she has the choicest facilities to offer to the mooring ship, the weather-beaten vessel, the regular steamer from abroad. Protected by a small chain of hills with a happy allocation suited to a nautical atmosphere, Bombay is ever secure from the huge convex of a sea-eruption.

Bombay is the New York of India. Though she cannot compare favourably with Calcutta, "The City of Palaces", and with New York

of sky-craper fame in the point of meeting the skies, yet it eclipses the former in fabulous stores of riches, and at least makes a near approach to the latter in mercantile and maritime importance.

Indeed Bombay offers a most variegated sight to the sauntering gaze of the tourist, though not so much to the actual resident, of a succession of massive buildings each differing from the other in structure, style and artistic and pompous get-up. Bombay is the pre-eminent commercial City of India. Being the gateway to the west, most of the carrying trade of India is managed by her. Hence we can only touch upon her commercial importance and leave her there since no sure estimate of Bombay's actual wealth and her yearly turn-over can be made with certainty.

Bombay is a terribly congested city with a teeming commercial population. The Guzerati and the Parsi, the Marwadi and the Kabuli, the Jew and the Mahajan, in fact, every representative of the commercial communities of the world is fully represented in Bombay. Their transactions are huge and often verge on speculation. Especially the Share Bazar is a hell for gambling in broad day light, and cotton market offers the best opportunities to deal in "futures" as they are called technically. One point of peculiar interest is that the ground floors of all the buildings, and this is the universal rule, are occupied by shops and firms. Hence the colloquy "Upar Makan" "Niche Angady", residence above and market below.

The health of Bombay is the most precarious of its kind when compared with that of other cities of India. Periodicity of disease, especially of Malaria during the four months following June, may be said to be the established health-creed of Bombay. Her vastly congested areas partly account for this. Her marshy environs contribute a great deal to bring about this set of conditions. At the present day under the City Reclamation Scheme 11000 acres of land are being reclaimed from the sea. The sea-wall is fast approaching completion and makes us reminiscence a mental picture of Netherland's Dykes. Though affording a much needed accommodation to relieve the congestion of population, the Reclamation Scheme is no unmixed blessing. Land claimed from the bowels of the sea will be essentially marshy and the future health of Bombay is only a matter for conjecture.

With the existing number of places of public resort such as parks and preserves, Bombay's health cannot be to any appreciable degree efficient. It is hoped that the City Fathers will soon take into their heads this prime necessity of Bombay and make the required

provision for the same. Here mention must be made of what are generally called the "Hanging Gardens" reared on the steep slopes of one of the Malabar Hills. These are the gardens beautifully designed by the citizens of Bombay in memory of Sir Phiroze Shah Mehta, the pre-eminent citizen of Bombay and a doughty son of Bharatha Varsha. These are the healthy resorts of the citizens of Bombay, and the wealth and beauty of the city assemble there for an evening stroll. These gardens were the scene of the Bawla murder tragedy of which much had been heard through the News-Press.

The citizens of Bombay offer us a strange mixture of creeds and nationalities. Guzeratis and Parsees, Mahammadans and Goanese are huddled together in that greatly congested city. A study of their demeanour, character, and customs will be interesting and amusing to a great degree.

Sight defilement and ceremonial cleanliness are nowhere to be seen in Bombay. Instead, a profound sense of faith and the quality of faithfulness will see every Guzerati gentleman and lady invariably go to the temple early in the morning before 9. A. M. standard. You cannot see a Guzerati male entering the shop without first going to the temple, neither can you single out a Guzerati lady attending to her household duties without discharging her devotional duties first.

One more quality of the Guzerati that excites our admiration is his simplicity coupled with a rich measure of an unassuming temperament. Civil even to a beggar, you can see a Guzerati millionaire walking all the way from Girgaum to Bhuvaleswar to buy flowers and vegetables, a distance of over a couple of miles every morning, with the characteristic "zoli" familiar to every one in our parts slung to his right arm. The sanity of this feature is pretty plain in that it makes for economy and personal and choicest selection. But the Parsi gentleman offers us quite a different picture. Parsi society is highly westernised, and if ever western civilisation has penetrated deep into the heart of India, it is only into the household of that element worshipper. Yet the Parsi gentleman is the embodiment of shrewdness and patience while he is well-versed in the art of husbandry and economy in a certain sense. The Parsi lady is highly Europeanised. In etiquette, in personal appearance and airy shows, and in costume, the Parsi lady resembles in every respect a modern European beauty. Aping western fashions may be said to be the fitting quality of a Parsi lady. The Parsi husband may manage a whole year with a pair of black suits, but the Parsi lady requires varieties of costly clothing in her ward-

robe to deck herself to advantage every time she sallies forth into society. In short, the Parsi lady may be pronounced to be fashion incarnate, and in her perpetual hankering after show and parade she rivals the beauties of any other community in India. But the Parsi home augurs no attractiveness as would be suggested by the meteor-like flourish of the Parsi lady.

Bombay is the best nursery to the enterprising youth with something of push in him. Bombay society is essentially unassuming and every encouragement will be afforded to the really deserving youth. More than that, the avenues before him are so broad and so free that he finds no difficulty in pursuing the one best suited to his attainments. Indeed, Bombay is a city worth living in but for the single consideration of health.

Heidelberg-World's Intellectual Life Centre.

BY MARIE-LUISE DONIKE.

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

with an impressive idea of how Heidelberg University fructified the world's intellectual life. Again and again one is conscious that a stream of creative intellectuality permeates this town which is so wonderfully youthful, and that one is surrounded by a constructive force that appears inexhaustible.

Not only internally but also externally the new Heidelberg is marked by an expression whose heroic features are demonstrated by the impressive "Thingstätte", an arena for public functions, and the War Memorial on the heights. And yet these red sandstone structures accord so well with the romantic countryside—which is rightly called the land of castles and strongholds—that they have just as natural an effect as the ruins of Heidelberg Castle in the verdure of the heights of the Odenwald. The Thingstätte on the Heiliger Berg, a permanent memorial to the German Labour Service, is one of the most beautiful of its kind in Germany. Even for foreigners, the plays performed here in 1935 were an experience which they will never forget.

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

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

But Heidelberg is also a centre of regeneration in yet another respect, for it possesses one of the richest radio-active brine spring in the world. With its inhalations and pump-room cures, Bad Heidleberg

also increases the physical forces like a fountain of youth. But mention may also be made of how fine it is to travel quickly up by the mountain railway to the Konigstuhl and enjoy the charming view of the landscape at an altitude of almost 2,000 feet. The Konigstuhl commands a particularly impressive view of the Heiliger Berg and the Thingstatte, and is also the starting point for rambles for hours along the ridge to the narrower part of the Neckar Valley.

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

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

Gleanings

ENGLISH SCHOOL SYSTEM IN INDIA

"In view of the fact that Primary Education in India is not nearly as developed as Higher Education, the demand for professional services on the part of the masses is small. Government posts are most attractive, because they are better paid. To study Law means both to acquire social standing—though Government may be despised—and the prospect of economic advance. This tendency is emphasised by the fact that the English School System has been applied to India, with the result that it does not produce the kind of people who could easily fit in with the needs of their own country.

"For the products of this system there seems to be no other openings than to go on to the University, and hazard everything for the sake of a Government job, and in case of a failure to find a position in one of the professions such as Law or Teaching. This is the result of the fact that in the high school stage no other channels of employment present themselves into which the student may go."—*Dr. Kotsching*.*

* Quoted in the Report of the Unemployments Committee, United Provinces, 1935. (Pages 210-11)

* * * * *

"Perhaps the teacher will never be sung by poet or biographed by sage, or extolled by historian, yet success lies within the hands of this least appreciated of public servants. He may find the pathway strewn with obstacles and hardships may abound. Disappointments may be his daily lot and misunderstanding his heaviest yoke, but once let him catch the gleam of stars lighting the paths for young ambitions, let him turn his face quietly upwards and forge ahead towards these lights—and the obstacles become less formidable, the pathway straighter. These ambitions become his ambitions, and he will greet his tasks with the thrill of a treasure seeker, and will thank his God that life holds so much for him."—*SUCCESS, Educational Review, Saint John*.

RESPONSIBILITIES OF THE TEACHER AND THE TAUGHT.

Speech by H. R. Mills Esq. M. Sc. (London) Principal, Maharaja's College, Ernakulam, at the Cochin Teachers' Conference.

The first responsibility of the teacher is to do all in his power to establish a right atmosphere in the School. The atmosphere of the school does more for the pupil than any specific teaching or ethical instruction, and further a right atmosphere is fundamentally one in which the students themselves recognise and realise their own responsibilities in the school. High schools should turn out men who fully realise the meaning of responsibility. It is not simple, as this realisation is bound up with the student's whole character and personality for which the school is very largely responsible. Quite frequently, when I have attempted to give College students some responsible piece of work, I have often been told by students themselves that "it is better

to have the supervision of a member of the staff". Such remarks show that the students have not lived in an atmosphere of responsibility in the High schools. It is one of the basic principles of child education that the child must be regarded not merely as a potential man or woman or as a pocket edition of a man but as a personality with a definite child life to live here and now. This child life must be catered for and developed by giving it responsibilities within the school. A great deal has been spoken about discipline from this platform this evening and I think we all agree that it is better to have educated citizens than uneducated citizens, whether they are employed or not, provided we understand education to imply a recognition of responsibilities and a disciplined life. By discipline, I do not mean the automatic type which springs from acquired reflexes, which could be described as the Army type of discipline. A story is told of a well-trained soldier who was proceeding from the Canteen to the barrack room carrying his plate of dinner. A playful friend of his stepped just behind him and shouted "SHUN", whereupon the soldier immediately dropped his dinner and stood rigidly at attention in accordance with his system of training. The discipline given in a school must at first be applied from without and later accepted from within. The student must accept it inwardly in his own life. Such an inner consent to discipline is the most valuable possession in life. It is the responsibility of the teacher to administer the right kind of discipline at each stage of the students' development. In the early stages of the students' life, discipline should be rigid and offenders must be punished for. If you do not punish a student who rebels against the order of the school, you do not recognise his right to rebel, neither do you help to restore the offender to society.

Then, the teacher has in my opinion, a great responsibility towards the physical needs of the boys and girls in the class. The teacher should not leave this important matter entirely to the visiting medical officer. It is the responsibility of the teacher to be continually on the look-out for any physical defect and to alleviate it as far as possible, because the modern view is that you are dealing not with a mind in a boy, but with a "body-mind". One cannot function without the other.

The teachers' responsibilities towards the intellectual development of the child are well enough established and I will pass on to say that the business of the teacher does stop with this, for, he is responsible for the complete development of the young personality that has a spiritual as well as an intellectual outlook. To summarise, the most effective way of dealing with the student's spiritual nature, I will simply mention two well-known slogans:

1. Religion is caught and not taught. 2. Example is better than precept.

It is often said that 'Gurubhakti' is a thing of the past. More is the pity. It is the responsibility of the teacher to ensure by his life and teaching a due reverence for knowledge and the teacher. I wish to urge teachers to make school life more interesting in every possible way. Establish a daily

routine and ritual. Hold morning assemblies either for prayer or for a reading from great passages of literature. Young boys and girls love a routine and ritual in their school life. The value of the Scout movement is well-known and one of the secrets of its success is the way it fosters the child's love of ritual.

Another responsibility of the teacher is to remain young. He must never grow old in spirit. This means that you have to keep abreast of the times, to be interested in the modern development of Science, to give popular lectures and talks. The teacher above all must be the embodiment of the law of the school, the law of Society and the highest moral law. Unless the teacher himself embodies the law, he cannot administer discipline. A class of children is always keenly aware of pretence or humbug on the part of a teacher. Some schools hear the name of God daily, others do not hear it at all, but whatever be the formal attitude of the school, I wish to urge that one of the aims of education is to inculcate in the lives of pupils what is known as the "Practice of the Presence of God". In this talk, I cannot expand this point, but let us apply it to a much neglected problem in schools; the problem of chastity and offences against the body. You may punish, you may cane, you may lecture, you may teach nature study and physiology; but the only real way is for children to realise that the body is the temple of the Holy Spirit of God. This is understood by all religions, that recognise God's indwelling Spirit in man. Even though this problem is difficult, it is the responsibility of the teacher to grapple with it carefully and tactfully.

A great deal of what I hoped to say on the dignity of labour has already been said by the previous speakers. It is man's heritage to work, to strive and to create. It is the responsibility of the teacher to see that his pupils have opportunities for doing manual work in the school, not merely delicate manual training, but hard manual work in the school gardens or on the School buildings. The teacher must give the lead. The previous speakers have compared some of the educational triumphs of the west with less successful efforts in India. Let me say that there is no difference between the Indian school boy and the English school boy as regards response to able leadership. Teachers are often inclined to use the words "Go on", instead of "Come". It is the responsibility of the teacher to be a leader and not a driver. The work of the Elementary school teacher is of great and vital importance. This is recognised in my own country by a teacher in a good Elementary School having very nearly the same pay and status as a University lecturer and if the elementary teacher fulfils all his responsibilities, the pay is well earned.

• Never be discouraged if results strived for are not immediately forthcoming. Seeds sown by the teacher may take years to grow and bear fruit. We have here and now, to get on steadily with our responsibilities and maintain always the spirit of optimism.

I wish you one and all success in working out and applying the many pieces of pedagogical wisdom that this Conference has given you.

Human Nutrition

It is gratifying to observe that His Excellency Lord Linlithgow has been evincing personal interest in some of the most vital problems of Indian Economics. Since his assumption of his exalted office, His Excellency has been applying his mind to the solution of some of the age-long problems of our country, the importance of agricultural research, the need for improving the livestock and the question of human nutrition. Recently at the opening meeting of the Nutrition Advisory Committee at Simla, His Excellency observed: "I am entirely convinced that whether we are concerned to advance among the rural population improved agricultural practice, or better sanitation and hygiene, or better nutrition, we shall find that our best endeavours will achieve little that will endure unless and until literacy is imparted to the women of the country side." This is but too true. It is hoped that His Excellency's enthusiasm will permeate the concerned administrative machinery to enable it to move early on lines which would earn for him the undying gratitude of India.

A Scheme in Poona.

The Rural Reconstruction Association of Poona is launching on a scheme of helping the large number of middle class educated people living in towns under miserable conditions on small pensions or small private resources. People in towns are reluctant to move to villages because they think they would find there neither company nor necessary educational and other facilities. The Association proposes to solve the problem by selecting suitable villages in which to establish educational and other facilities and provide practical training opportunities by which people could earn while learning. Comparatively cheap colony-schools will be established which will receive boys from villages and where properly qualified persons and pensioners will be given the opportunity to teach and earn. Provision will also be made for necessary social amenities which would conduce to sweeten their life. The pioneer school-colony has been started at Bhade, Post Lonand, Dt. Satara. We wish the scheme all success.

New S. S. L. C. Scheme for Cochin.

The revised S. S. L. C. scheme which had been under the consideration of the Cochin Durbar has come into operation in Form V of the current academic year. The first Public Examination under this scheme will be held in March, 1938.

The subjects of study of the new scheme fall into three groups, A, B, & C, those of Group B, though compulsory, being non-Public-Examination subjects, as Madras once had. Group A is compulsory, and it includes English, a Second Language and Elementary Mathematics. Group B comprises General Science, Drawing, Outlines of History and Manual Training. Group C consists of 19 optional subjects of which only two are to be studied for the public examination. The large variety of subjects here will suit the varying aptitudes of pupils. The scheme has been designed to cater to both those who seek only to complete their school certificates and others aspiring for University courses. Some of the optionals have to be included in the list of University eligible subjects and arrangements are being made for the same. Specialisation will begin in Form V, Form IV being a period of probation. Group B subjects will be gone through from Form I and completed in Form V. The success of the B Group largely depends upon the presence of contented teachers which, we hope, Cochin has in plenty, by virtue of its efficient and sympathetic administration of Education.

Reviews

1. **Sita's Choice and other Plays.** By A. S. P. Ayyar, M.A., I.C.S., F R. S. L. Price: Re. 1-8

A S P. Ayyar needs no introduction. His lucid, impressive and humorous writings based mostly on modern society are appealing and thought-provoking. The book under review contains two plays and a dialogue which portray modern Indian life in this period of transition when old ideas are gradually giving place to new.

In the first play, *Sita's Choice*, Sita, a beautiful girl of fourteen, is married to a sickly widower of forty, who dies of T. B. after a few months. A year later, a young civilian employed in an oil company in Persia weds her, and the play ends happily for all.

The hero of the second play is Rangaraju, a barrister of the Kshatriya caste, who with his wife, Subhadra, and two children has been leading quite a modern life, visiting the club, playing bridge and chatting with friends. Now a change had come over Rangaraju as a result of his contact with Anandaswami and his religious teachings. While Rangaraju gave up his habit of meat-eating and drink, Subhadra stuck to her old evil ways. Rangaraju goes on a pilgrimage only to find his wife, on his return, faithless to him—Subhadra under the influence of drink having been forced to yield to the overtures of Timmaraju, her cousin. Subhadra makes a clean confession of her guilt to her husband, who was obliged to forgive her as a result of his promise to Anandaswami to forgive any one who confessed his or her fault however heinous the sin might be. While Rangaraju promises to spare her life, he refuses to treat her as his wife. This half-hearted and incomplete forgiveness is not acceptable to Subhadra, and in an altercation that followed Rangaraju in a fury stabs her to death with a dagger and seeks the extreme penalty of law at the hands of the judge. The scene closes with Rangaraju walking cheerfully and calmly to the place of execution. The play as it moves on from scene to scene plays upon our emotions deeper and deeper till it reaches the climax with the death of Subhadra. The words of Pichayya bemoaning the fate of the brilliant barrister dive deep in our hearts and bring tears to our eyes.

N. Subramania Ayyar, B.A., L.T.

2. Elementary Mathematics in Tamil (for High Schools): By K. Raghavier, B.A., L.T., Math. Asst., Coronation High School, Srivaikuntam. Price: Re. 1-8.

This is a welcome addition to the ranks of Tamil Elementary Mathematics Books for the higher forms. Conforming to the syllabus and written in simple Tamil, the book presents the subject in a concrete form. Pressing into his service his rich teaching experience of over 20 years, the author has given a lucid treatment suited to the attainments and requirements of the standard. Exercises are copious and graded in difficulty, and relate to daily life. Diagrams have been given in profusion, which will tend to make the abstruse portions clear to pupils. Pains have been taken to provide ample material for drilling the average type of pupils in the fundamentals of the subject and also giving scope for progressive students for advanced work. The code of Tamil equivalents approved by the Government has been adopted. The appendices provide numerous test questions, besides S. S. L. C. question papers, Arithmetical Tables, Formulae and a list of technical terms in Tamil and English. The printing and get-up are neat. High Schools in the Tamil Nad will find the publication a useful text-book.

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93

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CONTENTS for August, 1936.

	PAGE.
1. "Take Down!" By Prof. M. S. Srinivasa Sarma, M.A.	275
2. The Original Nature of the Child: How to Shape it By Mr. S. C. Sinha, M.A., Dip. Ed.	280
3. A Practical Problem By Mr. B. R. Deshpande, B.A., B.T.	288
4. Food and Public Health	290
5. The American College Rural Uplift Service Mr. J. S. Ponniah, M.A., Dip. Econ., F.R.E.S.	294
6. New Organisation of Elementary Normal Schools	297
7. Cramming By Mr. Jitendra Nath Banerjee, M.A.	298
8. Correspondence	303
9. Gleanings	305
10. Notes By Prof. C. A. Krishnamurthi Rao, M.A., F.R., Econ. S. Associate Editor.	308

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THE INDIAN EDUCATOR

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

Vol. XII.

MADURA: AUGUST, 1936.

No. 8.

"Take Down"!

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

Exhortations are often made to teachers by enthusiastic School Inspectors and sometimes by Ministers, Judges and other high-placed officials when they preside over school anniversaries or open educational conferences and exhibitions that the primary aim of education is the training of the children in thinking. The prevailing scheme of education with its culminating point in a stringent, rigorous and uniform examination which is the main cause of the dullness, dryness and the mechanical deadness of our schools and colleges necessarily calls for a warning from right-thinking men. The modern system of education has been aptly compared to the Japanese method of catching fish. A string is tied round the neck of a cormorant so that it may roam the length of it, and fill its pouch with fish; and when this is filled, the master pulls it out by the string, and makes it disgorge. In a similar way, the pupils are made to swallow facts of history, geography, science, literature, etc., and are made to disgorge them at the examinations. Then we assess the brightness of *their* intelligence and the excellence of *our* teaching by the ratio between the amount engorged and the amount disgorged! No wonder therefore that the teachers are pulled up and warned against mechanical "mind-stuffing". Learning ceases to be creative thinking; it is no longer the making of discoveries, and the joyful expansion of personal powers. It has now come to stand for the mechanism of "mugging up" the dictated notes, and "vomiting" them out at the examinations with a view to secure at least 35 per cent of marks. Rightly therefore does the modern system of education stand condemned as stultifying curiosity, drying up the fountain-heads of originality, and killing the initiative and the creative energy of our pupils.

Let it be realised at the outset that it is not fair to blame the teacher for every educational ill; let us admit the fact that no educa-

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tional instruction can do exactly what it considers best and wisest; because its very existence depends on public favour and public support. What is therefore urgently needed is a transvaluation of values on the part of the parents and leaders. The rule of thumb method of evaluating the teacher's ability exclusively by the number of passes he produces at the examinations must go. If you prescribe a number of text books, and if they have to be "covered" within a stipulated time, and if questions are to be set from those drab pages, and if you are going to retain the services of the teacher during the succeeding year on the strength of the examination results, then the only efficient method is to dictate notes on all important topics, make the pupils memorise them, and hold weekly examinations to test and train their memorising powers. In fact, an experienced and really capable teacher (B.A., L.T.) in a Private High School recently told the present writer that in spite of his great faith in, and undoubted capacity for, scientific and psychological methods of teaching, he had by the compelling force of grim and relentless facts been constrained to ask boys to "take down" notes hour after hour in the form of questions and answers, and make them repeat them the next day with folded hands! And it is a proved fact that the examinations put a premium on the capacity to reproduce materials drilled into them by note-dictation. Add to this the melancholy fact of the teacher being obliged to work from 10 A.M. to 4.30 P.M. for five or six hours without any leisure period. No honest and conscientious teacher can do five to six hours of really valuable teaching work a day in the right spirit and in the correct manner. The vexatious and soporific routine compels him to "finish" the portions for the examination by the short cut method of note-dictation and mechanical memorisation.

Let us mark that word "education", and hold fast to its meaning; there would then be no question of cramming or stuffing of the mind; for education is a "drawing forth", "a growing out"; and the best educator is he who plants the seeds in the mind and waits for them to grow. A fact of basic importance which every teacher and parent should bear in mind is that note-dictation and cramming are hopelessly inconsistent with the fundamental laws of learning; and the students, if left to themselves, would certainly never memorise at all. They always prefer to learn. They are eager for new information on any subject. Creativeness, adventurousness and the acquisition of knowledge for its own sake constitute the basic nature of the child. But we, in order to propitiate the false gods and to eke out our livelihood in a most shameful manner, prove traitorous to the basic lessons of logic and

psychology. Note-dictation is twice cursed; curseth him who gives, and him who receives. In the first place, it is not fair to students as it deprives them of the necessary training in thinking and acquiring knowledge by guided self-effort. And secondly, it makes the teacher indolent, passive and intellectually torpid. It takes the line of least resistance, deadens the power of reasoning, and kills the spirit of wonder which is the root of all knowledge and culture. Of course knowledge is the ultimate object of the trained mind; but the training of the mind is the main concern of education. And the training of the mind does not consist primarily in the passive reception of knowledge, but in the active process which prepares it to assimilate that knowledge. Facts by themselves are valueless unless the pupil knows *why* they are facts and understands their inter-relatedness, their underlying principles, their causes and effects, and can use them in the right place and at the right time by co-ordinating them with living problems and daily situations.

Education must be regarded not as a routine designed to facilitate the acquisition of dead matter, but as a group of activities by which reasoning powers are exercised, and curiosity aroused and satisfied. It must promote criticism, argumentation, and creative thinking. It is certainly not a mechanical process of "taking down" facts and giving them back again. If education is to work miracles, if it is to be, not an irksome and laborious task, but a life-long happiness and an ennobling intimacy with all that is true, good and beautiful, there must be a radical and thorough reform effected in the aim and management of our schools and colleges. The teaching-work in the class-room should be inspirational, rather than instructional. As Dean Ashbaug has rightly pointed out, "the evidence of a great teacher is not that his students know the material he has taught, but that they come from his courses with an insatiable desire to know more and more of his field". It is not the quantity of information one has acquired that ought to determine the value of education, but the initiative, independence of thought, and the desire to learn which are aroused in the pupils. The only excuse for attending to text-books, syllabuses, libraries, laboratories, and examinations in schools and colleges is that they may be made tools and accessories for mental training. Vital and enduring interest should be aroused in the children by presenting the facts of knowledge in close relation to their personal experience and real objects. The lifeless and inane topics of history, geography, mathematics etc. should be replaced by practical and intimate applications that give the children the joy of working on problems, and the delight of discovering their solutions.

Thus the most pressing need of the present-day education is to put an end immediately and altogether to the organisation of dead matter into neatly packed parcels, and to do away with the type of examinations which put a premium on the verbal fidelity in the reproduction of these dead materials. In our hurry to produce "results", and in our frenzy to insure the security of our occupation for another year, we are making circus animals of our pupils by forcing them mechanically to conform to the morbid discipline of taking down notes and making them reproduce automatically those notes at stated hours. Neither the teachers nor their employers pause to ask—Is this education solving the problems of individual and social life? Does it develop that human insight which will understand and enjoy the best and permanent in our achievements—the literary, philosophical and moral creations of all ages?

The expedient of note-dictation could be tolerated if books are rare and inordinately costly. But in these days of cheap editions and widespread library movement both in school and outside, there is no need to have recourse to this most dull and uninspiring form of teaching. It not only ruins the handwriting of students, as they have to scribble furiously to keep pace with the dictation; it actually does the work of the student himself, and trains him in hypocrisy and superficiality. The sordid sight of dozens of good-sized note-books containing summaries of text-books cooked and dished up to suit the needs of arid and lifeless examinations by ill-paid and over-worked teachers is indeed a most heart-rending phenomenon, and a standing condemnation of the utter soul-killing nature of the existing system of education. Is it any wonder that under such circumstances malpractices at examinations, publications of "cram-notes" and the rise of "tutorial colleges" to coach students in two weeks or thirty days on a guarantee basis of "success or money back" are increasing in number and variety, and thrive and flourish in our country—the country which was once famous for its Gurukulas, Taxillas and Nalandas?

The human mind is a marvellous instrument which, when properly trained and tuned, develops its own powers. Education is directed growth; it can certainly work wonders if it does not degenerate into memorising of dead words and passing of deadening examinations. A system which ignores, if not actually chokes, the child's right to growth, freedom, initiative, self-expression and a questioning attitude towards life but insists on verbatim reproduction of dictated notes can never produce "live" men who would boldly face facts, reason out things for themselves, and view life as a voyage of discovery and a career of

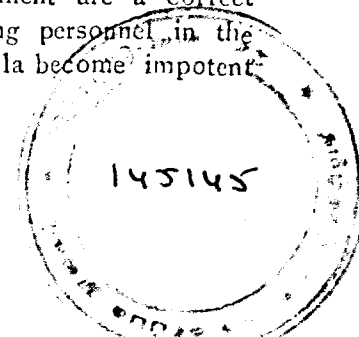
invention. That is why the teachers are often pulled up by thoughtful men and warned that the aim of education is the training of the children in thinking. Thinking is the mental adventure of discovery from the vague chaos of sensation to the definite order of reasoning. We are said to "know" a thing or an event when we have analysed it into its component parts, when we have related it to its remote and immediate causes, and when we have brought it under a law or principle of which it is an instance. Imagination, memory and reasoning are the process that function in thinking. To organise school work in such a way as to exercise the thinking powers is the first task of education. The function of thinking is to guide our action, to determine when, where and how we must act in order that the ends of life may be most effectively realised. To improve this power in the individual is to develop the spirit of observation, to stimulate the curiosity tendency, and to train the eye, the ear and the senses to grasp and realise for himself what goes on around him.

The child hardly knows a limit to his restless and persistent enquiries into the what, why and wherefore of things. Truly has Plato said that "in wonder all philosophy begins". When the child's native curiosity is aroused, creativeness, adventurousness and the acquisition of knowledge are insured. But then, genuine culture is always the result of the impact of one personality upon another. In the last resort, it is the power of personality of the teacher which determines the success of the educational enterprise, and insures the willingness of the child to learn. If the teacher is not fettered by commercial and rule of thumb standards, and if he is properly equipped for his mission, he would certainly brighten the school-room with his personality and enthusiasm, and inspire the pupils with the romantic and exciting nature of the information which he imparts. No teacher would say the same thing year after year; by shades of emphasis, repetitions, illustrations and discussions—all of which constitute his power of personality—the teacher makes life in the class-room a glory, and the task of learning a delight. There is always a freshness, dignity, cheerfulness, ease and grace in the spoken word which transforms instruction into inspiration. Thus the primary requisites of educational improvement are a correct goal and proper perspective, and a dynamic teaching personnel, in the absence of which educational methods and curricula become impotent and futile.

32

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

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

(Continued from July issue.)

THE PLAY IMPULSE.

"Children generally hate to be idle. All the care then should be, that their busy humour should be constantly employed in something that is of use to them."—Locke.

We are familiar with the playful activities of the young, healthy kitten, the young colt, the pups, the lambkin and even cubs in the Zoo. How joyfully they skip and jump, bite and rush at one another, dart off and back again, romp and run together! Watch the new-born calf. Hardly are its slender legs strong enough to balance the body when it starts running and jumping, steadily mastering the art of play through constant failures. It has had no lesson on play from its mother. It is the powerful urge of the organism that forces this activity on it. It is a helpless victim to the inner impulse common in all creatures. It is the life-force that enlivens it, and makes it fit for the struggle for existence.

IN CHILDREN.

"The play of natural lively children are the infancy of art".

In children the play response reaches its climax; and it is a biological and physiological necessity. Nature has lavished on her children an inexhaustible store of energy to fill their long period of youth with activities which, while checking their gradually ripening instincts running into anti-social channels, help them to complete their biological evolution. There is no end of the playful activities of children. Even an infant in perfect health throws up its legs and arms playfully. This is Nature's way of perfecting her children for the survival of the fittest. There is a common belief shared by all mothers that the more the child throws up its legs and arms, the healthier will be its growth.

In older children the play response finds greater and freer scope. They lose themselves in their play. All their working hours are filled with thousand and one plays. It is impossible to satisfy them with play-materials. They are never enough to satiate them. They them-

selves improvise them. Now they play with the spinning top, now with marbles, now with the doll, carefully repeating their own daily routine with dolls, making them sleep, awake, bathe, dress, eat and drink, and even suffer for imaginary mischiefs; now with the unfortunate goatling that has strayed into their play-ground; now with the old motor-tyre, rolling and wheeling it as though it were a motor, and occasionally warning imaginary passers-by off the road with vocal horns; now with the bow and arrow, frightening little birds out of the orchard; now with the dog, mercilessly whipping it for refusing to obey their imperious command; now with the water in the reservoirs, splashing it with sticks and pebbles and hands; now with the bricks heaped on the compound, building little houses for their pets to shelter in and so on *ad infinitum*.

They have no rest; and probably they do not wish any. They do not feel at ease till they have expressed through play the innate tendency which seeks fruition in all this physical activity. You must have observed the distress of your child when it is torn away from its play-mates by the nurse. How reluctant to part from its companions! What a pathetic appeal to let it alone in its tearful eyes! It wrenches its heart; and long after it has wept the pangs away in sleep, it continues to sob. Not unoften have you felt your patience taxed by the meaningless scream of your rowdy children while engaged in your work. So must have been the mother who many a time during the day, has had to change the robes of her children for their being soiled with mud or wetted with water! Often does she complain to her neighbour against the children only to listen to a similar tale of woe! It is natural. In vain will you try to dam the overflow of their life-giving energy. It is like the engine letting off the excess of steam generated in the heated boiler. The boiler would burst if it is not let out. Play is the safety valve for growing children. Check it, it will burst and ruin them!

IN ADULTS.

Look at the adult human being. Maturity might have made him more thoughtful and worldly-wise, but has not slacked his love for sports. Age has, no doubt, turned his attention to plays involving more judgment, cleverness, skill and deftness, but the urge of his original nature is still there. The well-kept Golf-course, the velvety Tennis Lawn, the clamorous card corner, the brilliantly lighted Billiard Table, the chequered Chess Board, the spacious Foot-ball Ground, the alluring Sweep-stakes, the popular Olympic Sports and International Games, the thirst for explorations and expeditions into untrodden regions are natural sequence of man's all-absorbing play response.

There is hardly any man who is all work and no play. No living creature can live without it. The violent physical exertion involved in play may not be always present in the play of the adult. The friendly chat over the smoking cup in the club or at home; a visit to the theatre or cinema, an evening stroll in the park, a holiday out in the country, a listening-in to the Radio are, in spirit, play. Military manoeuvres, whatever their ultimate object, big musical processions, and even wrestling and boxing are essentially play. Play passes continuously without break into work. The renowned musician, the famous acrobat, the professional foot-baller and the inquisitive chemist—all take their work in an attitude of play. They will resent the idea that their play is not work.

CHARACTERISTICS OF CHILDREN'S PLAY.

If you have been careful to watch little children up to the age of 6—7, at play, you must have been struck by its variety. This shows that their play is aimless. In fact, no one game satisfies them. In course of half an hour you find them trying various plays. Now they are playing with the toy-engine, and the very next moment they let it alone and get hold of the family dog, passing by them, and enjoy a joy-ride. Now they are playing at hide-and-seek, and the very next moment leave it and chase the flitting butter-fly sweeping past them! This aimless play continues up to the age of 9.

With the coming of the Gang-age, play receives a new orientation. The moment they enter the group their play becomes purposive. They are now shooting up and Nature fits them for the new situation so that they may adapt themselves to their new exigencies. They have now entered the social age, and quite in the fitness of things their games, too, become social. Group-games begin to interest them. Interest of the group comes to occupy a very prominent place. All the members of the group, however great their number, play with a single mind. Selfish play gradually wears out of their minds; and they begin to feel the awakening of a new consciousness.

Watch a party of boys playing *Kabdi* against another team. Each player strives hard for his respective party. Each realises that the loss or *death* of one member of his own side means the weakening of the whole team. There is no backing out, no slackening of efforts, no selfish bickering. Even when all the members of one party except one are *dead* or out of play, the surviving one exerts his best to restore his *dead* comrades. He resents the idea of submission: and disdainfully rejects any proposal that is derogatory to the honour of his team.

He prefers falling fighting to submitting like a coward. What a great joy is it to him when, in his last desperate dash he, perchance, succeeds in *killing* one of his winning opponents! What an inspiration to find his now eligible comrade by his side! No wonder if these two heroes turn the tide of the game!

This is the *socializing aspect of play*. It is this aspect of play that is of the greatest educational value to children. It encourages fair play, faithfulness to the group, obedience to the leader, comradeship and co-operation. It is in this spirit that international games and competitions are organised. Through such games a spirit of healthy rivalry and social equality is fostered. The children learn to adapt themselves to social order; and shake off selfishness. Once they learn to take pride in the preservation of the prestige of their team, they realise one of the greatest lessons of life.

The way children shout while at play must have often irritated you. Indeed, on many occasions you have had to rush out of your study or office-room to stop the noise on threat of punishment! There is no end of their screaming, shouting and shrieking! Their vocal cords have no rest. You are just having your mid-day siesta when a group of children, formed into a *human goods train* busily whistle past your room! You are intently poring over an interesting book or doing some very urgent work, demanding close attention, when the mimic buzz of an improvised aeroplane by your children outside puts you off your temper! Imagine the blush of the mistress, who thinks too much of her children, bragging of their good manners and quiet nature to her guest, when just a little way away they quite unexpectedly burst into a fit of unmannerly vocal gymnastic! *This boisterousness is the life of the children's play*. You cannot divorce it from their play. You will act against Nature's laws if you demand silent play from children. Your threat may have a temporary effect, but it will cause a mental suppression which will spoil much of the natural charm and spontaneity of play, and upset Nature's plans of their free growth.

Why blame children? We adults are also boisterous in our play. The loud noise made by spectators in a big foot-ball match, Rugby tournaments, rowing competitions, sporting events, and even at social meets are, though not directly connected with play, the outcome of the boisterous element of play. The solitary corn-reaper, who sings as she to her sickle bends, or the group of toilers, which makes a combined sound as it puts forth all its energy to pull the roller or the lonely traveller, who sings as he wends his way through the deserted

path is a tempered response to this urge of internal pressure. So are the old folk-dances, and the modern way of singing in chorus. Civilisation has tempered them, but has not been able to suppress this *boisterous spirit of hurrah* in man!

This boisterousness may not be an essential part of the play they indulge in; but the play unleashes the internal over-pressure of energy which seeks an outlet in this noisy eruption. This is only natural. You cannot seal their lips, and restrain this uproarious boisterousness in your children! You might as well try to curb the fierce current of the surging river! The will to make noise is in the heart of every child. It would be foolish on our part to hold it back. We only misuse our authority when we snatch away the crackers from the pocket of our children or the little drum given as a birth-day present. Let them shout—but not at all times of the day. Let there be fixed time for every thing. They must be told that there is a fixed time for their play, and that they have no right to disturb other members of the family who also have a fixed time for work. They must learn to respect the feelings of other members, and neighbours. This means a little sacrifice on their part; but this they must make if they mean to be good boys and girls and useful citizens in future.

Let us, then, not forget that our children are growing through their play, for play is the only activity which brings into action all the innate impulses of children. It helps them to adapt themselves to their environments by harmonizing and civilising the instinctive tendencies. Some of these tendencies are such as cannot be safely indulged in civilised society. In this age of progress, civilization has made faster strides than man's fundamental instinctive nature has changed. Many of his instincts are yet in a wild state, and do not fit in with present conditions. If Nature has not been able to remedy this defect in her child, she has provided it with play through which these unsocial and anti-social tendencies are chastened and diverted into social or civilised forms of expression.

Pick out the boy who tends to become a bully or a pilferer or indulges in criminal or anti-social propensities. Provide for him sufficient play-activities under the supervision of play-experts, and watch the change that comes over him! Before long will his evil desires be drowned in the boisterousness of play. In fact, much of the juvenile criminality that perplexes educationists is not, in all cases, the outcome of perverted nature but due to a misdirection of strong innate impulses, which, for want of normal outlet, are perforce driven to seek satisfac-

tion in irregular and anti-social conduct, and menace the healthy growth of the child. Play is the best and most natural method of moulding and educating both the desirable and undesirable tendencies of the child. In the race the instincts are developed sooner than they do now. They come late in the life of the child; and it has therefore a longer period of youth which needs must be fairly well crowded with play-activities with a view to restraining some of the original instincts relapsing into their original functions.

If we observe a bit carefully we will find that there is a slender thread of seriousness running through all the noise, uproar, and boisterousness, evident in play. In other words, it has a purposive aspect. Watch a group of boys actively engaged in building a doll-house or improvising a tiny shed for the pups! With what patience, energy and earnestness they set about doing it! All who have witnessed the almost classical boat-race between Oxford and Cambridge must have been impressed with the purposiveness and earnestness of play. Turn for a while to the little girl playing with her dolls. To them they are living folk. How carefully and tenderly does she dress them, feed them, bathe them, lull them to sleep, take them out for evening and morning stroll, seat them on the dining table, and even scold them for imaginary disobedience and mischiefs! Is not she fitting herself for the great task she will have to do as a mother! When your boys play with bows and arrows, and go out into the neighbouring jungle in search of hunt, do not think they are merely repeating the history of the race. They are preparing for the great struggle for existence. It is Nature's way of training her children up.

CONCLUSION.

Play is, perhaps, the only thing which never tires the children; and reveals them in their true colour. They lavish all their energy and heart on it. There is no hide-and-seek there. With open hearts and lovely innocence they lose themselves in it. They forget their hunger even. Not unoften has the nurse to drag them to the bath-room or the dining table. Not without any purpose has Dame Nature put this irresistible urge in the breast of her children. Spontaneous is the outflow of their physical activity. It is a stimulus both to mental and physical growth, and has a distinct survival value. Observe a set of boys playing foot-ball or any other organized game. Look at the smartness with which they carry the ball, the alertness with which they dodge the opponents, and the judgment and accuracy with which they pass the ball on to their co-players. As he runs with the ball he has

to be mentally and physically alert. He knows that physical activity tempered with mental dexterity will win the game for the team, and shed lustre on the group to which he is proud to belong.

Let, therefore, children play and enjoy their little days of glory as heartily as they can. Provide for them plays and games suitable for their age. Sublimate their superfluous energy to health-giving activities which will stand them in good stead in future. Let us not forget that "the most instinctive feature of childhood is the activity known as play. It is the most important fact of human life in as much as it is through play that adaptability to environment has been secured which has made man superior to his environment."

The three most commonplace theories of play are: (1) the Spencer-Schiller theory according to which play is the manifestation of superfluous energy. It maintains that play-activity is due to superfluous overflow of energy which is more than what is required for existence. (2) The theory of Karl Groos which holds that play is a means of preparation for adult life by allowing the instincts to ripen for experimentation and socialisation. (3) Stanley Hall's theory which regards play as a recapitulation and revivication of the tendencies inherited from the race. For example the child, at certain stages of its growth, plays the game of hunting and bloodshed which may have no reference to adult needs. It is so because this particular stage of the child's development corresponds closely to the Bushman stage, which the race has long left behind, of his ancestors when they had to hunt and fight for self-protection.

Objections have been advanced against all these theories; and the most modern theory of play has yet to pass through psycho-analytic tests. One thing—and an important thing, no doubt is clear. All these theories regard the play impulse as the fundamental motive of human activity. It is plain that the child has more energy than is needed for his up-keep. It is against the Law of Nature to allow this excess of energy to run riot. Proper outlets must be offered for its due discharge. And this can best be done by providing for children plenty of scientific games, recess and relaxation.

Group-games are best suited for this purpose. They not only stimulate physical and intellectual growth but harmonize and civilize the budding instincts. They encourage the principle of give-and-take, and impart valuable lessons on organisation, discipline, judgment, perception and adroitness. Take for example the game of *Kabdi*. It requires close attention—attention to the skillful movements of the

friends no less than those of the foes. In running away from the enemy, the player has to quickly adapt his movements to circumstances. There is not much time left for deliberation. In the time of danger when he is besieged by his foes and his breath is running out, he has to devise means of escape in a trice. It is for all these advantages that group-games are finding favour in all advanced countries.

It is no exaggeration to say that we, Indians, are not as *playful* as we ought to be. We are a bit too philosophic. Sir Michael Sadler rightly wished: "If I was to have one wish and only one wish with regard to Bengal—I might wish it should have more laughter. I don't suppose that all through ordinary Indian life, there is anything like as much as you get in English foot-ball match on a Saturday afternoon and nothing at all like the merry laughter you hear in North-Italian towns." What he said of Bengal is true of all India. Let our children not follow our footsteps. Let them play, dance, skip, shout and laugh as merrily and heartily as they can.

In the advanced countries of Europe people have realised the importance and great educational value of play, and have offered their children in schools, colleges and work-houses special scope for their instincts to grow, and be perfected according to modern needs of civilisation. In America they have what is known as "Play-ground movement" which has made it incumbent on the authorities to organise well-equipped play-grounds under the supervision of special play-experts who teach various group-games to children. Such a move is of supreme necessity in India. The time a child spends in play is no waste of time and energy. On the contrary, it gives the child physical and mental equilibrium, and implants in him the seeds of citizenship. "If the free hours of the child" says Dr. Dukes, "were made a period of cheerful recreation and constant lively occupation, weariness, idle lounging and bullying, with their deterioration of tone and character, would disappear." Let us fill the free hours of our children with good games, music, dance and drill. Let them play bravely and manly games so that they may play out the serious game of life heroically and fairly.

"The true idea of self-restraint is to let a child venture. The mistakes of children are often better than their no-mistakes." II. W. Beecher.

"The training of children is a profession where we must know how to lose time in order to gain it." Rousseau.

(To be concluded).

A Practical Problem

BY MR. B. R. DESHPANDE, B.A., B.T.

I am afraid what I have written may not appeal to most of my readers. They may dismiss all this as trash. But what does that matter? Nothing is a trash to the teacher. The very mistakes committed by the boys at which other people shudder he must patiently bear. And turn these to some account too. Does not Treble express his gratitude to school boys' errors which have contributed to the stuff on which composition-books are made? Are there no professors in training colleges, with degrees native and foreign, who have talked much and written more on the way in which we should hold a chalk-piece while writing on the black-board? Why! Even the duster has not escaped the attention of these large-minded professors. Precise instructions are given about the way in which the duster should be used to rub the writing on the black-board. But there is not one opinion about this. According to some experts, we should operate upon the black-board with the duster in much the same way a syce grooms the horse with brush. But being now used to a different kind of horse altogether—I mean the horse of the black-board—and having no occasion for the syce, I had to dismiss him with a present of my former horse. So I can have no demonstration of the matter. To resume, when all these great men have discussed such small matters at such length, why not I? If they have written trash, I too have done the same. I have the additional satisfaction of erring in high company.

The discussion of the manner and method of holding the chalk-piece and using the duster is only typical. It has led the way to other discussions. Much has been spoken and written on the method of correcting pupils' composition-exercises. But is there a single chapter or paragraph on the kind of pencil we should use to mark the mistakes and point the corrections? If there is, please quote chapter and verse. We do use the "Office red and blue". But this pencil points both ways and so makes confusion worse confounded. Happy are those who are chiefly guided by the exigencies of the pencil. If the red side is in working order, they use that. If the blue is ready at call that serves their purpose. If both are in a fit condition, the choice lies with the fingers. But a conscientious teacher cannot compromise himself like this. He is not a weathercock. He takes his stand on principles. Therefore *should we use the red or the blue pencil for correction work?* This is the problem—the practical problem—which we have to solve.

Theoretically that is the best correction which comes from the pupil himself. But some of the pupils are not what we expect them to be. They are somewhat tough for us. And rightly too; because whoever writes ill knowing it to be so? Naturally they presume that all is well with what they have written: and unless we make certain intelligent and intelligible marks they will never feel that they have committed any impropriety. Hence the necessity of making some marks; and hence too, the problem—which pencil should we use—the red, the blue, or the red and the blue?—

I racked my brains to no purpose. Being much perplexed, I did not know what I was doing. I was talking to myself; and loudly too! I realised this, when, down fell the big volume from the hands of my friend who was holding it before his face as though not being satisfied with drawing the line between himself and the rest of the busy world, he wanted to interpose a wall in the form of the bulky volume. Holding his head erect, he declared his opinion emphatically that the red and the blue had their distinct functions to perform. The red is to be used for marking mistakes. Why? Red is danger-sign. It warns the boys against danger-spots. It is like the red lantern that declares the road closed and warns off passengers. The blue comes in for hints at improvements and other similar remarks. The red repels; the blue attracts. The red warns off; the blue invites. Thus the pupil would be cautioned against errors and attracted towards suggestions.

But we are reckoning without our host. What if the red acts as the red rag and scares the boy away? The blue, the sea blue, the soothing blue might fail of its purpose in spite of all its attributes. Thus we are no nearer the solution of the problem, viz., which pencil shall we use for correction of pupils' composition-exercises, the red, the blue or the red and the blue? Will no one help me out of this difficulty?

Food and Public Health.*

That improved nutrition would result in spectacular improvements in public health was claimed by Lord Astor, speaking as chairman of the League of Nations Mixed Committee on Nutrition at the end of the second session of that body in June.

"The advance," he said, "which science has made in the field of nutrition in the past thirty years bring a new light to bear on the problem of public health. They show that many of the specific diseases with which every country is to some extent plagued are nutritional in origin and therefore preventable by improvement in the national dietaries. Furthermore, much of the gloomy sub-health which is not severe enough to cause definite illness but which nevertheless reduces the working capacity and the capacity of the individual to enjoy life can be obviated by improved nutrition.

"Many Governments have in the past raised the standard of living of their people by direct action leading to improvements in housing, in sanitation, in the regulation of the hours of work, to mention a few. Governments have now a new channel by means of which, according to the scientists, much can be done, possibly more than by the improvement of any other single environmental factor, to improve social welfare.

"The results," continued Lord Astor, "of better diets would be a marked, indeed a spectacular improvement, in the general health, vigour and happiness in the populations of the countries concerned. Of this fact, the committee had overwhelming evidence.

"We have been supplied in particular with a great volume of evidence on the effects of improved nutrition on mothers and children from early childhood to adolescence.

"The addition of milk to the diet of schoolchildren has resulted in increased height and weight, greater freedom from illnesses including the common cold, has increased their spirits and has actually made them more boisterous and perhaps a little more difficult to control.

"This may be a temporary difficulty to schoolteachers, but healthier and happier children must prove permanent assets to every State.

* League of Nations Bulletin.

"The evidence before us has also shown in the clearest way how many of the disabilities of pregnancy and of the dangers of childbirth may be lessened if women obtain plenty of the protective foods, while the anaemia which is too often associated with breast-feeding, can also be largely avoided.

"But the economic consequences would also be important. By leading to a great increase in the demand for most foodstuffs, improved nutrition policies would contribute to solving many of the problems now facing national agriculture and would increase the volume of international trade. In fact, this particular means of increasing consumption would do something towards 'reducing the intensity of the abhorrent paradox of poverty in the midst of plenty'.

"The Mixed Committee on Nutrition concluded its second session by the adoption of a preliminary report and recommendations to the Assembly. The report traces the way in which this subject was taken up by the League at the initiative of the Australian Government, supported by a number of other countries. It observes that the growing interest in the question of nutrition 'is due in the first place to the fact that the wide possibilities which better nutrition opens up for public health are now being realised. The progress of science and the development of methods of observation have enabled all to recognise the immense importance attaching to the food factor in the preservation and development of national health at a time when the crisis, by reducing and in some cases entirely eliminating the income of whole classes of the population has exposed them to the danger of defective nutrition.

"At the same time, the interest shown by the delegates is also explained by the fact that progress in nutrition is rightly considered as a factor capable of helping to remedy the agricultural crisis both on the national and on the international plane.

"The new scientific discoveries applicable to agriculture, by strengthening man's power over nature, are enabling him to increase the production of foodstuffs beyond all expectations, a fact that is of vital importance to the standard of living and the general welfare of the nations.

"But, at the same time, considerable economic difficulties have still to be surmounted before mankind can be in a position to benefit fully by this abundance. Science has done and is doing its share; it is now above all in the economic sphere that constructive efforts must be made in order to ensure that the nutrition of the masses should make proportionate to the progress in our knowledge.

Furthermore, while the problem of nutrition is as old as humanity, it has assumed a particular aspect since the world economic depression. In many industrial countries, we are witnessing two contrary developments. On the one hand, people are beginning to adopt a nutrition conforming more closely to hygienic indications, and the process is greatly facilitated by the low prices of foodstuffs. On the other hand, the crisis has increased beyond all expectations the number of persons who, lacking employment or in other ways having fallen victims to the economic depression, no longer command an income necessary to procure sufficient wholesome food. Side by side, therefore, with an undeniable progress in the matter of nutrition, we find the creation of *danger zones*, where the disquieting results of dietary defects loom increasingly large.

"The consequence is that the problem of nutrition, which in the past has only been dealt with incidentally in the majority of countries—e.g., in connection with the campaign against adulteration, or by philanthropic effort—is beginning to-day to bulk much larger and to *take rank with other great national problems*, the solution of which is regarded as an unavoidable collective obligation. It is these tendencies, common to the majority of countries, which gave rise to the decisions of the last Assembly, for it is hoped that the efforts of each country within its own frontiers—efforts which are necessarily partial and limited or empirical in character—will benefit by an international exchange of ideas and experiences.

"Lastly, with a view to greater clearness, it is well to recall that the discussions in the 1935 Assembly turned on the *paradox represented by the simultaneous existence of large underfed masses of people on the one hand and of a surplus of agricultural products on the other*."

The Committee's report concludes by warning against the belief that improved nutrition policies would alone be sufficient to cure the world's economic troubles which, it says, can be cured only by a "general and fundamental revival of all national and international activities".

The recommendations of the Mixed Committee to the Assembly emphasise the great importance of the subject from the point of view of public health and reserve the fuller treatment of its economic aspects to its later report.

The Committee suggests that the Assembly should recommend to Governments that they should promote the scientific study of nutrition problems and see that the latest information on nutrition is included

in the teaching of medical students, public health authorities, etc.; that they should conduct a vigorous policy of education and propaganda for the instruction of the general public and facilitate international co-operation and the exchange of information in this field; that they should support the work of the League Health Organisation on this subject; that they should consider the steps to be taken, whether at the public charge or otherwise, to meet the nutritional needs of the lower income sections of the community, in particular as regards ensuring adequate food supplies, especially safe milk, for expectant and nursing mothers, infants, children and adolescents, and the needs of unemployed or other distressed adults; that everything possible should be done to make food supplies, especially protective foods (e.g., milk, eggs, fresh vegetables) available at prices within reach of all classes of the community, while at the same time safeguarding the interests of the producers.

For these purposes, it is therefore suggested that Governments should improve and cheapen the marketing and distribution of foodstuffs in both industrial and rural districts, that they should encourage collaboration between co-operative and other forms of producers' and consumers' organisations; that they should grade foods of all kinds according to quality, safeguard the purity of foodstuffs, and control, on the basis of international standards, the preparations sold primarily for their vitamin content, co-ordinate the work done by different national authorities under a central authority and co-operate internationally, as well as consider any modification of their general economic and commercial policies that would help to secure the supplies of foodstuffs necessary for a sound nutrition policy.

The Mixed Committee also invited the Assembly to recommend the Governments concerned to give their full support to the Health Organisation in its enquiries into the widespread malnutrition which exists in the tropics and certain Far Eastern countries.

The American College Rural Uplift Service.

1932-1936.

Mr. J. S. PONNIAH, M.A., DIP. ECON., F.R.E.S.
Chairman, Committee on Research and Extension.

The rural service programme of the American College, Madura, is the direct outcome of the recommendation of the Lindsay Commission, which has placed before the Christian Colleges in India the idea of their making a real contribution to the solution of economic, social and religious problems of the country.

The American College has taken quite seriously the Lindsay recommendation. Early in March 1932, a new Department—the Department of Research and Extension—was constituted with the Head of the Department of Economics as the Chairman and the heads of the other Departments of the College (and one or two co-opted outside members) as the Managing Committee.

At its very first meeting, the Committee resolved to select a village, called Narasingham, some six miles north of the College just off the main road to Melur, as the centre for projecting rural service. A graduate village guide and his wife, both trained at the Y. M. C. A. Rural Reconstruction Centre at Martandam and Ramanathapuram, were appointed to reside in the village and carry out the programme of rural uplift.

The first response of the Narasingham villagers was one of suspicion and even mild opposition; they began to question our motives and circulate rumours of all sorts about our objective. The Chairman (Dr. A. J. Saunders, M.A., Ph. D.) and the village guide (Mr. Herbert Thirithuvathas, B.A., L.T.) had, therefore, to work hard by frequent meetings and conferences and slowly break down the spirit of mistrust and establish goodwill and friendship. It took nearly six months to do that. To-day, the villagers, one and all, not only want us to stay and do more work in their midst but also would not permit us to move to other centres and develop them.

The first task was to make an economic survey of the village in order to plan a definite programme of work on the basis of the needs revealed in the survey. The work done so far has been in the direction of (1) *Agricultural improvement*:—the distribution of improved paddy

seeds, the growing of green manure crops, the use of better ploughs, (33 of them have been bought by the villagers) and the better preservation of cattle manure by 'manure pits'; (2) *Health and Sanitation*:—Construction of three large trench latrines partly from contributions from the District Board Rural Sanitation Department and the Common Good Fund of the Local Co-operative Society and partly out of the contribution of the villagers themselves and the putting up of a few 'bore hole' latrines. A well for good drinking water is in the process of construction. Medical aid (occasionally through the District Health Department, as when a small-pox epidemic broke out in 1932, or when cholera broke out in July, 1936, and regularly by the village guide who keeps a stock of medicine for simple ailments and fever is made available at the centre to the people in the village and the surrounding areas. (3) *Education*:—By means of an Adult Night School, a sewing class for the girls, a Library and Reading room and regular conferences, lantern lectures and occasional cinema shows; (4) *Co-operation*:—A Rural Credit Society which had worked a few years but was at the point of being liquidated before we started our work, was revived (27-5-'33) and is now functioning satisfactorily. The village offers great scope for co-operative marketing of hand-pounded rice; and we hope to be able to develop this aspect of co-operative enterprise very soon. (5) *Panchayat*:—The organisation of the Panchayat in 1935 is a distinct asset to the village, as we hope that this institution will soon be able to share and ultimately take over and carry on the work done by us all these four years. (6) *Arbitration*:—Many difficult cases, mostly partition of properties, have been very amicably settled at the Centre. (7) *Entertainments and Recreation*:—Sports for school boys and girls, a camp-fire for boy scouts, a Christmas Tree during the season for the children and a volley-ball club for the adults are some of the items of work under this head. These bring cheer to the whole village folk, including the boys and girls who evince very keen interest on such occasions.

One most distinguishing feature of our centre is that it has afforded opportunities for the various departments of the College—Chemistry, Natural Science, Physical Education and Scout-organisation—to join in this effort, each contributing its specialised knowledge for particular aspects of rural uplift. To give one example, the Department of Natural Science under the guidance of its professor Dr. C. P. Gnanamuthu, M.A., F.Z.S., D. SC., has made a valuable study of the waste-products of the village—night-soil, sewage, dry rubbish, useless vegetation, and made useful suggestions for their conversion into manure and has conducted also a survey of the fish resources and diseases of the

crops of the villages. The students of Economics, particularly those that are taking up Rural Economics, pay frequent visits and are learning many things from actual village life. The Centre is, indeed, of great value to the College, as it gives to the students and the teachers a knowledge that they are projecting their influence and message outside the College buildings and as it inspires them with a sense of service for some needy brethren in villages.

Our centre, we are happy to record, has been the means of effecting co-ordination between the various Government departments whose activities are directed towards rural uplift. For, it has been the scene of work by the officers of the Departments of Agriculture, Co-operation, Education and of the District Board. A multiplication of such centres and an enlargement and intensification of work as done at Narasingham would indeed be the best method of achieving co-ordination of work among the Government departments—a theory, which has been repeatedly advocated by economists and publicists, but, which, unfortunately, we have never been able to see in actual practice or even believe it were practicable.

What have we done to this village and the neighbourhood? Any casual visitor will see little that is tangible or visible—except the trench latrines, the well and the manure pits—but we have been able to effect a revolution in the attitude of people. We have created in them a desire for economic improvement and better living. This, in fact, is the secret of rural uplift. We have truly been able to inspire them with confidence that a large institution like the American College, is standing behind them and cheering them in their drab hard life. And we have also equipped them for self-help through the Co-operative Society and the Panchayat—the twin children of rural reconstruction.

We could, indeed, do more. And we plan to do more. We can enlarge our work in this and other centres. We can inspire and influence philanthropists, Local Boards and other educational or mission agencies in the two districts of Madura and Ramnad—whose higher educational needs, our institution primarily serves—to follow our example. We can arrange conferences, conduct a school of Rural Economics, train up leaders and workers for rural uplift and, in short, serve as a temple of knowledge and a centre of light. "Where there is no vision, the people perish." We believe we have begun and are doing a good work and invite and appeal to others to share in our work. For "whosoever shall give to drink unto one of these little ones a cup of cold water only, verily I say unto you he shall in no wise lose his reward".

New Organisation of Elementary Normal Schools*

French Government Decrees, 30th October, 1935.

Financial necessities demand among other problems the reorganisation of our scholastic institution, particularly of the normal schools for elementary teachers.

At the present time studies in these normal schools cover a period of three years. During these three years the student-teachers (boys and girls) follow courses of general instruction and at the same time are initiated into their future profession. At the end of each year their work is controlled by a series of tests which together constitute the higher certificate (*brevet superieur*). But the preparation for this certificate, which is chiefly a test of general culture, occupies too large a place in the work of the pupils and does not allow them to be sufficiently apprenticed to their profession.

On the other hand, the tests for the entrance examination to the normal schools are held in common with the tests for the elementary school certificate and the higher elementary school certificate examination; they do not always permit an appreciation of the necessary qualities and aptitudes of the student-teachers, the future men and women elementary school teachers. Moreover, these common tests only draw candidates to the normal schools from the higher elementary schools and from continuation courses.†

It is deemed possible to re-organise these normal schools for elementary teachers on a two-year instead of a three-year basis. This reduction, which will mean an economy in the State budget, will necessitate a modification of the conditions for the recruitment of the student-teachers and a reform of the instruction given in the normal-schools.

The entrance examination will be open to candidates aged 18 years on 31 December of the year of the examination, holders of the higher certificate, matriculation certificate, or the diploma of the secondary continuation courses.

There would be no question of adding to the qualifications demanded by the law for the exercise of the functions of teaching. But

* Communicated by the International Bureau of Education, Geneva.

† These students enter the present normal schools at 15 or 16 years of age.

it would give access to these functions to all young people who have had a post-primary education other than that of the secondary or higher elementary school (national vocational schools, practical commercial and industrial schools, national agricultural schools, etc.) and it would admit them to the entrance examination of the normal school. For this reason, there will be organised, at the end of their specialised studies, a special preparatory period, which will enable them in one year to sit for the higher certificate, matriculation, or diploma of the secondary continuation courses, exemption being granted, as need be from the tests in which they have passed in order to obtain the various post-primary diplomas which they possess.

The normal school studies will be more specially professional and this professional training will cover two years only, during which period the student teachers will receive, at the same time as a supplementary general culture with special reference to the teaching profession, a theoretical and practical training adapted to the realities of the elementary primary school; thus a just place will be given to agricultural training and manual work for future men-teachers, and to household arts, hygiene and child care for future women-teachers; both groups will attend courses on rural legislation and on community organisation, preparing them for the mission which they may be called upon to exercise among the population in the midst of which they will live. Lastly about half of their compulsory attendance time will be reserved for purely professional training through close contact with the pupils and teachers of the practising schools.

Cramming.

BY MR. JITENDRA NATH BANERJEE, M. A.

Voice is heard, now and then, from here and there against the habit of cramming prevalent among the scholars of the age, particularly in our portion of the land; but hardly an attempt has been made as yet fully to gauge the havoc it has caused in the sphere of education. It has subdued intellect, crippled power of thinking and killed interest in the acquisition of knowledge. Although the quantity of education has slightly increased in the land in recent years, its quality has undoubtedly deteriorated in all stages,—lower, secondary and collegiate—, and I think nobody will contradict me if I say that this habit of cramming, which is growing more deeply and more extensively every year, is one of the main causes of this deterioration.

Cramming has totally absorbed the educational activities of the average student of this day. Almost every minute he devotes to his studies is spent in cramming—very often parrot-like repetition of words without understanding or caring to understand the meaning. Even when he is confident that he has learnt his lessons and can rehearse summaries and paraphrases of important extracts from his lesson and answers to the possible critical questions, he is scarcely found to understand the structure of a sentence or the true significance of the words and phrases occurring in the lesson. What is thus imperfectly learnt is very easily forgotten and the labour spent is labour lost leaving no impression on the mind.

The prevalent practice among many school boys now-a-days is to get by heart 10 to 15 essays in Class VII, 20 to 30 or so in the next higher class, 40 to 50 or so in each of the two top classes instead of trying to learn to write a paragraph correctly in their own language. When the class-teacher finds that his class is so poor in English that it is not possible for him to teach the majority of his scholars to write even five lines in correct English in a year and that they will be required to write complete essays in the annual examination, after a half-hearted remonstrance he gives his boys tacit permission for cramming. This enables some of the boys to secure pass marks, but they forget most of the things got by heart soon after the examination and go to the higher class without acquiring efficiency in anything or any useful knowledge whatsoever during the whole year.

Proceeding thus, a boy, who can write in the examination paper an essay on a difficult abstract subject if it falls within the range of his memory work, cannot write a simple letter to his father in tolerable English asking him for money to purchase books.

If asked to give an example of a factitive verb, a good boy of the topmost class will readily quote from his memory, "They made him prisoner", but if he is again asked to point out the factitive verb in that sentence, he will look at the face of the questioner with vacant eyes for a few seconds and then will most probably say, "prisoner". Unfortunately for him, the right word has not been indicated in the text book on grammar which he has read.

These actual illustrations clearly indicate how little the school boys think to-day and what amount of energy and labour is wasted every day by cramming. This tendency has become so deep-rooted and has extended so wide that the cause of education has now actually reached a seriously alarming state of things and stringent measures both inside

and outside the school premises have become absolutely necessary to cope with the situation.

To select proper remedy, it is natural for one to enquire how the disease originated and how it became so acute and wide in its range. To me the following appear to be the root causes of the malady. It may be that I am wrong somewhere or everywhere, but I shall consider my labour as bearing ample fruit if it sets superior brains at thinking this way.

1. Service is now the aim of life of most people of this land and passing examinations is the only criterion of fitness for the same. Boys and girls are sent to schools and colleges by their parents and guardians only to pass examinations and they themselves too are not found inspired by the nobler purpose of acquiring knowledge. Experience has taught men very well that "short cuts", "guides" and "made easy" series are the shorter and easier way to passing examinations than reading the prescribed text books and trying to assimilate the contents thereof. So the students no longer pay much heed to their text books and only cram the answers of possible questions from the key-books.

2. Real thirst for knowledge—knowledge for its own sake—is a very rare thing now. It is a stern fact—although many people, I know, will hesitate to admit and some never accept it—that love of religion, morality and virtue have vanished from all parts of the surface of the earth and materialism, luxury and artificiality have occupied the vacant space. With this, simplicity and unselfish desire for knowledge and truth also have disappeared from the human mind. The ideal of plain living and high thinking is an object of ridicule now. The man who leads a poor and simple life and whose knowledge is his only wealth is considered as backward in civilization by most people and is flouted at as a simpleton, a maniac and a fool by some. Life has become complex now and its hard struggle for existence has killed the noble instincts of the mind. People now hunt for jobs and for material pleasure. Of course some follow the paths of glory and paths of fame, but these too in the present age need no longer invariably be the paths of knowledge and paths of truth. Booming and propaganda, the scattering of money and catering to the public taste may serve the purpose as well or better.

3. Another cause is the eagerness of the parents and guardians to hurry up their children through all stages of their educational career. In the old system of the village pedagogues a child generally left the patasala at the age of 12 or 13 years while boys are now admitted into

the bottom class of the High English School mostly at the age of 7 or 8 years when they cannot properly read their vernacular text books, hardly know the English alphabet and are found lacking in the rudimentary knowledge of Arithmetic essential for that stage. Consequently, even in that early and important stage they cannot properly follow the standard and in order to secure pass marks begin to cram what they fail to understand. The work thus ill-begun ends in sad results. After a course of study for 8 years in the secondary school a hopeful of the land shows ludicrous want of knowledge in every subject taught in the class-room.

4. Flooding of the market by "guides" and "short cuts" is another very strong factor generating and encouraging the bad habit. Innumerable authors to solve their bread problem vie with one another in producing cram books thrusting the original text books completely to the back-ground. The mind becomes less inquisitive and more indolent when it finds everything ready for its use as the inhabitants of a country generally become more ease-loving and less enterprising where the soil produces means of livelihood with nominal labour. The cram-books preventing the natural growth of the mind have become a serious menace to the cause of education.

These are the root causes of the malady. There is no doubt that the disease is a hard one and requires immediate and careful attention. Now the question is whether the reformer of education should proceed like a Homoeopath selecting medicine by symptoms only without paying much heed to the causes or act like an Allopath instructing how to remove them and at the same time prescribing a suitable mixture to cure the disease.

Before entering into that question we should first see which of the causes are removable, how to cope with them and which defy human endeavour.

The first cause mentioned above is that students now-a-days care only to pass examinations and cram-books are the shorter way to success in that direction. We find no weapon to fight with the cause here. Advice or appeal in favour of original thinking or study for the acquisition of knowledge will fall flat on the scholars of the day. The second cause enumerated before is the lack of longing after true knowledge. This is a tendency of the modern age akin to want of faith in religion and morality, brought about by unavoidable circumstances,—our contact with foreign ideas, the domination of our mind by the artificial, materialistic and frivolous aspect of the western civilization.

We have said elsewhere much about the lack of faith in morality and religion and do not wish to repeat it here. What we intend to say now is that in the modern age when even love of glory and fame does not beget love of knowledge, it is idle to hope that the latter commodity will be very soon restored to the degenerate, conquered mind.

So the reformer of education has no other alternative than to follow the foot prints of a Homoeopath as far as at least these two causes, which defy normal endeavour, are concerned.

Education is a luxury for which the people of this country can very ill afford to pay in these days of economic depression. It is no wonder then that the parents and guardians should seek to finish the primary education of their children at home or in a pathsala in a couple of years or put undue pressure on the teachers of secondary schools for promotion year by year. The secondary schools too,—or at least the village schools—, in their miserable financial condition can hardly afford to refuse admission to the unfit chaps, and schoolmasters, partly afraid of incurring the displeasure of the guardians and partly in fear of having their scanty salary further reduced in case of the transfer of the unpromoted boys to a neighbouring rival school, are not in a position to resist the pressure. Is there any ray of hope in the economic horizon of the country that the financial embarrassment will soon disappear bringing in a consequent change of mentality in the guardians of the school-going children? Or if this third cause is a disease in itself, it is disease of the mind. A mind diseased is very hard to cure. So in this case also we should like to advise the educational reformer to follow the principle of a Homoeopath.

The fourth cause is the suzerainty of cram-books. No amount of persuasion will succeed in resisting interested persons to produce "short cuts" because they do so not from a philanthropic motive, but to solve the bread problem or to swell their purse. Children forbidden to use cram-books will do so at home. But an additional weapon in the armoury of the penal code or a regulation of the university can put an end to the sovereignty of the cram-books.

So here at last the reformer of education may once act like an Allopath and urge the legislature to enact a law penalising the publication of key books up to class VIII or appeal to the University for a Regulation purporting to withdraw affiliation from schools permitting their boys the use of keys. Students of classes IX and X preparing for the Matriculation Examination may be allowed key-books approved by the University.

The malady has now attained a stage crying for serious consideration of all persons interested in education. Leaving it to proper persons to try for the enactment of the aforesaid measures, I would propose the following steps to be immediately adopted by all High English schools in the country.

1. The use of any kind of key-books should be strictly forbidden in all classes from III to VIII. Only students of classes IX and X may be allowed key-books selected by the class-teachers.

2. Questions in all the examinations should be put in such a way that no pass mark can be secured simply with the help of memory work.

3. Favourable consideration should be made for the boys' own composition at the time of allotting marks in the examination papers.

4. Marks should be allotted to the students' class work and home exercise during the whole year and these marks considered at the time of their promotion to the upper class.

Correspondence

An Appeal

THE Father Bertram Memorial Committee desires to bring to your kind notice that, at the Sheriff's Meeting held on the 25th July, 36, it was resolved that steps should be taken to perpetuate the memory of the late Rev. Father Bertram, S. J. by commemorating, in a suitable manner, his eminent and varied services in the cause of education. It is desirable that the memorial should be such as would indicate the honour due to his great personality and also further the educational causes so near and dear to his heart. The committee requests one and all of you to make a liberal response to this appeal and send your generous contribution so as to make the memorial a great success. The final form of the memorial will be decided by the committee later. Remittances may be sent to Rao Bahadur R. Krishna Rao Bhonsle, I. S. O. "Stone gift", Murugesu Mudaliar Road, Tyagarayanagar P. O., Madras.

All-India Federation of Educational Associations

The 12th All-India Educational Conference will be held at Gwalior on December 27th to 30th, 1936. A very influential Reception Committee has been formed with the Education Minister of the Gwalior

State, Rai Bahadur L. B. Muljee, as Chairman, and various sub-committees are actively engaged in making arrangements. The Secretary of the Federation has invited suggestions from educationists in general on the following:—

(a) Topics round which the papers and addresses should centre in the General Session and the Sectional Conferences.

(b) Subjects on which papers should be invited for General Sessions and the Sectional Conferences.

(c) Names of Educationists who should be invited to read papers or deliver Addresses at General Sessions and Sectional Conferences, together with the subjects in which they specialise.

(d) Resolutions that should be passed by General Sessions or Sectional Conferences.

The following Sectional Conferences have been decided upon:—

- (1) Primary and Rural Education ; (2) Secondary Education ;
- (3) University Education ; (4) Childhood and Home Education ;
- (5) Vocational Education ; (6) Adult Education ; (7) Examinations ; (8) Health and Physical Education ; (9) Moral and Religious Education ; (10) Training of Teachers, Experiment and Research ;
- (11) Internationalism and Peace.

Suggestions regarding each of the matter mentioned above for the General Session and for each of the Sectional Conferences are to be sent to Mr. D. P. Khattry, Honorary Secretary, Post Box No. 52, Cawnpur.

The Educational Pyramid.

Prof. M. S. Srinivasa Sarma, M.A., of the National College, Trichinopoly, delivered the inaugural address to the Teachers' Association, Ponniah's High School, Trichinopoly, on the 7th August at 4.45 P. M. with Mr. V. R. Ranganatha Mudaliar, M.A., B. Litt. (Lond.), the District Educational Officer, in the chair. The subject of his address was "The Educational Pyramid". Mr. S. Srinivasa Raghava Iyengar, B.A., L.T., the Headmaster, welcomed the guests.

Prof. Srinivasa Sarma began by saying that the educational enterprise could be represented by a pyramid in which the learner started by being influenced by the four cardinal factors of education, viz. the curriculum of studies, the teacher, the technique of instruction, and the incidental activities (these four being the four corners of the pyramid), and advanced to the apex of the pyramid which was the goal of education. The educator was a human engineer building up character,

intelligence and personality in the pupils. In order to shape these, there should be explicit recognition of the goal which may be vocational training, cultural polish, scientific research or political career. Education should concern itself with the whole child, and aim at the symmetrical development of the powers of the head, hand and heart. The lecturer then urged that instruction should be more inspirational than informative, and guarantee a well-trained mind. Regarding the technique, he protested against the "play way" and "sugar-coating" methods of "soft pedagogy", and pleaded for the cultivation of self-control and the power of resistance to idleness and evil. Learning was facilitated only when properly motivated. Curiosity and the spirit of adventure should be stimulated to insure sustained interest. He further pointed out that character was organised capacity for efficient social functioning, and that it should be built up by the incidental activities, such as games, literary societies, Boy Scout Associations, dramatic clubs, excursions etc. which should be the "live" limbs of a school. He concluded by saying that the teacher was the central citadel of the educational fortress and that he should rise to the full consciousness of his duty and dignity, and endeavour to discharge his obligations in a religious and missionary spirit, devoid of self-interest, and with profound spiritual insight.

The Chairman in his concluding remarks called upon the members to take to heart the lecturer's suggestions, and attempt to conform them. Mr. A. Dharmanathan, the Secretary, proposed a vote of thanks.

Gleanings

Nazi School Books

Arithmetic and Bombs

The correspondent of the *Observer* in Warsaw states that the following two sums are taken at random from the new schoolbooks in use in Germany. They are for children of 10 years of age.

"A squadron of forty-six bombing aeroplanes throws bombs at a town of an enemy. Every aeroplane possesses 500 bombs weighing 1,500 kilograms each. Calculate the weight of all the bombs together. How many fires will the bombs cause if every third explodes and every twentieth causes a fire?"

"Bombing aeroplanes, flying during the day, go at a speed of 280 kilometres an hour. Night bombing aeroplanes can only fly at 240 kilometres an hour. How many hours will each class of bombing aeroplanes need to

cover the area between Breslau and Prague, Munchen and Strassburg, Kiel and Metz?"

—"The School Master" (London)

A Matriculation Fetish

A Government asked to break the spell.

The fetish of the "Matric" has been attacked by Mr. A. F. B. Fox, one of H. M. Inspectors of Schools, who, at the invitation of the Government of Southern Rhodesia, has been investigating the educational system of the colony.

"It was a heartening experience," says Mr. Fox in his report, "to meet the Chamber of Commerce in Salisbury and Bulawayo and hear the opinion of these business men. They expect their recruits to come to them equipped, not with a matriculation certificate, but with evidence of a good general education. If the Government could see its way to give a lead in that direction when making appointments to the Civil Service, the notion that matriculation is the only hall-mark of education would soon be dispelled from the public mind."

The absurd wastefulness and gross unfairness of withholding a certificate from a boy who may be brilliant in several important subjects but mediocre in only one is obvious to many. Yet without a matriculation certificate the entrance to many avenues of employment is barred.

—Education (London).

Reports of Examiners.

Indian Civil Service Examination,—1934.

ENGLISH ESSAY—The use of half-understood clichés, phrases, and long words, and the bombastic style, redundancy and repetition of words, ideas and phrases, are all far too common. Punctuation is very bad in almost every essay; and the colon and semi colon are never used.

Many candidates do not understand how to break up words when a part has to be written at the end of a line and the rest at the beginning of the next line: e. g., impre-ssion : obje-ction, perha-ps.

Many spelling mistakes are due to inattention and to an attempt to write too much.

The essays on (a) show that in teaching English literature too much attention is given to minute and analytical study of certain short poems.

Essay writing is not well taught. There is little in these essays to show that the candidates have learnt (a) to analyse the subject and show clearly that they understand it, and then to keep to the point, (b) to make paragraphs lead from one to another, or (c) to sum up at the end the reasons for the views expressed and to give a brief restatement of them.

It is obvious that an absurdly large proportion of the candidates had no chance whatever of success, and that by entering for the examination they were merely wasting their time, and causing their parents an unnecessary expenditure of money.

A very large majority of the essays show that the candidate would be quite incapable of writing a reasoned report or judgment expressed in fair English, and therefore that he is unsuitable for the Indian Civil Service.

ENGLISH PRECIS AND GRAMMAR—There was little evidence that candidates had taken the trouble to read through what they had written. Several did not read even the questions carefully.

Far too many showed a lack of proportion in their answers; e. g., one of the best wrote seven pages on one question and left himself no time to answer two and a half questions.

It was interesting to note the close relation between neat work and good work.

There were too many silly mistakes.

GENERAL KNOWLEDGE—The standard is very moderate.

EVERYDAY SCIENCE—The general standard was extremely low.

The general impression conveyed was that most of the candidates either had no scientific outlook on matters of every-day life or had acquired, at most, a hurried smattering of scientific knowledge in the course of recent reading.

ENGLISH LITERATURE—In the case of the very good candidates the exceptional qualities of the answers were noticeable not only in sound knowledge and attractive presentation, but also in a cultured and critical outlook on the subject.

The worst fault, apart from ignorance of the subject and misunderstanding of questions, (though often closely related to these defects), was irrelevance. Many candidates did not indicate which of two alternative questions they were answering, and it was often necessary to read some considerable way through the answer before the subject could be determined.

Most of the candidates left the impression of having read about the authors rather than the authors themselves.

Many candidates started off with their answers without properly understanding the question.

MODERN EUROPEAN HISTORY—Several candidates seem to attach much more importance to flowery (and vague) circumlocutions than to a knowledge of fact. No candidate displayed accurate geographical knowledge and two thought Denmark to be a part of the Spanish Netherlands.

NOTES.

Some Unsolved Problems of Education.

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

There are problems of education in every country but those of our country are peculiar from more points of view than one. In other lands the government has been showing unceasing interest not only in financing but also in originating and revising educational policies formulated under their auspices. In countries like Germany and Italy it is entirely a concern of the State and the Dictators. In America and England, education is attended to either by private philanthropy in princely circumstances or by the State which has made it perhaps second only to affairs of Government. In India, attention has been only recently paid to educational matters. The occasion was provided by the growing acuteness of the problem of unemployment. The Government is, therefore, anxious to reorganise education.

It may be pointed out that the reorganisation is to take place only from the point of view of a particular aspect namely unemployment. One has to doubt whether the reorganisation as proposed will bring about a better state of affairs really. It is in the provision of adequate avenues of employment that real salvation can be had. At the same time in the field of education the maximum effect must be secured with minimum effort. The viewpoint of the parent must not be lost sight of. Unnecessary expenses and the needless multiplication of agencies can be easily avoided. The element of the teacher and the atmosphere in which he has to find his work done must receive immediate and adequate attention. Any amount of reorganisation that omits these prime factors will be futile and bound to fail in the realisation of the aims of education. Nay, more, it will cause a considerable amount of dislocation and jolting for those generations of students to whom every change in the name of reorganisation means so much confusion and, in some cases, of serious consequences on mental development and prospects of life. Above all, with finance lacking in proportion to every new proposal of reorganisation, one is led to wonder how any attempt at improvement can be effective at all.

Attention has been directed to certain features in our educational system. The presence of "the over-age pupils" in the senior classes of High Schools has been pointed out as a proof of congestion due to literary education. It may be pointed out that in the absence of anything better to do at that stage of life the "over-age pupil" has no other

option. He would certainly join a vocational school if such a one existed.

This leads us to the next and connected question of vocational schools. The Government in the Provinces are still making up their minds regarding this point while states like Mysore and Cochin have already marched along the way chalked out by them to themselves. We are merely satisfied with creating "vocational bias" whatever that nebulous expression might mean. We have been at it for these several years. The cause for this state of affairs is to be found in the poverty of educational institutions and lack of adequate aid forthcoming.

Another direction in which reform is to be effected is in making schools in rural areas have "courses attuned to rural needs". Here, again, it may be pointed out that the suiting of rural courses to rural needs does not necessarily mean anything simple or inexpensive. In order to be effective, it requires no small outlay, for, the workers in these areas must be specially trained. Moreover, with the increasing introduction of improvements in rural areas, the rural aspect of life is fast disappearing; and rural genius cannot be confined to rural limits. The movement towards towns seems to be irrepressible. In the words of the Government of India circular, resources ought not to be dissipated and due care must be taken that new schemes are properly financed and sustained.

"Efficiency and Economy" are terms with which we have become of late increasingly familiar. The maximum number of pupils with the minimum number of teachers is advocated. It is a clear evidence of no plenitude of finance. Forty was once considered only a maximum but a lesser number was advocated. A change in view has thus occurred. But can fundamentals change? And is the teacher upon whom the entire hope of success depends so placed as to achieve the expected results?

The cry for trained teachers is raised everywhere but we do not hear of any move anywhere of guaranteeing employment to these, still less to give them a working or living wage. Production of trained men goes on irrespective of the demand, on open-market conditions. The Government feels it is no concern of its whether the trained teacher is or is not employed and he is not subject to the supervision of any agency in the sense of having something analogous to labour legislation regarding conditions of employment and work.

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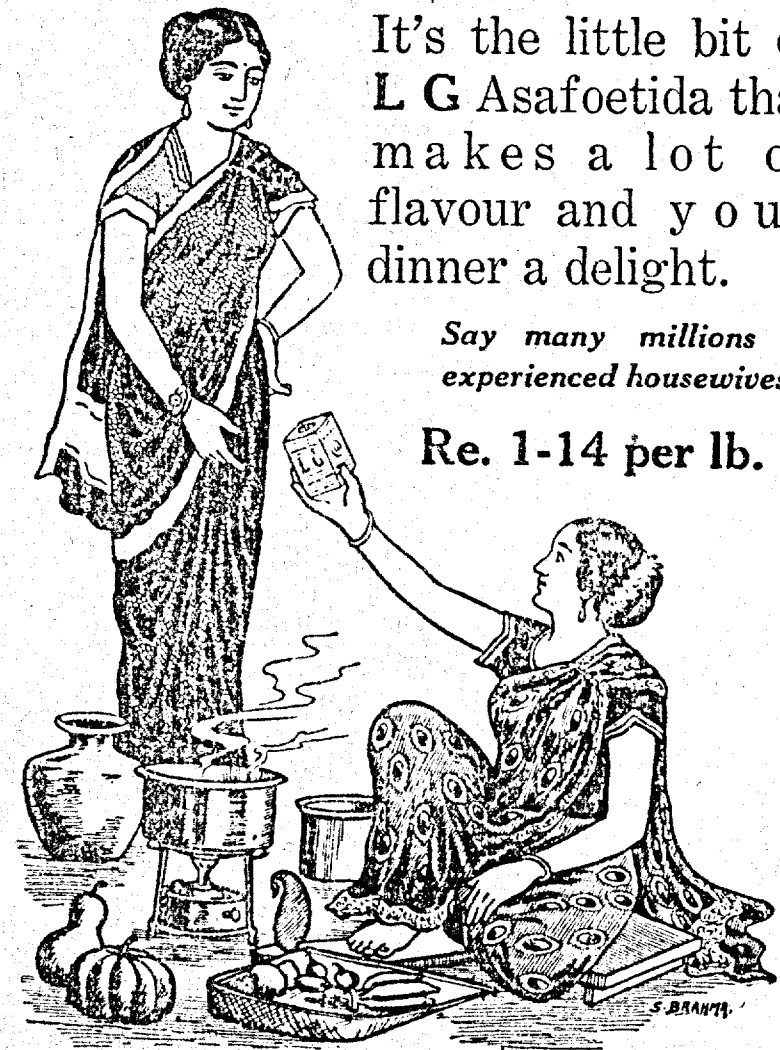
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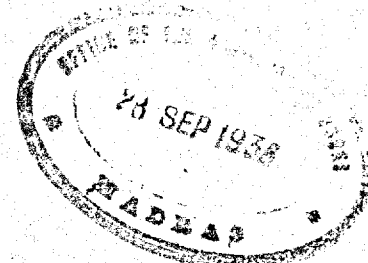
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CONTENTS for September, 1936.

	PAGE.
1. The Original Nature of the Child: How to Shape it By Mr. S. C. Sinha, M.A., Dip. Ed.	311
2. Occupational Planning By Prof. M. S. Srinivasa Sarma, M.A.	315
3. Mysore By Prof. C. A. Krishnamurthi Rao, M.A., F.R., Econ. s.	321
4. Library Movement in Madura and Ramnad Districts By Prof. K. S. Srikantan, M.A., F.R. Econ. s., Cert. Libr. (Madras.)	325
5. Child Guidance By Prof. T. G. Narayanan, M.A., L.T.	329
6. Open Air School as a Step Toward General School Reform By Dr. H. Sahrhage	332
7. Intellectual Co-operation.	334
8. Students' Welfare.	335
9. Notes By Prof. C. A. Krishnamurthi Rao, M.A., F.R., Econ. s. Associate Editor.	341

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

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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

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THE INDIAN EDUCATOR

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

Vol. XII.

MADURA: SEPTEMBER, 1936.

No. 9.

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

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

(Continued from August issue.)

FEAR OR THE INSTINCT OF ESCAPE.

"Fear is implanted in us as a preservative from evil; but its duty, like that of other passions, is not to overbear reason, but to assist it.— It should not be suffered to tyrannize in the imagination, to raise phantoms of horror, or to beset life with supernumerary distress"—Johnson.

This is another important instinct we have inherited from our remote ancestors. Almost all mammals instinctively run away from danger. Hunters are familiar with this aspect of animal life. The slightest rustle makes a herd of deer skip swiftly away to a place of safety, and sends the quills of the porcupine on their ends. The timid rabbit starts at the softest stir, and with ears raised up, it makes for the nearest shelter. Even the lion, proud king of beasts, has been found to slink away with unkingly strides. The weaker and less defenceless the animal, the more sensitive this instinct. In the case of such animals fear is quickly excited.

The origin of this instinct is quite plain. In the early history of the race, when they were not well protected, and had to live a nomadic life, self-preservation was the most important thing. They had to make themselves safe against wild animals and still mightier foes. They observed that the fall of lightning burnt to ashes a tall-crested tree; and the mysterious property of the mysterious spark filled their mind with fear. A serious earth-quake, perhaps, shook their faith in the safety and solidity of the earth they lived in; and stamped on their



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terror-charged nervous system the fear-urge. A fire in the wood, accompanied by terrible sound of cracking trees and the hideous scream of wild animals perishing in the flame, struck terror in their hearts. Similar experiences got rooted in their nervous system; and the stamp was handed on to the progeny as an unwelcome legacy. Prof. Woodworth detects two distinct phases of this instinct and prefers to call it the instinct to escape. "In the young of the human," says he, "and of many other species it determines (a) a running to shelter, and (b) a lying hid when the shelter has been attained. The shelter may be the nest or the body of the mother. For the adult, the shelter may be the lair or any other cover; for the gregarious species, it may be the mass of the congregated herd."

Children specially are prone to fear. We have often noticed the child, frightened by the loud crack of thunder, running to its mother, and seeking shelter in her lap. A child can hardly be made to sleep in a dark room without the nurse by its side. You cannot make a child pass by the grave-yard at night-fall. The sight of a dead body or a coffin often fills the child's mind with uncanny fears. Little children even get frightened at the loud patter of rain on a dark and stormy night, and crouch round their mother. "Few children" says Prof. Averill, "grow up to adulthood without having been at some time or other afraid of something or somebody. One of the commonest sources of fear in children appears to be darkness. There is something awesome and uncanny in a dark place where shadows play uncertainly about in the gloom, and where every chair and every table seems strangely endowed with corporeal existence."

Adults, too, are not free from the grip of fear. A sudden loud noise at midnight or the appearance of an ominous comet or the forecast of an impending catastrophe not unoften unnerves us. Fear in adults has, however, both a *negative* and a *positive* side. You are awakened from your sleep by an unusual sound at dead of night, when everything is calm about you; and you are startled. But the moment you discover that the disturbance was caused by a cat jumping over the cup-board in search of cheese, your nervousness disappears; and the moment your fear is dispelled you, probably, laugh at your discomfiture, and then forget all about it. The incident makes no lasting impression on your mind, and you snore the fear away. This is the negative side of fear. It has very little educational value.

There is another more permanent and salutary influence of the fear impulse. If you analyze your fears, you will find them fall under

various classes. You have social fear, moral fear, religious fear, sexual fear and so on. You live in a society. You have, therefore, to mould your conduct in such a way that your actions may not check its progress, and bring on you social disapproval. You are, perhaps, an advocate of the free will theory. True, you have an independent will of your own; but you dare not go against the established code and canons of your society. This restraint helps you to become a good and useful citizen, and prevents creating chaos in society.

If we had not any fear of disgrace, fear of the law, fear of religious restraint, fear of social censure, fear of moral lapses, and the like, we would have shamelessly fought among ourselves, and made our life hopelessly unbearable and miserable. History gives us many examples of the overthrow of society and similar organisations, in the dawn of civilisation when order was not fully restored, and the value of discipline not well realised. It is fear of disgrace that acts as a great check on our behaviour. It is the fear of law which compels obedience, and makes us law-abiding citizens, all determined to work for common good. It is the fear of religion which keeps us to the path of God and virtue, and lends a moral tinge to all our actions. This is the positive aspect of fear which exercises a deterrent influence on human behaviour and conduct which is the basis of all well-ordered society. In children this aspect of fear is not well developed; but it is this side of the fear-urge that educationists have to develop.

The fear impulse is, therefore, a blessing in disguise. "Fear" says Goldsmith, "guides more to duty than gratitude." For one man who is virtuous from the love of virtue, or from the obligation he thinks he lies under to the giver of all, there are thousands who are good only from their apprehension of punishment." "Fear is the mother of foresight" says Beecher. "Early and provident fear is the mother of safety" says Burke. It has, thus, a constructive side; and exerts salutary influence in shaping the moral and social life of the child.

Wise parents and nurses will endeavour to ally the unnatural and groundless fear of the child, and divert it to things which conduce to the moral government of society in general. Stories of ghosts and hair-splitting imaginary creatures strike deep at the nervous system of the child, and often undermine mental equilibrium. Many mothers and nurses, out of sheer annoyance at the obstinate weeping of their children, unwisely frighten them to sleep with black stories of hobgoblins, kidnappers and dreadful creatures. Some even shut the juvenile offender up in a dark room.

All such punishments may have the desired effect, but at a very heavy cost indeed. The unknown dread lingers on in their memory. It lies submerged in the subconscious region, and creates what is called the fear-complex, resulting ultimately in chronic or morbid fears to last all through their life. The effect of this *suppression* on nervous children is specially serious. It not only makes them timid to a degree, but leaves them mentally and physically weakened. Often do children react against this in dream and night-mares, which are sufficient warning to a wise parent. Such dreams are a danger-signal which all well-wishers of children should take immediate note of.

If we carefully trace the history of the phobias and chronic fears of children, we will find that they are associated with some unhappy incident of their early life. Such tragic experiences of children are firmly impressed on their mind, and continue to haunt them right through their adulthood. This persistence make their life pitifully miserable, and causes constant mental suffering. Extreme care has to be taken in dealing with this instinct in our children, specially those who are constitutionally weak and timid. It requires infinite patience and toleration on our part to sublimate the fear instinct to the proper channel.

Let us, therefore, patiently strive to remove the unnatural fears of our children. Guide them to be afraid of the unavoidable consequences of wrong-doing, lying, disobedience and mischief. Instil in their minds the fear of disgrace, censure, shame, failure and social disapproval. In a well disciplined family every child soon realises that there are certain rules which every body has to obey for the good of all. Any breach of these family-laws by any rebellious child should be punished with threat or dread—not of ghosts—but of general disapproval which is calculated to lower the offender in the estimation of other law-abiding member of the family, and awakens feelings of shame and humiliation.

It is a folly to frighten the children to sleep. If they are obstinate, and not in a mood to listen to good counsel, tell them that if they do not go to bed in time, they will be late for breakfast, and will be left behind by the Ayah in the usual morning walk. They may be deprived of the thing they are most attached to, and will be looked down upon by others as late-risers. If they lie, put before them the example of children who have suffered for lying; and the evil consequences which their behaviour has brought on them. In the non-moral age of the children it is no good putting into their minds abstract ideas of sin, virtue, right

and wrong. They cannot appreciate them. They live in a concrete world with a limited experience. We have, therefore, to put before them concrete cases and consequences of what we may call minor moral lapses. The chief point is that through the instinct of fear the children should be made socially, morally and educationally alert and conscious. The destructive aspect of fear—the fear of the mysterious and the uncanny—should be transformed from unhealthy, nerve-crippling, mind-weakening state to channels which tend to the good of the society they are expected to be good citizens of. *(To be continued.)*

Occupational Planning*

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

That education is a preparation for life is a truism which everybody is aware of. But, what is life? To live does not mean merely to stay alive, but to have the fullness of life. A thing is what it does; and life consists in bringing about an adjustment between the inner and the outer conditions. There are three problems which make up the reality of life; and every individual has to face and solve these problems if he has to catch the full meaning of life. In the first place, we live in a world where we have to exert and labour hard to have our needs satisfied. That is to say, we should wrest a "living" in order to meet the economic needs of food, shelter, clothing, etc. Secondly, we find ourselves living in association with other men; and we have to adapt ourselves to them and get into friendly contact with them by developing in us social feeling and the spirit of co-operation. Thirdly, we live in two sexes; and the problem of sex has to be solved in love and marriage.

AIM OF EDUCATION.

Now if education is to fulfil its task of preparing the individual for life, then it must train him to approach the problems of occupation, social adjustment, and marriage with confidence and courage. What we expect of a human being is that he should be a good fellow-worker, friend to all, and a true partner in marriage. Education, therefore, should aim at the maintenance and improvement of the health and physique of the young people, the broadening and refining of their

*NOTE:—The above is the resume of the address delivered by Professor M. S. Srinivasa Sarma, M.A., on the occasion of the Day Celebration of the City College, Madras, on 11-5-1936.

interests and sympathies by the influence of good literature, and equipping them with a competent knowledge of some craft, industry, or occupation which offers a reasonable chance of providing a means of livelihood in adult years. That modern education is not accomplishing its aim of teaching people how to live is evidenced by the sorry spectacle of the appalling number of unemployed intellectuals. The tree of knowledge is known by its fruits, and may be said to exist for its fruits. The discovery of truth and the pursuit of knowledge are not the main aims of human existence. Man is not made for knowledge, but knowledge came into existence to serve man.

Life depends upon securing a "living"; mental freedom and mental harmony which are necessary for concerted action and creative achievement occur around the thread of the career motive—the life-plan; so closely is the self dependent on the organising demands of vocation that the self and job are identified; and if education does not make life possible and insure the integrity of the self by equipping the individual to earn his livelihood, what meaning is there in culture, knowledge for its own sake, and all that sort of rigmarole? It is a double sin to keep a boy in college till 20 or 24 without fitting him for any livelihood; it is a sin against the boy as it condemns him to a compulsory idle life breeding a demoralising sense of inferiority and futility; and it is a sin against society as it does not enable him to discharge his duties as a citizen in an efficient manner. How can a man be socially efficient if he cannot even earn a livelihood? In fact as the psychologists point out, there is danger to his sanity if an adult is denied opportunities to express himself in some congenial work.

MAKE VOCATIONAL EDUCATION COMPULSORY.

Now the only effective solution is to graft the practical work which will fit for daily life into the main trunk of general education in all its stages, and thus prepare the pupils to some extent for their future careers and callings. It is absolutely necessary to confer the benefits of vocational training on all the pupils in the elementary, secondary, and collegiate stages so that the education may at least solve the "bread and butter" problem. There is no use in saying that there are separate technical and industrial schools. They came in only later on for advanced and specialised training. The primary problem is how to discover the individual's tastes and aptitudes, and cultivate them in the right manner. Man is essentially a tool-using animal; and the young men should learn to handle the plough, the handloom, the hammer, and the sewing machine, and work with them more intelligently

and with greater ease. The schools where the students get an opportunity to use tools as well as books would give them some idea of the native bent of mind and their special aptitudes, and so make them much more able to face the world. The pupils should be encouraged to think about their after-school life, and to find out what they are good at while they are still at school. To want to do something is a powerful incentive towards becoming efficient in it. But it is hard for the boys to know what they want to do unless facilities are provided to link up school work with the tasks of the outside world. Thus the training in the manufacture of articles of necessity and luxury, besides relieving the monotony of the regular courses of study, will effectively help them in securing some useful life-work, and stop the annual drain of several crores of rupees to foreign countries.

SCIENCE OF WORK.

Recent work in psychology has resulted in techniques, tools and discoveries which contribute to a better understanding of the interests and aptitudes of individuals, and of equipping them for congenial careers. Industrial psychology is the name given to this department of experimental research; and it means the "Science of Work". It has at its command today not only tests of ability and aptitude, but also measures of behaviour, interest, attitude and adjustment to environment. In fitting an individual for his vocation, one must take into account the aptitudes, the habits, and skills, and the interests which the individual brings with him. These determine the ease with which further learning may be accomplished in any direction, and set limits to training. Selection of an incompetent candidate for employment results in failure and discouragement. In fact the relation between the vocation and the worker is mainly psychological in the sense that increased efficiency as well as success and satisfaction of the worker depends largely upon his mental preparedness for the occupation which he has chosen. Vocational mal-adjustment brings about inefficiency, failure, and unhappiness. There must be a perfect psychological adjustment of the worker to his work.

The aim of industrial psychology is to discover the operation of the mental laws which characterise the work, and so to bring its processes under intelligent control. It is concerned with the study of the psychological relations between labour and management, the incentives to work, the arrangement of the worker's material and the nature of the implements with which he works, the posture and movements of the worker, the training and selection of the worker, the distri-

bution of periods of rest and work, and the physical environment of the worker. Of these problems, Vocational Counsel is the most important. By this term we mean the advice given to the applicant based on systematic examination of his mental and bodily condition as to the occupation for which he is best fitted. That is to say, it aims at finding the best job for a particular worker. It is needless to stress the immense importance of Vocational Counsel. What a wastage of time, money, and happiness arises from the "round peg" trying to fit into the "square hole"! If a man is fitted to his work, not only is he happier and more efficient at it, but his health is better.

VOCATIONAL SELECTION.

Vocational Counsel involves a thorough knowledge of the personality of the candidate, his bearing, address, honesty, loyalty, and temperament. A medical, physiological, and a psychological examination of the candidate becomes essential. A large number of tests are now available by which we can arrive at a fairly accurate measure of the general intelligence and of the special abilities. Vocational tests are now applied by a large number of firms throughout the world. In Germany such tests are used by Krupps, Zeiss, Siemens and Halske, the Osram Co., and the German State Railways. These Companies have installed psychological laboratories in which vocational tests are conducted. In England the Vocational Selection tests devised by the National Institute of Industrial Psychology are being successfully employed for the selection of engineers, weavers, embroiders, dressmakers, packers, biscuit-makers, clerical workers, retail salesmen, etc. With the aid of the Vocational Tests, it is possible to find out whether an individual prefers to work with his head or with his hands, whether he prefers indoor or outdoor work, and whether he is inclined to originate or imitate, to adapt himself or to assume responsibility. These tests also discover what the individual is personally interested in. To be persistently interested in any activity is to possess some measure of ability in it. It is the sign of power, and indicates capacity not only to energise intelligence in learning, but to carry the learner safely over the difficulties and discouragements which would otherwise produce failure. On the whole, interest, general intelligence, and moral character are reliable guides in the selection of a Vocation.

ROLE OF PSYCHOLOGY.

The choice of a profession should not therefore be made lightly and in a haphazard manner. The wrong job is the cause of needless misery, discontent, unhappiness and failure; and the misfit ultimately

becomes individually a tragedy, and collectively one of the greatest problems of modern life. The employee becomes discontented, dispirited, and diffident, while the employer wastes time and expense in engaging the employee and in training him to work at which he will never do well. Vocational unfitness is the prime cause of industrial unrest. Does it not stand to reason that before the man can be fitted to the job, knowledge of the requirements of the job is necessary? To choose wisely the right job, therefore, is no easy task. It involves assessing impartially and accurately the individual's abilities of mind and body, and qualities of temperament and character. It requires a knowledge of the abilities and qualities demanded of a wide and varied range of careers, and full information regarding the openings and prospects. The occupations differ from one another in the demand they make upon the mental and manual skill of the individual, and in regard to technical knowledge which they entail. The psychologist, therefore, analyses the occupations into their psycho-physical elements, and constructs simple combinations of processes corresponding essentially to those of the tasks involved, and tests the individuals in these respects. He measures personal reaction-time, sensory acuity, perceptual quickness, memory span, associative habits, imaginative ingenuity, power of reasoning, and other functions, singly and in combination with reference to the special character and needs of various occupations.

OCCUPATIONAL PLANNING.

But then, the problem of occupational planning for the young adults is very difficult and complex because of the diversity of human callings, which require quite different methods of investigation. We may in a rough and ready way group occupations in six principal classes: first, artistic, such as drawing, painting, music, dancing, film-acting, cartooning, photography and process work, carving, engraving and inlay work. Secondly, those which are predominantly mechanical, involving the use of tools like mechanical shop and fitter's work, foundry and moulding, electrical wiring, and printing. Thirdly, there are the chemical industries like the manufacture of soaps, inks, polishes, electro-plating, pharmaceutical works, tanning and toilet articles. Fourthly, agriculture and rural economics. Fifthly, the commercial pursuits including accountancy, banking, salesmanship, business organisation, and direction. And sixthly, the more distinctly intellectual professions such as the legal, medical, civil and teaching occupations.

The distressing condition of India today cries out for institutions like THE CITY COLLEGE, to help its young citizens to discover the things which they actually need, and to suggest the best way of

satisfying them. The Universities are flooded with a number of young men who ought not to be there; and the result is an annual harvest of barren brains lacking in initiative, but suffering from a fatal belief that they are somehow superior because they have had a University education. Biological researches and psychological tests of intelligence have given a knockout blow to the fictitious theory that all men are equal and should be given the same kind of education, and have proved conclusively the infinite diversity of man's gifts; and it is now universally recognised that each should be given opportunities of learning according to his capacities. Considerations of economy as well as humanity require that the pupils should be guided to the selection of vocation best suited to them.

WANTED—"CAREERS MASTERS"

There should, therefore, be a systematic organisation of Vocational Counsel and Occupational Planning. In Europe and America there is a "Careers Master" in every well-equipped school who is an expert in industrial psychology and mental testing, whose duty it is to determine the boy's fitness for the particular kind of work suitable for him, and diagnose the things he is interested in. But then the boys must be given opportunities to become interested in various types of vocation. They must be taken to factories, shops, hospitals, newspaper offices, Court-rooms, etc. where the actual business of life is carried on. Cinema films of the manufacture of articles of daily use, of Railway carriage building etc. should be shown to them; and lectures of an autobiographical nature by the industrial magnates and heads of different occupations should be arranged. These will give a human touch and a realistic account which will thrill the young students and fire their imagination. All these factors are of immense importance in the choice of vocation, and in becoming efficient in it.

ESTABLISH INSTITUTES OF PSYCHOLOGY.

What is needed today urgently is the establishment of a "National Institute of Industrial Psychology" like the one that exists in England to evolve procedures of testing and interview for estimating vocational fitness and to make detailed studies of the requirements of a wide range of the possible occupations from which a choice must be made. It should act as a sort of a central clearing house for occupational information, and as a consultative body for difficult cases. The dignity of work and the desire to do something useful must be instilled in the minds of the young. The young pupil should be made to realise that the fulfilment of his being is to be found in and through his work. It is folly to think of work as man's *primaeval* curse. The fact is that

work shows the worth of the individual, and that good work well done, whether in the growing of paddy or in the making of pots, is of itself an ethical act. Parents, employers, and educators must, therefore, supply that guidance and supervision which is specially necessary during the period of adolescence; and it should aim at making independent and resourceful men who are able to do their own thinking, and to adapt themselves to the conditions in which they find themselves.

This college, the unique feature of which is the Bureau of Vocational Counsel and Occupational Planning, is the first of its kind in India; and I heartily wish this most useful Institution and its illustrious Principal every success.

—Mysore—

As it strikes a visitor.

By C. A. K.

Mysore was busy preparing herself to celebrate H. H. the Maharaja's Birthday on the 31st of May 1936 in a fitting manner of which there were evidences in the main squares, before the Palace, and in the Jaganmohan buildings where the Assembly was to hold its Sessions. Guest Quarters and resorts of sojourners like the Modern Hotel were acquiring greater accommodating capacity. In Bangalore, many a non-Mysorean had arrived to seek refuge in its salubrious climate from the heat of the plains. Madras faces were to be seen during evenings in the Cubbon Park, in the verandah of the Restaurant or on the greens in front. Bangalore has become an All-India centre with its Institute of Science and its attractions drawing alike the middle classes and scions of other Indian Royal Houses, one of whom is rumoured to have offered to erect a fountain in front of the Chamara-jendra Statue in the Cubbon Park.

Bangalore was originally known as Kalyanapuri; a name which it deserves more than ever to-day—the rich regulated verdure, here and there spreading out into parks; its beautiful roads and buildings; and the net-work of bright lights within which the City is clasped at night, making it exceedingly lovely by day or by night. Mysore is no less attractive. From the Chamundi Hill, one gains an unforgettable impression of the scene below—the Lalita Mahal standing in isolated grandeur eastward; the race course; thousands of houses amidst which

the golden dome of the Palace rises superb; the Nilgiris on the south; the Kannambadi waters glistening far away in the sun in the north-west. It is eminently the seat of royalty. As one moves among the people, one is struck with the loyalty and reverence they feel towards their ruler whose concern for their welfare has made Mysore so progressive and modern. As head of the State and society, his popularity is unparalleled. He is an epitome of royal, public and private virtues, holding the scales even between communities, a constitutional monarch, in the words of Bagehot: "guiding, warning and encouraging" the administration. The intense richness of life in the State would impress the most listless of visitors.

The isolation of the State is a thing of the past. Other parts of India particularly around the State, are eager to establish connections with it: The bus is a powerful agent in facilitating it. Alighting at the Mysore station, one is surprised to hear, "Going to Ooty? To Telli cherry, Sir?" Places so wide apart as Coimbatore, Salem, Tellicherry, Dharwar, Madanapalle and Chittoor are easily accessible by bus which is a powerful auxiliary to the Railway. Little wonder that Mysore, with the measure of independence she enjoys, is able to develop her productive and marketing capacity so strikingly. One sees progress all round with little talk about it; any doubt about Indian capacity for self-government, given proper conditions, is bound to disappear.

The visitor to Mysore is free from the puzzle which the chakram offers at every step while in Travancore. It is all British currency and post. He may or may not know that between Bangalore and Mysore he is travelling in a State-owned railway which was once notorious for its halting and jolting; but to-day the Mail train commands the status of a Boat Mail. The Talkie attracts, without the aid of the hideous advertisement one meets with in the Tamil Districts. The Mysorean is well-dressed without making one feel that he has overdone it. Women are advanced in education. Outdoor life and games are very popular. Public life is not marred by any untoward exhibition of communal bitterness. The administration at the top is the guardian of all communities and is prescient of the needs of all, so that there is little need for agitation for reform. In industry, the Government leads with capital and initiative, regulating and guiding private enterprise and preventing it from erring. The tale of languishing industries is not heard here, nor of miserable institutions run by private committees. While the Government has provided numerous public institutions, private philanthropy has been spontaneous and abundant. A few names like those of Sir K. P. Puttanna Chetty, Sowcars Banumiah and Doddanna Setty

would suffice to support the statement. The State is specially lucky in having drawn to itself the benefactions of a Tata whose magnificent state keeps eternal vigil over the stately edifice in front, in sunlight as in floodlight.

State enterprise is characteristic of Mysore. It began with Sir K. Seshadri Iyer and gained momentum under Sir Visvesvariah whose policy has been criticised as having committed the State to huge recurring expenditure. Some of the schemes have had to be held up for want of funds. But time is required for even well-founded hopes to materialise. The era of industrial activity certainly had its birth during his regime. The cart-loads of sugar-cane awaiting to feed the Sugar Mills at Mandya which meet the entire demands of the State; the Sandal Oil Factory which is almost a monopoly; the Soap, Silk and Porcelain Factories; and Paper Industry of which a great deal is expected are not, certainly, negligible achievements. The State Insurance Scheme compelling every Government servant to become a member has transferred huge profits from Life Insurance Companies to the State whereby its resources are increased; nor can this be regarded as a trespass by the State, however much Insurance Agents might feel over their canvassing prospects. Life in the cities is comparatively free from the political excitement so conspicuous in the Madras Districts, with little room for unrest or party politics. Remunerative enterprise does not need to strain taxpaying capacity. The people take instinctively to trade comprising the products of the field and the factory. The daily paper with the largest circulation is the "Hindu". Kannada journals are numerous but their outlook is more cultural than political. Hindi is making headway particularly among the ladies. Many Brahmin bakeries and first class restaurants are run by graduates.

Motoring between Bangalore and Mysore, one finds villages with their names on cement boards, cement gates leading to the villages with decent concrete seats on either side, giving the whole an air of elegance. The agricultural, veterinary, forest and health departments work in close co-ordination. Health units have each a Health Officer who with his staff is constantly touring, coaxing 'the old order to change and give place to new'. Manure and implements with suitable advice are ever available. Seeds and plantlings are sold cheaply. Even small towns have Maternity Hospitals. Here, one feels, is real rural uplift.

The Muzrai Department corresponding to the Madras Religious Endowments Board specially protects the ancient monuments with which the State abounds. The temples at Halebid, Belur and Somnathpur have received additional immortality at the hands of Ferguson

and Havel. But there are other places which one would miss in a hurried visit. One such is Nanjangud not far from Mysore with its Srikanteswara shrine, which contains figures beautifully wrought in the niches of the temple walls and in the cars (Rathas). One of them is the figure of a maiden looking into a mirror held in her left hand with her right heel gracefully raised while the toe rests on the ground—a specimen of rare workmanship, the exact likeness of which, curiously enough, is to be seen only at Courtallam in the Tinnevely District where there is also a temple with unmistakable indications of Hoysala design and workmanship. Would it be too much to suspect Hoysala penetration by the Arabian sea or otherwise into those parts? The temple also contains statues, certainly not modern, of the four Tamil Saints—Appar, Sundarar, Manicka Vachagar and Sambandar—over which the Tamils might feel proud.

Another place of interest is Closepet some 30 miles from Bangalore, named after Sir Barry Close, British Resident some time in the 19th century. Its original name is Ramagiri. Tradition has it that on the top of a flat hill close by, Kakasura the crow, pecked at the thigh of Sita, for which he was punished and then pardoned by Sree Rama—a well-known episode in the Ramayana. Picnics are held on the spot to-day but not a crow is to be seen there!

Seringapatam and French Rocks are too well known. Maddur invites visitors to the Sivasamudram waterfalls. Nandi has become a place of pilgrimage “now that Gandhiji was there”. Sringeri and Sosale are the seats of pontifical heads, the former founded by Sree Sankaracharya and the latter by Sree Vyasaraya of the Chandrika fame who was the recipient of numerous gifts of lands by Nawabs and Rajahs in far off South Arcot, Trichy, Tanjore, and Tinnevely Districts, to mention some only. The old fire of Sree Sankara and Sree Madhwa must be re-kindled at these seats, if they should escape the onslaughts of time and powerfully hostile forces.

The question of outstanding interest for Mysorean and non-Mysorean alike, however, is that of the Federation and its implications and effects. As the train steams off the Bangalore platform, one's mind is steeped in thoughts and reflections over the scenes one has witnessed as much as over the future which is enveloped in mystery. It is of peculiar interest just now when His Highness is visiting England and other countries in the West.

Library Movement in Madura and Ramnad Districts

By PROF. K. S. SRIKANTAN, M.A., F.R. Econ. S., Cert. Libr. (Madras.)

[I am happy to respond to the invitation of the Editor to contribute a brief article on my impressions about the library work in these Tamil Districts. The tour itself was rendered possible by the kind help given to me by the Madras Library Association. A detailed report of the tour will, I expect, appear in the forthcoming annual report of the Association.]

Thanks to the co-operation of the Collectors of Madura and Ramnad, the tour was at once enjoyable and educative. It was clear before long that the popular impression that the masses in India had not enough enthusiasm in the cause of mass education was absolutely unfounded. On the other hand, in almost all the places I visited it was easy to discern a bubbling enthusiasm for mass education. The villagers, however, expressed their disappointment at the fact that the actual services rendered to them by the so-called social workers, were far below what they made them expect by their speeches. This was, in fact, at the back of their mind whenever any enthusiast entered into a village. And no wonder he was looked upon with suspicion. If, on the other hand, one could convince the villagers of his sincerity of outlook and at the same time the limitations under which he was working, the confidence of the villagers was almost assured. I am particularly glad to report that in these 2 districts, not only there is today a great wave of enthusiasm but there are visible certain lines of practical action. The Madras Library Association, I am glad to say, will find in these 2 districts a very fruitful field of action.

The first place to visit was Rajapalayam. It is one of the biggest places in the Ramnad Dt. having a population of nearly 35,000. The people here are proverbial for their business talents, and progress. In Rao Bahadur R. V. Ramasundaram Pillai, they have a dynamic personality who combines wealth and wisdom—rather a rare combination. Add to this, the place has in Mr. Ramaswami Raja, President of the Panchayat Board, a very sincere and discriminating social worker. There are two public libraries in this place called Bhoopathi Raju Bank Library and Dhakshina Andhra Kshatriya Grandayala. The latter institution, though small, has stolen a march over many other such libraries in South India, both in its organization and

hours of opening. It is open from 6 a.m. to 10 p.m., thus satisfying one of the most important laws of the library science. The more interesting feature of this, however, was the fact that boxes of books were being sent for the use of ladies in their houses. It is needless to point out the wisdom of the organisers in giving to the ladies this rare privilege. Another remarkable feature of this library was that papers were being read to the illiterate masses.

Rajapalayam can certainly be proud of its beautiful high school. The Headmaster was kind enough to show his library. There were at the time of my visit as many as 6 trained librarians, in the school. And I was surprised to hear that the library itself was still under the control of a Drill master. It is too late to speak about the wisdom or otherwise of such a policy. It is hoped early attempts will be made to make the library worthy of the building in which it is located.

Close by Rajapalayam is Srivilliputtur, a place as big as Rajapalayam itself. That place is lucky in having two libraries—the Penington Library and the Municipal Public Library. Rao Bahadur R. V. Ramasundaram Pillai seems to be the very soul of the Penington Public Library. The library, however, does not seem to be as popular as its location and strength would make one expect. There were only 23 subscribers. This small number was due to a heavy caution fee of Rs. 5. Moreover, the Penington Public Library had books which were far above the needs of the people of the locality. The Headmaster of the local High School in Srivilliputtur, though old, was young in his enthusiasm and love of library work. The teachers were asked to set separate question papers on library work alone and I was glad to hear that the system was working well. Unfortunately, no attempt was being made to provide women with library facilities.

Aruppukottai in the Ramnad District might almost be called a hive of libraries. There were as many as 5 libraries and several were on the point of being started. Among the libraries visited were, the Silver Jubilee Library, the Devanga's Library, Puliampatti Saliyar's Library, The Co-operative Library, and the Nadars' Library. The place was lucky in having in Mr. Balakrishnan who is one of the most enthusiastic Deputy Inspectors of Schools. He seems to have been responsible for the starting and proper working of several of these libraries. In the course of my examination of the several libraries, I came across several old Mss. which, as they were not being properly preserved and much less used, would have gone to destruction but for my suggestion that they ought to be preserved. It is necessary that a

systematic attempt should be made immediately to collect all such Mss. The local doctor expressed a desire to start a hospital library service league in the place so that the patients might have the benefit of studying books.

Andipatti is a small place near Usilampatti. The place is coming to be well-known as a centre of rural reconstruction, thanks to the ungrudging labours of Mrs. Venkalakshmi Ammal, a member of the Madura District Board. The centre of her activities is known as the Vegavathi Ashrama. At the time of my visit, her husband, Mr. Balasubramanier, and she had made ready a library van called Gyana-ratha measuring 6' x 2' x 7' with glass almyras on all sides. When the cart filled with books was drawn into the village, Andipatti, the enthusiasm of the people knew no bounds. It is hoped that the efforts of these selfless workers will be properly appreciated by the Madura District Board. Bodinayakanur is a fairly big place with a High School of its own. The library was under the control of a Drill-master and there was no real enthusiasm for library work among the students. A word, however, should be said about the Pankajam Library owned by Mr. S. A. Rangaswami Chetti, son of Mr. Alagannan Chetti. There was a choice collection of books and I was glad to note that he was making arrangements to make it a real public library. Not far from Bodinayakanur is the famous Bottom Station from where packages are sent through long ropeways to several hill stations—the most important among which is Munnar. I was told by the station master of the Bottom Station that there were at Manjas 30000 coolies working in these stations and they were practically strangers to the thought currents of the world. I discussed with the Station master the possibility of opening a ropeway library. I am glad to say he has promised to render what help he can in carrying knowledge to the dwellers in the hills. I am sure the Madras Library Association will do its best to help these poor labourers to escape from the dull routine of their daily lives. The people of Uttamapalyam exhibited the greatest amount of zeal in the cause of the Library Movement. A Library Association was formed and it is hoped they would soon affiliate their Association to the Madras Library Association. At Pudupatti the villagers were running a library of their own. Thanks to the endeavours of Messrs. Alla Pichai and Rajagopala Gowder, Pudupatti promises to become a model village.

Though several other places were visited by me, I am afraid the space allotted to me will not permit me to elaborate on them. Before concluding, however, I have to observe that the position of the

libraries in the several schools visited (with some exceptions) was lamentable. The circular of the Director of Public Instruction regarding library work was more honoured in the breach than in the observance. Very few headmasters realised the significance of library work. While one or two were positively against the type of library work that they were expected to do at present. There was, as a result, a chaos of opinion in the matter of utilising the library hour. In certain schools, the hour was utilised for finishing portions, while in certain others they were being utilised for silent reading, while, in still others, they were merely leisure hours. This was largely due to the fact that many schools had no library experts and, as a result, library work was the laboratory for non-librarians to experiment. It is necessary that steps should be taken immediately to introduce a certain element definiteness in the nature of library work. It has also to be admitted that the libraries of several high schools were merely collections of specimen copies, and to insist upon library work in schools with such libraries was certainly placing the cart before the horse. I am sure these observations of mine will be taken in the proper light and efforts made in the right direction to make the library a true dispensary of the soul.

N. B. [The D. E. O.'s do not seem to take any interest in the library work. The Headmaster and the staff find that their work in the library is very rarely appreciated for oftentimes the D. E. O.'s do not even enter into the library. I wish that the Director of Public Instruction insisted on a detailed report of the library work in each school being submitted to him]

Child Guidance

A New Social and Educational Service.

BY PROF. T. G. NARAYANAN, M.A., L.T.

Child Guidance as a form of social and educational service is of recent origin. It is less than ten years since Child Guidance Clinics were first opened in England. In America, they have been in existence for just under two decades. In this country, however, there has not been made as yet any attempt to open such Clinics. An appreciation of the aims and the unique value to the community of such Clinics may go some way towards creating an atmosphere that should necessarily precede their establishment.

Child Guidance is the fruit of knowledge acquired by the studies and researches of post-war psychologists regarding the child, his nature and his needs. They have successfully put to practical use the results of their labours. And as a consequence, the modern Child Guidance Clinic has come into being to help 'the difficult child'.

As indicated, it is only after the Great War that Psychology seriously began studying the child. The War and the economic distress that followed it, threatened the normal and healthy development of the child all over the world. Unemployment and overcrowding have made child rearing a business that imposes a terrible strain on the parents. If the strain is a severe one on the parents, it is no less severe and dangerous on the child himself.

In homes where there is no space to move about, where there is squalor and scarcity of food, where infectious disease of one kind or another is not uncommon, the children have a terrible job growing up. They are made to share in their parents' anxieties and problems; peace, born of a sense of permanence and security is denied them. They also frequently fall sick and are never in perfect physical health.

The child that is brought up in this manner, without sufficient freedom to grow in, becomes noisy and makes himself a nuisance to the adults. The adults, their nerves already on edge, react on the child harshly and thus mutual irritations of an evergrowing nature are set up. Nervous disorders, child fears and behaviour problems are the result of such mutual irritations. When teachers and parents complain later of increasing child delinquency, we need not wonder as to the nature of the cause.

Child Guidance has come into existence to combat and lessen this growing delinquency and consequently lessen the need for Remand Homes and Borstal Schools. The puzzled parent or the teacher is given expert advice and help at such Clinics regarding the difficult, nervous, backward or abnormal child. Such children are benefitted only when treated by skilled Child Guidance workers. The Children's Foundation of America, formed in 1921, has been doing valuable work by helping to co-ordinate and publish the results of the researches of Child Psychologists. The Commonwealth Fund of America helped to found the Child Guidance Council in 1927, the first scientific and organised body to start actual Clinics. Now in England and Scotland, there are over fifteen Child Guidance Clinics; and more are being planned.

The functions of a Child Guidance Clinic are twofold. Firstly, it gives expert help to the children brought to it by parents, teachers, physicians, social agencies and Juvenile Crime Courts. Secondly, it trains workers to man fresh Clinics and prepares lecturers of both sexes to do propaganda and social work. The Clinic is staffed by an expert Psychiatrist capable of treating abnormalities in children. He is acquainted with all the methods of the various well-known schools of Child Psychology—the Fruedian, the Behaviourist and the Adlerian. Each child presents a new problem or a new phase of an old one. Of course, it does happen that the Psychiatrist fails at times. But, close study and careful treatment more often than not resolves the tangle.

Because the Clinic has to approach a problem from many angles, the medical, the emotional, the educational and social, it needs besides the Psychiatrist, a qualified physician and an experienced teacher. These three work and pool the results of their individual examinations. Thus, the child is thoroughly studied. Changes in diet, health habits, environment, work etc., are advised.

It is at this stage that the intelligent co-operation of the child's family becomes essential, if results are to be got. Tactful, trained women social workers play their greatest role at this juncture, acting as officers connecting the Clinic and the home and following up the cases till the end. Women with their innate motherliness, affection, sympathy and delicacy are best fitted by nature for Child Guidance work. As Psychiatrists and follow-up workers at Guidance Clinics, they have a noble and useful future ahead. In fact, many of the Clinics in America and England are staffed and run by women.

The following brief study of a case history mentioned by Susan Ertz may illustrate graphically the work of a Child Guidance Clinic.

Emily, a sensitive child aged thirteen, suffered from a severe squint in one eye. She came from a poor home where her father was a habitual drunkard and also demented. However, her mother and sister were good to her. In the school, her fellows shunned her and made her miserable. At home, she was a burden. She became a rebel in sheer self-defence. At the Clinic, the workers discovered that the girl was in constant dread of madness. Besides that, a sense of backwardness and ugliness due to the squint was making her wretched. A hospital operation cured her of the squint, and sending her to a special school where she was encouraged and treated kindly convinced her that her fears of madness were unfounded. Placed amid healthy social environments, she became normal. A job was found for her and now she is steady and an asset to society.

If only a portion of the money spent today on policing crime, on running asylums for the lunatic and the criminal, could be spent on the difficult, delinquent child, there would be an immense saving in money later on and what is more important, in avoidance of unnecessary suffering. Humanity would be less miserable, less criminal and more happy. The leisured women of the community have in this field a golden opportunity for useful, social service.

Open Air School as a Step Toward General School Reform.

A Novel Movement in Germany.

BY DR. H. SAHRHAGE.

In many lands, open air school movements have been started, based on considerations of maintaining a standard of health in the schools, and in every case the fundamental motives and aims have been the same; i. e. to bring up the nation to the highest state of bodily, spiritual, and social efficiency. A long road lies between the first Congress, held in Paris in 1922, the second in Brussels in 1931, and this third Congress, to be held in Germany,—a road beset with struggles, not only for school hygiene, but also for a rightly understood attitude toward school education in general. When the doctors began their efforts to take sickly and ailing children out of the "unhealthy atmosphere of the School room", and to place them under their own personal surveillance, educators had long been at work among the school-teachers to do away with the old-fashioned school methods, which with their over-emphasized intellectualism were threatening to make out of the schools nests of dreary book-worms. The Rural Educational Homes have existed in Germany since 1901, Forest Schools since 1913. Their development, to be sure, was interrupted by the War, but was resumed immediately thereafter with redoubled zeal, when the physical and mental decay, especially among the youth of the large cities, was seen, and when it was realized that medical treatment alone would not remedy this condition. Education, as well as social aid, was required; for the decisive factor in the process of healing is the will and the wish to be cured.

Cognizance of this truth led at the Brussels Congress to a systematic plan of co-operation between doctors and teachers. The open air schools, however, were still considered in a category of "special" schools, whose boy and girl scholars were recruited from the regular schools when designated by the doctors as being particularly in need of coming under the tutelage of a teacher versed in the care of backward or physically ailing children. In so far as these institutions, in their curricula and methods of instruction, substitute for the traditional, scholastic theory, actual practice and experiment, reducing the volume of subjects to be studied, and directing the course of study along lines of more practical use in life, including also sport and games,

household and garden work, long walks for Nature observation, the study of racial and national questions, and participation in national festivals and similar events they are doing what is in effect of the equivalent of demanding a reform of the school system as a whole. The sessions of the Congress resulted in extending the functions of open air schools to include healthy children as well as ailing ones. The Congress also demanded that the scope of these schools be made to include every kind of school, leaving the form and detail of putting the plan into operation until the coming Congress in Germany.

It was not merely accidental that Germany was chosen for this third Congress, for the reason that here the transition was already in full swing. At Brussels I represented the Rural Boarding School movement in Germany, which had made considerable progress after the War, on account of the miserable condition of health and morals prevalent among German young people, and grew to large proportions as a reaction against the disruptive influences which were at work in in city and nation. The Rural Boarding School takes entire classes from the regular schools, escorted by their teachers, into the country where they work and study together. At that Congress (1931) I emphasized the fact that "according to its location, the pedagogical point of view of the Rural Boarding School changes materially from that of the city school and therefore has lasting effects upon the conduct of the latter." In this point, I found that I was in agreement with the leader of the German delegation, Director Triebold, who transmitted the Reich's invitation to the third Congress of which he is to be Secretary-General. It must be the earnest wish of all of us to bring the open air school, out of its limited capacity as an institution for sickly children only, and to open it to all scholars, of the regular schools. In emphasizing the Rural Boarding Schools, I do not wish to over-estimate their worth as against other forms of open air school. They are simply part of a general scheme, in which the others also play their part. The Congress program at Bielefeld and Hanover describes "Open Air Schools as Special Schools for Weakly and Sickly, but otherwise Capable Children" and discusses the progress of the movement in various countries. The theme has been enlarged to read, "The Open Air School as a Step toward General School Reform" and applications to attend the Congress may be made to Secretary-General Director Karl Triebold, Bielefeld—Schildesche, Plass—Str. 34, who will also gladly upon request furnish anyone interested with the International Committee for Open Air Schools' Magazine, of which eight numbers have already appeared, free of charge.

Intellectual Co-operation.

As each year, the work at the League during July was mainly concerned with intellectual co-operation. There were successively meetings at Geneva of the Joint Committee of major International Associations, the Advisory Committee for League of Nations Teaching, the Scientific Committee of the Intellectual Co-operation Organisation, the International Committee on Intellectual Co-operation and the Governing Body and Directors' Committee of the Institute of Intellectual Co-operation.

* * *

During the session, the Intellectual Co-operation Committee reviewed the work done by these various bodies, committees or expert sub-committees and by the Institute of Intellectual Co-operation, the International Educational Cinematographic Institute, the International Museums Office, etc. This involves work of a specialised nature, which is in some respects beyond the purview of the general public.

Amongst the problems of the hour which the Intellectual Co-operation Organisation is endeavouring to solve comes, in the first place, unemployment amongst intellectual workers, and especially young university graduates. Naturally, this problem could only be dealt with with the help of the International Labour Office which is specially competent owing to its experience on unemployment questions. The Intellectual Co-operation Committee is itself convinced that the question of unemployment amongst intellectual workers cannot be separated from the general problem of unemployment. It refrained from indulging in exaggerated hopes, and was convinced that the remedies to be recommended must, above all, be national in character. The most effective would, the Committee considered, be the finding of opportunities of work, as has been proved to be the case by efforts already made in several countries. But international action might also be of considerable value. It would consist in the establishment of co-operation between University Information Bureaux. At the present time, these bureaux do not exist in all countries, and one of the results of international action would be to bring them into existence.

Another of the methods considered for overcoming unemployment amongst young intellectual workers is the reform of secondary education. For stagnation in the liberal professions is a consequence of the overcrowding of universities, and this latter arises from the fact that

secondary teaching has so far been regarded almost exclusively as preparatory to the university.

Other questions of great importance for international relations were considered by the Organisation — in particular, the revision of school text-books. Much progress has lately been made on this subject, for, during 1935 and 1936, a number of national Intellectual Co-operation Committees have revised the history text-books. The Paris Institute has collected from school books a certain number of passages on controversial points which it offers as models worthy of approval. These passages were collected in Denmark, Finland, France, Norway, Netherlands and Sweden.

As Professor Gilbert Murray, Chairman of the Intellectual Co-operation Committee and one of the most eminent Greek scholars of our time, said at the end of the session, the work of intellectual co-operation has gone on in calmness and serenity in the midst of economic difficulties and political conflicts. Despite all that is now dividing mankind and flinging men one against another, intellectual co-operation is endeavouring to unite men's minds. Its cause is the cause of civilisation. But, before it can be of still greater service, it must be trusted, it must be protected from politics and must be given a greater measure of autonomy.

League of Nations Bulletin.

Students' Welfare.

*Convocation Address of His Excellency Sir Robert Bell,
at the Bombay University, 18th August, 1936.*

"There has been during the last century much discussion of the functions of a modern university. In practice, they are broadly speaking two. One is the advancement of knowledge by research and thinking. The other is the conservation and spread of knowledge and ideas by, among other methods, teaching. It is the latter function, the giving of instruction, which in Bombay must appear to the students, their parents, and the general public to be the main function of the university. I may also emphasise," said the Governor, "that a great deal of the instruction given at a modern university is professional in character and designed specifically to train the student for a professional career. This is not a fortuitous circumstance. It has been frequently urged that the aim of a university should be to fit its students for their after-careers in life and it has sometimes been a criticism of the Bombay University that it gave much instruction which was useless for this purpose.

"But these were not the views in the past of the older universities elsewhere and, while the instructional function of a modern university is of great importance to the individual student, the older view is of great importance to society and the State. In the older view the main function of a university was the culture of the intellect by means of a liberal education in which the subjects taught were distinguished for their inutility in earning a livelihood. In such an education, also, the importance attached to what was taught was hardly greater than the value given to the opportunities of intellectual development afforded by merely bringing together a number of young men for a few years. The aim of such an education was to train good members of society and true citizens of the State, and it was in practice, the education of the class which gave a nation its leaders.

"The idea of such an education and its system are, fortunately, still in places preserved. But both the idea and the system are often barely discernible in modern universities beneath a dense overgrowth of professional instruction. Herein lies the possibility not merely of loss but even of danger to society and the state. The State is, indeed, concerned that its teachers, doctors, lawyers, engineers, chemists,—all those trained in its universities for a professional career—should have high professional attainments and be efficient servants of the public. But it is not less concerned with these men and women as its citizens and as leaders in all branches of its public life. It is because the Bombay University has a responsibility in this direction, which I believe it recognises, that I venture to ask you to consider with me how far its students are fitted not merely by instruction and training to serve their clients efficiently and to earn a livelihood but are fitted also by cultivation of the intellect to play their parts as citizens, many of them as public workers, some of these as public leaders, a few—there can be only a few—whose names will live after them.

MEDICAL INSPECTION OF COLLEGES

"Thoughts of this kind suggest themselves after a perusal of the last two annual reports of the medical inspection of students in colleges affiliated to the University of Bombay. Here at least is evidence that the University looks beyond the conferment of degrees on those who pass its examination. Here are research and the collection of data among its own body of students. And the facts ascertained give food for thought. The reports show that out of between 13,000 and 14,000 students examined during each year the health and physique of less than two per cent could not be improved at all owing to organic disease or could be improved only by a surgical operation. Of the remainder

one-half of the total number examined were placed in B-class which comprises all students who do not satisfy a certain standard of weight and measurement prescribed on the basis of age but who are capable of improvement by training and diet. Students are therefore classified as B-class on account of poor physique or of underweight or of both. The object of the medical examination is not merely to ascertain the physical state of the students but to learn what steps are necessary to remove defects. The reports record that the main defects can be remedied in the case of poor physique by physical training and exercises and in the case of underweight by proper dieting. The medical examinations in different colleges admittedly vary in thoroughness but the main facts are clear, that 50 per cent of the student population are physically deficient and that the defects are, partly at least, curable during the student's college career. "This state of affairs must be changed if the Indian nation is to make headway in this world under modern conditions, politically as well as socially."

FOOD FOR THOUGHT AND SCOPE FOR ACTION

"I have said that these facts give food for thought; but they also give scope for action. Much attention is paid at present to the uplift of classes which require direction, encouragement and assistance. But among the educated classes, who are better qualified to help themselves, there is a clear field for physical uplift and health improvement. What can the Bombay University, the Alma Mater of these classes do, through the colleges, to repair the health and physique of half the student population?

"The remedies have been stated, proper dieting and physical exercise. They seem simple enough but there is more in the problems of the students' underweight and poor physique than appears on the surface. Underweight is not always or perhaps even usually due to insufficient dieting; the reports emphasise the prevalence of an unsuitable dietary. Again poor physique is not always due to lack of proper dieting; many well-fed students are physically undeveloped. The percentage of B-class students varies widely in different colleges; it ranges from 30 to 70 per cent and the worst colleges are in a well defined territorial group. In another such group it is recorded that the students though well fed are reluctant to take up physical training. These are among the indications that environment is a predominating influence during pre-college days in determining a student's physique and his regard for his personal health. The report for 1934—35 suggests a study of the dietary, mode of living and recreations of youths in different parts of the Presidency. There is evidence also to

show that a change in the environment of a student when he enters a college tends to sharpen his interest in his own physical welfare. It is specially noticed in the latest report that a health sense is being developed and a desire to improve physique is being created so that students are beginning to seek advice as regards diet and exercise.

"If the student is to be given a change of environment then the most beneficial change is, or ought to be, provided by residence in a well-run hostel. If the college, in its turn, is to be given full opportunity of assisting the student in promoting his own physical welfare this also is best afforded by its control and supervision in hostels. Meals adequate in quantity and properly balanced to supply a full diet can be guaranteed and if the number of students is reasonably large and constant and the management efficient, the cost should be less than what it would be if the student made equally good arrangements for himself, assuming that it is practicable for him to do so. Medical supervision can also be arranged; the fact that 50 per cent of the students are physical defectives shows that it is necessary. The annual medical inspection which now takes place has opened the eyes of students to their remediable physical defects and many of them would be glad to have them corrected if they had advice and assistance as regards diet and exercise. Lastly the hostel system facilitates opportunities for physical exercise and recreation. Suitable food and exercise, with the medical supervision desirable in the case of the physical defectives, are the basic conditions required to enable students to study to the best of their ability.

"It is easy for me to say that colleges require playgrounds, organised games, athletics and physical drill. I might suggest that no new college should be affiliated which does not provide such facilities and that existing colleges should be stimulated to improve those which already exist. But in mentioning these matters I am not suggesting that colleges should turn out athletes and gymnasts. I mention them as means to an end and that end is good health. I hope it is accepted that a healthy well-developed body is a good thing in itself and that the cultivation of good health justifies its own end.

INSPECTION OF INTELLECTUAL HEALTH.

Is not the same true of the intellect? Is not a healthy fully developed intellect also a good thing in itself? Intellectual culture has been described as "the command over our own powers, the instinctive, just estimate of things as they pass before us". Does not this intellectual culture which is the fruit of a liberal education justify its own end?

Does it not also furnish society with its best members and the State with the class of citizens from which spring the true leaders in public life.

"If this is so I might enquire whether, if intellectual health and development were tested by the psychologist as bodily health and development are tested by the doctor, we should not find among our students a large proportion who, for their years, are intellectually under-developed. I shall not pursue this question. It is sufficient to point out that, even if the new student has been as fully developed intellectually as his years permit when he enters a college, he avowedly enters the college in order that his intellect may be further cultivated and developed. The question which I am leading to is this—whether more cannot be done in the colleges on the intellectual side, as more requires to be done on the physical side, to train students not merely to fill their posts in life with efficiency but, by the full development of their natural capacities, to make them intelligent, capable and active members of society. The point of view for which I am pleading is that the environment of college life should make up some of the loss of that liberal education in which the academic system of a modern university is lacking. Intellectual health depends on environment not less than bodily health depends on it. As I have already said, the mere association together of young men has long been regarded as an important part of a liberal education but such association must be under conditions favourable to intellectual development.

BLESSINGS OF THE HOSTEL LIFE.

The well-run hostel must, therefore, provide more than suitable food and opportunities for exercise; it must provide the environment for intellectual growth as well as for physical well-being. It should be organised not merely to enable students to live together but to obtain the full benefits of doing so. The student's day does not end with the lectures he attends, nor with his private study, nor with the close of his games and recreations. There is no better period than the student age for beginning the exchange of ideas, for cultivating good fellowship and learning to understand and respect the ideas of others. Not least in India is it desirable that members of different communities should, during the impressionable days of youth, mix with each other and learn to understand the point of view of those brought up in different surroundings and often with different beliefs. There is no better way to get rid of mutual distrust and acquire the sympathy, or, at any rate, the toleration which comes from understanding.

"Actual conditions being what they are no very large percentage of our student population can be expected to live in hostels. But I wish to draw attention, first, to the object and benefits of the residential system and to the opportunities of assisting this side of college life which are afforded to those who from time to time give donations for educational purposes. It is possible, for example, to assist those who must leave their homes to attend college but who are driven by circumstances to cheap accommodation in private houses. In my own country, Scotland, where the universities are old and the residential system is not traditional its benefits are now recognised and most of the local authorities who provide entrance scholarships to the universities have taken power to supplement their awards in order to enable scholarship holders to live in a hall of residence when they are financially unable to do so on their own means.

"In the second place the fact that the great majority of students must live at their own homes or in lodgings raises the problem of creating the most favourable environment during college years for this class. It is true that a student's life at home has its own benefits and that in other cases the struggle to success through the simplest living has its own reward. But, from the point of view of society and the State, these conditions do not solve the problem of the whole development of the student and the acquisition by him of something more than knowledge and a strong memory. I repeat that society and the State want more than proficient members of the professions, they want more than scholars, they want intelligent members of society, well qualified to take their places in public life and to supply it with its leaders.

SOCIAL AMENITIES.

"There is not time today to describe in detail how the non-residential universities and colleges are tackling this problem at the present time. I merely mention that Students' Unions are now widely regarded as essential—I mean Unions with suitable buildings and equipment. In many modern universities membership of the union is obligatory. Clubs and societies of all kinds, common room accommodation, refreshment arrangements, gymnasias, swimming baths, playing fields and pavilions—all these are also required. But these other requirements are usually affiliated or connected with the Union. My main object is, however, not to speak about Unions but to attract attention to the problem which they have been designed elsewhere to solve.

"This problem is not a new one. Nor are my reflections original. But the disturbed conditions of the civilised world have revealed the

problem more clearly and have brought old thoughts for its solution into a new prominence in Europe where the last war destroyed the flower of the manhood of a full generation. India shares the new problems of civilization on the eve of greatly increased responsibilities and the training of the next generation for leadership is as important here as in the west. Here, as elsewhere, the true direction of university progress appears to be towards quality rather than quantity, if sufficient scholars are to be turned out capable, as they should be capable, of becoming the leaders of national life and thought. If this is a fair expectation from university men and women, then the need of them is greater now than it has ever been before and, while the instructional activities of the colleges must always engage the University's earnest consideration, I plead that steady improvement in the student's environment should be a problem always to be kept in sight. I fully realise the difficulties to be overcome and the limitations imposed on the University. But the problem exists; it is a serious problem; and in the world as it exists today it dare not be overlooked in India."

NOTES

Where Our Education Leads To.

BY PROF. C. A. KRISHNAMURTI RAO, M.A., F.R. ECON. S.,
ASSOCIATE EDITOR.

A prominent member of the Madras Public Services Commission, Rao Bahadur M. Narasimham Pantulu, drew pointed attention the other day to some grave defects in our educational system in the course of his valedictory address at the Ninth Annual Meeting of the City Youths' Association, Madras. It is a pronouncement by a member of a body charged with the responsible task of selecting suitable candidates for posts in the public services from among a host of educated young men anxious to secure some decent means of earning their bread. He records his experiences with these young men and draws inferences from their answers which lead him to conclusions about the sort of education they have gone through in schools and colleges which cannot certainly be consoling to anybody concerned. They reveal a pathetic state of affairs regarding educational efforts and results. Surely, one would be

tempted to exclaim after reading these, "Something is, if not rotten, at least positively bad, in the state of Denmark". It is more the concern of the teachers to investigate the matter properly so that their hard labour performed, in the majority of cases under several handicaps, might reflect greater credit on the profession as a whole. Most of the examinees were graduates. So the colleges must come in for a good portion of the blame. It matters little, however, on whom the blame rests most. We must know why this state of affairs should persist. It is not the first time that a member of the Public Services Commission entertains his audience with narratives of marvels of such answers. Sir Vijiaraghavachari gave us the classic instance of Ice-bergs and Nicobars. It is certainly not suggested for a moment that they mentioned these instances with any feeling of triumph. But such have been the results of our educational efforts. Should nothing be done to rectify matters? If so, by whom should it be done? The system of education of which such are the results is more or less the same throughout this vast sub-continent. That, indeed, makes the task stupendous but in the interests of the public, our young men and the teaching profession as a whole, it would be well if proper attention were directed towards the remedying of this deplorable state of affairs.

While we are grateful to such prominent members of Government for bringing to light the unfortunate results of our educational system, it must be a standing request with them to see that they bring their personal and official influence to bear on educational authorities—the Department and the great variety of managements—to see that better arrangements are made that instruction be imparted in our institutions so as to bear more definite and satisfactory fruit. The teaching profession as a whole in particular, and the public in general, would be highly indebted to them for arresting such a process in this "muddy vesture" of education. Cannot one exclaim with a certain amount of truth and justification that the pre-S. S. L. C. products had a sounder grasp of General Knowledge? Whatever may be the reasons for this or that state of affairs, does not the stunning fact stand there, as testified to by such

indisputable authorities, grinning at us and making us weep over the same, a veritable challenge to the efficacy and purposiveness of our present system of education?

Incidentally and fortunately, Mr. Narasimham Pantulu has referred to another aspect of our educational system which demands equal attention. Referring to Chemistry B. Sc. Honours Graduates applying for a Sub-Inspector's place, he said, "It was a sad confession that young men pursue their courses of study without any definite objects in view." One may beg leave to point out that there could not have been a single case, especially in the higher Science courses, of any student entering the course without any definite object in view. A taste and capacity for the subjects, an expectation of being absorbed in any paying walk of life and the emphasis laid on these courses in modern times must have led the young aspirant into these courses. If, being disappointed to find that there was no opening which could appropriately utilise his specialised talents, he applied for a Sub-Inspector's post certainly reluctantly and for want of some other thing to think of, is the mistake his? When courses are devised in our public institutions, what was the definite object the authorities had in view? Should they not watch the results from time to time and adjust production in relation to demand and see that careers are open to them? On the contrary, it acts so much as a force to lure young men away into fields where hopes were high and careers closed. Why should not entrants be told even at the outset about the prospects to which the courses could lead? If there is any want of definiteness of objects on the part of students, it is no less so on the part of our public educators. Again, may we ask whether those who have been selected as Sub-Inspectors and Inspectors had that definite object in view when they started and what was the sort of training and education that fitted them to this career? The whole thing seems to reduce itself to this position—receive the education that is to be had and angle in the deep and uncertain water of life. It is one more testimonial earned by the University degree and must set every academician seriously thinking. Signs are not wanting to show that parents have already begun to think in the direction.

But what about the deplorable lack of General Knowledge among these products of our schools and colleges? What is known as culture in the higher sphere goes by the name of General Knowledge in the lower. It is anyhow an indication of a certain breadth of outlook. It can be had by wide reading and clear and accurate thinking. Is the instruction according to the curriculum now in vogue in schools calculated to promote this? Have the teachers the necessary enthusiasm to create this thirst? Are their pay and prospects such as to make the teachers themselves vigilant as learners and alert as imparters of ever new and fresh knowledge? How can one expect *finished* products with machinery that is out of joint and is unfed or ill-fed? The building depends on the builder, the planner and the labourer for its attractiveness and soundness. To-day, in the field of education, it is the inanimate part that is increasingly and gorgeously fed, and the human element is more than proportionately starved. It would require the pen of a Carlyle to draw a true picture of costly buildings where teachers are crawling in the pride of their profession, keeping their lives, their pay and prospects quite secret deep down in their pockets! What a disproportion and misbalance of conditions! It was Cardinal Newman that gave the classic definition of a University as an association of teachers and learners much more than a pile of buildings. The same must be true in essence of the lowest elementary school. The present enthusiasm for extending libraries and library services can bear fruit only if there is the genuine thirst for more knowledge. Libraries can be of real use only after a certain stage of development has been reached. We are multiplying agencies and means without adequate attention to the essential factor or actor in the drama namely the teacher. Get the right type of teacher and *keep* him, you get the right sort of education and the well-informed student. Mr. Narasimham Pantulu's address has been an eye-opener and a most timely and pointed reminder of which way our duty lies regarding one of the primary concerns of the state and its citizens. It deserves wide publicity and deep thinking.

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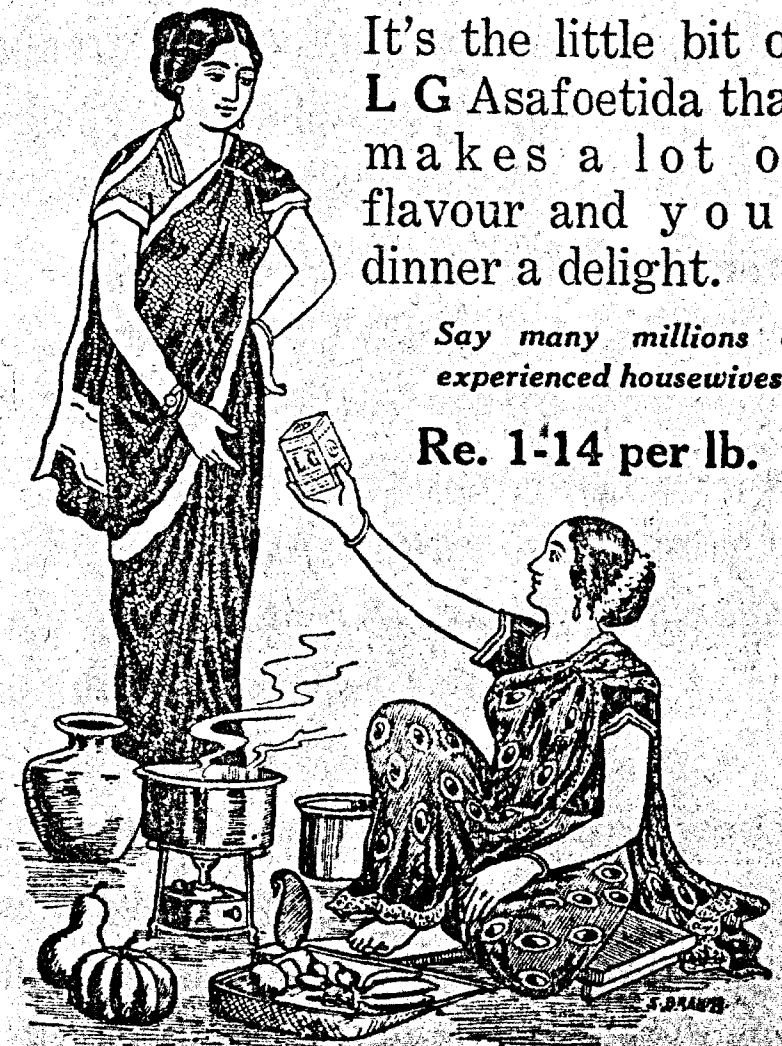
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