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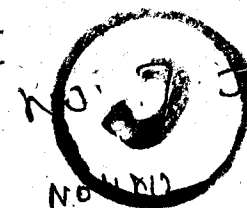
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Vol. IV : No. 7

January, 1938

EDUCATIONAL INDIA

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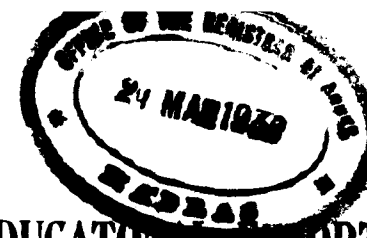
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THE ROLE OF THE PARENT IN THE EDUCATIONAL EFFORT

By Prof. M. S. SRINIVASA SARMA, M. A.,
NATIONAL COLLEGE, TRICHINOPOLY.

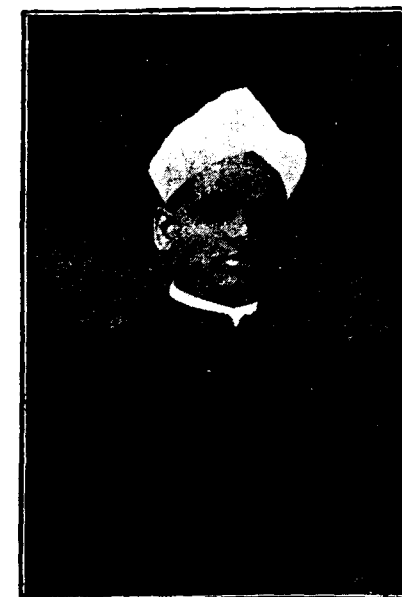
IT is most unfortunate that if anything is wrong in the educational system, the poor school-master becomes the target of all kinds of attacks and is held responsible for any shortcomings in his pupils. It is conveniently forgotten that Education is a co-operative enterprise, for the success of which all the constituent parts in it should work with equal efficiency and understanding. Of course education is the sole business of the teacher; and by his profession he proclaims this fact. But a careful scrutiny will show that the teacher is only a secondary and therefore an accessory factor in the fulfilment of the educational aims. Modern Biological and Psychological Researches have clearly established the fact that the parents are responsible for the mental and physical equipment of the children, and that special aptitudes, intellectual abilities and moral tendencies are really matters of heredity and not solely of instruction and training at schools.

The initial and therefore the most powerful advantage which the parents have is that they begin at the beginning in the task of education, while the teacher only takes up his duties when the most impressionable and educationally vital years are past. Psychology points out that it is the first half a dozen years of a child's life that are of the greatest importance in the shaping of his character and attitude to men and things in the world. Again the parents have the most intimate relations with the children based on the most natural affection of paren-

tal love and tender emotion which the teacher can never hope to realise at school. These two factors are perhaps the most fundamental bases of all education. Both parent and teacher would do well to keep this ever in mind.

Of course many parents do their best for their children; that is, they work for them, feed them, clothe them, shelter them, and look after their health. But they are apt to forget that this life they set store by is not only a question of food and clothing, money and position. Its central pivot is thought and conduct; and these begin with the first brain-pulsations; and here the home has the undisputed sway. It is foolish to think that the child is a mere animating vegetable and therefore a negligible quantity. In childhood the mind and brain are most impressionable. The child observes acutely, watches keenly and notes carefully what is happening around him. He is actively attentive and is exceedingly susceptible to imitation and suggestion. And therefore it is that the family under the fostering care of the thoughtful parents is the most appropriate place for eliciting and directing right conduct in the young and is the most important agency in bringing home to the child the significance of custom and authority, and of right and wrong.

It is essential to remember that the child becomes more or less a settled individual with his character in a way formed, habits stereotyped and tastes fixed before he joins the school. The instincts and emotions which constitute the nucleus of all



PROF. M. S. SRINIVASA SARMA

an all-embracing influence and originality, thought most important, is only one of the mental faculties. Our inquiry into the problem set forth by the title, will, therefore, assume the form of an analytical survey of the subject. The main problem, of course, will be kept close in view through out.

The theoretical conception of education is a true and plausible one. For its truth, its high worth, and the sincerity with which it is held by many, there can be no doubt. We first proceed to consider this, and its effects upon the faculties of the mind in general, and on originality in particular.

Man is two-fold—the lower and the higher; the material and the spiritual; the animal and the divine. Our physical needs or what Macaulay alludes to as our "vulgar wants"—food, raiment, and shelter—appease the animal man in us. But after this is done, the higher one craves for satisfaction. That which provides for these higher hankerings—"desiring to see, to hear, and to learn"—is true education, or what Cardinal Newman calls "liberal education." Human mind is the sole material on which this education works. Says Newman: "Liberal education, viewed in itself, is simply the cultivation of the intellect, as such, and its object is nothing more or less than intellectual excellence." Time and time again, Newman emphasizes this point. We may follow suit, and lay it down, that intellectual perfection is the beau ideal of education. Let us see what exactly is this education. True education consists in "apprehending the great outlines of knowledge, the principles on which it rests, the scale of its parts, its lights and its shades, its great points and its little." It consists in having a comprehensive view, a "master view," of the different branches of knowledge. To this extent, it has to do with books. But, it does not rest there, and it extends beyond books. It rushes into the practical world. It consists also of "what is called seeing the world, entering into active life, going into society, travel-

ling, gaining acquaintance with the various classes of the community, coming into contact with the principles and modes of thought of various parties, interests and races, their views, aims, habits, and manners, their religious creeds and forms of worship,—gaining experience how various yet how alike men are, how low minded, how bad, how opposed, yet how confident in their opinions." All this exerts a perceptible influence upon the mind. Its influence on it is benign and beneficial. "It refines and enlarges the mind. It stimulates and strengthens our mind, our reason, our reflection." On originality, in particular, this education exercises an enormously wholesome influence. Here, we have to make clear the meaning of this much abused and much misused word "originality". Originality does not mean communicating to the world something absolutely new; something, which never was even thought or seen or said or heard by any human being before at any time since the creation of the universe. Such a thing is never possible. The wise saying, "There is nothing new under the sun" has a world of truth in it. Our men of greatest genius never uttered thoughts which could be called original in this sense. You might say a very commonplace thing and yet be original. It is the way, the manner of expression that matters. Of course, the manner of observation precedes this. Originality is observing objects at first hand, meditating freely and deeply over them, accumulating their knowledge, arranging it in order, assimilating it, and, lastly, forming independent opinions upon it. This is exactly what true education enables us to achieve in no small measure. "To open the mind, to correct it, to refine it, to enable it to know and to digest, master, rule, and use its knowledge, to give it power over its own faculties, application, flexibility, method, critical exactness, sagacity, resource, address, eloquent expression"—this is what originality means, and what true education attains in the highest degree.

We now turn our attention towards the second, that is, the practical form of education, the form of education which we observe in our popular educational institutions, such as schools and colleges.

When William Hazlitt remarked that "persons who have the fewest ideas of all others are mere authors and readers;" and when Thomas Love Peacock speaks of "our art of choosing the most unfit man by competitive examination," both are referring to the typical products manufactured by this type of education. Speaking in a fairly general manner, we may safely affirm, that education, whether at school or college, consists of reading or rather 'going through' books, hearing lectures, passing examinations, and winning degrees. Education extends thus far and no further. From beginning to end, there is very little or no scope left for the exercise and development of the latent mental faculties of a student, and least of all, for the exercise and development of originality. The only or perhaps the chief mental faculty called into play is memory, and that too, of a mediocre type, specially adapted to such a system of study. Doctor Wingfield-Stratford, speaking about the manner of educating children adopted by the famous James Mill, states that he subjected his son John Stuart "to a course of intensive cram, beginning with long lists of Greek words at the age of three, and including, at the mature age of seven, Herodotus, Xenophon, Diogenes, Laertius, part—only part!—of Lucian, and Isocrates Ad Dominicum and Ad Nicodem, not to speak of six dialogues of Plato, including the Theaetetus, ..." Exactly the same sort of idiosyncratic inconsiderateness is to be observed in the practical form of education. School-education demands a purely passive attitude on the part of a boy. The latter has to learn by rote the prescribed courses in different subjects such as grammar, composition, languages, geography, mathematics, science, etc., and reproduce everything in the examination note-book. Much the same process is to be observed in colleges. The students are

to read books about books, and pass the second-hand smattering as their own. The only art which the students learn, and the only art which their university demands of them is the art of parroting and reproducing other people's ideas, of thinking what they have thought, of feeling what they have felt, of writing what they have written, and of speaking what they have spoken. Education as it exists is little more than a process of cram and reproduction. A systematic behaviour of this type for a number of years is fatal to the highest and most useful mental faculties, which are thus suppressed and stunted. The creative ability is literally smothered. Originality, the most precious and glorious possession of the human mind, never comes up for exercise and falls into disuse. Thus, it gets feebler and feebler, becomes paralysed, and decays out of existence. Habituated to a constant support of books, people become helpless and bewildered without them. "The faculties of the mind, when not exerted, or when cramped by custom and authority, become listless, torpid, and unfit for the purposes of thought or action." Educated people cannot observe Nature on their own account. They must approach books. They cannot venture into any independent train of reasoning. They must go to books for it. They cannot talk consistently on any fresh topic by themselves. They must needs have the support of books. All this is the result of the loss of originality through maladministration of education. We may have negative instances, and cite these as a proof that men of great genius and originality have not been distinguished for great scholastic or academic achievements. They have found a happy plenty for their intellects in "the mighty world of eye and ear". Chaucer extracted his wisdom from the practical world around him. Shakespeare found.

"Tongues in trees, books in the running brooks,

Sermons in stones, and good in everything."

them in some sort to co-operate for the good of all. We want a sound education which will create the growth of a larger belief in the value of personality, of practical efficiency, and of social service. The Provincial Governments must provide besides the three R's and manual work, a knowledge of History, Geography, Politics, Economics and subjects like civics, public health and sanitation—These must be supplemented by the participation in a scheme of rural uplift by every pupil. 'Such a term of service might do very much to strengthen the sense of citizenship in every individual. It is only by the widespread dissemination of such subjects at an elementary stage that will make us poli-

tically self-conscious and alert and will strengthen us in our aspirations. Further the school should be a miniature society of a wide world. It should provide a general education which will make every one an enlightened, intelligent, and cultured citizen. As Lenin says "the school, apart from life and politics, is a lie and hypocrisy. It should be used as a training ground to social usefulness." It should provide specific instruction which will make every one a useful, healthy, and productive individual of the state. In short education should be an ornament in society for 'without it, what is man?—a splendid slave and a reasoning savage.'

CINEMA AND JUVENILE DELINQUENCY

By SHEIKH IFTKHAR RASOOL

IT is very difficult to enter into a frank discussion of the influence of moving pictures upon modern youth without being misunderstood. After having studied the subject for sometime, I cannot agree with what seems to me to be the extravagant claims of some of the critics of the movies. I refer to those who seem actually to insist that most crime among modern youth is due to what is shown in modern pictures.

While, of course, some young people have doubtless been encouraged in delinquencies by what they have seen in the movies, the same thing might be said of what they have read in the news-papers, magazines or books.

A very good argument could be made against the use of automobiles, because there isn't any doubt that the freedom they have brought to modern youth in bringing them together under conditions, that without chaperonage in past generations would have been considered shocking, has contributed probably more to sex delinquency among youth than any other cause. When we add the frightful toil of the dead and wounded thousands of youth from the reckless use or

misuse of this useful contribution that the machine age has given to civilisation, we might in the interest of morality, find as much cause for boycotting automobiles as we would find for boycotting movies. And I am not saying that the boycotting of certain types of moving pictures would not be a very good thing; for I have given generous credit to the good influence of religious and ethical organisations who have in many cases justly opposed the evil influences of some motion pictures by resort to just such a remedy.

Good and Bad Films

Good or evil is a matter of relativity. It is comparative. If motion pictures are to deflect from nature the face of virtue, they must also show the image of vice. To make virtue lovable and vice despicable, we must know what they are. We all admit there are decent and indecent, acceptable and unacceptable methods by which this ought to be done. Yet, it must be done or there can be no lessons from life; there can be no strengthening of character. By no system of wet-nursism can you solve the problem of delinquency or crime by hiding

bad things or the truth about them, or by depriving children of the right, under proper conditions, to see, to hear and to know what they are.

They may be worse off if shielded from knowledge of evil or spared any contact with it. They will be better and stronger if wisely familiarised with evil in order to know how to avoid it—or, facing it, to conquer it. 'Vice is a monster of such frightful mien, that to be hated needs but to be seen.' And, of course, with equal truth there follows the warning as to what will happen if such truth is perverted. If youth are to learn to hate vice—to triumph over it rather than that it should triumph over them—we of the older generation must know how to wisely teach youth the truth about vice and crime.



MR. SHEIKH IFTKHAR RASOOL

What Movies Can Do

Nothing in the last fifty years of the most eventful history of all time has perhaps done more to reduce sin and crime and add to the happiness, education and progress of the human race than motion pictures, and if the right-minded intelligent people will support the producers in giving us wholesome amusement they will certainly do more in this regard in the years to come.

The movies are going to do more than any other agency to prevent the greatest of all crimes, horrid war. Through motion pictures, all nations, peoples, races and creeds, all speaking the same language of the movies, are being brought into concord, acquaintanceship and understanding. And when they know and understand each other, they will love to cease to hate each other and war shall be no more. It is a real league of nations in binding them together through seeing that they are all just the same as each

other—that there are no bad people and no good people when properly understood, but there are bad things and good things as they reflect through the bodies or behaviour and conduct of people, depending on causes, which as yet we know little about, and that the great lesson of life is to learn now to wisely fight evil more and people less.

Mankind has conquered all the reptiles and the wild beasts that threatened his mastery of this planet. Why? Because, primarily, he sees them, because they were known to him. But he hasn't conquered all diseases that remain to threaten his dominion. And why? Because it is mostly the unseen beasts—the bugs, parasites and germs just now beginning to be seen. And with evil and disease, the movies will do more than all else besides to

make them real, to make them known.

Greatest Educator

It is thus the greatest educator the world has ever had—the visual educator. And when all things are seen and known to man, he becomes forever the undisputed sovereign of the world. Through visual education the average child of twelve is in the future to know more in academic education than the present college graduate. Largely through the movies, among the future great inventors of the world, we shall behold children from ten to twenty-one years of age.

Viewing the situation from all angles, there seems to be no good reason why the motion picture industry, with all the money and facilities at its command, cannot be called upon to produce a generally higher level of pictures and held to strict responsibility if it falls below that level. There is no limit to the heights to which the industry

Continued on page 243

EDUCATION AND CITIZENSHIP IN INDIA

By Prof. B. RAMULU, B.A. (Hons.),
ANDHRA UNIVERSITY, WALTAIR.

IT is an all admitted fact that the present educational machinery is obviously gravely defective and there is a cry everywhere that it needs a thorough reorientation from its foundation to its flagpole. Hitherto the British government had provided an educational system which was sought almost exclusively as an access to government employment and to certain professions like law and medicine. When the limit of expansion in this direction has been reached, as is the case at present, the system of education ought to be changed so as to suit the growing and varying needs of society. But the British were not far-sighted enough to introduce a scheme which would foster the element of citizenship in every individual. Now that the Congress Ministers, representing the biggest national organisation, have taken over the reins of administration in seven out of eleven provinces the time has come for introducing a national scheme of education which would strengthen the spirit of citizenship in the country. It is from this standpoint that I propose to deal with the subject in the following paragraphs.

It is wisely said by many that education is the only political safety and outside this ark all is deluge. It is the best field for the training of citizenship because it is only through education that a sense of political duty will be, inculcated. The

Continued from preceding page

Goldsmith, Gray, Collins were truants. Thoreau derived his knowledge from his garden. Rabindranath Tagore has never passed examinations. The system of study we have described above is fitly described by Newman as "a drudgery so ignoble, a mockery so contumelious." Hazlitt is right when he remarks, "the best capacities are as much above this drudgery as the dullest are beneath it."

modern concept of citizenship represents a combination of two principles. One of them is the notion of liberty and the other is the concept of membership in a political unit involving co-operation in the making of public decisions and in the sharing of public burdens. Liberty cannot flourish in a community where education of the youth is neglected. Besides, a citizen is an active partner in the community. He enjoys certain rights in, and duties towards, the community. It is not the size of a nation that makes for its progress but the qualities of its citizens especially those qualities which promote co-operation and co-ordination in all phases of national life and activity. Moreover, the concept of citizenship is closely associated with the rise of democracy. If democracy is to develop faster and stimulate an awakening interest in every individual, education for citizenship becomes of vital importance. As an eminent authority says 'no political thinker from Aristotle to Mill was fool enough to think that democracy would work at its best except on the basis of an educational system designed to make intelligent citizenship possible.'

Let us, in brief, review the educational system we have had for the last hundred years. Credit must go to Raja Ramamohan Roy for having given to the English tongue an eminent position in India, when the country was in a confused medley of different media of expression. In doing so he closely adopted the view of Lord Macaulay who said in one of his famous minutes dated 2nd of February, 1835, that 'a single shelf of a good European library is worth the whole native literature of India and Arabia.' Ever since that time English has become the dominant language in the curriculum of studies and knowledge is being imparted through that medium only. There is no denying the fact that

we have derived a good deal of benefit from this change especially in the matter of our getting a knowledge of the events abroad. But this was also accompanied by an enormous loss in other directions. The system tended only to produce clerks and minor officials. It has created an English knowing group amidst the millions of illiterate people. The government became satisfied with this state of affairs and did very little to provide an educational system which would foster the spirit of citizenship in every individual. It has not given the self-respect that has been lost during years of subjection. It has not furnished us with a readiness to protest, and a capacity to protest intelligently against the blunders of those in authority. We find that the examinations have tended to assume undue prominence in the scheme and have become, to a large extent, rival cramming institutions whose mutual jealousy defeats nearly every proposed reform in the curriculum. We see that the young men who pass out of our colleges have never been taught anything about the elements of citizenship; they know nothing about the administration of India. Though individually we Indians are very great, as a society we are woefully wanting. We have not that sense of civic consciousness as the youths of other civilised countries. We have not developed the important characteristics such as courage, will-power, self-sacrifice and the sentiment of nationality. The critics of the proposed reform will argue that as India is a house divided against itself, no solution of educational system is possible. They say that we are the slaves of venerated tradition, and that we are bound with the fetters of caste-system. But this view does not fit in with our times. We are living in rapidly changing times. The forces of progress are asserting themselves everywhere. The caste system is losing its grip and is bound to wreck sooner or later. Therefore it is not right to justify the present system of education on these grounds. Now that the responsible congress ministers have come to office, it is up

to them to take up this question in a crusading spirit and remove the appalling illiteracy and promote the sense of citizenship.

It may not be out of place in this connexion to see how far the Wardha educational scheme enunciated by Mahatma Gandhi affords a remedy for the existing evils. So far as making the mother tongue the medium of instruction there is nothing to be said against it and the proposal is warmly received by all the educationists of India. With regard to education being made self-supporting there are certain doubts entertained and as to its success even as a preparation for citizenship also there are doubts. The scheme is defective as it proposes to divert the attention of children even at such a plastic age to the problem of bread. Man does not live by bread alone. The school, as outlined in the Wardha scheme, gets the semblance of a workshop or a plantation with the ideas of pupils fixed on a particular handicraft. It is hardly possible for them to think of the problems that await them later on as citizens.

We find today that freedom in thought and action which are a primary requisite of citizenship are almost set at naught by advanced countries like Russia and Italy. Governments in these countries are tightening the strings of educational freedom to check the birth of new ideologies. Russia and Italy are spreading the gospels of Lenin and Mussolini by means of the most refined and mechanised technique of the press, the cinema, the radio and other means of propaganda. Everything is being done there, as Mussolini says 'to train the youth so that there shall be a place for every person and every person shall be in that place.'

Therefore we want from the Provincial Governments that type of education which would evoke a genuine sense of civic duty which would do away with the racial, religious, and social barriers between the members of educated classes, and enable

THE TEACHING OF ALGEBRA

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Approach to Algebra

THERE are three distinct methods of approach to the subject of Algebra. viz., 1. The Four Rules; 2. Formula; 3. Problems.

1. *The Four Rules Method* :— This was the method that was in vogue a few years back. According to this old method, we began Algebra with the idea of substitution, when "a" can have any value say, 2, 3, or 5. Boys who are accustomed to know the value of 3 as 3 only, cannot reconcile to the two values of "a", when in one case we say $a=5$ and in the other $a=2$. So transference from arithmetical numbers to algebraic letters is very important and very difficult also for the boys. They cannot understand the usefulness of Algebra in actual life. So its teaching becomes dull and mechanical.

2. *The Formula Method* :— According to Dr. Nunn, we attempt to generalise arithmetic rules into Algebra. In arithmetic we say length into breadth is equal to area, while in Algebra we write it down as $L \cdot B = A$. Here we put down the rule of arithmetic in an algebraic formula or short-hand. So start with the rule that the boys know. Give them the formula to remember the rule. E. g.

(a) Length $\times$ Breadth = Area (Rule).
 $L \times B = A$. (Formula).
 Step. 1.
 $B = A/L$. " 2.
 $L = A/B$. " 3.



MR. S. R. DIDI

(b). To find the total weight of the car, we have to add together the weight of the car and the weight of the bag multiplied by the number of bags. This is the rule. $W = C + B.N$ is the formula.

The second step would be to change the subject of the formula. Ordinary equations may be solved by giving them the idea of transposition.

If this method is to be successful, the boys should have been introduced to the use of letters to represent numbers in their arithmetic course. But actually it is not the case in lower standards. This formula method is more exacting for the teacher and more difficult for the slower boy. Many boys find difficulty in generalising the simplest statements

and each one of a set of examples, may be a real difficulty to some boy or the other in an ordinary class.

3. *The Problem Method* :— So, the method now followed is, to start with a simple problem in arithmetic leading to simple equations. The early introductions of problems has many advantages. It is in accordance with the historical development of the subject. From the time of Ahmes, (some time between 1700 B. C. and 1100 B. C.) till comparatively modern times, the solution of problems by equations has been the mainstay of elementary Algebra. The use of an algebraic equation is a big step forward from purely arithmetical methods. It is a new idea to the child and fascinates him for a considerable time as it awakens his interest

by appealing directly to his puzzle-solving instinct. Hence this same procedure should be adopted in the class-room.

Generally we teach equations first and then the problems based on these equations. But here the procedure is to be reversed. This plan will suggest the boys the need of simple equations and when they actually come to the solution of the problem they will come to know the need of the solution of the equation.

In doing so, we bring to the notice of the boys, the usefulness of Algebra and also the relation between arithmetic and Algebra. So children should be made to understand that *Algebra is a short hand form of arithmetic*. E. G. "b" stands for the number of books. Hence it should be made clear that "b" stands for the number of books and books only and that letters in Algebra stand for some numbers or quantities of things.

Hence the first lesson in Algebra should be the writing of the short-hand of arithmetical problems. For this purpose "find a number problems" are very interesting. e. g. I think of a number. I add 7 to it. Then it is 62. What is my number? After a drill in short-hand writing and the necessary amount of manipulative skill, the class is ready to go ahead to the solution of simple equations.

Simple Equations

There are two methods for this purpose. viz., 1. Concrete method; 2. Common sense method.

1. *The Concrete Method* :— In this method, the equation is compared to a balance. The

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may climb. Movies in the past have always been money-makers. If crowds filled the theatres when cheap and tawdry movies were exhibited, there is every reason to believe that when the outstanding productions will appear the halls will be full again, and with educated classes—more than has been the case before.

right and the left hand sides of the equation are the pans of the balance and the sign = is the beam.

In solving the equations, the teacher should actually demonstrate the truth of the 4 axioms, viz., 1. Addition of equals to both sides; 2. Subtraction of equals from both sides; 3. Multiplication of both sides by the same quantity; 4. Division of both sides by the same quantity.

For this purpose, it is preferable to take a bag and fill it with coins to represent the unknown number, X. Then a balance from the laboratory may be borrowed and the above axioms demonstrated. Axioms 1 & 2 lead to transformation. Then illustrate the same by an example as follows.

$$m + 5 = 12. \therefore m = 12 - 5. \therefore m = 7.$$

But sometimes this method may not be useful in Std. IV, as the boys may think it to be too simple.

2. *The Common Sense Method* :— In this method which is a shortcut one, begin with a number puzzle. E. g. I think of a number. I add 7 to it. Then it is 27. What is my number? First ask the boys to give the short-hand and then ask them to guess the number. Many boys will be ready with the answer as the problem is simple. Put the work on B.B. as follows.

$$n + 7 = 27 \therefore n = 20.$$

In finding that $n = 20$, there is much thinking on the part of the boys. But the answer is in play and by mere intuition.

After solving 8 or 10 examples in this way lead them to the different stages in the solution of problems. There are four well defined stages, viz.,

1. First Stage. Starting of the problem.
2. Second Stage. Short-hand writing. e.g. $n + 7 = 27$.
3. Third Stage. Thinking. $n = 27 - 7$.
4. Fourth stage. Answer. $n = 20$.

But the order of stages to be followed in the class-room is 1, 2, 4 and 3 because the third stage is the explanation of the

answer. Thinking step is very important in leading the boys to the rule of transposition.

We began Algebra by saying that Algebra is short-hand arithmetic. But now it is definitely understood that Algebra is generalised arithmetic.

Rule of transposition:— Then give them 7 or 8 examples of the following type and keep the working on B. B.

$$n+5=25.$$

$$n=25-5. \text{ (Thinking step).}$$

$$n=20. \text{ (Answer).}$$

The boys should be made to substitute the thinking step in each case. Then elicit the rule of transposition from them.

Addition and Subtraction :

Addition:—No devices are necessary to teach addition. Expressions can be given at once. Only commonsense should be used here. The idea that like terms are added to like terms may be given by saying that rupees are to be added to rupees, annas to annas and pies to pies. Hence x is to be added to x , y to y and so on.

Subtraction and Brackets:— The idea of brackets can be started by stating some problems. The operations at one place are to be put into brackets. Begin with positive sign only. E.g. 1. A boy has 5 as. in his pocket. While leaving home his mother gives him 2 as. In the school he gets 4 as. from the teacher and 3 as. from a friend. How much has he in all? Put the working as follows:

$$(5 \text{ as.} + 2 \text{ as.}) + (4 \text{ as.} + 3 \text{ as.}).$$

$$\text{Home.} \quad \text{School.}$$

$$= 5 \text{ as.} + 2 \text{ as.} + 4 \text{ as.} + 3 \text{ as.} = 14 \text{ as.}$$

Then give them expressions from Algebra. e.g. $(5x+2x)+(4x+3x)$ etc. This is a device to introduce brackets rather than to introduce addition. But the introduction of brackets will help us to introduce minus sign in subtraction.

2. I have with me 5 as. My father gave me 3 as. at home. I went to the bazar and there I got 4 as. from my friend and gave

2 as. to my brother. How much have now?

$$\text{Setting. } (5 \text{ as.} + 3 \text{ as.}) + (4 \text{ as.} - 2 \text{ as.}).$$

$$= 5 \text{ as.} + 3 \text{ as.} + 4 \text{ as.} - 2 \text{ as.}$$

$$= 10 \text{ as.}$$

3. A boy has 15 as. in his pocket. He buys 2 as. worth pencils, 3 as. worth paper and one anna worth ink. How much has he now?

$$\text{Setting. } (15 \text{ as.}) - (2 \text{ as.} + 3 \text{ as.} + 1 \text{ anna}).$$

$$= 15 \text{ as.} - 2 \text{ as.} - 3 \text{ as.} - 1 \text{ anna.}$$

$$= 9 \text{ as.}$$

Then take them to the above expression and ask them to show the manner in which he spent 2 as. Here do not introduce the change of signs on removing the brackets.

4. A boy starts with 9 as. in his pocket. He pays a 4-anna coin to the shop-keeper and gets 2 as. in return as he bought only 2 as. worth pencils. How much has he now?

$$\text{Setting. } (9 \text{ as.}) - (4 \text{ as.} - 2 \text{ as.})$$

$$= 9 \text{ as.} - 4 \text{ as.} + 2 \text{ as.}$$

$$= 7 \text{ as.}$$

Here he gives 4 as. i.e., he will have 9 as. - 4 as. But he gets back 2 as. So the total amount he has with him is 9 as. - 4 as. + 2 as.

Give them 3 or 4 examples of this type and then give them examples from Algebra. e.g. $(2x-3)-(x-2)$, etc. The boys will find out the answer by intuition. If not, compare it with the above example. Then give them examples of the following type. (a) Subtract $(5x-7)$ from $(10x-13)$. Putting this in the usual way it is $(10x-13)-(5x-7)$.

(b) Subtract $(2x-4y-8)$ from $(5x-7c-4)$. Here slowly introduce the following setting.

$$5x-7y-4.$$

$$- \quad 2x-4y-8.$$

$$- \quad + \quad +$$

$$3x-3y+4.$$

Put the minus sign to the left hand side to let them know that it is a problem of subtraction and in working the signs of the lower expression are to be changed.

The Concrete method: However subtraction can better be taught by this

method. Prepare packets of beads. The number of beads in each packet is known to the teacher and not to the boys. Boys know only that there are x beads in each packet. Give them practice at this by taking big envelopes. In one envelope, put 2 packets and 4 loose beads. Ask the boys to tell the number of beads in the envelope. They will say $2x+4$ beads. Then take out 5 beads from one packet and ask them to tell the number of beads in this packet. They will say $x-5$. Then give them such expressions as $(2x-7)-(x-4)$; $(2x+5)-(x+9)$; etc. Let the boys find out the answer concretely. This method helps the boys much more than any other method in understanding the problem clearly.

For instance, let us take the following example. $(3x-7)-(x-2)$. In order to have $(3x-7)$ beads, they will take 3 packets in an envelope and take away 7 beads from one of the packets. This gives them $(3x-7)$ beads. Then they are to take away $(x-2)$ beads from this. They will take out a full packet from the envelope, open it and put back again 2 beads from this packet into the envelope. Then they will count the number of beads which will be $(2x-5)$. The working can be set in the following manner:

$$(3x-7)-(x-2) \quad \text{i.}$$

$$= 3x-7 \quad x+2 \quad \text{ii.}$$

$$= 2x-5$$

The minus sign in (i) is not the same as before x in (ii). This is to be made clear to the boys. The minus sign in (i) shows the operation. Some may argue in the following manner. "Why should we not give the rule for the change of signs and then proceed? Why should time be wasted over such simple things?" "The answer will be, 'Because we want to train the boys in proper reasoning.' Again it will be very helpful for the backward boys. For, if only the rule is given, they may forget it soon. But, if the rule is taught by the concrete method, the backward boys will be very much impressed by the visual picture and if on occasions they forget the rule, they can get

at the correct results by remembering the picture.

Multiplication

Begin with the area problems. Let one side of the rect. be 4' and the other 2'. What is the area? Then gradually substitute letters for one of the numbers and finally to both. E.g. The areas should be, 8 sq. ft.; 4a sq. ft.; and ab sq. ft.

Then take up the multiplication of $(a+b)$ and c . Draw the rectangle. Divide it into strips. Add the areas of separate strips and equate it to the original area. e.g. $(a+b)c = ac + bc$. Similarly tackle the products of $(a-b) \& c$, $(a+b) \& (c+d)$, $(a+b) \& (c-d)$ and $(a-b) \& (c-d)$.

Then begin with the expansion of the binomials, $(a+b)^2$ and $(a-b)^2$, etc. Let the boys draw the squares, divide it into strips and find out the products. Elicit the rule in each case after a fair number of examples.

Division

Division can be taught by the inverse of multiplication process. It can also be made concrete by the mensuration method. Draw a rectangle and write down the length and the breadth. The following examples are suggested for use. e.g.

$$A = 48 \text{ sq. ft.} \quad L = 8' \quad B = ?$$

$$A = 80 \quad \text{,,} \quad L = a' \quad B = ?$$

$$A = 8a \quad \text{,,} \quad L = ? \quad B = 2a'$$

When this is thoroughly grounded, proceed gradually to the division of compound expressions. When tackling longer division certain terms are to be arranged in the descending or the ascending power of the variable. In the beginning take up only standard examples in division. Then proceed gradually to the other examples.

Directed Numbers

The idea of numbers is relative. The idea of movement makes everything clear. Let us take the following example. I move 2 steps to the right. Then I come back to

my place. Again I move 2 steps to the left. What short-hand should we follow to represent the same action? Boys will readily suggest that 2 steps to the right is to be indicated by +2 and 2 steps to the left by -2. After this statement we can take up many other illustrations. e. g.

Forward + } ; Up + } ;
Backward - } ; Down - } ;
Before-noon + } ; Income + } ; etc.,
After-noon - } ; Debt - } ;

The idea of directed numbers should be made clear in this way.

Addition and Subtraction

Let us consider the following examples.

- | | |
|------------------|------------------|
| 1. $(+2) + (+5)$ | 5. $(+5) - (+3)$ |
| 2. $(-5) + (-3)$ | 6. $(+5) - (-3)$ |
| 3. $(+3) + (-2)$ | 7. $(-5) - (+3)$ |
| 4. $(-5) + (+2)$ | 8. $(-5) - (-3)$ |

These examples may be solved by the following methods. viz. 1. The Stair Case Problem; 2. Distance in different directions; and 3. Journey.

1. *The Stair Case Problem*:—In this method the steps above the landing are to be considered as positive while those below it as negative. Give a fair number of examples of each type and elicit the rule in each case. The following are given for the sake of guidance.

Addition

- (a) A boy goes 2 steps up $= (+2)$
Then he goes 5 " $= (+5)$
So in all he goes $= (+2) + (+5) = +7$ steps; or 7 steps up.

Rule (a). Adding positive numbers is adding simple numbers.

- (b) A boy goes 5 steps down $= (-5)$
Then he goes 3 steps down $= (-3)$
So in all he goes $= (-5) + (-3) = -8$ steps; or 8 steps down.

Rule (b). Adding negative numbers is adding and prefixing a minus to it.

- (c) A boy goes up 3 steps $= (+3)$
Then he comes down 2 steps $= (-2)$
So in all he has gone $= (+3) + (-2) = 3 - 2 = +1$; or 1 step up.

Rule (c). Adding a negative number to a positive number is subtracting a simple number.

- (d) A boy goes down 5 steps $= (-5)$
Then he comes up 3 steps $= (+3)$
In all he has gone $= (-5) + (+3) = -5 + 3 = -2$ steps; or 2 steps down.

Rule (d). Adding a positive number to a negative number is subtracting a simple number.

N. B.—Rules C & D may be combined into one rule.

Subtraction.

- (e) A boy has to go up 5 steps $= (+5)$
But he has gone up 3 steps $= (+3)$
He has to go as yet $= (+5) - (+3) = +5 - 3 = +2$ steps; or 2 steps up.

Rule (e). Subtracting a positive number is the same as subtracting a simple number.

- (f) A boy means to go 5 steps up $= (+5)$
But by mistake he has gone down 3 steps $= (-3)$.

He has to go in all $= (+5) - (-3) = +5 + 3 = +8$ steps; or 8 steps up.

Rule (f). Subtracting a negative number is adding a simple number.

N. B.—Refer to Rule (e) for ex. 7 and to Rule (f) for ex. 8.

2. *Distance in different directions*: Take your place as the starting point. Then consider the moment in miles towards East as positive. Hence the moment in miles towards West will be negative. Then take examples of the type as in (1) and elicit the rules deduced therein.

THE WARDHA EDUCATION SCHEME*

Dr. Zakir Husain Committee's Report

Dr. Zakir Husain, Chairman, Wardha Education Committee, in forwarding the report on the scheme to Mahatma Gandhi, writes: I have the honour to submit herewith the report of the Committee appointed by the Wardha Conference on the 23rd of October, 1937, to formulate a scheme of basic education on the lines suggested by the resolution of that Conference.

The members of the Committee present at Wardha had a preliminary discussion with you on the 24th October. The Committee met at Wardha on the 2nd and 3rd of November when all the members attended except Professor K. T. Shah who was prevented by urgent work from coming. They met again at Wardha on the 22nd, 23rd and 24th of November. Professor Saiyidain could not come, and Professor K. T. Shah could be present only on the first day of the meeting. You will be pleased to know that the discussions were conducted in the most cordial spirit and every member was anxious to contribute his very best. We recorded no evidence, but the Committee are extremely grateful to the numerous friends who sent us their views on the problems engaging our attention.

We are fully conscious of the shortcomings of the report we are submitting. Our own limitations as well as the limitations of time did not permit us to do better. We have been able, for instance, to include a detailed syllabus only for the craft of Spinning and Weaving. If time had permitted, we would have very much liked to include a similar scheme for more crafts. For we are anxious to avoid the possible impression that we do not attach equal importance to other crafts with similar or better educational possibilities. When at a later date we submit to you a detailed scheme of correlated grade placements, as desired by you, we hope also to include a detailed scheme of Agriculture and Gardening as the basic craft.

We are thankful to the many Provincial Governments for sending us all the relevant literature, and specially to the Government of

the Central Provinces for deputing an officer of the Educational and an officer of the Agricultural Department to help us whenever we needed their help during the course of our deliberations. Sjt. Aryanayakam and Shrimati Ashadevi, though members of the Committee, deserve to be specially thanked for facilitating the work of the Committee by their efficient handling of the voluminous correspondence and making all necessary arrangements for the meetings we held.

I am personally very grateful to the Staff of the Teachers' Training College, Muslim University, Aligarh, for their whole-hearted co-operation and for permitting me to draw freely on their expert knowledge and precious time.

We submit this report to you in the sincere hope that under your guidance the scheme presented in it may prove to be the beginning of a sound educational system in our country.

[The members of the Committee were: Dr. Zakir Husain (Chairman), Sjt. Aryanayakam (Convener), Sjts. Khwaja Gulam Saiyidain, Vinoba Bhawe, Kakasaheb Kaleikar, Kishorlal Mashruwala, J. C. Kumarappa, Shrikrishnadas Jaju, Prof. K. T. Shah, and Shrimati Ashadevi.]

THE REPORT

SECTION I. BASIC PRINCIPLES THE EXISTING EDUCATIONAL SYSTEM

The following are the first two sections of the Report:—

Indian opinion is practically unanimous in condemning the existing system of education in the country. In the past it has failed to meet the most urgent and pressing needs of national life, and to organise and direct its forces and tendencies into proper channels. To-day, when quick and far-reaching changes are reshaping both national and international life and making new demands on the citizens, it continues to function listlessly and apart from the real currents of life, unable to adapt itself to the changed circumstances. It is neither responsive to the realistic elements of the present situation, inspired by any life-giving and creative ideal. It does not train individuals to become useful pro-

* Important portions of the Scheme prepared by the Committee appointed by the Wardha Educational Conference.

ductive members of society able to pull their own weight and participate effectively in its work. It has no conception of the new co-operative social order which education must help to bring into existence, to replace the present competitive and inhuman regime based on exploitation and violent force. There is, therefore, a demand from all sides for the replacement of the present system of education by a more constructive and human system, which will be better integrated with the needs and ideals of national life, and better able to meet its pressing demands.

Any scheme of education designed for Indian children will in some respects radically differ from that adopted in the West. For, unlike as in the West, in India the nation has adopted non-violence, as the method of peace, for achieving all-round freedom. Our children will therefore need to be taught the superiority of non-violence over violence.

MAHATMA GANDHI'S LEADERSHIP

In this field as in so many others, farsighted leadership has come at this critical juncture from Mahatma Gandhi, who has thrown himself whole-heartedly and devotedly into the question of evolving a system of education which will be in harmony with the genius of the Indian people, and solve the problem of mass education in a practicable way and within as short a time as possible. The basic idea of his scheme, as expounded by him in his articles in *Harijan* and at the Wardha Educational Conference, is that education, if sound in its principles, should be imparted through some craft or productive work which should provide the nucleus of all the other instruction provided in the school. This craft, if taught efficiently and thoroughly, should enable the school to pay towards the cost of its teaching staff. According to him, this would also help the State to introduce immediately the scheme of free and compulsory basic education. Failing this, in the existing political and financial condition of the country, the cost of this education would be prohibitive.

CRAFT WORK IN SCHOOLS

Modern educational thought is practically unanimous in commending the idea of educating children through some suitable form of productive work. This method is considered to be the most effective approach to the problem of providing an integral all-sided education.

Psychologically it is desirable, because it relieves the child from the tyranny of a purely academic and theoretical instruction against which its active nature is always making a healthy protest. It balances the intellectual and practical elements of experience, and may be made an instrument of educating the body and the mind in co-ordination. The child acquires not the superficial literacy which implies, often without warrant, a capacity to read the printed page, but the far more important capacity of using hand and intelligence for some constructive purpose. This, if we may be permitted to use the expression, is *the literacy of the whole personality*.

Socially considered, the introduction of such practical productive work in education to be participated in by all the children of the nation, will tend to break down the existing barriers of prejudice between manual and intellectual workers, harmful alike for both. It will also cultivate in the only possible way a true sense of the dignity of labour and of human solidarity—an ethical and moral gain of incalculable significance.

Economically considered, carried out intelligently and efficiently, the scheme will increase the productive capacity of our workers and will also enable them to utilise their leisure advantageously.

From the strictly educational point of view greater concreteness and reality can be given to the knowledge acquired by children by making some significant craft the basis of education. Knowledge will thus become related to life, and its various aspects will be correlated with one another.

TWO NECESSARY CONDITIONS

In order to secure these advantages it is essential that two conditions should be carefully observed. Firstly, the craft or productive work chosen should be rich in educative possibilities. It should find natural points of correlation with important human activities and interests, and should extend into the whole content of the school curriculum. Later in the report, in making our recommendations on the choice of basic crafts we have given special attention to this point, and we should urge all who are in any way concerned with this scheme to bear this important consideration in mind. The object of this new educational scheme is not primarily the production of craftsmen able to practise

some craft mechanically, but rather the exploitation for educative purposes of the resources implicit in craft work. This demands that productive work should not only form a part of the school curriculum—its craft side—but should also inspire the *method* of teaching all other subjects. Stress should be laid on the principles of co-operative and individual responsibility in learning. This is what Mahatma Gandhi means when he says: "Every handicraft has to be taught not merely mechanically as is done to day, but scientifically. That is, the child should learn the why and wherefore of every process"—of course through personal observation and experience. By merely adding to the curriculum one other subject—weaving, spinning or carpentry—while all other subjects are still taught in the traditional way we shall, we are convinced, encourage passive assimilation and the division of knowledge into unintelligible water-tight compartments, and thus defeat the real purpose and spirit of this scheme.

THE IDEAL OF CITIZENSHIP IMPLICIT IN THE SCHEME

We are also anxious that teachers and educationists who undertake this new educational venture should clearly realise the ideal of citizenship inherent in it. In modern India citizenship is destined to become increasingly democratic in the social, political, economic and cultural life of the country. The new generation must at least have an opportunity of understanding its own problems and rights and obligations. A completely new system is necessary to secure the minimum of education for the intelligent exercise of the rights and duties of citizens. Secondly, in modern times, the intelligent citizenship must be an active member of society, able to repay in the form of some useful service what he owes to it as a member of an organised civilised community. An education which produces drags and parasites—whether rich or poor—stands condemned. It not only impairs the productive capacity and efficiency of society but also engenders a dangerous and immoral mentality. This scheme is designed to produce *workers*, who will look upon all kinds of useful work—including manual labour, even scavenging—as honourable and who will be both able and willing to stand on their own feet.

Such a close relationship of the work done at school to the work of the community will also

enable the children to carry the outlook and attitudes acquired in the school environment into the wider world outside. Thus the new scheme which we are advocating will aim at giving the citizens of the future a keen sense of personal worth, dignity and efficiency, and will strengthen in them the desire for self-improvement and social service in a co-operative community.

In fine, the scheme envisages the idea of a co-operative community, in which the motive of social service will dominate all the activities of children during the plastic years of childhood and youth. Even during the period of school education, they will feel that they are directly and personally co-operating in the great experiment of national education.

THE SELF-SUPPORTING BASIS OF THE SCHEME

It seems necessary to make a few remarks about the "self-supporting" aspect of the scheme, as this has occasioned considerable misunderstanding. We wish to make it quite clear that we consider the scheme of basic education outlined by the Wardha Conference and here elaborated, to be sound in itself. Even if it is not "self-supporting" in any sense, it should be accepted as a matter of sound educational policy and as an urgent measure of national reconstruction. It is fortunate, however, that this good education will also incidentally cover the major portion of its running expenses. We have to show presently that within the scope prescribed by the Wardha Conference, it can do so to a considerable extent.

So far as this craft was concerned we had little difficulty in making these calculations, as expert work in this line has been going on for the last seventeen years under Mahatma Gandhi's guidance. The wages in this case have been calculated on the basis of the standard fixed by the All-India Spinners' Association in Maharashtra. In the case of other crafts, calculations may be made on the basis of the prevailing market rates. Mahatmaji has definitely suggested that the State should guarantee to take over, at prices calculated as above, the product of the work done by its future citizens in school, a view which we heartily endorse. "...every school can be made self-supporting, the condition being that the State takes over the manufactures of these schools." (*Harijan*, July 31, 1937).

Apart from its financial implications, we are of opinion that a measurable check will be useful in ensuring thoroughness and efficiency in teaching and in the work of the students. Without some such check, there is great danger of work becoming slack and losing all educative value. This is only too obvious from the experience of educationists who from time to time have introduced "manual training" or other "practical activities" in their schools.

But here we must sound a necessary note of warning. There is an obvious danger that in the working of this scheme the economic aspect may be stressed at the sacrifice of the cultural and educational objectives. Teachers may devote most of their attention and energy to extracting the maximum amount of labour from children, whilst neglecting the intellectual, social and moral implications and possibilities of craft training. This point must be constantly kept in mind in the training of teachers as well as in the direction of the work of the supervisory staff and must colour all educational activity.

SECTION II: OBJECTIVES

It has not been possible, during the short time at our disposal, to prepare a detailed correlated programme of work for the whole period of seven years. However, we have tried to put down, under separate heads, the objectives of the new schools. In future each Provincial Board of Education must include an expert curriculum maker, who will be responsible for preparing the detailed correlated programme for the complete seven years course of studies. As a result of their valuable observations in the new schools, the teachers, working under competent supervision and guidance, will be able to supply the details which will serve as a basis for this work. We are, however, attempting to make a correlated syllabus in broad outlines which will form an annexe to this report.

MAIN OUTLINES OF THE SEVEN YEARS' COURSE

1. The Basic Craft:

Such reasonable skill should be attained in the handicraft chosen, as would enable the pupil to pursue it as an occupation after finishing his full course.

The following may be chosen as basic crafts in various schools:

- a. Spinning and weaving.
- b. Carpentry.
- c. Agriculture.
- d. Fruit and vegetable gardening.
- e. Leather work.
- f. Any other craft for which local and geographical conditions are favourable and which satisfies the conditions mentioned above.

Even where an industry other than spinning and weaving or agriculture is the basic craft, the pupils will be expected to attain a minimum knowledge of carding and spinning with the takli, and a practical acquaintance of agricultural work in the local area.

II. MOTHER-TONGUE

The proper teaching of the mother-tongue is the foundation of all education. Without the capacity to speak effectively and to read and write correctly and lucidly, no one can develop precision of thought or clarity of ideas. Moreover, it is a means of introducing the child to the rich heritage of his people's ideas, emotions and aspirations, and can therefore be made a valuable means of social education, whilst also instilling right ethical and moral values. Also, it is a natural outlet for the expression of the child's aesthetic sense and appreciation, and if the proper approach is adopted, the study of literature becomes a source of joy and creative appreciation. More specifically, by the end of the seven years' course, the following objectives should be achieved.

1. The capacity to converse freely, naturally and confidently about the objects; people and happenings within the child's environment. This capacity should gradually develop into:
2. The capacity to speak lucidly, coherently and relevantly on any given topic of every-day interest.
3. The capacity to read silently, intelligently and with speed written passages of average difficulty. (This capacity should be developed at least to such an extent that the student may read newspapers and magazines of every-day interest.)
4. The capacity to read aloud—clearly, expressively and with enjoyment—both prose and poetry. (The student should be able to discard the usual lifeless, monotonous and bored style of reading.)

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NOTICE

Articles for publication and Books for Review should be sent to the Editor, Educational India, Waltair.

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

EDUCATIONAL INDIA

Masulipatam, Jan., 1938

Education in Science

THE session of the Indian Science Congress which was recently held at Calcutta under the distinguished presidentship of Sir James Jeans had brought out in more than one way the importance of education in Science if any country is to make progress in modern times. We are living in an age of science and it is only nations that have been able to conquer nature through scientific investigations that also have the fortune to occupy the foremost places in the field of industry and agriculture. If the welfare of the people of India is to be promoted there is increasing need for the study of Science and the application of scientific truths on a larger scale to all departments of national activity. In all the addresses delivered at the congress stress has been laid on the supreme importance of this need being fulfilled.

THAT Indians are not behind the other nations of the world in their ability to carry on scientific research and that they are not given merely to metaphysical investigations was brought out forcibly in the review made of the progress of research in India in the last few years in the address written by the

late Lord Rutherford and read at the Congress. This only indicates that with the provision of increasing facilities for research it would be possible for Indian students to make more substantial contributions to scientific knowledge than has been the case so far. The Jubilee session of the Science Congress will have achieved most if it stimulates philanthropists in India to come forward with benefactions for research in science. By such benefactions they would not only facilitate the growth of scientific knowledge but also alleviate the sufferings of the vast millions of human beings inhabiting this land of ours.

HEAVY responsibilities lie on the Universities in the country if research in Science is to make speedy progress. It is upon the training that they give and the methods of work that they encourage that success in this direction entirely depends. They have a number of duties to discharge in this sphere. They have to give in the first place a sound theoretical and practical instruction in the different branches of science and equip themselves for this purpose with the best teachers and with well-furnished and well-organised laboratories. This may necessitate a thorough revision of the policy in respect of starting new Colleges and new Universities. It will mean that no encouragement whatever should be given to the establishment of colleges which are not in a position to do really high-class teaching work. It will also mean that the resources at the disposal of the people of a province should not be diffused over a large number of ill-equipped colleges but should be concentrated on one strong college or University so that they may be utilised

to the greatest advantage. A second and a heavier responsibility that rests on Universities is in regard to the selection "from the main body of students those who are to be trained in the methods of research." As has been stated by Lord Rutherford, "it is from this relatively small group that we may expect to obtain the future leaders of research both for the Universities and for general research organisations. This is a case where quality is more important than quantity, for experience has shown that the progress of science depends in no small degree on the emergence of men of outstanding originality of mind who are endowed with a natural capacity for scientific investigation and for stimulating and directing the work of others along fruitful lines."

EMPHASIS has been truly laid on the need that exists for education and research in the field of applied science. India is a land, to-day, of poverty, disease and suffering. What is most required is a rise in the standard of living of the people and the promotion of their health. And this is possible only when scientists turn their attention more and more to the application of knowledge to the development of agriculture, of industries and to a study of problems relating to food and medicine. It is here that the need for a planned research exists. "National research requires national planning. If research is to be directed in the most useful direction, it is just as important for a nation as for a private firm to decide what it wishes to make and sell. It is clear also that any system of organized research must have regard to the economic structure of the country." We have already institutions

like the Imperial Agricultural Institute, the Central Medical Research Institute, the All-India Institute of Hygiene and Public Health and the Indian Forest Research Institute doing work on a planned basis. More and more of our young men graduating at the Universities should be drafted into these institutions so that a more practical turn may be given to their work. This is the kind of higher education of which we are so much in need.

REFERENCE was made in the opening address of His Excellency The Viceroy to the obligation that exists on private munificence to supplement what Government is now spending on the maintenance of research institutes both directly and indirectly. No one can dispute the fact that in the present state of the finances of the provincial and imperial governments and the vast demands made on them by the general defence and police requirements of the country, the contributions made by government to higher education is fairly substantial and that a larger amount of educational expenditure is to be incurred on elementary and secondary grades. The duty therefore of industrialists, zamindars and other richer persons in the country towards higher education is clear. It has always been a tradition with the wealthy people of the land to devote a good portion of their wealth to maintaining institutions of higher learning. Even today we have examples of such benefactors, benefactors like the scholarly and saintly Maharaja of Jeypore with his princely gift to the Andhra University. But we must have more maharajahs of this sort. Especially in view of the fact that applications of scientific knowledge result in a direct

increase in agricultural and industrial profits it becomes the duty of enlightened landlords and capitalists to divert a part of their income to the establishment and maintenance of research institutions.

MUCH more important than all this is the urgent need for the cultivation of the scientific attitude among the generality of people in the country. There is too much of that bent of mind which takes things for granted, which bows very much to authority and which has a superstitious dread of unseen powers. What we as a nation require is that habit of observing things around us, carefully studying and analysing them and drawing reasonable conclusions from such study and analysis. It is here that science adds to the spiritual strength of the average man and woman. It is from this standpoint that it deserves to occupy a prominent place in the courses of studies in elementary and secondary schools. It is a recognised fact that while in the higher grades of studies—Universities and Research Institutions—science is well-taught, the same is not the case in elementary and secondary schools. Controversies have always been going on as to how much of science is to be taught in these lower grades. What, however, requires recognition is that the place of science in every stage of education is a fundamental one and that any importance that may be given to it is an importance that it eminently deserves and that one of the most urgent factors in the building of our character as a nation is the cultivation of the scientific attitude. It is hoped that all these aspects of education in Science will be impressed on the minds of statesmen and reformers in our country and that necessary steps will

be taken to give a prominent place to Science in our educational courses.

Educational Complications

IN a paper which he read before the East India Association, Mr. S. H. Wood, who toured over India as an Expert on Vocational Education, made a reference to some problems which make education in India a very complicated affair. He divided the problems into two classes—those which are being faced to-day by many other countries in the world and those which are peculiar to India. Among the problems in the first list he rightly gave to 'poverty' a prominent place. Poverty leads to malnutrition and disease 'which in their turn result in poor physique, intellectual apathy and a sluggish response to educational influences.' It is not merely actual poverty but the fear of poverty in future that is responsible in all stages of education to this sluggishness. Those who as teachers are in intimate touch with pupils and students in schools and Universities are only too familiar with this lack of response. Students are showing little interest in their studies in consequence of the fact that even if they work and pass the examinations in a creditable manner, there is no escape from the risk—and even the certainty in many cases—of unemployment that they will have to face after they leave the University. Education for its own sake has ceased to produce any impression on their minds. It is with this psychology that work in the classroom has to be carried. More than anything else, it is this that is responsible for the poor results that educational effort and expenditure are producing in our country today.

MR. Wood has also made reference to "the number, the isolation and the smallness of village communities which make rural education troublesome to organise and costly to provide. Difficulties also inevitably arise from a policy of decentralisation of power to local authorities." We have recently discussed some of the problems of administration that arise out of this state of affairs. There is, however, a danger that with a view to reduce the evils arising from decentralisation the government might adopt a policy of complete centralisation, leaving too much power in the hands of different grades of officials receiving orders from a distant headquarters and quite irresponsive to public opinion. There is need today, much more than at any other time, for a cautious policy to be pursued by Provincial Governments so that they may avoid the evils of excessive decentralisation and an equally excessive centralisation.

REFERENCE has also been made by him to the methods adopted in imparting instruction to pupils—especially in elementary and secondary schools. He points out to the tendency "of administrators and teachers alike to regard education as so much instruction conveyed to children as though it were a species of food and clothing," forgetting that it consists largely of experience activity. This feature is much more true of education in India than in many other countries in the world. This is due to the fact that the Teachers' Training Institutions in our country are sadly defective from all points of view and that the duration of training courses is short. It is in improving this state of affairs that prompt action has to be taken by Go-

vernment. More training schools have to be started; and those who are appointed to train the future teachers of the country must themselves be good teachers with a thorough understanding of both the theory and practice of modern education. And in case the teachers under training are expected to spend two or three years in the training institutions they should be given financial help by Government.

A DEFECT peculiar to India to which Mr. Wood drew attention was the small number of women teachers that are employed today. He emphasized the need for increasing that number. According to him the education of the child is a woman's job. It demands her patience and her understanding. This conclusion is based on the experience of all Western countries. It is no doubt true that in certain respects women are better teachers than men. But in India we have our social difficulties. As yet, most of the women who are willing to come out as teachers belong to particular classes and communities and they do not possess that acquaintance and general sympathy with the customs and habits of all classes of people who happen to send their children to schools. A certain amount of denationalisation is the result. Another question to be considered is whether women who are spinsters and who have no children of their own do always make good teachers. They generally show a certain amount of hardheartedness and severity which produces undesirable effects on their pupils. Perhaps even women require some training before they can become good teachers. All the same we have to recognise that things will improve if more women are employed as teachers.

A MORE serious defect than all these is the employment of a foreign language as the medium of instruction in schools. Mr. Wood regards this as a central defect. It is not necessary for us to dwell at length on this aspect as we have been drawing the repeated attention of our readers to it. The need for making the mother-tongue the medium of instruction in all stages of education is urgent. This has been recognised in the new scheme proposed by Mahatma Gandhi. All Provincial Ministries have expressed their faith in it. This faith has to be translated into action. It is too much to expect from them that ere long they would make the mother-tongue the only medium of instruction upto at least the University stage.

Personal Notes

MAHATMA GANDHI has accepted the honorary degree of Doctor of Laws conferred by the Nagpur University at its annual meeting held last month.

DEWAN BAHADUR S. E. RANGANATHAN, Vice-Chancellor of the Madras University, has been elected Chairman of the next session of the Inter-University Board in succession to Dr. C. R. Reddy.

MR. DHURJATI PRASAD MUKERJEE, of the Economics Department of the Lucknow University, has been appointed as Director of Public Information, United Provinces. This post was previously held by an official of the Provincial Service, this being the first time that a non-official member is appointed to the post.

PROF. SIR WILLIAM HOLDSWORTH has been appointed by the Calcutta University as Tagore Law Professor for 1937. He is delivering a course of twelve lectures on "Some Makers of English Law" and the first lecture was delivered on December, 18.

MR. T. J. KEDAR, M. L. A., who has been elected Vice-Chancellor of the Nagpur University, took over charge of his office from Sir Hari Singh Gour on the 15th inst.

DR. T. BHASKARA MENON, Lecturer, Stanley Medical School, Madras has been awarded the D. Sc., Degree in Pathology by the Edinburgh University.

MAHAMAHOPADHYAYA DR. GANGANADHA JHA of Allahabad has been invited by the Royal Asiatic Society of Great Britain and Ireland to accept a place upon the Roll of Honorary members of the Society 'in grateful recognition of his eminent services, in particular, to Indian Philosophy'. Dr. Jha was a distinguished Vice-Chancellor of the Allahabad University continuously for nine years.

PROF. D. M. BOSE, now Palit Professor of Physics at the Calcutta University, has been appointed Director of the Bose Institute.

MRS. HASINA MURSHED, M. L. A., has been appointed member of the Court of Dacca University. She is the first Bengali Mahomedan woman to be appointed to this position.

ACHARYA NARENDRA DEO, M.L.A., Congress Socialist leader is, it is understood, not accepting the Vice-Chancellorship of the Lucknow University, for which his name was unanimously recommended by its Executive Council.

DR. GYANCHAND of Patna University was unanimously elected President for the next session of the Indian Economic Conference which will be held at Nagpur.

LORD NUFFIELD has offered to put at the disposal of the trustees appointed in connection with his gift of £ 2,000,000 to the Oxford University for the purpose of a medical school an additional sum of approximately £ 168,000 in order to provide facilities for graduate students from South Africa, Australia and New-Zealand to share the advantages of the Oxford School. His benefactions have totalled nearly £ 12,800,000 in ten years. The Degree of Master of Arts was recently conferred on Lord Nuffield by the Oxford University.

THE WARDHA EDUCATION SCHEME

(Continued from page 250)

5. The capacity to use the list of contents and the index and to consult dictionaries and reference books, and generally to utilise the library as a source of information and enjoyment.

6. The capacity to write legibly, correctly, and with reasonable speed.

7. The capacity to describe in writing, in a simple and clear style, everyday happenings and occurrences, e.g., to make reports of meetings held in the village for some co-operative purposes.

8. The capacity to write personal letters and business communications of a simple kind.

9. An acquaintance with, and interest in, the writings of standard authors, through a study of their writings or extracts from them.

III. MATHEMATICS

The objective is to develop in the pupil the capacity to solve speedily the ordinary number and geometrical problems arising in connection with his craft and with his home and community life. Pupils should also gain a knowledge of business practice and book-keeping.

We feel that these objectives can be attained by a knowledge of and adequate practice in :

The four simple rules ; the four compound rules ; fractions ; decimals ; the rule of three ; the use of the unitary method ; interest ; elements of mensuration ; practical geometry ; the rudiments of book-keeping.

The teaching should not be confined merely to the facts and operations of number. It should be closely co-ordinated with life situations arising out of the basic handicraft and out of the great variety of actual problems in the life of the school and the community. Measurements of quantities and values in these connections would supply ample opportunity for the development of the reasoning capacities of the pupils.

IV SOCIAL STUDIES

The objectives are :

1. To develop a broad human interest in the progress of mankind in general and of India in particular.

2. To develop in the pupil a proper understanding of his social and geographical environment ; and to awaken the urge to improve it.

3. To inculcate the love of the motherland, reverence for its past, and a belief in its future destiny as the home of a united co-operative society based on love, truth and justice.

4. To develop a sense of the rights and responsibilities of citizenship.

5. To develop the individual and social virtues which make a man a reliable associate and trusted neighbour.

6. To develop mutual respect for the world religions.

A course in history, in geography, in civics and in current events, combined with a reverential study of the different religions of the world showing how in essentials they meet in perfect harmony, will help to achieve these objectives. The study should begin with the child's own environment and its problems. His interest should be awakened in the manifold way in which men supply their different wants. This should be made a starting point to arouse their curiosity about the life and work of men and women.

1. A simple outline of Indian history should be given. The chief landmarks in the development of the social and cultural life of the people should be stressed, and the gradual movement towards greater political and cultural unity be shown. Emphasis should be laid on the ideals of love, truth and justice, of co-operative endeavour, national solidarity, and the equality and brotherhood of man. The treatment of the subject should be chiefly biographical in the lower, and cultural and social in the upper grades. Care should be taken to prevent pride in the past from degenerating into an arrogant and exclusive nationalism. Stories of the great liberators of mankind and their victories of peace should find a prominent place in the curriculum. Emphasis should be laid on lessons drawn from life showing the superiority of non-violence in all its phases and its concomitant virtues over violence, fraud and deceit. The history of the Indian national awakening combined with a living appreciation of India's struggle for social, political and economic freedom, should prepare the pupils to bear their

share of the burden joyfully and to stand the strain and stress of the period of transition. Celebrations of national festivals and of the "National Week" should be a feature in the life of every school.

2. The peoples should become acquainted with the public utility services, the working of the panchayat and the co-operative society, the duties of the public servants, the constitution of the District Board or Municipality, the use and significance of the vote, and with the growth and significance of representative institutions. Training under this head should be as realistic as possible and should be brought into close relationship with actual life. Self-governing institutions should be introduced in the school. The pupils should be kept in intelligent touch with important current events through the co-operative study of some paper, preferably brought out by the school community.

3. The course in social studies should also include a study of world geography in outline, with a fuller knowledge of India and its relations with other lands. It should consist of :

a. Study of the plant, animal and human life in the home region and in other lands as controlled by geographical environment (stories, description, picture-study, practical observation and discussion, with constant reference to local facts and phenomena).

b. Study and representation of weather phenomena ; (mainly outdoor work, e.g., direct observation of the sun ; changes in the height of the noonday sun at different times of the year ; reading of the weather-vane ; thermometer and barometer ; methods of recording temperature and pressure ; records of rainy and dry days and of the rainfall ; prevailing wind directions ; duration of day and night in different months ; etc.)

c. Map-study and map-making ; the world a globe ; study of local topography ; making of and study of plans of the neighbourhood ; recognition of conventional signs ; use of the atlas and its index.

d. Study of the means of transport and communication correlated with industries and life.

e. Study of occupations ; local agriculture and industry (visits to fields and factories) ; economic self-sufficiency and inter-dependence of different regions ; types of agriculture and

industry favoured by geographical environment the principal industries in India.

V. GENERAL SCIENCE

The objectives are :

1. To give pupils an intelligent and appreciative outlook on nature.

2. To form in the pupils habits of accurate observation and of testing experience by experiment.

3. To enable them to understand the important scientific principles exemplified in

(a) The natural phenomena around. (b) In the application of science to the service of man.

4. To introduce them to the more important incidents in the lives of the great scientists whose sacrifices in the cause of truth make a powerful appeal to the growing mind.

The curriculum should include the following topics from various sciences :

A. Nature Study

a. A knowledge of plants, crops, animals, and birds in the environment.

b. A knowledge of the changes of seasons and their effect on the activity of plants, animals birds and man.

c. A knowledge of crops in different seasons.

b. Botany

a. Different parts of plants and their functions.

b. Processes of germination, growth and propagation.

c. Work on the school garden and the fields around to give the pupils an understanding of the effects of differing conditions of moisture, heat and light, and of the different qualities of seeds and manures.

c. Zoology

A study of germs, insects, reptiles and birds as friends and foes of man.

d. Physiology

The human body, its organs and functions.

e. Hygiene

a. Personal hygiene ; cleanliness of teeth, tongue, nails, eyes, hair, nose, skin, clothes.

b. Cleanliness of the home and the village ; sanitation ; disposal of night-soil.

c. Pure water : the village well.

d. Pure air ; the function of trees in its purification ; proper breathing.

e. Food, hygienic and unhygienic ; balanced diets.

f. First aid and simple remedies.

g. Common infections ; contagious diseases ; how to safeguard against them.

h. Purity of conduct as a preservative of health.

f. Physical Culture

Games, athletics, drill (Desi games to be encouraged).

g. Chemistry

Of air, water, acids, alkalis and salts.

h. A Knowledge of the stars

Showing direction and time at night.

i. Stories

Of the great scientists and explorers and of their contributions to human well-being.

VI. DRAWING

The objectives are :

1. To train the eye in the observation and discrimination of forms and colours.
2. To develop the memory for forms.
3. To cultivate a knowledge of and appreciation for the beautiful in nature and in art.
4. To draw out the capacity for tasteful design and decoration.
5. To develop the capacity to make working drawings of objects to be constructed.

These objectives can be obtained by :

- a. Drawings made by children to illustrate read or observed material.
- b. Object and memory drawings, e. g., drawings of plants and of animal and human forms (correlated with work in general science, handicraft, etc.)
3. Designing.
4. Scale drawing, graphs and pictorial graphs.

The work in drawing during the first four years should be correlated chiefly with work in reading and pictorial representation in nature study and the craft. During the last three years emphasis may be laid on design and decoration and mechanical drawing, so as to enable pupils to make correct working drawings.

VII. MUSIC

The objective is to teach the pupils a number of beautiful songs and to cultivate in them a love for beautiful music. The child's natural sense of rhythm should be developed by teaching him to keep his own time by beating with the hand. Walking in time to a fixed rhythm can be a great aid in achieving this.

Care should be taken to select only the best and most inspiring songs, artistic interpretation of some healthy and elevating theme. Special emphasis should be placed on group or choral singing.

VIII. HINDUSTANI

The object of including Hindustani as a compulsory subject in the school curriculum is to ensure that all the children educated in these national schools may have a reasonable acquaintance with a common 'lingua franca'. As adult citizens they should be able to co-operate with their fellow-countrymen belonging to any part of the country. In teaching the language the teacher should in various ways quicken in the students the realisation that this language is the most important product of the cultural contact of the Hindus and Muslims in India. It is the repository—in its more advanced forms—of their best thoughts and aspirations. They should learn to take pride in its richness and vitality and should feel the desire to serve it devotedly.

In Hindustani-speaking areas this language will be the mother-tongue, but the students as well as the teachers will be required to learn both the scripts, so that they may read books written in Urdu as well as in Hindi. In non-Hindustani-speaking areas, where the provincial language will be the mother-tongue, the study of Hindustani will be compulsory during the 5th and 6th years of school life, but the children will have the choice of learning either one or the other script. However, in the case of teachers, who have to deal with children of both kinds, knowledge of both the scripts is desirable.

At any rate, every public school must make adequate provision for the teaching of both scripts.

In general outlines, the syllabus of studies will be the same for boys and girls up to the 5th grade of the school. In grades 4 and 5 the syllabus in general science should be so modified as to include Domestic Science for girls. In grades 6 and 7 the girls will be allowed to take an advanced course in domestic science in place of the basic craft.

THE WARDHA SCHEME

[Speech by Prof. N. Kuppaswami Aiyangar, of Trivandrum, at the 13th Session of the All-India Educational Conference.]

THE Wardha Scheme seems to be really on its trial here. We began yesterday, if I may say so, with the speech of the prosecution counsel, our president; and to-day we have heard the able defence of Mr. Saiyidain. I am here more for the purpose of understanding it than for defending or criticising it. It seems to me, that the Wardha scheme deserves neither the encomiums that have been heaped upon it by those whom the president called the 'saviours' of India, nor the hysterical denunciations that have been showered upon it by the 'servants' of India. The scheme requires, I think, a good deal of elucidation and perhaps some alterations.

Social Point of view

The tragedy of all educational reforms was due to the fact that every state democratic or autocratic, fascistic, or communist, wanted to control the education of the young in order to turn them into its own mode of thinking. Therefore they often concentrated their attention on the needs of the moment and devised ways and means of meeting them. Even here, the followers of the reformer soon reduced it into a lifeless, mechanical system, thus producing constant dissatisfaction.

The Wardha scheme, from this point of view is no exception. That part of the scheme that insists on a profit-yielding vocation and rural handicrafts belongs to this category. Any system of education whose basic idea is to train young pupils to any particular vocation, rural or urban, cannot form an enduring foundation for future progress. On this point, the Wardha scheme seems to speak with two voices. The report says :—

"The object of this new educational scheme is not primarily the production of

craftsmen able to practise some craft mechanically but rather the *exploitation for educative purposes of the resources implicit in craftwork.*"

But on the other hand Mr. K. G. Mashruwala, one of the members of the committee, writing in *Harijan* says :

"The Segaoon Method will aim to bring about in the child at *as early an age as possible the determination of the future career* it should expect to pursue, and will aim him with at least one occupation."

If the latter is the real idea, we have to consider whether it is desirable both from the educational and social point of view to force young hopefuls of seven and eight years old to choose their life vocation, perhaps against their own inclinations and aptitudes, at a stage when they know nothing about what life is. It is worth remembering that English education failed because it was taken to be purely vocational education.

Again, one is in doubt as to whether this education is to be for all, rural and urban, or whether it is only for the rural population and what we are to have modern scientific and industrial education for the urban population? If it be the latter, is it democratic education? Will it not degenerate into a class or caste education? If it is the former, are we going to prevent our boys altogether from having any training in modern scientific industry and engineering? Or, is it contemplated that this education upto 14 is sufficient as a preparation for any kind of modern scientific education?

Educational Point of View

Looking at the scheme from a purely educational point of view, the question arises whether the particular craft chosen is sufficient to develop the whole man and to give him all the general knowledge that is

now gained upto the Matriculation standard. Every educationist now agrees that a good deal of intellectual and moral training could and should be given through useful handicrafts. Gandhiji goes one step further. He says that *all* education can be given through some *one* handicraft. This is against the experience of the world. Thirty or forty years ago, as a reaction against the purely literary form of education the cry of "learning by doing" arose. What is called the Project Method was the result. To the suggestion of Dr. Zakir Husain that the Wardha proposals are similar to the Project Method. Gandhiji is reported to have replied that a lady who know the project method had told him that there was a vast difference between the project method and his scheme. No doubt there is some difference. But so far as the essence of the matter is concerned i.e., in the ideology of getting an all-around education through practical work, there is no difference. In both the schemes, the whole education is to be got when and through doing some practical work. The difference is, while the project method requires various forms of practical work including purposeful mental work such as gathering information about the economic life of a village, Gandhiji thinks that one or two handicrafts are sufficient to develop the whole personality of the child.

Gandhiji wants us to experiment and verify his ideas. Man certainly should learn by the experience of other men. Therein lies the difference between man and animal. As I have said before when the cry of "Learning by doing" arose, a large number of schools were started to try out this method. The result is unambiguous and clear.

1. "The tools are techniques of learning such as reading, writing and arithmetic cannot be learnt by the project method but only motivated by it."

2. Practical work can be helpful in motivating our study and in preparing us to understand what we read. But nine-tenth—I would say ninety-nine hundredths—of what

we moderns know comes to us from the printed page."

3. "Certain things can be learned much better through doing than thinking, but other things can be learned *only* through thinking."

4. "Learning by doing has no prominent place in the acquisition of the racial knowledge accumulated over immense periods of time, or in the development of abstract thinking." "Education cannot afford to crowd out of the programme what society and ethics write in demanding that the child increasingly incarnate the assumed values of race experience."

5. Dewey the father of the project method, himself says "Exclusive preoccupation with matters of use and application narrows the horizon, and in the long run defeats itself. It does not pay to tether one's thoughts to the post of use with too short a rope. Power in action requires largeness of vision, which can be had only through the use of imagination. Men must atleast have enough interest in thinking for the sake of thinking to escape the limitations of routine and custom. Interest in knowledge for the sake of knowledge in thinking for the sake of the free play of thought, is necessary to the emancipation of practical life—to making it rich and progressive."

Now, when 'projects' are found insufficient to educate the whole man, the narrower form of 'project' the vocation of the pupil, can hardly be sufficient.

Secondly, we know "All work and no play makes Jack a dull boy." It is a question for consideration whether three hours and twenty minutes for vocational work, and two hours for intellectual work is the right proportion. Will it not engage the young mind in dull monotonous work far too long? Will it not prevent the child from exercising its natural and wholesome instinct for play? Will not intellectual and moral education suffer? These are certainly points for consideration.

Self-Supporting Part of the Scheme

With regard to the self-supporting part of the scheme, I fear both the defenders and the detractors of the scheme make far too much of it. It is forgotten that Gandhiji insists that the Government should buy up at fixed price all the things produced. It is for the Government to find ways and means of disposing of these products. No doubt they will make use of a good deal of these products for governmental purposes. Certainly a Clerk or a Collector can very well sit in a chair made in a school and do his work. It is not necessary that the Gov-

ernment should have it done by the furnishing departments of big firms. No harm if the polish is not what a Duke would like to have. The scheme might make the Commerce and Education Ministers uneasy in their chairs; it need not frighten teachers.

On the whole, it seems to me, that the scheme is worth trying if at least three hours of intellectual work is provided for, and if the practical work is used more for enabling the pupil to find out his best line of work than for fixing up the future life vocation of the pupil.

EDUCATIONAL RESEARCH

Urged by All-India Educational Conference

THE Section on Teacher Training, Research and Educational Experiment concentrated its attention this year on Educational Research. Principal H. V. Hampton, M. A., I. E. S., Secondary Training College, Bombay, presiding, observed that a more favourable attitude towards training and trained teachers was evident these days and remarked that research was essential to progress and that the Bombay Presidency Teachers' Federation of which he is the President had passed a resolution requesting Government to start an Educational Bureau for the Province. In his survey of the situation in India the Secretary of the section, Dr. G. S. Krishnayya, M. A., Ph. D., Teachers College, Kolhapur, pointed out that Training Colleges had neither the time nor the energy nor the equipment for the fostering or undertaking of research and that therefore post B. T. work should be concentrated in the University which is the logical and in many instances, the actual centre, for post-graduate work. He stressed the fact that proved efficacy is the *sine qua non* of all safe and desired progress and that trying to proceed without the assurance which comes from tested and verified theories is unwise and extravagantly wasteful. He cited the example of some of the other Sciences, pure and applied, and of the other countries, Eastern and Western, and protested that India should no longer remain a second-hand shop or to be content to eat the crumbs which fall from Western tables. Considerations of far-sighted economy and self-respect demanded the esta-

blishment of a Central Institute of Education for Research and Counsel which might both investigate problems and also collect and distribute information regarding various matters. In order that this All-India Bureau might be effected and also because each state and province has its special problems, there should be such Institutes which would act as clearing houses and locally conduct research and experiments. This, he showed, was also one of the important recommendations of the Wardha Committee.

In supporting this, Dr. S. P. Chatterjee, Ph. D. (London & Paris), Training Department, Calcutta University, described work of this type being done in Britain, France and Germany. Prof. Parsram, Lahore, discussed the trends in educational research in India and paid a tribute to American Missionaries for the research and experimental work done by them. Prof. Maity of the Psychological Laboratory, Calcutta, stressed the importance of voluntary effort. Among the other speakers were Prof. Indrasen, Hindu College, Delhi, Prof. K. K. Mukherjee, Calcutta University and Mr. Krishnaswami Rao, Mysore. Principal Hampton, in closing, emphasised the importance of both voluntary and official agencies. The meeting passed two resolutions, one urging an inquiry into the Training Courses in India and the other requesting States and Provinces to establish Educational Bureaux for Research and Council. There were present about 100 delegates from various parts of India and Burma representing over a dozen Training Colleges and Universities.

THROUGH different PROVINCES

DELHI

INTER-UNIVERSITY BOARD'S DECISIONS

The 13th Annual Meeting of the Inter-University Board of India, was held at Allahabad last month and discussed the question recently raised regarding the regulations for recruitment to the Indian Civil Service. The Board felt that all recruitment to the Civil Service should be through examinations held in India and so long as that was not possible, half of the vacancies should be filled by an examination held in London and half in India, the educational qualifications of the candidates being the same for Europeans and Indians. There should be no recruitment of Europeans by nomination and the nomination for minority communities in India should be in order of merit among the candidates from particular committees.

The Board considered it desirable that there should be Appointment Boards in each University. It also discussed the conditions under which candidates appeared at the entrance examinations of the various universities. It agreed with the opinion of its Sub-Committee that where a residential university had an entrance examination, certificates for passing such an examination should be given only to those who join the university for further studies and students should not migrate from the jurisdiction of one university to another just for taking the entrance examination (after which they rejoined their old university).

The Board adopted the proposition of the Calcutta University that the Government be approached for taking necessary steps to ensure closer co-ordination between the Indian Military Academy, Dehra Dun and universities in which Training Corps had been organized.

It is understood that the Board recommended that aeronautical instruction should be included in the curricula of universities wherever facilities both for theoretical and practical instructions, were available in the form of aerodrome, etc. It is said that the Board further

suggested that the Government should give suitable grants to universities for the purpose, where such facilities were available.

THE ALL-INDIA LIBRARY CONFERENCE

The All-India Library Conference, which met at Delhi last month under the presidency of Dr. Wali Mohammad of Lucknow University, adopted a number of resolutions for the furtherance of Library movement in India. Among others, resolutions requesting the Provincial Governments to include the establishment of libraries as an important factor of their rural uplift programme and to take early steps to establish copyright libraries for their respective provinces, wherein all official publications should be collected and preserved for the public and requesting the Provincial Library Associations to arrange for a comprehensive survey of all rural and urban libraries, in their respective areas, in all aspects of library administration were passed.

MADRAS

INTRODUCTION OF HINDI IN SCHOOLS

The introduction of the compulsory study of Hindi in secondary schools is receiving the serious attention of the Madras Govt. They have referred the matter to the Director of Public Instruction and he is expected to suggest necessary changes in the school curriculum and submit a list of 100 schools, four or five in each district, for the introduction therein of the scheme with the commencement of the next academic year.

The Ministry considers that it would not be possible to bring the scheme into force in all the middle and secondary schools at one sweep, having regard to the number of trained Hindi teachers available. It is proposed to provide three periods a week for the study of Hindi in each of the three forms.

FOREST COLLEGE TO BE ABOLISHED

As the expenditure on the Madras Forest College at Coimbatore has been out of propor-

tion to the receipts and to the benefits it confers on this Province, the Government direct, states a Press note issued by the Ministry of Public Information, that the College be abolished with effect from 1st July, 1939, after the students now under training complete their course.

BENGAL

ROVING EXHIBITION SCHEME

An adult education movement in rural areas on the lines of the 'Shatachua' movement, which has been rendering great service by way of the social and economic regeneration of the American people since 1901, is likely to be launched by the Bengal Government in the near future.

A concrete scheme, which is engaging the attention of the authorities includes an exhibition of small-capital crafts which the village people might take up with indigenous raw materials supplemented by charts containing various useful information on hygienic and agricultural problems. In order to combine instruction with pleasure, there will be arrangements for cinema shows, lantern lectures, physical demonstrations, dialogues and playlets regarding industrial and social problems.

It has been calculated that the initial expenditure for this sort of roving exhibition will be nearly Rs. 25,000 and a recurring monthly expenditure of only Rs. 3,500 will have to follow. The exhibition will visit three centres in a month.

SECONDARY EDUCATION BILL

The Senate of the Calcutta University unanimously accepted the report of the special committee appointed by the Syndicate to consider the revised draft Bill for the regulation and control of secondary education in Bengal which had been forwarded by the Government to the University. The Committee had expressed its disapproval of the Bill.

RELIEF MEASURES FOR THE UNEMPLOYED YOUTH

To relieve unemployment among the middle-class youths of Bengal, the Department of Industries have decided to enlist a fresh batch of students for giving them free practical training in the manufacture of Cutlery goods. The full course will cover a period of 8 to 9 months. It will be open only to unemployed youths of

Bengal who are keen on following the industry as a means of livelihood after the completion of their training.

It is gratifying to note that the University of Calcutta proposes to have its own agricultural training centre for which a site, comprising 115 bighas with seven tanks, has been selected for the purpose. It is understood that the University has sanctioned Rs. 25,000 for capital expenditure. Efforts are being made to raise special endowments to start and carry on the work as soon as possible. At present, it is proposed to train forty Matriculates, the course running to three years and the curriculum including Indian History and Geography, Elementary Chemistry and Botany.

TEXT-BOOKS TO BE SUPPLIED FREE OF COST

The Calcutta Corporation introduced an innovation in primary education when it sanctioned recently Rs. 10,000 for the distribution of text-books to pupils in the free primary schools. This step was taken on the recommendation of the Education Officer, who started that most of the boys had absented themselves after admission, being unable to purchase the necessary text-books.

BOMBAY

PHYSICAL EDUCATION COMMITTEE'S REPORT

The Physical Education Committee appointed by the Bombay Government to suggest measures for improvement and development of physical education in the presidency has made valuable recommendations. Very important among those are: 1. Physical Education should be looked upon as an integral part of general education and should be considered as a compulsory subject in school courses of studies and it should have the status of major subjects like the mother-tongue, mathematics, etc. 2. The Government should undertake the responsibility of paying full shares of grant-in-aid due on all expenditure on physical education incurred by a school or local body irrespective of the Government's ability to pay ordinary grant-in-aid on the total expenditure of that school or local body. 3. Government should start a training institute for physical education in June, 1938 and also it

should investigate the possibilities of establishing at an early date a College of Physical Education on a par with the College of Engineering with three years' course after the Intermediate Examination in Science. 4. The Government should create a statutory standing Committee to advise the Education Minister on all matters of physical education and that the committee should also be responsible for propaganda on physical education.

GOVT. TO INSTAL EXPERIMENTAL WORKSHOP

The Government of Bombay have sanctioned the installation of an experimental workshop for industrial engineers at a cost of Rs. 33,000 to be paid out of the allotment of Rs. 1,50,000 made in the budget for the development of cottage industries.

The object of the workshop is to enable an industrial engineer to carry out experimental work in connection with cottage and small-scale industries with a view to improving them. Special provision has been made for the equipment and the staff necessary in carrying out experiments relating to glass bangles and the oil pressing, hemp and imitation gold-thread industries.

500 PRIMARY SCHOOLS TO BE STARTED

The Bombay Government have decided to start 500 primary schools in furtherance of the scheme to expand primary education. Private agencies will be asked to start these schools in rural areas and the schools thus started will get a subsidy from the Government.

The Government also intend to start several training teachers for furthering the educational scheme as contemplated at the Wardha Conference.

U. P.

GOVT.'S HELP TO YOUNG MEN

The Government of the United Provinces have set apart a sum of Rs. 1,00,000 to be given as grants to educated young men to enable those who have been trained in a particular industry to set up in that industry or in business or trade connected therewith; and to help those who are already in business or trade to develop and expand their activities; preference will be given to groups of individuals or co-operative organisations for the purpose.

STATISTICS OF EDUCATED UNEMPLOYED

The United Provinces Employment Board propose to collect statistics of employment and unemployment of the educated young men who have passed the High School examination, or some technical examination in the United Provinces during the last three years. The Registrars of the five Universities, the Principals of Colleges, the Headmasters of High Schools and heads of other institutions, industrial and technical, have been requested to collect the required information about their own former students and submit the same to the Secretary of the Employment Board. Educated young men are being asked to furnish particulars about their own employment or otherwise to the respective institutions from which they passed their last highest examination.

The consolidated information will serve as useful statistical data to the Employment Board in formulating its schemes which will, it is expected, ultimately bring some relief to the educated young men in securing jobs.

C. P.

THE FILM IN EDUCATION

The Central Provinces Government have appointed a committee to investigate and explore the possibilities of the use of motion pictures and other pictorial methods for the purpose of child and adult education and physical culture activities. The committee is expected to prepare a comprehensive scheme, suggesting ways and means of accomplishing the above object. The committee will consist of Messrs. N.N. Sil, G.J. Pathak and K.S. Hirlekar.

COMPULSORY ELE. EDUCATION

Five hundred new primary schools which will impart free and compulsory instruction, will be opened in Betul district from April 1. The Ministry has selected Betul because of its large aboriginal population.

PUNJAB

PREVENTING WASTAGE IN EDUCATION

Several fundamental and far-reaching changes in the educational field were outlined

by the Hon. Sir Sikandar Hyat Khan, Premier of the Punjab, in the course of his Convocation Address to the Punjab University on the 23rd of December last.

The Premier emphasised that the Punjab was spending colossal amounts for education, only to produce disgruntled cynics and bitter critics of Government. Even if a little of that expenditure could be saved and diverted to more profitable channels, such as the development of agriculture, industries and trade, the problem of unemployment would soon lose its present sinister significance.

It is gathered, from his speech, that the new Government's programme of free and compulsory education included not only children of school-going age but also others. They would, therefore, like to give an impetus to adult education and would not permit the student to enter for the Matriculation without his giving the minimum, prescribed period of free service during vacations. They would reserve university education for the more promising students, who were likely to benefit themselves and the Province and for those who could afford to pay for higher education as a luxury.

HYDERABAD

INDIAN ECONOMIC CONFERENCE

The 25th session of the Indian Economic Conference was held under the presidency of P. J. Thomas in the last week of December at Hyderabad. Delegates from all parts of India participated in the conference and a good number of useful and instructive papers were read by eminent economists.

At the annual general meeting of the Indian Economic Association which was held on the 31st, Dr. Gyanchand of Patna University was unanimously elected President for the next session of the Conference to be held at Nagpur. Dr. B. V. Narayanaswamy Naidu of the Annamalai University was re-elected General Secretary.

TRAVANCORE

SELF-SUPPORTING COURSE IN MECHANICS

The Technological Department of the new Travancore University will soon be in the pro-

cess of organisation. Plans and proposals for the organisation of the Department are under consideration.

A general training in engineering, machine-drawing and mechanics will be among the first things that the University will strive to teach its technological students. The Technological Department will strive to carry out the principle of self-sufficiency as far as possible, and not only will it try to meet its own needs in the matter of apparatus but also produce apparatus and other equipment required for educational and other institutions of the State, so that a considerable portion of the cost of the Department may be thus met. The manufacture of such equipment will itself constitute an important part of the practical training of the students. A technological workshop will be established which will specialise in the manufacture of precision parts.

CENTRAL RESEARCH INSTITUTE

Dr. K. L. Moudgill, Director of Research of the Travancore University, will submit to the Government a scheme for the organisation of a Central Research Institute.

It will be recalled that almost immediately after the formation of the Development Board, some 20 years ago, a committee formulated proposals for such an institute, but for various reasons, chiefly financial, it was not possible to give effect to these proposals. An industrial research laboratory was, however, started and has been rendering service to the Department of Industries and other Government Departments.

BARODA

VOCATIONAL TRAINING IN PRIMARY SCHOOLS

A resolution tabled by Mr. Kanjibhai requesting the Government to introduce vocational training in primary schools in the State was accepted by the Baroda State Legislative Assembly which met last month.

The Dewan, Sir V. T. Krishnamachariar, drew the attention of the House to the report recently issued by a committee appointed by the Government of India on the question and informed the House that the Government were making arrangements to invite Mr. Abbot or any other expert in the line to advise them in the matter after making a thorough enquiry into the local conditions and needs.

PUBLIC OPINION

DR. RABINDRANATH TAGORE ON THE WARDHA SCHEME

In the course of a message to the New Education Fellowship Conference, which was held at Calcutta on the 28th Dec., Dr. Rabindranath Tagore referred to the Wardha Scheme and observed:

"Now that Mahatma Gandhi has taken up the cause of mass education in earnest, we may be sure of great results in the near future. Already great interest has been roused in the country and a controversy provoked over the question whether education can be made self-supporting. As the scheme stands on paper, it seems to assume that material utility, rather than the development of personality, is the end of education, that while education in the true sense of the word may be still available for a chosen few who can afford to pay for it, the utmost that the masses can have is to be trained to view the world they live in, in the perspective of the particular craft they are to employ for their livelihood.

"It is true that as things are even that is much more than what the masses are actually getting but it is nevertheless unfortunate that, even in our ideal scheme, education should be doled out in insufficient rations to the poor, while the feast remains reserved for the rich. I cannot congratulate a society or a nation that calmly excluded play from the curriculum of the majority of its children's education and gives in its stead a vested interest to the teachers in the market value of the pupil's labour. But these defects seem such only on paper for no man loves the children of the poor more than the Mahatma, and we may be sure that when the scheme is actually worked out by him, we shall discover in it only one more testimony to the genius of this practical sage whose deeds surpass his words."

MR. SALTER DAVIES ON EDUCATION AND INDUSTRY

In the course of an interesting address delivered at the last session of the All-India Educa-

tional Conference Mr. Salter Davies, of the New Education Fellowship Delegation, dwelt at length on the definition and purpose of education and said that before any satisfactory definition of education could be arrived at they must make up their minds as to the mission and end for which people had been placed upon this earth.

Then, referring to the question of relationship of education to industry he said that there were two extreme views, the first that education was for life and not for livelihood and the other that the only purpose of education was to train up a boy or girl to use his hands to earn his livelihood. A regular syllabus of physical education was also vitally necessary. Vocational education also involved attention to the development of character.

MR. JAYAKAR ON EDUCATION AND CITIZENSHIP

Addressing the Lucknow University Convocation last month, the Hon. Mr. Justice M. R. Jayakar observed:

"It is necessary to recast our ideas of education in terms of a common citizenship and to regard education in an increasing measure as a preparation for the youth to take up and duly perform his part as a unit of society. A sense of oneness with his fellows must be created at every step through the medium of sports as well as studies..."

"Under the present circumstances of India, a training in citizenship is another word for a training in democracy, meaning thereby the equipping of the youth with the attributes which make the working of democracy successful. The process lies in educating his judgment and implanting in him the temper and habits of a good citizen. Democracy can succeed in producing all that is expected by its fond votaries only when the democratic State provides training for its youth for the due exercise of civic functions, including a true understanding of the right to a vote and use of a popular government as against an autocracy even of a paternal character."

THE NEW EDUCATION FELLOWSHIP

Visit of the Delegation to India

History. The New Education Fellowship was founded by Mrs. Beatrice Ensor and a group of her friends in 1915. From the first it was an international movement intended to unite those who believed that the problems threatening our civilisation were basically problems of human relationship which demanded a new type of education more responsive to the requirements of a changing world. In 1921 the Fellowship organised its first international conference at Calais, where a number of well-known pioneers in education met together, including Dr. Adolphe Ferriers (Switzerland), Dr. Elisabeth Rotten (Germany) and Dr. Ovide Decroly (Belgium). Since then the Fellowship has spread throughout the world having 51 national sections and groups and 23 magazines in 15 languages.

What the Fellowship is. The New Education Fellowship is non-political and non-sectarian, and is not confined to the narrow interests of the teacher, but rather, taking the child as its centre, it concerns itself with all the influences that bear upon him. It co-operates, therefore, not only with parents and teachers, but with social workers and internationally-minded people in many different fields and in all countries. The New Education Fellowship is thus defined in its Constitution:—

"The New Education Fellowship is a world organisation. Its members have certain fundamental aims in common, but the method of achieving these aims, and the interpretation of them in relation to current practise, are not dogmatically stated but are left to be worked out by its members, in accordance with their own conditions and requirements."

Aims of the Fellowship. The Aims of the New Education Fellowship are thus defined in its Constitution:—

"The New Education Fellowship sets out to further educational improvement and reform throughout the world so that every individual whatever his nationality, race, status or religion shall be educated under conditions which allow of the full and harmonious development of the whole personality, and lead to his realising and fulfilling his responsibilities to the community."

"The New Education Fellowship does not consider education as confined to the years of

instruction in home, school, or University, but as a continuous process throughout the life of every individual. It, therefore, maintains an alert and critical interest in all aspects of life and society which affect education and seeks to encourage those which appear favourable to its aims."

Activities of the Fellowship. The Fellowship seeks to pursue its aims by a number of activities:—It acts as a permanent working laboratory in which new developments in educational thought and practise can be exhibited and discussed throughout the world. It maintains friendly personal contacts between educational thinkers and practitioners in different countries and thus contributes notably to the feeling of human solidarity among those engaged in education. Owing to its national organisations and international outlook and character, it is helping educators to understand the differences in social attitude and custom which characterise different classes and different countries and constitute one of the most fruitful cases of misunderstanding and conflict in the modern world. The Fellowship organises international, regional and other educational conferences and arranges visits of representative people to other countries.

All-India New Education Fellowship.

The first Indian section of the New Education Fellowship was formed in Punjab in April, 1933 with Sir Abdul Quadir, Judge of the High Court as President. The Mysore section was formed in November, 1933 at the instance of Prof. A. R. Wadia. Sections of the Fellowship now exist in North West Frontier Province, Punjab, United Provinces, Central Provinces, Bengal, Gujerat, Mysore, Madras, Travancore and Bombay.

The first All-India N. E. F. Conference was held in Nagpur in 1935 and an All-India Federation was formed with Dr. Rabindranath Tagore as President and Sir S. Radhakrishnan as Vice-President. A second conference was held in Gwalior in 1936. The third conference has recently met at Calcutta where the All-India New Education Fellowship has been constituted as the Indian Section of the New Education Fellowship, International, and the draft constitution adopted.

tioned by environment are clearly set forth in the book. There is plenty of practical work appended to each lesson and the whole book is based upon outdoor and observation work by the pupils. Suggestions for practical work are given at the end of every lesson. The book is neatly got up in bold type and can be introduced for study in the forms of a middle school.

Book III. (Pages 150+iii, Price Re. 1/-) This book embodies the same essential features and has several pictures of natural scenery and maps in addition. The pictures are very attractive and suggestive. The various processes in the manufacture of certain useful commodities are clearly brought out in some pictures.

Book IV. (Pages 196+iv, Price Re. 1/-) This book is more exhaustive and deals with several details regarding the three essentials of human life in different lands. The revision exercises and practical work are thorough and

afford great scope for observation and creative talent in pupils. This book may be introduced for Form IV.

THE SOUTHERN CONTINENTS AND NORTH AMERICA by E. A. Bridgely. Published by Messrs. Macmillan & Co., Ltd. Pages 192—Price as. 15/-

The regional system of treatment followed in the book is very attractive and the casual relation between human life and environment is clearly portrayed. The suggestions for practical work on each lesson are carefully planned and give great scope for map reading by pupils. The book is very well got up with a large number of sketch maps, diagrams and suitable pictures. This can be used as a suitable text book for Form IV.

— D. S.

Our Vernacular Dictionaries

(a) Kanarese Dictionaries

1. KANNADA-ENGLISH DICTIONARY—BY KITTLE: A most useful reference book that provides an extensive knowledge of the Kanarese language in one compact volume. 1750 pp. Price Rs. 10-10-0.
2. ENGLISH-KANARESE DICTIONARY—BY REV. F. ZIEGLER: An indispensable guide both for the young student and the aged instructor. 615 pp. Price Rs. 6/-
3. KANNADA-ENGLISH DICTIONARY—BY REV. F. BUBNER: The book provides with a large number of English equivalent words for Kanarese words and is really very useful for all Kanarese knowing people. 538 pp. Price Rs. 5/-
4. ANGLO-KANARESE POCKET DICTIONARY: (A New Enlarged Edition) A valuable companion to all enthusiastic students. 684 pp. Price Rs. 2-8-0.

(b) Malayalam Dictionaries

1. ENGLISH-MALAYALAM DICTIONARY — BY TOB. ZACHARIAS: The book provides with a wide range of equivalent words in Malayalam and is proved to be an indispensable guide to the student, the teacher and the public. 1376 pp. Price Rs. 8-8-0.
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Correspondence

All-India Education Conference

RESOLUTIONS WERE PASSED

THE following are some of the important resolutions adopted at the general session of the 13th All-India Educational Conference:

This conference requests the Provincial and State Governments to encourage educational tours both for teachers and pupils by creating special facilities regarding finances.

This Conference is of opinion:

(a) that while endorsing the proposal made by Mahatma Gandhi that education in the elementary stage should centre round some form of manual work, it views with misgiving that part of Wardha resolution which considers that such form of practical work can be made so productive at any stage as to cover the remuneration of teachers;

(b) that in making rural occupational activities the basis of instruction in primary schools so as to make work in these schools more practical and less bookish, the emphasis should be laid on the educational rather than on the economic value of such activities with the object of removing the present dissociation between life and school work, although the economic side should not be neglected;

(c) that in order to emphasise the responsibilities of the primary school, the syllabus of such schools should be thoroughly recast on the basis of the needs of community life;

(d) that the scheme of social conscription for the recruitment of teachers drawn up by Prof. K. T. Shah and commended by Mahatma Gandhi is of doubtful value

This Conference is of opinion

(a) that under no circumstances shall the teacher's remuneration be made to depend on the amount got by the sale of the articles produced by the pupils;

(b) that not more than half the time available for education should be spent on the 'vocational subjects' chosen;

(c) that it is inconsistent with education for a democracy to compel any pupil to decide once

for all when he is only seven or eight years old, what his vocation should be;

(d) that if any educational system is to serve as an enduring foundation for future progress, it must enable the pupils to accommodate themselves to sudden changes of process, and method in the occupation they are likely to take up and even be prepared to transfer themselves from one occupation to another and from one part of the country to another including from the town to the country and from the country to the town.

UNIVERSITY EDUCATION

This Conference is of opinion:

1. That universities should plan to adopt the mother tongue as the medium of instruction;
2. That "Electrical Technology" and "Industrial Chemistry" should be introduced in the course of studies of B. Sc., Classes and "Journalism," "Military Science" and "Aeronautics" in the B.A. classes.

This Conference is of opinion that the course for pupils in vocational institutions should also provide a minimum of instruction in the humanities.

ADULT EDUCATION

At the Adult Education Section of the following four resolutions were adopted:

1. that in view of the need for ensuring the success of the constitutional reforms recently introduced in this country, this conference invites the attention of the Government of India to the urgency of the problems of illiteracy of the mass of the population, which stands as serious obstacle in their way and requests the Central Government to organise a definite programme of Adult Education in collaboration with the Governments of the provinces and States as well as the University and private agencies;

2. that the Secretaries of the Section be authorised to explore the possibility of linking up the organisation working in different parts of the country in the field of Adult Education;

3. that mass education should not be considered synonymous with primary education and that separate and adequate provision should be made for adult education; and

4. that Government should undertake a comprehensive programme for the education of parents, especially, mothers.

The N. E. F. Delegation in New Zealand and Australia. The N. E. F. Conference in New Zealand was held in July and 6000 teachers and training college students registered for the seminars and lectures, and at least 20,000 people attended part of the conference. The Minister of Education and Acting Prime Minister the Hon. P. Fraser said that the visit of the delegates had something of a pentecostal fervour and wired to all Australian Ministers telling them how valuable the Conference had been.

The N. E. F. Delegation toured Australia in August and September and held meetings in all seven capital cities. As in New Zealand, press and wireless spread the word and education became the topic of the day, in a way which has never before happened in Australia. The delegates scored a great personal success and the press, which gave the meetings really great publicity, had an eye for details of manner, appearance and personality, and included caricatures of a number of speakers, as well as photographs of them in their 'off' moments.

Visit of the N. E. F. Delegation to India. The visit of the eminent European educationists who are at present in India was made possible because of the gift of a lady in England who donated £ 400 for financing an International Delegation to India. Dr. Zilliagus, Mr. Salter Davies and Prof. Bovet were among the members of the N. E. F. (International) who visited Australia and New Zealand for the Regional Conferences held there in July.—Sept.

The delegates have visited Travancore, Madras, Mysore, Hyderabad, Nagpur, Gwalior, Delhi, Lahore, Peshawar, Ludhiana, Aligarh, Lucknow, Benares, Calcutta, Santiniketan and Bombay. At all these places the lectures and meetings were well attended and the delegates received great welcome. In Madras the two important dailies gave full page reports during the five days the Delegation stayed there.

Personnel of the Delegation

1. **Dr. Laurin Zilliagus**, B.Sc., LL.D., the leader of the Delegation is Chairman of the New Education Fellowship, International. Mr. Zilliagus has had an international schooling—he went to school in Sweden, United States, Finland and England. He studied in the Cornell University and in the Engineering School of the Massachusetts Institute of Technology. He then worked with Boston Northend Settlement where he was in charge of Boys' Clubs. He worked

as school-master for 7 years at Bedales, the famous co-educational school in England. In 1928, he founded an experimental school in Helsingfors (Tolo Svenska Samaskola) of which he is still Headmaster. He has visited a large number of schools both in Europe and America and served on the editorial boards of several educational publications in Sweden and Finland. He was Vice-President of the Finnish British Society for 2 years, Joint Chairman of the New Education Fellowship's Commission on Examinations and General Secretary of the Carnegie Examinations Inquiry in Finland. He has been a member of the Executive Board of the New Education Fellowship since its inception. He is co-author of *The Examination Tangle And The Way Out* published by N.E.F. and author of *Education For World Citizenship* (Association for Education in Citizenship).

2. **Prof. Pierre Bovet**, D. Litt., Litt. D., Professor of Experimental Pedagogy, University of Geneva, is Vice-President of the Swiss Branch of the N. E. F. He has travelled a good deal (Europe, United States, South Africa, Near East) and has seen a good many schools and school systems.

3. **Madame Bovet** is Joint Editor of a monthly paper which discusses the problems of Home Education. She has also for years been interested in fostering interest in social and educational problems among mothers of the upper classes.

4. **Mr. Ernest Salter Davies**, C. B. E., M. A., Director of Education, Kent (England) was President of the English Section of the New Education Fellowship for 1932-33. He began his teaching career 42 years ago as Master at Glasgow Academy in 1895. He taught in the Cheltenham Grammar School from 1897 to 1904. He was Inspector for Higher Education, Kent Education Committee from 1904 to 1918. He was President of the Library Association, 1935 and Expert Advisor (English) Army Education, 1918. He is Educational Adviser, H.M. Prison, Maistone, Kent, Chairman, Carnegie Trust Library Committee; Chairman, National Committee for Regional Library Co-operation and Life Trustee, Carnegie United Kingdom Trust. He is also member of Education Reform Council, School Broadcasting Council, Departmental Committee on Public Libraries, National Advisory Council (Ministry of Labour) and Council of Film Institute. He has published *The Aim of Education* (National Adult School

Book Reviews

"TALES OF THE INDIAN CAVALIERS," by Charles A. Kincaid, C. V. O., I. C. S. (Retd.). Published by Messrs. Macmillan and Co., Ltd. Pages 165—Price Re. 1.

Mr. Charles A. Kincaid is well-known for his English renderings of stories from Indian legend and folklore. We have in the volume before us a few stories of deeds of derring-do which adorn the pages of Indian epic and history. The volume opens with the story of how Shri Krishna of Dwaraka, won Rukmani for his bride. The author then plunges into the annals of Rajasthan and resuscitates for us in vivid narrative several of its striking episodes. Prithvi Raj of Delhi, Rana Hamir of Chitor, Ranas Pratap Singh, Amra Singh and Raj Singh of Mewar—we have indeed here a brilliant galaxy of Rajput heroes and their deeds of valour are recounted for us in the author's characteristic racy style. Then the author turns his attentions to the Rajput clans of Gujarat and Kathiawar and tells us of the wonderful exploits of Jay Shikhar, Bhimdev I, Jagdev Parmar, Ra Khengar, Prince Ajaji and, last but not least, Tanaji Malusre. The author is throughout at considerable pains to emphasise

(Continued from preceding page)

Union), *The Reorganisation of Education in England* (N. E. F.) *Education for Industry and for Life and Technical Education*.

5. **Mr. G. T. Hankin**, Staff Inspector, Board of Education, England is in charge of the Exhibition illustrating tendencies in English Education. He represented the Board of Education at the New Education Fellowship conferences in Australia and New Zealand, July-Sept., 1937. He took Classics and History at Magdalene College, Cambridge and was scholar and Pepsian prizeman. He taught in English schools of various types, was appointed H. M. I. of schools in 1913 and Staff Inspector in 1935. He is a specialist in the teaching of History and Civics and an expert on the use of mechanical aids in Education. He is the author of *The Story of Empire* (Murray) and co-author with Prof. A. Halden of *Aims and Organisation of the League of Nations*.

the historical background of his stories and they are of great instructive value as history apart from their interest as narrative. This book, neatly printed, attractively got up and cheaply priced, should prove an excellent book for additional reading for the pupils of our High School classes. Most of these stories have appeared in the pages of the "Illustrated weekly of India" and we must feel thankful to the author for thus collecting them together in book form. —V. M.

"THE ROSE AND THE RING," Adapted from W. M. Thackeray by N. K. Venkateswaran. Published by the Oxford University Press, Pp. 88.—Price 8 annas.

"The Rose and the Ring" is an interesting story book for children originally written by W. M. Thackeray and first published in 1855. The peculiar value of the book consists in the fact that the author here appears in the role of an artist in addition to the role of a story-teller. The drawings which are found in it are all from the pencil of Thackeray himself. The story is an imaginative fantasy, the essential quality of which is best expressed in description given by one of Thackeray's critics, viz., "glorious nonsense." The incidents and the characters all belong so obviously to the order of the bizarre. Interesting as the book may be to the class of readers for whom it was originally meant, viz., English children, we have our own doubts whether it will interest the somewhat older boys of our High Schools who alone can tackle it with any measure of success.

The version before us is the result of an attempt to retell the story by employing a standard vocabulary of 1500 words formed on the same lines as Thousand Word English and Basic English. The success of the undertaking is highly commendable from a literary point of view. The original illustrations are retained and the get up of the book is quite satisfactory. As a book for additional reading it may be tried in the High School classes. —V. M.

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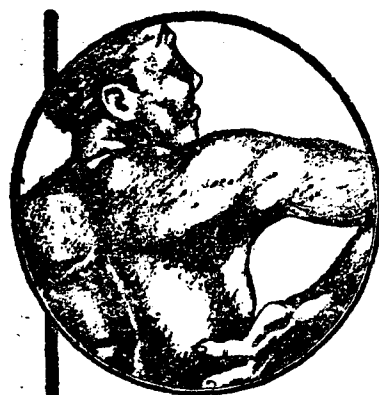
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UNREST IN THE STUDENT WORLD

By AN OBSERVER

IN these days when numerous schemes for the reform of Indian education are being seriously discussed and sincere attempts are being made to reconstruct it on sound lines, the growing unrest among the students is becoming a matter of great concern and an increasing source of disturbance. It is vitiating the whole educational atmosphere and is becoming more and more of a menace to any real academic work being carried out. It has manifested itself in the form of strikes in schools, Colleges and Universities in almost every part of the country. It has created a new problem for teachers and managements and unless some solution for it is discovered and put into effect, there is a danger of our educational edifice, built at enormous cost in the course of the last hundred years, undergoing a collapse. To import the tactics of the industrial world into the temples of learning and to stir up feelings of bitterness, illwill and animosity between the teachers and the taught and undermine all discipline so essential for the growth of the young is a catastrophe which should, without any further delay, be prevented from spreading its influence. It is casting today a tragic gloom over all educational effort.

It is not here proposed to award blame among the various classes of persons who are involved in these outward manifestations of unrest. Our purpose is to explore the causes that have brought about the present state of affairs so that the public might think of ways and means for arresting its further growth. Among these causes the primary place is to be given to the discredit into which the present system of education has fallen and the utter loss of faith in it among our young men. The value which it possessed all along is only an economic one. It secured to the youth of the country a job and guaranteed to them some certainty of income whether big or

small. Students flocked to colleges and schools not because they or their parents believed that education, imported from the West and imparted in a foreign medium and divorced entirely from the traditions of the people, had any cultural or spiritual value but because it had a market value and brought employment to those who received the benefit of it. For the last fifteen or twenty years it has lost this market value. Unemployment has become the rule in the case of the educated middle class. This should have resulted automatically in reducing the number of students in educational institutions. But for various reasons, into which this is not the place to go, the number has gone on increasing. This disparity between the growing number of students and those who had a chance of getting a job after completing their education has completely transformed the spirit of life of the youngmen and their attitude towards educational institutions and their teachers and managements. It created in them a spirit of recklessness and a sense of irresponsibility. From their standpoint, schools have become centres for ruining their lives and teachers the unconscious instruments of their ruin. The feeling that the youth have been made victims in an unholy cause and that Universities and colleges exist not for the good of the students but for securing employment to teachers and the other members of the staff has become quite common. And all interest in studies, in the passing of examinations and in getting prizes at these examinations has almost disappeared.

It is this change in attitude, more than anything else, that is responsible for the present unrest. It has received strength from several other sources. Young men are generally carried away by visions of the perfect and react more easily to any disparity that they may see between the

ideals and the actual. They listen to speeches and read books describing to them the ideals of education. They are told that it gives them a strong and healthy body, a sound and balanced mind, and an inspiring view of life. But they see that in practice education has been making them physical wrecks and stuffing their minds with useless facts and information. They are not given playgrounds; many of them do not have nutritious food. They feel that the educational authorities are not caring for their health and comfort. And they begin to revolt. It is hard for them to realise that it is not always possible to get all that is desirable. They are blind to the various limitations with which work has to be carried on in all educational institutions.

It has become a fashion for the public to flatter the youth and enlist their sympathies and emotions in all sorts of causes. The social reformer, the religious preacher, the budding politician, the unscrupulous demagogue refer to them as the hope of the country and as future citizens and leaders, and appeal to them to join their movements and show that they are more forward and more progressive than their teachers at school and their parents at home. Studies are nothing compared with active participation in social, economic and political reform and they have been told that they should not engage themselves merely in making an intelligent study of public questions but take an active part in solving them and in carrying on all sorts of movements. Between the life of restraint and discipline without which educational success cannot be obtained and the freedom which is offered to them by those who appeal to their emotions, it is no wonder that the immature youth have been preferring the latter and have come to regard all restraint as an evil.

If education is not what it ought to be and if reform is not being carried on on right lines it is, in their view, due to the indifference of those that are responsible

for managing educational institutions. What then is the remedy? It lies in the transference of power into their own hands. They see that it is for such transference that the workers are fighting in the economic world and that patriots are fighting in the political world. And they are told by the professional agitators, who are now increasing in number in our country, that it is by agitation and by wresting power that things can be improved. One should not be blind to the fact that today there are large numbers of people going about who preach ideas of class warfare. So great has been the influence of these wandering busybodies that an idea has crept into the minds of the young men that they form a distinct class by themselves and that the teachers constitute the class opposed to them, that they are the exploited and that the teachers are the exploiters and that this exploitation should be put an end to. The revolutionary mentality that is thus created in them should have an outlet and the only outlet they can find is to create trouble in their schools and colleges. They receive much encouragement from outside. Out of false sympathy in some cases and out of a desire to create disorder in other cases, we find the public supporting student agitations.

There is an idea that problems affecting student welfare can be solved by them only and that others do not know their difficulties or appreciate them. Parents, teachers and governments should not be trusted in these matters. It is only the wearer of the shoe that knows whether it pinches. This is the cardinal doctrine of democratic freedom. No problem affecting students can be satisfactorily solved unless the solution is based on students' experience and direct participation of students and their representatives in all administration. It is forgotten that parents and teachers have been students at one time and have had experience of students' difficulties and that the analogy of democracy in the political and industrial spheres does not hold good in school and college.

It is, however, this feeling that gives strength to that small minority of students who aspire to become leaders and guide movements. They are anxious to show that they are capable organizers, that they can conduct a campaign, carry on diplomacy and negotiate treaties and see that the clauses in the treaty are observed scrupulously. Freedom, organisation, leadership, and revolution—these words are exercising a magical influence on students today.

The youth are generally more emotional and more easily excitable than the old. They are more easily swayed by the magic of names and symbols. Their psychology is to a greater extent the psychology of the crowd. They are much more the creatures of suggestion than the grown-ups and the large majority of them show greater readiness to follow the self-elected leaders like sheep. Individually each young man is reasonable but he is terribly afraid of the public opinion in the student world. He is firmly determined on conforming himself at any cost to this opinion and maintain his reputation as a faithful member of the student fraternity. It is this mob mentality of the immature youth that is being exploited in all students' strikes of the present day.

There is also an idea prevalent among them that Colleges and Universities cannot

exist or function unless it be with their active co-operation. Capital by itself is not productive. It is labour that makes it so. If labourers strike work the factory has to be closed. Is not this true of schools and colleges? Ideas of direct action about which they read in books are given effect to by them in their daily lives. It is influences like these that have been at work in creating unrest among the students and in bringing about those numerous disturbances and acts of indiscipline with which the country is becoming increasingly familiar. It is not meant that all young men are under the influence of these ideas. But the few—the minority and the students that take pride in organising these disturbances—are evidently under their influence. And it is they that count. The provision of hostels and the congregation of most students in one block of buildings and their remaining together at all hours have increased the facilities open to agitators to organise disturbances. The fact that in many cases educational authorities have been put to the necessity of conceding to the students' demands to avoid prolongation of strikes has created an impression that strike is an irresistible weapon and that it is the only weapon to be utilised by students in demanding and getting whatever they want from managements.

(To be continued.)

THE WARDHA SCHEME

By Mr. C. SUNDARARAMAYYA, B. A., B. L.

NOW that the Wardha Scheme of elementary education has been before the public for a sufficiently long time, it cannot in the nature of things be long before the Government of Madras formulates its proposals of educational reform. It behoves people interested in the educational progress of the country to have a strong grip of the fundamentals of the Wardha Scheme and point out the lines on which it can be adapted to our immediate needs. It must be admitted that

our customary weakness has been to fly into a fury at the first intimation of any radical change but cool down when the time comes to grapple with the details of its working; and so people take lying down things as they come from the hands of those in authority without undergoing any substantial changes as a result of their want of wakefulness at the critical time.

That our young people should learn through doing and not mere book-cramming,

that education should be through the medium of the vernacular to conserve tender energies of our boys and girls and that there should be a course of compulsory education for at least 7 years to break down illiteracy and make the nation more efficient are now conceded on all hands. The only question is how these principles are to be woven into the scheme of education to be shortly introduced in the country. With the original conclusions of the Wardha Conference and the introductory portion of the Wardha Committee Report, no body need differ. But the plan as worked out in the detailed syllabus seems to give too much time to mere craft education and lay too much stress on it with the result that one begins to feel that the young and tender mind of the student will be bored by concentration for 7 years on a single craft and the tedium resulting from it will, instead of stimulating the many-sided activities of an undeveloped mental organism, contract and warp its national elasticity at a critical period of life.

The first change that suggests itself is that for the first 2 years at least of the course, the instruction should not be for more than 3 hours a day, with a half of it only devoted to gardening and *takli* spinning; the rest of it being devoted to story-telling and taking the child round and showing things natural and artificial. This would facilitate the shift system for elementary schools in the earlier stage and considerably reduce the cost of education, as it cannot at all be self-supporting at this stage and leave the stripling under the salutary influences of the home environment for a major portion of the day. This will provide an easy transition to the next stage when the child has to be away from home for a long time each day at a place probably a mile distant, as no government could afford to locate a school in every village however small. In this connection it is also necessary to consider how best to provide for the instruction of the child in this period prior to the 7th year from which the compulsory system works. A kind of nursery instruction should be arranged by setting an educated family in

each village by government grant, the village guides looking after the adult education of the villagers during their leisure hours and advising and directing the organised activities of the village community including its panchayat. Moreover this would provide an agency to survey and take charge of the field before the compulsory period and send a perennial supply of children to the state schools.

At the next stage of about 3 years there should be instruction for 5 hours and so pupils grown up a bit have to attend school both morning and evening. But craft education should not occupy more than two hours a day and there should be no concentration on a single craft but two or three crafts of various kinds should be taught so that the student's interest in various directions may be aroused and the mind in its receptive stage may be enabled to pick and choose what suits its tastes at the end of this stage of elementary education. Moreover 2 or 3 crafts will make it easy for the teacher to teach the various cultural subjects through their medium, as it is not possible to teach different subjects like Mathematics and Science through a single craft like spinning. The subsidiary processes of spinning like carding and advanced gardening like grafting and raising various agricultural crops may be taught; and a training in carpentry may be given as it is useful in any craft and helps to give accurate mathematical notions. It is taking too much upon oneself to advise a child to choose his career at this stage or make an artificial distinction between urban and rural schools forcing specialisation too early. Hindi may wait for the next stage and attention concentrated on the vernacular, both language and literature sides.

The next stage of instruction may be for even 6 hours a day as it is the last stage of compulsory education and most students are likely to give up studies at the end of it. This is the proper stage for learning Hindi as a national language and 2 or 3 hours per week may be devoted to it in addition to 2 or 3 hours devoted to English—the interna-

tional language, a slight acquaintance with which is essential to every Indian going out into life. This is also necessary to enable a student to derive the fullest advantage from a college or professional course should the student decide to continue his studies. At this stage the student may be required to concentrate on a single urban and rural craft with its subsidiary arts and devote 2 hours to it. He may take up agriculture or weaving and dying or cabinet making or smithy work and if a girl, domestic science and first aid may be taken up. The student must also become an adept in independent vernacular composition as he is hereafter to enter life or devote his attention to other subjects.

It is only in the later stages that the products of the student labour can be market-

ed profitably and the state can be relieved of a portion of expenditure on education. But the state must be prepared to give grants for capital outlay on a garden farm, a workshop and laboratory and a library for each school; for it is only through these that the student would get first hand knowledge of things instead of depending on books alone as at present. An educational museum is a necessity for every school, for that alone would show the student the various kinds of natural products and the various machines which turn them into things useful to man. A proper system of elementary education is a good investment for any Government; and as the government has to spend a large sum of money for this national purpose, it must perforce take up the management of elementary schools.

THE TEACHING METHOD

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

[CONTINUED FROM THE LAST NUMBER]

Journey:—In this case take the example of a motor car. If the car is travelling with front gear, the distances covered by it will be considered as positive. But if it is travelling with backward gear the distances covered by it will be negative. Take a number of examples and elicit the rules.

Of these three methods, the Stair Case Problem method, seems to be best adapted as the movements can actually be shown by the model of a Stair Case and a small Doll.

Multiplication

This can best be taught by the Railway problems. For this purpose, choose your place as the starting place and fix distances towards East and West or North and South as positive and negative distances. Then fix the time after 12 noon as positive and before 12 noon as negative. For instance, let me take Haveri as the starting place and fix the distances travelled towards Poona as positive and those travelled towards Banaglore as

negative distances. Let the speed of the mail train be 20. m. p. h. and let it be travelling from Bangalore to Poona. Let the train start exactly at 12 noon from Haveri towards Poona. Then the respective distances travelled during a specified number of hours can be found as under.

1. The distance covered up by the train after 2 hours = $(+20) \times (+2) = +40$ miles.

The distance covered up by the train after 4 hours = $(+20) \times (+4) = +80$ miles.

The distance covered by the train after "h" hours at "d" m. p. h.

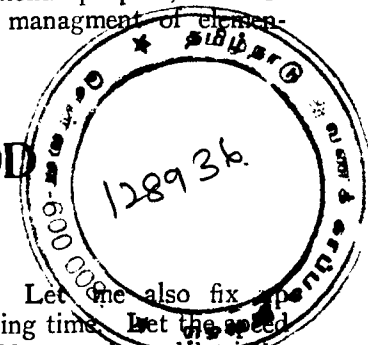
$$= (+d) \times (+h) = +dh \text{ miles.}$$

Rule. (1) Multiplying two positive numbers is multiplying two simple numbers.

2. The respective distances of the train from Haveri at 2, 4 & "h" hours before 12 noon can be found as follows.

Distance of the train 2 hrs. before.

$$= (+20) \times (-2) = -40 \text{ miles.}$$



Distance of the train 4 hrs. before,
 $= (+20) \times (-4) = -80$ miles.

Distance of the train "h" hrs. before at
 "d" m. p. h. $= (+d) \times (-h) = -dh$
 miles.

Rule. (2) Multiply a positive number by a negative number, is multiplying two simple numbers and prefixing a minus sign to the product.

3. Consider the same train to be travelling towards Bangalore, after 12 noon. Then its respective distances from Haveri, at 2, 4 and "h" hours after can be found out as follows.

Distance of the train 2 hrs. after
 $= (-20) \times (+2) = -40$ miles.

Distance of the train 4 hrs. after
 $= (-20) \times (+4) = -80$ miles.

Distance of the train "h" hrs. after at
 "d" m.p.h.
 $= (-d) \times (+h) = -dh$ miles.

Rule. (3). Multiplying a negative number by a positive number, is multiplying two simple numbers and prefixing a minus sign to the product.

iv. Let the train be started towards Bangalore. Then its distances from Haveri at 2, 4 and "h" hours before 12 noon can be found out as under.

Distance of the train 2 hrs. before
 $= (-2) \times (-20) = +40$ miles.

Distance of the train 4 hrs. before
 $= (-4) \times (-20) = +80$ miles.

Distance of the train "h" hrs. before at
 "d" m.p.h.
 $= (-h) \times (-d) = +dh$ miles

Rule. (4). Multiplying two negative numbers is the same as multiplying two simple numbers.

By taking separate examples of each type elicit the four rules from the boys themselves. Let the boys combine these 4 rules into one single rule—"Like signs produce

plus and unlike signs produce minus." Let them remember this rule of signs.

There are two other concrete methods to explain the rule of signs, viz., 1. Money problems. 2. Paper method.

1. **Money problems** :—Take two papers, one blue and the other red, to represent certificates. Let the blue one be a Cash certificate worth Rs. 10 and the red one be a Debt certificate also worth Rs. 10. So the worth of the blue paper is (+Rs. 10) while that of a red one is (-Rs. 10). Then give them examples of the following type.

(a) A person has 3 blue certificates. He gets 2 more from his friend. How much is he worth now?

Setting; $Rs. 3 \times (+10) + Rs. 2 \times (+10)$
 $= +Rs. 30 + Rs. 20 = Rs. 50.$

(b). A person has 5 blue papers. He gets 2 red ones. How much is he worth now?

Setting: $Rs. 5 \times (+10) + Rs. 2 \times (-10)$
 $= +Rs. 50 - Rs. 20 = Rs. 30.$

(c). A boy has 5 blue certificates and 3 red ones. He parts with 2 red certificates. What is he worth now?

Setting: $Rs. 5 \times (+10) + Rs. 3 \times (-10)$
 $- Rs. 2 \times (-10)$
 $= +Rs. 50 - Rs. 30 + Rs. 20.$
 $= Rs. 40.$

Here he has lessened the debt of Rs. 20. So parting with 2 red certificates means that he is enriched by Rs. 20.

Form a number of similar examples and elicit the rule of signs.

2. **Paper method** :—This method is based on the idea of the coordinates of graphs. Take a piece of paper whose one side is blue and the other red. Make the convention that blue area is positive and the red area as negative. Draw the X & Y axes on the board. Place the paper with the blue face turned up, with one angular point at the origin and its sides along X & Y axes in the first quadrant. Then turn it round about this point only.

So in the First Quadrant

we get ... $(+) \times (+) = (+).$
 " Second " ... $(-) \times (+) = (-).$
 " Third " ... $(-) \times (-) = (+).$
 " Fourth " ... $(+) \times (-) = (-).$

Hence the rule of signs can be easily deduced.

Graphs

The Modern methods and the aim of teaching graphs are quite different from those we followed uptill now. We taught the graph as a separate and isolated topic. But now we teach them as instruments used to solve algebraic problems and to know many other things in our practical life. We began teaching graphs in Std. VI. But now we begin it in Std. IV. There will be different types of graphs: e.g. Graphs showing temperature, crops, population, and exports and imports of a country.

We learn the general truths or principles by (i) a formula, which is literal instrument in letters and symbols, etc., or (ii) a graph, which is pictorial instrument—a concrete form of the principle—a picture from which we can get the principle. For instance, suppose, we want to show the relation between the interest and the sum in an example. One method of explaining it will be by stating the formula and the other concrete will be to draw a graph of the same. By drawing such a graph we can calculate the interest, find out the sum, time, etc. The graph here serves the purpose of a formula.

In the method we followed uptill now, the jotting of different points had little or no meaning for the boys. But now graph will be used to interpret or analyse a principle. Often, mere statistics do not give us the idea about the principle underlying them. But a graph of the same will make the idea clear. E.g. the graph of the crops in a country. So the graph is a ready instrument. It gives the underlying principle. Being a picture, it can readily be taken in by the boys and the principle clearly understood.

There are certain reasons why students do not take a liking for drawing graphs.

Firstly, its representation is not accurate, due to the insufficiency of the collected data or inaccuracy in drawing or inaccuracy in the squares on the squared paper. Secondly, from their point of view, it is easier to write the formula than to draw a graph as it necessarily takes a longer time. Thirdly, it requires more practice and intelligence in interpreting a graph than a formula as the former one is more obscure.

Due to the above drawbacks, its importance is not fully appreciated in the classroom. So, if a good beginning is not made, the boys' ability of interpretation will remain undeveloped.

As graph is the presentation of a picture, the beginning of the same can be made in Std. I or II while taking up Nature study. The teaching of graphs can be divided into 4 well defined stages as under.

Stage 1. Pictorial stage :—The teacher may select any simple object observed daily by the children, say, the growth of an onion. In the beginning the teacher may pin the onions to the board, bringing out its growth every day. Students will notice the gradation of the growth of the onion.

Stage 2. Representation stage :—The next step will be to show the heights of the growth of the same onion in vertical lines.

Stage 3. Symbolic stage :—Further, the ends of these vertical lines, i.e., points will only be marked without drawing the lines.

Stage 4. Graph :—Now the full graph is drawn by joining the points.

In following the above stages, we go from concrete to the less concrete and then from that to the abstract.

We are to make a beginning of the teaching of graphs in Std. IV. Here the pictorial stage may be dropped although in some cases it may be necessary. Beginning can be made by preparing graphs of the growth of plants, rate of growth, etc. But the best way is to present to the boys the Hospital Temperature Chart, recording the

rise and fall of temperature of a patient. In the beginning they may be presented with readymade charts and they may be asked to interpret the same. This will create curiosity in them. Then let the same record be made concrete by drawing the pictures of thermometers on B. B. and showing therein the different temperatures. Then let the boys interpret the records. When they grasp this thoroughly well, give them a number of temperatures and let them draw a graph. At this stage, the knowledge of the axes and the quadrants should not be given to the boys.

The next step will be to take up statistical records. e. g. Exports and Imports. In such graphs axes shall have to be taken as a sort of device.

Instead of beginning with the construction of the graphs we must begin with readymade graphs. Our aim is to lead the boys to take interest in the story related by the graphs. Bring out the various hidden facts contained in the curve by putting questions about the temperature at its max. and min., etc. Let them find out the uniformity found in the curves of the graphs. Let them know how the diseases are detected by the peculiar shapes of graphs and how they show uniformity in the rise and the fall, etc.

Then lead them to the Story stage. Give the boys a chart prepared by a Scout recording different stations on the way from one place to another and also the heights of those places in the graph. Let the boys find out the altitudes of those places from the graph. They learn thereby that graphs can be made to describe journeys.

Then take them to the Ready Reckoner stage, to show that graphs can be used as ready reckoners. If the cost of a thing is given, the cost of things, 2 to 1000, can be easily and immediately found out from the graph. In such graphs we can read the interest on any sum. Here we use graphs for ready reference. Give them a number of examples of this type. The other way of ready reckoning is to refer to the tables prepared. Really speaking boys will find it

more difficult to find the answer from the graph than from the tables. But as ready reckoning stage leads to the stage of functional graphs, which are of great use in higher mathematics, it is worth taking the trouble.

Then we are to pass on to the functional graphs. Lead from a simple formula to an algebraic equation. e. g. To calculate the S. I. on any sum at 5%, the formula is $I = \frac{1}{20} P$. The same formula can be read in the graph. Formula is nothing but an equation. In the above graph the line is the picture of, or represents the equation $I = \frac{1}{20} P$. Similarly we can take the equation $3x - 2y = 0$. Now boys know that it can be represented by a line. Gradually we come to the solutions of equations by graphical representation. But algebraic solution of the equation will be more accurate and besides it can be checked. But graphs are necessary for higher mathematics and so we make them meaningful.

Give them an example and ask them to draw its graph and also to solve it. e. g. $\frac{3(x-1)}{2} = 12$. We want to have the picture

of the same and also its solution. Let them prepare the tables, draw the graph and find out the solution. Here, before the points are jotted down, the four quadrants must be explained by bringing in the directed numbers. After the solution of examples of the above type by means of graphs, we can do everything in graphs.

Square Roots

It is better to give the thumb rule in this case. But the reason for the method can be given in Sd. VI, by using squared paper.

For instance, suppose we want to find out the square root of 45. Draw a square of 45 sq. units on squared paper. The square root or one side of the square is found to be between 6 & 7 units. Then take away the square of 36 sq. units area leaving behind a "L" shaped figure of 9 sq. units area. Cut this out and form a rectangle. Let the breadth of the rectangle be x units

Then we have $(12+x)x=9$ or $12x+x^2=9$. The nearest values of " x " that satisfy this equation are .7 & .8. This can be found out by actually substituting the values for " x " in the above equation. So the side of the square is between 6.7 & 6.8. The same process as above is followed till the required degree of accuracy is attained. (For a fuller discussion of this, refer to Dr. Nunn's "Teaching of Algebra.")

Factors :

A separate article has been published by me on the teaching of factors in Std. V., in this magazine in March 1935. I have shown therein how these can best be taught in a concrete manner by using area problems. Even the factors in Std. VI. can be taught in a concrete way. e. g. The factors of $a^3 + b^3 + c^3 - 3abc$, can be demonstrated in a concrete way by means of blocks. But there is a limit to all such concrete devices. They should not be overwhelming. If a particular thing is not completely understood, then do use models, etc., for the same. When the work is finished these devices should be taken to the background and the abstract form only thoroughly grounded. The teacher on the spot, knowing the grip of his class can adjust everything so as to achieve the desired results.

Simultaneous Equations :

There is much more in simultaneous equations than the mere getting of the answer. So its teaching should be taken up in a liberal spirit. For this purpose it is necessary to strike down to the heart of the matter, the meaning of simultaneity; and this must be illustrated by practical examples. The following are suggested.

1. Suppose a tank A contains initially 120 gallons of water and that water is pumped into it at the rate of 10 gallons of water per minute. B is another tank containing 300 gallons of water and that water is drawn from it at the rate of 20 gallons of water, per minute. If the pumping and the drawing

out of water be commenced at the same time, at what time will both of them contain the same quantity of water?

2. 100 gms. of water at 27°C are being heated in a beaker while 100 gms. of water at 98°C are being cooled down. Suppose the change of temperature in each case is proportional to the time. If the cooling and the heating of the beakers be commenced at the same moment, at what time will the temperatures be equal?

After this there will be a need for a remark on the methods of solution of simultaneous equations. These can be solved by either, (1) the substitution method, or (2) the addition and subtraction method. In the first method there is a natural development of the discussion of simultaneity. It is also capable of more general application. The working is simpler in the second method. The former should be taken up first and then the latter for speedy working.

Quadratic Equations

Here also, a separate article has been published by me on the teaching of quadratic equations in this magazine in July 1935. I have shown therein as to how to arrive at the quadratic equations through everyday examples. The method of solution also has been illustrated. A Slide Rule for the calculation of roots has been fully described. Boys should be made to prepare such slide rules out of thick paper and use them for the solution of examples. The general procedure adopted therein, will be found to be judicious and teachers may follow it up with full confidence as it was tried by me and found to be very effective.

Once the fundamental portions are started in the right manner creating curiosity, I do not think that there will be any difficulty in teaching the remaining portions from Algebra. Above all we are to remember that our teaching should contain the human elements and should not in any case be dogmatic.

THE PLACE OF SOUND FILMS IN INSTRUCTION

By Mr. SHEIKH IFTEKHAR RASOOL

THE school has an increasingly heavy responsibility in preparing boys and girls to meet intelligently problems of our highly complex social order. The world of the learner to day is vast; new areas of study, new critical issues are constantly appearing. There are countless facts to be assimilated into generalisations, the tools for thinking; there are new controlling appreciations and attitudes to be fostered.

Education must keep pace with these demands. Not only the objectives and materials of instruction, but the techniques and devices of teaching must undergo a continuous process of appraisal and improvement, if the educational system is to be efficient in achieving its purposes. The scientific and technological advances have created new mediums of communications which must be scrutinised for their possible contribution. Every device for bringing reality to the learner and for enlarging the scope of learning should be explored for its possibilities. In the scrutiny of methods and devices for attaining modern objectives of education, it is important to consider the new mediums of communication which have resulted from scientific and technological advances. Among those is the sound motion picture.

The potential contributions of the sound motion picture to education can be surveyed best in terms of an analysis of recent trends in curricula method, and administrative procedures.

Expansion of the Curriculum:—During the past century there has been a tremendous increase in the number of new subjects in the school curriculum—a necessary step if education is to keep in step with the rapidly changing conditions of modern life. Even in schools that integrate closely related subjects into comprehensive courses,

the trend is toward more and broader subject matter. There is likewise a tendency toward building broad units around mass concepts rather than teaching mere isolated and unrelated facts.

Gravitation of subject matter downward:—For several decades there has been a trend toward shifting subject matter downward in the school curriculum. Certain materials have moved from the college to the secondary school; and materials formerly included in the secondary curriculum have been drawn into the elementary curriculum. The same is occurring from grade to grade on the same school level. This downward movement of curriculum content has resulted from a desire to acquaint students with important concepts as early as possible in their school life. One source of difficulty has been to overcome the young student's immaturity of experience.

Trend from abstraction to reality:—Until very recently education has been characterised by verbalism. Since teachers were traditionally poorly trained, the textbook became the chief educative medium. Learning tended to be highly abstract, since the student rarely came in contact with objects or reality. Ability to memorise facts was the criterion of proficiency. To-day the trend is to use books (not necessarily text-books) as references, and as a means of broadening understanding. Learning is made concrete and real by experiencing life situations in the classroom.

New emphasis on administrative economy:—The curtailment of school revenues during recent years has focussed the attention of school administrators on desirable economies. The criterion has been to preserve, and if possible, to improve, the quality of instruction. One tendency has been toward larger classes in certain sub-

jects, especially those whose outcomes are primarily appreciational.

These trends are significant evidences of the changing conception of education. Under these new conditions the traditional textbook-recitation technique breaks down. The newer mediums of communication are destined to play an increasingly important part in enlarging the scope of the teacher's usefulness.

Mechanical Instruction Devices:—Along with the sound film, there are numerous mechanical and physical devices that are accepted as educational aids. These may be roughly classified according to their sensory approach: visual, auditory, and audio-visual. Each of these devices is suitable for portraying certain type materials. It should be noted that the sound motion picture—a highly complex and flexible instructional device—possesses the fundamental element of these other mediums.

Visual

Objects and models:—Observing the object of study is highly desirable in developing complete understanding. Sometimes it is possible to utilise a model in lieu of the object. However, of all materials studied, there are comparatively few which it is practical or feasible to bring into the classroom. Then, too, fundamental part or process is not always revealed by observation.

Still projection:—The slide, the film slide, and the opaque projector are excellent devices for presenting still pictures, maps, charts, and drawings. Their primary value is in portraying static representations.

Still motion pictures:—Of the strictly visual mechanical devices, the silent motion picture is the most versatile. Where sound is not required, it is excellent for presenting objects in motion, regardless of speed—a bullet in flight or an opening flower. Obviously, it is uneconomical to portray static objects by means of the motion picture.

Auditory

Phonograph:—The phonograph, especially the phonograph with electrical amplification, is an effective medium of instruction for individuals and for groups when the only element required is sound. It is particularly adapted to develop appreciations in music, and oral and aural skills in the languages. Its chief advantages are facility of use and the possibility of indefinite repetition.

Public address system:—The simplest public address system is the amplification system used in auditoriums. This is very desirable when children are performing on the stage. There may also be a public address system from the central office to the individual classrooms, for announcements and recorded programmes. The same system may be used for radio programmes. It may be thought of as a combination phonograph, radio, and local radio.

Radio:—The radio is essentially well suited for presenting programmes in music appreciation and the speeches of outstanding personages. Its chief disadvantage lies in its inflexibility. The school programme must be adjusted to the radio programme and the radio programme is given but once. Educational research will advance significantly the use of this medium.

Audio-Visual

Sound-film slides:—The sound-film slide, though often used in industry, has not been adapted in educational practice. Since the images are static, teachers have been able to give their own comments. However, the sound film slide may come to serve a definite function in a highly individualised scheme of instruction.

Sound motion pictures:—The sound film is the logical medium for presenting objects in motion with their accompanying sound effects. The simultaneous reception of sensations through two avenues increases the illusion of reality and stimulates the emotional response of the observer. The

recorded oral explanation, when perfectly synchronised with the action on the screen, is probably one of the most versatile and effective educational mediums ever devised.

The contributions of the sound film to instruction have been as yet only partially explored. Recent research studies have revealed many important contributions. As the sound film is employed in an increasingly variety of learning situations—on all levels and in many areas of the curriculum—other significant uses will undoubtedly become apparent.

Presents reality:—The sound motion picture presents reality with its element of motion and sound. The object or phenomena and its operation becomes concrete and not a highly abstract idea. In fact, the situation may be made a selected reality, since unessential and distracting elements can be eliminated in production, so that the student is free to concentrate on the desired aspects. Highly abstract phenomena, such as the invisible air molecules or electric charges, may be shown in their true relationships.

Synthesises learning experiences:—Instead of learning consisting of isolated and unrelated facts, the sound motion picture makes possible the synthesis of a number of learning experiences into an integrated whole or entity. This is especially important in presenting such mass concepts as tariffs or the molecular theory of matter.

An unvarying presentation is possible with the sound film. A truly educational film should and must be authentic, since this medium creates such vivid lasting impressions. For this reason, any inaccuracy in the film is unfortunate, since it leads to a perpetuation of that error. In gathering impressions from reading, each individual creates his own mental image or interpretation. To a greater extent than other devices, the sound film gives a single interpretation.

Equalises educational opportunities:—Communities unable to equip their schools with desirable but expensive equipment will be enabled, through the use of sound films, to approach the more favoured schools in the richness of their educational offering. In science instruction, for example, many desirable pieces of apparatus or models costing hundreds of rupees may be used only a few hours in a year. A motion picture film can often accomplish the same result in a sequence of a film.

In the traditional school, achievement in the content subjects, and even in some of the tool subjects, is closely correlated with reading ability. Regardless of how brilliant a student is, he is decidedly handicapped if his reading ability is deficient. The sound film will tend to eliminate reading ability as a variable factor in achievement. His understanding is then dependent more on alertness and general ability.

Again, the drudgery of reviews, re-teaching, and explanation of abstract concepts and invisible phenomena, which consume so much of instructional time, may be delegated to the sound projector, thus enabling the teacher to devote more time to guiding, stimulating, and evaluating the work of his students.

Facilitating the Use of Sound Film in Instruction:—The foregoing discussion has charted certain of the specific contributions which the educational picture can make. But before these potential values are to be derived by boys and girls in the classroom, two conditions must be met. First, the talking pictures which are to be used for instruction must be prepared according to educational standards, the application of which insures an immediate contribution. Second, the local school system must make definite provision—in administrative organisation, in supervisory service, in curriculum integration, and in film materials—to render the talking picture a vital educative force. Worthwhile instruction is usually carefully planned in

advance; the use of talking picture can be no exception.

Summary

Interpreted in a broad sense, the contributions of the sound film to education are: (1) They make the learning real, and (2) They enlarge the scope of the learning.

The sound film, when properly produced, portrays every concept in a concrete manner. In motion picture production it is possible to control factors, such as size,

tangibility, location, movement, sound, and complexity, so as to secure the desirable learning situation.

By means of instructional sound films the community or school extends the scope of its curricular offerings. This is particularly true in less favoured communities, where educational equipment is definitely limited, and also in smaller schools where teachers are assigned subjects for which they are inadequately prepared.

How can the World Achieve Universal Disarmament?

By Madame Catherina Lydia DeLigt - Van Rossem

[Madame Catherina Lydia DeLigt-Van Rossem, winner of the First Prize of \$1,000 in the Competition of The New History Society of New York, is a native of Holland, living in Geneva, Switzerland. The present paper of Madame DeLigt was chosen from among 3,208 entries, submitted in eleven languages and coming from all parts of the World.]

EVERY one recognizes the fact that the system of so-called armed security leads to a condition of national, and consequently of international insecurity. Nevertheless, the people do not disarm themselves.

Why is this? The reason is, that: men do not voluntarily renounce something that apparently is essential, before having the conviction that it can be replaced by something better. Universal Disarmament cannot be achieved until it has been realized that means do exist, other than war, whereby to defend right and liberty.

1. The Individual and Society

To start with two essential points must be considered:

Firstly, a reorientation of the understanding and attitude of the individual;

Secondly, a reorganization of the social order.

It is error to believe that peace can be attained by good will only while we, at the same time, permit the continuance of social injustices.

The majority finds itself placed under

social conditions that make it difficult, if not impossible, to assume a really human attitude. Books such as "The Petroleum War," "The Cotton War," "The Munitions International," etc. Which bring to light the malevolent foundations of our society, represent the spirit of our age.

The exploitation of man by man; the pursuit of profit; economic competition; the excess of individual power with attendant miseries; domination and violence with the atrocities that they bring into being—all these, the typical tendencies of present day society, are in flagrant contradiction with all good will. It is undeniable that in such a society the least scrupulous, the most brutal has the best chance of success.

Consequently, it is not surprising if the number of persons who look to salvation by means of social revolution is on the increase. These, however, fail to recognize the fact that, if it be only the exterior circumstances that change the least scrupulous will again be found on top, giving their imprints to the new society regarding which it soon may be said: "The more it changes, the more it remains the same!"

It is obvious that one cannot expect society to become humanized before men themselves have become humanized; and is there ground to hope that men shall change so long as they undergo innumerable injustices which, in turn they are forced to inflict on others? Injustices there are toward the oppressed classes, the colored races, the Jews, the national minorities, the members of the different political groups, to say nothing of the nations at the mercy of more powerful nations! Is there indeed hope that men will change under these circumstances? The most elementary psychology will prove to the contrary. Man and Society indissolubly bound, influence each other continuously. This interaction, necessary in principle, is, under current conditions, working itself out in a fatal sense. Baleful interaction, as is proven when it comes to be a question of disarmament. So long as we believe in violence, so long will disarmament be illusory; and the more we increase our material armaments, the more remote will moral disarmament be.

How can we emerge from this vicious circle? By striving to make changes in all domains, begining with ourselves.

II. Psychological conditions

The most urgent is to *disintoxicate ourselves of violence*. From generation to generation we have been trained in the idea that force is the principal and most efficacious method whereby to attain our ends; and today finds us, more than at any other time, under the domination of violence. We have our birth in a society of which violence is an integral part; and are educated under this influence. Before having attained the stage of development wherein we would be capable of thinking freely, most of us are already caught in the wheel of opinions, conceptions and habits which make us to accept political and social violence as inevitable, and even as normal. Through various means—the press, literature, art, religion, schools, cinema, radio—we inter-intoxicate ourselves in this sense. It is not surprising then if we find

difficulty in renouncing these methods of violence; although, on the other hand history has proven that the majority of wars are unsuccessful and it is certain that everyone is fully conscious of the ruin reaped by modern war upon both victor and vanquished.

It is then a question of:

(a) replacing the old belief in violence with *new and better ideologies*; (b) substituting the practise of violence with the application of *nobler and more profitable methods*.

Towards this end there must be introduced an entirely new *Code of Honor* based on respect for the human life and personality.

In a word, we are in need of a sort of *mental and moral hygiene*. While creating around us an atmosphere of harmony and understanding, we must at the same time strive to canalize and sublimate the instinct of strife, through the satisfying of the moral needs, such as devotion, the desire for self-sacrifice, the want for co-operation—to which war makes appeal, and the bringing of them to a *higher level*, by diverse means, such as sport, youth groups, the Scout movement, competitions, artistic and scientific efforts, social and humanitarian services.

III. Social conditions

It is not war only that will be opposed in such a struggle for the New Humanity; rather *all forms of violence*, among men, even including those of which we are barely conscious, will be dealt with. This struggle implies the liberation of colonies, the emancipation of women, the free education of youth, the eradication of lynching, the abolition of capital punishment, the re-education of criminals and the safeguarding of animals to the extent of anti-vivisectionism and to the point of vegetarianism. It will not be a question of simply belonging to certain more or less humanitarian organizations, but one of arriving at a *creative understanding* which will manifest itself in *constructive activity* toward the establish-

ment of a society worthy of mankind, presenting the while a truly human attitude in the affairs of everyday life.

IV. Economic conditions

The Capitalistic, Imperialistic and Colonial systems are, of their very natures, the principal causes of war. Consequently, disarmament implies a *reconstruction of economic life* based on solidarity and collaboration instead of an exploitation and rivalry: a world system of production and consumption according to methods of co-operation and self-government:

(a) World distribution of raw materials according to the needs of the different peoples.

(b) World exchange of agricultural industrial, intellectual, artistic products.

V. Political conditions

Now that the interdependence of nations is an acknowledged fact, totalitarianism is of necessity doomed to failure. Even in Germany, where the government is pursuing this policy in a most vigorous manner, the error of the course is already being recognized. In the place of egocentric concentration of each country upon itself, economic and social interdependence exact an *internationalization and a democratization* of political life on ever-expanding lines.

(a) The confederation of all the nations of the world.

(b) The elimination of frontiers, in the sense that they will no longer constitute economic, political or cultural barriers, or continue to exist except in so far as they have an ethnological and natural significance.

(c) The internationalization of harbors, rivers, canals, lakes, seas, straits and of all traffic.

(d) The abolition of secret diplomacy.

(e) Universal disarmament — (according to the proposition of Litvinoff).

(f) The settlement of international strife according to the methods of arbitration.

(g) The conducting of national and

international politics in view of the interests of the World Community (Department of Peace).

h. The adoption of a universal auxiliary language Either Esperanto or basic English.

VI. Cultural conditions

Actually a course of spiritual gymnastics is required if we are to *free ourselves of our egocentricities*; to enlarge our horizons and to realize the extent to which we have the tendency of imprisoning ourselves in restricted sentiments and ideas, and of bringing everything down to the point, if not of our individual interests—than to the interests of “our” family, “our” country, “our” class, “our” race, “our” political party, “our” religion, and of subordinating all things to this ideology.

At this epoch of the “nationalization of consciences” a veritable *demilitarization of the spirit* is essential, and this implies demilitarization of education, of instruction, of religion, of the press, of science, of law, of art, of philosophy. In all these domains, thoughts and operations must be directed on a universal plane leading toward the *auto-realization of humanity in the universe*. Then each one will find the special task suited to him according to temperament, aptitude and social conditions.

Thousands of educators, both men and women, are already working along these lines. The International of the Antimilitaristic Clergy recognizes the incompatibility between Christianity and war; the International of the Pacifist Physicians declare that: “Prevention is better than cure”; the conscience of students by the thousands is awakened to the point where these refuse to sacrifice themselves in the name of violence; tens of thousands of conscientious objectors affirm that they will no longer work except towards ends that are constructive and eminently human; in the labor movement the idea of collective refusal of war is begining to spread; the international Anti-militaristic Bureau and

the R. I. G. M. (International Congress against War and Militarism) are striving to humanize the "Social Revolution" and The New History Society to humanize the world. On all sides a sense of *responsibility in work is stirring*: men, on the one hand, are rejecting all labor that is injurious and anti-social; on the other, are on the alert to devote themselves to that which is constructive. Certain scholars, such as Bertrand Russell, are leading public opinion in this direction. It is question of a veritable *perpetual mobilization in the service of peace*.

VII. Practical Measures

All measures tending toward the *discharging of the threatening atmosphere*, even though the amelioration be but temporary, are important: each warless year is a year won for the preparation and the organization of peace. The more there exist of justice and human understanding, the more the causes of war will have diminished.

Yet, so long as we have not attained our political, social and moral equilibrium, men will find themselves face to face with this problem: Must the armament race be supported or must other solutions be sought? Those who accept the project of eventual mass murder in the event of a political or social conflict must superarm themselves: It is a question not only of being strong, but of being the strongest. Result: ever more violence and brutality, and on toward collective insanity.

At the same time, the numbers of those who do not accept this solution are rapidly increasing. Let these unite, to the end that they may study the possibilities of resisting the eventual aggressor by *financial and economic measures*; let them impart to the working classes knowledge of the *methods of non-violent resistance*..... Boycott, non-co-operation, general strikes, refusal of military service, civil disobedience, moral resistance;—let them by word and deed demonstrate that integrity which shall insure victory: perspicacity, persever-

ance, inner discipline, human solidarity,—an entirely new *Code of Honor*, exacting a thorough training for peace; let them refuse all participation, both direct and indirect, in war, openly declaring their intentions, following the example of Lord Ponsonby and the Peace Pledge Union; let them propagate the idea of individual and collective refusal to pay War Taxes; let them raise funds to help the victims of the fight against war; let them organize crusades, Campaigns and Plebiscites for peace and, in case of danger of war, parliamentary and extra-parliamentary action to *prevent the government from having recourse to violence*.

The under-estimating of the means available for the pacifist struggle is due to the state of intoxication by violence. It also results from the fact that too little is known concerning the efficacy of these substitutes which, however, have so often been demonstrated in history.

To the Pacifists then is the task of spreading knowledge of these *revealing facts*. Theirs is the duty of drawing up an entire system of *non-destructive defence*; of organizing on all sides *groups* that will propagate this method of warfare, and, following the example of Gandhi, of applying it through *experimentation* until such time as it shall be generally accepted.

Even as it would be ridiculous to go back to the use of oil, for lighting purposes, now that electricity has revolutionized the world, so shall it appear ridiculous to have recourse to arms in that day when arbitration, non-violent resistance, and co-operation shall be considered as normal. It is then that the idea of the sublimated struggle, for centuries recognized by the noblest representatives of the human race shall have become a veritable creative force, and that disarmament and peace, at this hour a flickering hope, will have been transformed into an inflexible resolution.

Then, and then only, the cry "Peoples of the world, unite!" so long raised in the desert, will have become the living and universal truth.

THE VIDYA MANDIR SCHEME

National Plan of Mass Education

DETAILS of the Vidya Mandir Scheme of the Hon'ble Pandit Ravi Shanker Shukla, Minister for Education to the Government of the Central Provinces and Berar, to spread free and compulsory mass education within a fixed period, have been issued.

The scheme is a comprehensive document full of historical record, and statistics. It begins with a short history of educational movement in India in general and the Central Provinces and Berar in particular. In 1836 in the Central Provinces, 5.8 per cent of the population was found literate. In 1931, it was 8 per cent. In 100 years literacy has gone up by 2.2 per cent. In the last 30 years it has advanced only by 1 per cent. This state of affairs, states the report, cannot be allowed to continue any longer. To bring about intellectual and national revolution, spread of education in cent per cent of population is essential and must be brought about within a fixed period. It is admitted on all hands that an uneducated populace is dangerous for any form of government, and more so for a democratic government.

Present wasteful system

The present position in the Central Provinces and Berar is that the population is 15,567,723; the number of villages is 39,762; the number of villages having schools is 4,746; the number of villages from which boys attend these schools and which may be called feeder villages to these schools is 9,762 and the number of villages having no approach to any school or where no facility for education exists is 25,254. The budget estimates for the year 1936-37 show total expenditure on education—charged, Rs. 2,77,479 and voted, Rs. 50,03,521 total Rs. 52,81,000. The amount of expenditure for 1936-37 on primary education is Rs. 36,96,217. The expenditure, therefore, per head comes to Rs. 10-8-0. The percentage of boys and girls receiving education to the population between the ages 6 and 11 is 1.91. The percentage of boys and girls which should receive education is 15 per cent of the total population. At the present rate, total expenditure would be Rs. 2,44,24,627. It is wholly inconceivable to get from the provincial exchequer and other sources even half of the amount so calculated in

the near or distant future. If finances of the Government of the province are unable to solve the problems, it is up to us to find another way out. It will be conceded that the co-operation of the people and the Government alone will make possible what is otherwise almost impossible. The only way to achieve the end, therefore, lies in the adoption of the Vidya Mandir Scheme.

The scheme is an outcome of all the criticisms and suggestions made to the Hon'ble Pandit Ravi Shanker Shukla, during the course of meetings and conferences and is based on principles accepted.

THE SCHEME

The scheme contemplates that every village or group of villages within a radius of a mile having no schools and where about 40 boys and girls of school going age are available shall have a Vidya Mandir. In all Vidya Mandirs, education shall be through the medium of the mother-tongue. We shall have, therefore, Marathi Vidya Mandirs, Hindi Vidya Mandirs and Urdu Vidya Mandirs according to the needs and circumstances of the residents of each place where Vidya Mandirs are founded. The name is attractive in more ways than one. To the 99 per cent of the population in villages, it will be a source of inspiration, and it is hoped that it will appeal to their generous and charitable minds.

The Vidya Mandir will ensure literacy of such a type that it will not lapse after the pupils have left the schools and would lead to the formation of healthy and hygienic condition of body and mind and provide instructions in subjects which will give the pupil a living interest in his environments. Vidya Mandir will be a people's school. It shall not be divorced from the environments in which it will be situate. Such a school should make children realise the problems of village life and train them to take part in it effectively when they have finished their school career. Not only should it reflect on all the characteristics of the village life, but it should prepare the village boys and girls for life's struggle in relation not only to the village or the town or the district or the province, but to the country as a whole. It must have a national outlook.

Related to Community Life

The welfare of the village community shall be one of the Vidya Mandir's principal aims, and there shall be close co-ordination between the school and the community life, so much so that the people of the village may begin to feel that the school is their institution and their own concern. It shall be an important social centre where teachers, parents, boys and girls shall meet and discuss and solve the problems with which they are faced—national, social as well as educational. In fact, the Vidya Mandir shall be a radiating source of light and learning in a village and it will serve as a model for allround progress. Agriculture, hygiene, sanitation and all things, which make up for the happiness of life of an individual and nation as a whole, will be taught there.

The Vidya Mandir shall be established on a voluntary basis first, and, if proved successful, it would become a statutory obligation on each village or a group of villages to have a Vidya Mandir. It is expected that proprietors of mahals or estates shall take the initiative in establishing Vidya Mandirs generally, but it is open to a generous-minded tenant in the village or a ryot in a ryotwari tract to do the same. Anyone who is interested in rural welfare may also donate money sufficient to secure the establishment of a Vidya Mandir.

Financing the Scheme

The grant of land will be the primary and the main source of income for the support of a Vidya Mandir. Grant of land sufficient in area to give the teacher a living wage (Rs. 15 per mensem) according to the locality in which the school is situate, and a net income of Rs. 200 per year to a Vidya Mandir will be necessary. There are other sources from which income can be augmented such as village charities, dharmadao, panchayati, kothis, and income through some central industry in Vidya Mandir education. In the event of a famine or scarcity calling for Government help, if the endowment funds are not able to support Vidya Mandirs, Government's assistance can always be relied on. It will thus be seen that if the aforesaid resources are tackled, there is absolute certainty of Vidya Mandirs being placed on a suitable and sound financial basis.

Vidya Mandirs, to begin with, have to be started on a voluntary basis. As soon as an offer is made, a responsible officer of the Agriculture

Department will be deputed to examine the land and submit a report stating the quantity required to give an annual net income of about Rs. 200. If everything is found satisfactory the Agriculture Department shall take charge of the land. Looking from all points of view, it appears that the direct control and management of the Vidya Mandir land and its cultivation for the first few years should be in the hands of the Agriculture Department. Where there is a village panchayat, it shall be its duty to appoint a sub-committee of its own for the proper supervision and managements of Vidya Mandirs. Property, both movable and immovable, shall vest in the village panchayat or district council or ultimately in the Provincial Government. Legislation on the lines of the Charitable Endowments Act, 1890 shall have to be introduced to give validity to the gifts made and insure proper administration and control.

A limited number of Vidya Mandirs shall be started in every tahsil or taluq in the first year at Government expense, for which provision should be made in the budget for 1938-39. It is estimated that a Vidya Mandir will require from 11 to 30 acres of land, and a sum of from Rs. 1,000 to Rs. 2,000 to start the plot, the variations being due to difference in cropping and soil cultivated. If more offers are received than can be financed by the Government Land Mortgage Banks and Co-operative Central Banks should be authorized to advance money, which may be repaid by long term instalments on the security of the land guaranteed by the Government. It is also possible that some charitable institutions or generous-minded donors may take upon themselves to meet the initial expenses. Such Vidya Mandirs should also be started and the pay of teachers for the first year should be paid by the Government or the district councils, if they are found able to do so. A simple type of building for a Vidya Mandir should not ordinarily cost more than Rs. 200 to Rs. 250.

The Staff

An important, if not the most important, item in the scheme of Vidya Mandir is the staff. A Vidya Mandir is generally expected to be an one-teacher institution in as much as only boys and girls of the village, where it is situate, shall join it. If the number exceeds 50 and goes even to 80, double shift system may be adopted or the old monitor system can be resorted to. A teacher of a Vidya Mandir shall have to be

of a different type. His minimum qualifications shall be the present vernacular middle school certificate. Higher the qualification, the better. He shall require special intensive training, and provision shall have to be made for it.

The teacher shall be required to sign a pledge which shall indicate what he is expected to be. He shall be on probation for five years after which he shall have to serve for 20 years more. There shall ordinarily be no transfer from one Vidya Mandir to another. It shall be a life-long work for 25 years. The remuneration of a teacher shall be paid out of the endowment funds and ordinarily shall not be less than Rs. 15 per mensem. After confirmation, his life shall be insured for Rs. 500 or thereabout. The policy shall be endowment policy or any other policy as may be decided upon by the committee. The teacher shall give a declaration as to whom the amount of the policy shall be given in case of his death. The policy shall be assigned to the president or secretary of the committee or the trust of a Vidya Mandir, or to the district council or Government.

The teacher shall reside in the Vidya Mandir and educate children of a village according to the syllabus and curriculum prescribed; he shall be ex-officio secretary of a Vidya Mandir trust or committee and shall maintain its regular accounts; he shall be in such charge of the property of a Vidya Mandir as the committee or trust may like: he shall do such social service, village uplift work, education, as may be entrusted to him; he shall look after the physical uplift and welfare of children of a village; to be a keeper of village library and museum; to give a national outlook to all the activities of a village and to perform such other duties as may be prescribed from time to time.

Syllabus and Activities

Subjects of study shall be related to the environments of children and shall have an industrial and agricultural bias. A suitable syllabus is in the course of preparation. Mahatma Gandhi's scheme and our provincial syllabus and reports of various committees vocational and otherwise, will be carefully examined and courses of studies for four or seven years adapted according to the provincial needs and circumstances, will be prescribed.

Vidya Mandirs are expected to be centres of all activities in villages to which the attention

of all the departments of Government besides the Education Department shall have to be directed. As at present there is no co-ordination between one department and another and as a consequence the result of their activities is not even visible. It shall be the duty of the Agriculture Department to see that the best use is made of the land endowed to Vidya Mandir and its productive capacity is so enhanced that a Vidya Mandir farm shall serve as a real demonstration farm to villagers and improve their cultivation and general well-being. No better service than this can the Agricultural Department of the Government render. Medical and Public Health Departments should also work for Vidya Mandirs and look to the improvement, sanitation and hygiene of villages and help in all possible ways the teacher in charge of Vidya Mandirs to do social service in villages. Teachers of Vidya Mandirs can be acquainted with the knowledge of first aid and elementary medicine to enable them to render immediate help to villagers. The Co-operative Department should start multipurpose societies of the Kodinar type in every village where a Vidya Mandir is established. The Veterinary Department should make it a point to concentrate its attention on Vidya Mandir cattle and demonstrate the department's usefulness. Thus, if all departments of Government connected with village life and its improvement co-ordinate and work in cooperation, Vidya Mandirs shall be a source which in the near future will make village life interesting and happy and relieve misery in which they are living today.

Appeal to work the Scheme

Government feels convinced that, if Government servants and the people both combine and co-operate and make a joint effort, success of the scheme will be amply demonstrated even at the end of the first year of its inauguration. Nothing can then prevent the free and compulsory education of all the boys and girls within a fixed period. If proprietors of mahals and estates really desire their own prosperity and the prosperity of their children and children's children, they should generously come forward and make a voluntary offer of the required land before the law makes it obligatory for them to do so. Let owners or holders of maths, big and small, and of other religious or charitable institutions, temples, mosques and others, realize that the time had come in the history of India when they

DIPLOMAS IN VOCATIONAL TRAINING

Mysore University's Scheme

[At a meeting of the Academic Council of the Mysore University held on the 29th January last, it has been decided to start a scheme of Post Secondary Diploma Courses in subjects like Sericulture, Veterinary Science, Automobile Engineering, Prints and Engraving, Printing and Binding, Domestic Science. It is estimated that the cost of the scheme will be about Rs. 1 lakh recurring and Rs. 1½ lakhs non-recurring.—Ed., E. I.,]

The following is a summary of the scheme:

The course of instruction for the Post-Secondary Diplomas will be in the main provided by the University. But in the case of a few subjects for which provision already exists, the University will recognise the existing courses. Thus in regard to the courses in Agriculture, and Civil, Mechanical and Electrical Engineering now available in the Agricultural School at Hebbal and the School of Engineering, Bangalore, respectively, the University will accept the existing arrangements with such modifications as may be made in consultation with the departments of Agriculture and Public Instruction. The departmental diploma in Higher Elementary Teaching (U.G.T.) is proposed to be taken over by the University, and instruction for it provided in the University Department of Education.

Courses in the following subjects are proposed to be opened with effect from the academic year 1940-41: Sericulture, Veterinary Science, Automobile Engineering, Commerce, Prints and Engraving, Printing and Binding,

Continued from preceding page

should voluntarily come forward and make the offer and get the credit before it is too late. All merchants, traders and sahu-kars, who have accumulated with them large sums of Dharma-dao, should give voluntarily to the Vidya Mandirs at least 10 per cent of it and create a Vidya Mandir Fund for facilitating their establishment. Let all others, including Government pensioners who can and who have the will to help in any way, come forward and make this venture a success.

Success of Vidya Mandirs is sure to relieve unemployment of the educated and give them undreamt of and unique opportunity of rendering service to the Motherland. Let individuals as well as associations, political and social, all come forward to help this noble cause.

— The Hindu.

Pharmacy, Music, Domestic Science, Painting and Drawing.

All these courses will be provided within the University itself, and except in the case of the diploma in Teaching, the course will be in each case one of three years, the admissions being made on the same conditions as to the Intermediate courses, namely, a pass in the S.S.L.C. with the minima prescribed by the University. An effort has been made to link the several diplomas with the respective optional subjects in the School Final examination. Thus the diplomas in Engineering are meant to be taken by those who will offer at the S.S.L.C. examination optional subjects like Electric Wiring and Fitting, Pattern making and Foundry Workshop Practice, or Mensuration. Similarly, the diploma in Commerce or Domestic Science or Painting or Music will be taken by those who have offered corresponding subjects at the School Final examination. Some amount of elasticity is retained in the new arrangements, since those who take the Science group will also be allowed to proceed to the diplomas in Pharmacy or Agriculture or Sericulture, though these subjects are intended in the main for those who have taken the corresponding optional subject in the School Final examination.

Modified course in High schools

It is interesting to recall in this connection that the Department of Public Instruction, with the co-operation of the University, has very recently instituted a modified course of study in the High Schools, according to which a differentiation will be made from the V Form onwards between those who will proceed to the time-honoured courses of instruction in the University, and those who will proceed to the new courses like the ones mentioned above. The former class of pupils will take in addition to a compulsory group of subjects like English, a Second Language, a certain amount of History and Geography, Mathematics and Science, an additional group in which they will study Science and Mathematics, or History, Geogra-

phy or one of the realistic subjects, like Electric Wiring, Machine Shop Practice and Fitters' work, Domestic Science, Printing and Binding and so on. This differentiation was implemented in the hope that a considerable number of those who now pass the School Final examination and seek admission to the Intermediate courses might find these courses of study more suited to their temperament and aptitudes. Another hope that underlies this reform is that the same process of differentiation between different types of pupils might also help in the diversion of the youthful talent of the country away from the academic courses in the University at the end of which there is hope of employment only for a small number. If these expectations are to be realised, and a considerable number of those that are now in the High Schools and will be there in increasing numbers in the years to come are to be attracted to the realistic courses in the High Schools, it is necessary that there should be appropriate follow-on courses which will induce them to turn away from the Intermediate Examination. There are in the State already post-secondary courses in Agriculture, Engineering and Commerce, which attract a certain number of pupils already. But the amount of diversion effected by these courses is limited, and the choice naturally is also not very large.

Therefore, the University authorities reviewed last July the position that would arise as the result of the changes in the School Final system, and considered it desirable that the University should co-operate with the Department of Public Instruction in the matter. The Academic Council last August appointed a Committee to examine the implications of the revised S. S. L. C. course of studies and consider what suitable follow-on courses could be instituted with advantage and allied questions. The Committee and its Sub-Committees have been at work these few months and the result of their deliberations was submitted to the Academic Council in their report which recommends the institution (and the recognition) of a considerable number of diploma courses.

University to conduct the courses

The Committee recommended that these courses should, in the main, be conducted by the University itself, and this view was accepted by the Academic Council with hardly any disagreement, though the Committee did anticipate some considerable difference of opinion on the subject.

In support of their proposal, the Committee remark: "The diversion of pupils from the present University courses and their better distribution as between the degree and the diploma courses will be more readily effected, if none of those who have passed the School Final Examination on the basis of minima prescribed by the University, is denied admission into the University, but within its precincts, some are required to take courses other than those that lead to a degree. There is reason to believe that a large number of those who now join the Intermediate classes do so not because they find any special fascination for the degree, but mainly because they have no alternative post-secondary courses, which have the same prestige as the courses in the University."

The course of action approved by the Academic Council is in line with the resolution of the Third Conference of the Indian Universities held in 1934, to the effect that in addition to technological courses of degree and post-graduate standards, Indian Universities should institute or recognise by grant of diplomas and certificates of technological courses of a practical character and that these courses should open to those who have the University Entrance Examination.

Vocational Education Programme

It is well to add that the contemplated institution of post-secondary diplomas in vocational subjects in an integral part of a comprehensive programme of vocational education in the State. A few years ago, a committee was appointed by the Government to consider the reorganisation of education in the State, which recommended the institution of Vocational Middle Schools and Vocational High Schools, and suggested also the desirability of Post-Secondary Diploma courses. Government have accepted the idea of Vocational Middle Schools and Vocational High Schools, and proposals are already before them for starting a few such schools on the lines recommended by the Committee and accepted by the Board of Vocational Education of which the member in charge of the Education portfolio is the Chairman. With the institution of the post-secondary diploma courses, the State will have a comprehensive scheme of vocational education, suited to different aptitudes and temperaments and capable of diverting the increasing number of young men and young women from the single avenue of academic studies that leads to a

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NOTICE

Articles for publication and books for Review should be sent to the Editor, Educational India, Waltair.

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

EDUCATIONAL INDIA

Masulipatam, Feb., 1938

The Vidya Mandir Scheme

WHILE in other provinces discussions are still going on as to how far the Wardha Scheme of education could be put into effect, the Education Minister in the Central Provinces and Berar has stolen a march over his colleagues not only by drawing a definite scheme of elementary education published elsewhere in this number but also making provision for working it in the budget for the coming year. This is as it should be. No amount of talk or argument on paper will reveal the defects or merits of any new educational project. Experimentation is the only effective means for exploring and laying bare all its possibilities. This is just what the Central Provinces Vidya Mandir Scheme proposes to do.

THE draft scheme makes it clear that at the rate at which education has been making progress in the Central Provinces in the past, it may take several centuries to have cent per cent literacy if the old system is to continue. Some radical change in the method of financing education as well as in creating a real interest in it among the people is called for and the new scheme

makes provision for both these. It is found that at the existing rate more than two crores of additional expenditure will have to be incurred by the Government, if all the boys and girls of school-going age are to receive education and if there is to be a school within reach of the people of every village. It is, however, out of question for the Government to spare so much money. The new scheme, therefore, proposes to tap other sources for getting the revenues required to maintain the Vidya Mandirs.

THIS consists in persuading the people of each village or group of villages for which a Vidya Mandir is to be established, to grant land sufficient in area, to give the teacher a living wage and to meet the other minimum expenses of maintaining the school. Besides the land, there is also the possibility of increasing the resources of the Mandir through contributions from charities. It was in some such fashion that schools were maintained in Ancient and Medieval times in our country and there is still enough of public and community spirit in our villages which can be made use of to revive the old system. Herein lies the significance of Provincial Swaraj. Our ministers now are people who understand our national traditions and who can appeal to the national ways of accomplishing our object. An appeal from the education minister to the rich people of the village will not go in vain.

THERE is every reason to be optimistic about the success of the scheme as the education that is to be imparted though the Vidya Mandirs is one which is bound to be appreciated by the people at large. It will be education whose value in terms of utility

and culture can be understood by the people in the village. The whole course of education extending over four to seven years will be in the mother-tongue. It will ensure permanent literacy. It will aim at the improvement of the health and strength of the pupil's mind and body. Its courses will have a living touch with the rural environment. It will be given an agricultural and industrial bias. Folksongs and dances will occupy a prominent place in school. From every point of view the Mandir will be integrated with the whole life of the people.

THE Mandir is expected to serve as a community centre for all social activities in the village. It will have a museum, a library and a reading room attached to it. It will be the meeting place of the inhabitants of the village for the discussion of all the problems—Social, economic and political—with which they are faced. It will serve as a link with national community. And if it properly works, it will have gathered around it associations and traditions of high spiritual and cultural value.

MUCH will depend, of course, upon the teacher in charge of the Mandir. And the scheme makes provision for getting teachers of the right type who are appointed after the necessary intensive training. It will be a pleasure for many of our educated youngmen today who are wandering about aimlessly to get themselves trained for this purpose and work as teachers and guides in villages. The work of such a teacher will be a responsible one calling forth originality and initiative. He will not be put to all those troubles to which teachers in villages in the services of local boards are now put. He will not be transferred from one village to an-

other. The village will become his home. His life shall be insured for Rs. 500/- or thereabout. And he will be in a position to lead a life of greater usefulness to his neighbourhood than the present day village teachers.

IT is a good feature of the scheme that the land belonging to the Vidya Mandir should be cultivated, at least in the earlier years, by the agricultural department. This will serve the purposes of a demonstration farm and teach to the villagers the advantages of improved methods of farming. At present, though there is a good deal of talk about researches made by the agricultural department, the actual cultivators know very little about them. The intimate connection between the Vidya Mandir and the Agricultural Department which the new scheme proposes to establish will serve as a real eye-opener to the peasants as well as to the agricultural demonstrators in the area.

THE question of managing the village Vidya Mandirs has become controversial in view of some pronouncements made recently by people in authority. There is a view that local bodies have neglected their duties in respect of education and that it would be best if all elementary schools are taken over directly under the control of the Provincial Government. The Central Provinces Scheme has however more confidence in the ability and integrity of the Village Panchayats. It proposes to place the Vidya Mandir under the management and supervision of the Village Panchayat or one of its sub-committees. This is the right policy to adopt. It is then only that the villagers will come to feel that the Mandir is theirs and that it is their

duty to maintain it in a state of efficiency. The Swaraj which we are engaged in building to-day must not be a beauracrat Raj. It must be a Raj administering which the people and their representatives have some share and take a legitimate pride. This object is fulfilled to an eminent degree by the Vidya Mandir Scheme.

WE wish every success to the scheme and we hope that steps on similar lines will be taken by Governments in other provinces.

Behar Leads

THE Government of Behar has given an important lead to the other governments in the country by appointing a representative committee to work out the details connected with the introduction of Hindustani as the medium of instruction in schools. The significance of this consists in Government not leaving to the committee the responsibility for deciding whether the mother-tongue should or should not be the medium of instruction. This responsibility has been assumed by the Government itself. It has come to the conclusion that 'the mother-tongue should occupy its natural place in the educational system as the medium of instruction and examination' and the committee is set up for arriving at 'a satisfactory standard for Hindustani as the common language and to consider the specific problems of common technical terms and other problems pertaining to the question of preparation of text-books, etc.' This is the right policy for any Provincial Government at the present stage of educational evolution in India to pursue as no useful purpose is served in reopening

or going into the controversy as to whether the mother-tongue should be the medium of instruction. For decades the question has been discussed threadbare and there is no reason to think that there is at present any opposition worth the name for the change that the Behar Government has decided to introduce.

THE Communique issued by that Government has, however, done well in briefly summing up all the arguments in favour of its decision. The present practice of using English as the medium of instruction has produced disastrous results. It created an unbridgeable gulf between English-educated and Vernacular-educated Indians. It has accentuated communal differences by making it unnecessary for the different communities living in Behar to learn each other's language as they were doing in the Pre-British period. It has retarded the development of the literature in modern Indian languages. Worst of all, it has divorced education from reality. It has killed in the youth all creative and artistic impulses and it has laid an undue emphasis on memory at the expense of thought. This is a formidable list of evils which we have to lay at the door of the unnatural educational practice introduced a hundred years ago under the influence of Macaulay. The tragedy of the situation is that even to-day there are several persons who are not convinced of the existence of these evils.

A DIFFICULTY peculiar to Hindustani is the conflict between Urdu and Hindi. In the attempt to make the study of Hindi compulsory in the non-Hindi provinces of India this difficulty has been felt. A solution to it has been put forward by many people,

—a solution referred to in the Behar Communique also—that Hindustani should be the language selected and not Hindi or Urdu. It has given very many cogent reasons to prove that Hindi and Urdu are two forms of the same language—Hindustani. It is to be hoped that this view will become acceptable to all sections of the people and that communal and other considerations of an irrelevant character will not be imported into the controversy.

ONE lesson that has to be learnt from the decision of the Behar government and the action which it is taking on this important educational question is that even academic questions cannot be settled unless the government of the country makes up its mind and takes a lead. People who will not bow to reason will yield to power and authority. Much of the opposition to schemes of educational reform will die if only governments adopt a bold and courageous policy.

Vocational Training in Mysore

MYSORE has always been a progressive State. She has been a pioneer in starting many new industries on a large scale and in financing industrial schemes organised under private enterprise. She has also been a pioneer in working many experiments in the field of education. She has been fortunate in the Directors of Public Instruction and the University Vice-Chancellors that she has been able to secure. And much credit goes to Prof. N. S. Subba Rao, the present Vice-Chancellor of the University, for having worked out a scheme of vocational training which will be put into effect from the academical year 1940-41. He

has already won a great reputation as an educational reformer, by introducing numerous changes into the system of secondary education in the State and by advancing the cause of Canarese, the State language—and the mother-tongue of the people and making it a medium of instruction in schools. The new scheme of vocational training will go a great way in giving to the young men the kind of training for which most of them are fit, instead of compelling them to take to University courses of a literary character for which they are not. It is by providing some alternatives to choose from that his new scheme will prove to be of great service.

LIKE most Universities in India the Mysore University is having its own Intermediate courses. It is only after passing the Intermediate examination that young men proceed to the degree courses. The new scheme provides a course of instruction in the Post-Secondary or Intermediate classes in a number of subjects which will satisfy the tastes and aptitudes of a large section of students and also make it easier for them to secure a job later on. In addition to the existing courses in Agriculture, Civil, Mechanical and Electrical Engineering and Teaching, new courses are to be opened in Sericulture, Veterinary Science, Automobile Engineering, Commerce, Prints and Engraving, Printing and Binding, Music, Domestic Science, Painting and Drawing. Regulations are being drawn up to establish a close connection between these courses and similar courses in the Secondary schools.

ARM-chair critics are fond of saying that the opening of vocational courses like the above will not solve the problem of unemployment in our

country. The question, however, deserves to be looked at from a different and a broader standpoint. Those who undergo training in these crafts and arts will have better chances of getting employment than those who pursue purely literary courses. At least they will not be in a worse position. Moreover, there is some significance in these courses being opened in a University instead of being left in the hands of an ordinary trade or commercial school. It gives to them a status which they cannot otherwise have. Every University stands for a certain type of culture, for breadth of outlook and for the development of character. Even when it is engaged in imparting instruction in a mechanical craft, it does not lose sight of these higher values. Students learning these various skills in the atmosphere of a University will have this advantage and they will become better men than those who learn a craft in an ordinary school. It is this aspect

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degree and inevitable unemployment thereafter, unless the numbers are carefully regulated. At the close of the primary stage of general education, there will be a choice between the General Middle School and the Vocational Middle School; at the close of the General Middle School, there will be a choice between the Vocational High School and the General High School, while at the end of High School stages a choice is now proposed to be given between the old courses leading to the Intermediate examination and the degree on the one hand, and the diplomas in vocational subjects on the other.

It is estimated that all these diploma courses, the existing and the new ones taken together will probably provide for the admission of about 300-400 pupils every year. This would be a very considerable diversion of the large number that now pass the School Final examination, viz., 900-1,000 and mainly enter the Intermediate classes.

that gives a special value and importance to the opening of these vocational courses in Mysore. It is best that efforts are made everywhere to remove from vocational courses that stigma of inferiority which has come to be associated with them; and the Mysore scheme is to be welcomed on this account.

Personal Notes

MR. SHYAM PRASAD MOOKHERJEE, Vice-Chancellor of the Calcutta University, has been elected by the Northern Group of Universities to represent them on the Council of the Indian Institute of Science at Bangalore for the triennium, 1938-40.

Mr. Mookherjee has also represented the Calcutta University on the Inter-University Board of India for a period of three years with effect from April 1 next.

MR. S. R. KAIWAR, I. C. S., the present Presidency Administration Report Officer in the Madras Government, has been appointed as Under-Secretary in the Education and Public Health Department. The Government have created this temporary post in view of the heavy work the Department has to cope with. Mr. Kaiwar took charge of the post on the 31st of last month.

DR. T. BHASKARA MENON, of Madras, was recently awarded the D. Sc., degree of Edinburgh University. Dr. Menon is the first Indian to get this degree for pathological research. He has been elected a member of the Pathological Society of Great Britain, and has been invited to lecture at the Edinburgh Pathological Club of which he is an honorary member.

MR. MOHD. AFZAL HUSAIN, Principal of the Punjab Agriculture College, Lyallpur, has represented India at the Agricultural Committee's meeting of the International Labour Organisation which was held on the 7th inst., at Geneva. This Committee is the first of its kind and had discussed important problems concerning agricultural workers.

THROUGH different PROVINCES

DELHI

CENTRAL ADVISORY BOARD MEETS

The Central Advisory Board, in its recent session held on 28th Jan., under the chairmanship of Sir Kunwar Jagadish Prasad took into consideration the efforts of the provinces to reorganise education so as to end "the aimless drift" to the Universities, to prevent wastage and stagnation and to minimise the unemployment of educated persons.

They agreed on the appointment of a committee to examine the Abbott-Wood Report and the Wardha Scheme. It is expected that the report of this committee will be considered at the next meeting of the Board. The committee consists, among others, of Mr. J. E. Parkinson, Educational Commissioner with the Government of India, Sir Zia-ud-Din, the hon. Dr. Mahmood (Bihar's Education Minister), and the hon. Pandit Ravi Shankar Shukla (Education Minister, C. P.), with Dr. Zakir Husain as a co-opted member.

As regards wastage in primary education, it was pointed out by several authorities present that hardly 25 per cent of the boys who joined the first primary class remained to complete the fourth class. In order to prevent their drifting away in the middle, some suggested compulsion, while others advocated greater emphasis on the mother-tongue.

The meeting considered the recommendations of the Women's Sub-Committee for the re-organisation of the curriculum for girls' schools and referred them to the Provincial Governments to elicit their views.

AGRICULTURAL RESEARCH

It is authoritatively learnt that the Government of India have arrived at an important decision regarding the organisation of the Imperial Council of Agricultural Research in the light of the report of Sir John Russell published in October last, says the Associated Service.

Sir John Russell had stated in his report that the success of the Council's efforts showed

that its general organisation and research programme were both sound and that it was a very effective agent for the improvement of its activities, but always with the same purpose, namely, increased production from the soil of India.

It is expected that as a result of the Government's decision there will be some extension of the scope of the Council's activities along these lines. The first step will be taken by freeing the Secretariat of the Council of a certain amount of routine work and in order to mark more clearly the distinction between executive functions of the Government and the administration of those research and cognate activities for which the Council was created, the office of the Council will not be merged in any department of the Government of India Secretariat but will be an independent office attached to the Department of Education, Health and Lands.

CENTRAL VETERINARY COLLEGE

Plans seem to be fast maturing for the establishment of a Central Veterinary College near Barielly, teaching up to the highest standards.

Most of the Provincial Governments have responded favourably to the scheme and it is hoped that a prominent state will fall in line. Every effort will be made to expedite the fruition of the scheme so that the College may definitely start work within the next year or two.

From the sympathy manifested in the scheme from its earliest stages by the Army authorities, one presumes that the degrees granted by this institution will be accepted by them as qualifying their holders for the Indian Army Veterinary Corps. Hence there should be no difficulty about candidates of the necessary equipment and calibre coming forth in adequate numbers.

MEDICAL RESEARCH IN INDIA

The Indian Research Fund Association is likely to have as from the next year its annual grant raised from Rs. 1½ lakhs to Rs. 4½ lakhs

as a result of certain proposals now under the consideration of the Government of India.

The present reported increase, though not restoring the grant to its pre-depression level, is sure to be of substantial help to the Association, in tiding over its financial difficulties.

MADRAS

PROVINCIAL EDUCATIONAL CONFERENCE

The agenda for the next Madras Provincial Educational Conference to be held in May next at Mangalore has been fixed up. Questions of great importance, like the Wardha Scheme, the appointment of an Expert Committee to report on the revision of Government policy regarding financial aid to schools, medical inspection and care of children, teachers' service conditions, and elementary and secondary education, would come up for discussion at the Conference in the form of resolutions. The creation of a Board of Education in the Province on the lines of the Board of Education in England, the appointment of Local Education Panchayats to serve as local education authority, the appointment of an I. C. S., officer as the Director of Public Instruction would be recommended to co-ordinate educational administration and make it effective.

Government Orders regarding uneconomic schools and the grievances of teachers in Local Board and Municipal Schools would also come up for discussion.

PHYSICAL EDUCATION CONFERENCE

The fifth Provincial Physical Education Conference will be held at Mangalore during the first or second week of May, 1938. The topics for discussion will be: (1) Type of programme in Physical Education for educational institutions; (2) recreational programme for the public.

All who are desirous of contributing papers on either or both subjects are requested to do so by the 31st March, 1938. There will also be a health and physical education exhibition. Exhibits are invited.

Further particulars can be had from the Honorary Secretary, Madras Provincial Physical Education Association, Saidapet, Madras.

VETERINARY COURSE TO BE EXTENDED

The Government have decided to extend

the diploma course in the Madras Veterinary College from three to four years from the next academic year.

Sir Fredrick Hobday, late Principal of the Royal Veterinary College, London, who visited the Madras Veterinary College, expressed his view to the Minister for Agriculture, that it is the best equipped Veterinary College in India.

DIPLOMA IN PRINTING TECHNOLOGY

The Government of Madras have decided to award the L. P. T. Diploma (Licentiate in Printing Technology) to those who complete successfully the Advanced Printing Course (5 years) at the Government School of Technology. The diploma will be recognised in the official publications.

BOMBAY

ADULT EDUCATION COMMITTEE

The Government of Bombay have appointed a committee consisting of 16 persons under the chairmanship of Dr. Clifford Manshardt to advise them on the question of adult education. The terms of reference include:

- (1) What should be the place of adult education in the general system of education in a country like India where literacy is very low?
- (2) The different types of adult education and the duties of the Government in promoting different types.
- (3) How employers of mills, factories, etc., can help the Government in promoting literacy among their employees.
- (4) Agencies to conduct and supervise adult education. How far the Government should use the services of School Boards. Should adult education be one of the compulsory duties of school boards?
- (5) What kinds of books should be used?
- (6) The place of magic lantern, cinema and radio in adult education.
- (7) Women's adult education, its nature and organisation.
- (8) The basis of grant-in-aid.

The committee has been asked to submit its report within two months.

VOCATIONAL EDUCATION COMMITTEE

The Government of Bombay have appointed a Committee consisting of twelve members, with Rai Bahadur K. G. Joshi, Retired Educational Inspector, as Chairman, to advise the Government on the question of vocational train-

ing for boys and girls in primary and secondary schools in the Presidency.

The terms of reference include (1) What changes does the Committee suggest in Primary Education arising out of the Abbott Report on Vocational Education in India and the Zakir Husain Wardha Education Committee's Report? (2) What should be the proportion of general education and practical work in the higher primary standards? (3) Should these institutions be treated as pre-vocational or should they be encouraged and developed in either direction as circumstances permit? (4) What major types of handicrafts, in addition to agriculture, could be introduced in these schools, in rural as well as urban areas? (5) Is it necessary to revise the syllabus of lower primary grades? (6) Could teachers be trained in the existing institutions or in vocational training institutions? (7) The place of Magic Lantern, the Cinema and the Radio in Education. How far is it possible to reorganise the present Department of Visual Instruction to enable it to play a more effective part than at present in the education of the adult as well as the child, in the institutions intended for the former as well as in primary and secondary schools.

As regards secondary education, the Committee is asked to report: 1. At what stage, should vocational training be introduced and what should be its duration? 2. What would be their proposal for a syllabus for vocational training? 3. What would be the approximate recurring and non-recurring cost to Government, regarding staff, equipment, etc.? 4. How should teachers for vocational courses be recruited and what should their qualifications and scales of salary be?

The Committee has been requested to submit its report within two months and is also asked to consider Dr. Zakir Husain's report.

PRIMARY EDUCATION COMMITTEE

The Government of Bombay have appointed a committee of fourteen, with Mr. A. S. More, Chairman of the District Local Board of Poona, as Chairman, to enquire into the question of the training of primary teachers.

The terms of reference are: To enquire

- (1) Whether the present system is all right.
- (2) Whether all primary teachers should be given the same training.
- (3) Whether there should be (and if so, what) difference between

men and women teachers. (4) The place of Matriculates in the new scheme of training.

BENGAL

MILITARY TRAINING FOR CITIZENS

A resolution recommending to the Government of India that the protection of the civil population of the cities like Calcutta from enemy attacks, the citizens and ratepayers of Calcutta between the ages of 21 and 40 be given full military training for three months at least in the year with full military equipment was passed at a special meeting of the Calcutta Corporation held on the 28th of January last.

GOVERNMENT'S UNEMPLOYMENT RELIEF SCHEME

"The Government did not propose to open a new portfolio for Unemployment and no committee would be formed for the purpose" said the hon. the Nawab Bahadur of Dacca, Minister of Agriculture and Industries, replying to a question in the last session of the Bengal Council.

* * *

A sum of Rs. 3,18,074 had been spent by the Government of Bengal till March 31 last in connection with their Unemployment Relief Scheme.

REFRESHER COURSE FOR EUROPEAN TEACHERS

A refresher course for teachers in European and Anglo-Indian schools in Bengal, which was the first of its kind, was opened on the 24th of January last at St. Xavier's College by Mr. J. M. Bottomley, Director of Public Instruction, Bengal. Nearly 400 European teachers, in addition to 50 student-teachers, and 30 Indian student-teachers are attending the course. Messages from the hon. Mr. A. K. Fazlul Huq, Mr. Shyama Prasad Mookerjee and others were read at the opening ceremony.

U. P.

COMMITTEES TO REORGANISE EDUCATION

The Government have appointed two committees to examine and report on the reorganization of the present system of education in the province: The first, consisting of 10 members, will examine the organisation, control and

curricula of the present primary and middle stages of education up to the end of class VII and make recommendations with special reference to (a) the extent and content of primary and vernacular middle courses including the number and kind of text books necessary, and the extent to which handwork and crafts can be developed; (b) the hours of work in schools; and (c) the control of vernacular education, firstly by the Government with reference to the reorganisation of the board of vernacular education and secondly by local boards with reference to the amendment of the District Boards Act and the Municipalities Act.

The second committee will consist of 11 members and will be extent and content of the secondary and pre-university courses, including the possibility of transferring of class XII to universities and of utilizing class XI for preparation of specified courses, (b) to make proposals regarding the control of administration of secondary education with special reference to the working of intermediate board, (c) to submit proposals in connection with the Wood-Abbott Report and define the content of secondary education for boys and girls and (d) to consider what organisation for Anglo-vernacular middle schools, high schools and Intermediate colleges would produce best results.

STUDENTS AND POLITICS

The Government announced in the last session of the U. P. Assembly that all confidential circulars issued during the Civil Disobedience movement, prohibiting students from joining political organisations, were now withdrawn. The Government had no objection to students joining the Students' Federation or those above eighteen years, becoming members of the Congress.

ALIGARH UNIVERSITY

Donations amounting to three lakhs and odd, one lakh each from the Nizam, the Nawab of Rampur and himself in connection with the proposed scheme of setting up a technological institute, agricultural and military colleges at Aligarh were announced by H. H. the Aga Khan at the recent convocation of the Aligarh University.

COMPULSORY TRAINING IN PAPER-MANUFACTURING

It is understood that the Education Department of the United Provinces Government has issued a circular to all the Inspectors of Schools that in all the primary schools of the province training in the art of manufacturing paper should be made compulsory.

ment of the United Provinces Government has issued a circular to all the Inspectors of Schools that in all the primary schools of the province training in the art of manufacturing paper should be made compulsory.

C. P.

VISUAL EDUCATION BOARD

The Report of the Visual Education Committee appointed by Government has been released to the Press. The Committee recommends the appointment of a permanent Board of Visual Education to chalk out the lines on which the work of the visual education is to be carried on. It also recommends that in rural areas adjoining motorable roads motor vans with talkie projectors may be used with advantage. Each van should serve thirty centres in each division. The films required for the purpose should be made locally and the total cost of the scheme is estimated at Rs. 2,45,120. In the case of unmotorable rural areas, visual education should be imparted with the aid of magic lantern lectures. For urban areas the Committee recommends the installation of projectors in A. V. Middle Schools to be kept in charge of qualified operators. For adults, the Committee recommends the use of existing talkie houses.

The Committee further recommends that the University should provide for study and research on the subject of visual education and motion pictures, make knowledge of visual education an integral part of the Teachers' training and school authorities should encourage the study and practice of photography both for its educational value as also for its ultimate effect in broadening the mind.

BIHAR

EDUCATION EXPANSION COMMITTEE

Consequent upon the resolution moved by Babu Rajendra Prasad at the last meeting of the Patna University Senate recommending to the Government the appointment of a committee to report the progress of education in Bihar, to prepare a scheme for its expansion keeping in view the needs of the people and their economic condition and the financial resources of the provincial Government, which the senate had adopted, the Governor has appointed a committee of 11 members under the chairmanship of Prof. K. T. Shah.

In accordance with the terms of the resolution of the Senate the committee will undertake a general examination of the whole field of education including primary, secondary, collegiate, technical, industrial and professional education, and suggest improvements and modifications in the existing system which it considers more suited to the requirements of the province. In making the recommendations the committee will pay special attention to the practical side of education, the need for the study of the ancient history, traditions and culture of Bihar and the necessary revision in the curriculum or syllabus with a view to bringing education into closer touch with the life of people, their daily needs and the problems that confront the province.

MYSORE

FOREST RESEARCH STATION

With a view to making arrangements for the continuous study of technical and commercial problems arising in connection with development and utilisation of the Forest resources of the State, the Government of Mysore have passed orders sanctioning the establishment of a Research Station and Laboratory, for conducting special investigations on scientific lines into the several problems affecting the Forest Department.

The capital cost of the scheme will be Rs. 31,000 and the annual recurring cost will come to about Rs. 6,200. Dr. M. N. Ramaswami and Dr. S. A. Kabir, officers in the Forest Department, who have returned from Germany after advanced studies in Forestry, will be in charge of this Research Station.

The essential features of this Research Station will be (1) Two Laboratories, one for chemical and another for biological investigations; (2) Museum — for the display of the various forest products, finished articles and samples of other allied subjects. The museum will serve as a show-room of the Forest Department and as a repository of herbarium specimens, etc. (3) Nurseries and Experimental station for conducting field work in various research problems. Medical herbs and important exotic plants will be reared and advice given as to their cultivation on a large scale; and (4) Bureau for the collection of trade statistics and commercial intelligence.

HEALTH EXPERIMENTS IN SCHOOLS

Experiments with calcium lactate for the development of the physique of children, conducted by Dr. Aykroyd, of Coonoor, along with Dr. B. G. Krishnan on a select batch of children studying in the Nursery School, Mysore, have been found, after a period of three months, to be successful. Dr. Aykroyd, visited a number of schools in Mysore recently and selected fifty students for experiments. The height and weight of the children were noted just before the experiments commenced and after three months, it is found that the results are satisfactory. Dr. Aykroyd visited again the Nursery School and has selected a second batch of children for his experiment.

It is learnt that similar experiments are being conducted in some of the institutions in Bangalore also.

HYDERABAD

DEVELOPMENT OF PRIMARY EDUCATION

That primary education should be developed in such a way as to make it suffice for the ordinary daily needs of the masses is emphasised in a communique issued by the Information Bureau. The communique summarises the Government's review of the reports of the Education Department for faslis 1344 and 1345.

The communique states :

The Government review on the report of the Education Department for the years 1344 and 1345 Fasli lays down the broad features of the future policy of the Department. It has been suggested that the efforts of the Education Department should be specially directed towards the development of primary education in the State. It is emphasised that the object should be to develop primary education in such a way as to make it suffice for the ordinary, daily needs of the masses. The Department is asked that in raising the grade of any school, care should be exercised to see that the staff, building and equipment are adequate and that the school attains to the minimum of efficiency required for the higher grade before its standard is raised. It is pointed out that a matter of the first importance as regards girls' schools is the devising of a suitable curriculum, and that as such Government would like to receive suggestions with regard to this from the department for consideration.

PUBLIC OPINION

MR. S. H. WOOD ON THE ENGLISH MEDIUM

The English Medium prevalent in India is a denial of sound educational practice is the expert opinion of Mr. S. H. Wood, the joint author of the Report on Vocational Education. Speaking to the members of the East India Association, London, on Dec. 8, 1937, Mr. Wood said :

"Because government service offers status, salary, security, and pension, it is the ambition of countless parents that their sons, or at least one of them, should enter that service; and as that service, and the world of business, demand a knowledge of English there is a widespread desire for instruction in a language which is not the language of the people. The result is that English finds its place in the upper classes of the high schools not merely as a language to be studied and mastered for its own sake, but as the actual medium through which mere boys, in their thousands, are expected to achieve an education in other subjects. This is a denial of sound educational practice. Until English is dethroned in the high schools as the medium of instruction and takes its proper and extremely important place as a compulsory language, I see no possibility of the secondary schools of India meeting the real educational needs of ordinary boys of 14, 15 and 16 years of age."

* * *

"Of course, there are boys and girls, here and there, with distinctive talents who can stand the strain of giving and receiving information, formulating ideas, recording experiences and expressing their sense of values in an alien language. But for the average boy the present system is disastrous, and it leads directly to that course of Indian education—mere learning, and memorized learning at that."

* * *

"If you must have English as the medium of instruction in the high schools, you must begin the teaching of that language in the infant classes, as is rightly done in those few schools which draw their children from homes where

English is normally spoken. But who could contemplate such a policy for the primary schools as a whole which already are devoting more time to linguistic exercises than is good for any child; and which are filled with children from homes where not a word of English is spoken or understood?"

MR. S. H. WOOD ON ADMINISTRATIVE DEFECTS

In the course of the same lecture Mr. Wood referred to the chief defect in the present day administration and observed :—

"The educational problems of India, I think you will admit, are greater in number and more subtle in character than those of most countries. As elsewhere, the schools are not suspended in mid-air; they are borne on an administrative machine. And it must be clear that only a long-range policy, patiently and persistently executed by skilled administrators and qualified inspectors, can be expected to help schools and teachers to maintain intact all that is good, while steadily reforming what is discredited or out of date and drastically eradicating what is glaringly evil. But the education departments of the various Provinces are not, in my view, constructed so as to secure such desirable results. It is not that skilled personnel is not available, or could not be made available if the need arose. It is that the formulation of policy in education and the direction of its administration are not regarded as meriting the whole-time services of a head of department whose tenure of office shall be permanent and who shall reach his position by virtue of previous knowledge and experience, not of administration in general, but of educational administration in particular."

The Secretary of the education department of a Province, that is, the person who is the controlling head, subject to the Minister, of the educational service is, as a rule, an officer of the I. C. S., who may not only be Secretary of some other department as well (law, industries, etc.), but is also a temporary officer in the education

department since he will, after a few years, be moved on to some other administrative or executive post. It is true that the Director of Public Instruction is permanent and may be Under-Secretary of Education. But think of the weariness which must overtake the stoutest D. P. I., who in the course of, say, a dozen years has to coach, advise, and understudy three or four successive Secretaries. (I scarcely dare to mention it for fear that I shall be charged with romancing, but I was credibly informed that in one Province there had been 18 Secretaries in 21 years.) How difficult it must be, in these circumstances, for the Secretary to discharge his duties to the Minister properly; and what chance is there for a D. P. I., cluttered up with files, to find the time personally to control and direct a large inspectorate as well as to keep himself abreast of modern educational practice. And yet without these things the formulation and the execution of policy related to the real needs of the country must be so hampered as to be almost impossible to achieve."

MR. K. CHANDY ON UNIVERSITY EDUCATION

Speaking of University education at Ernakulam, Mr. K. Chandy, Retired First Member of Council, Mysore, disagreed with those who imagined that University education was getting more than its due share of encouragement and all the money available should be spent on removing the illiteracy of the masses and abolishing poverty. Even if every Indian should be spinning and weaving khaddar and poverty and unemployment are abolished, the neglect of University education and of Research would ultimately leave India stranded in economic and intellectual poverty. He added: "We require disciplined minds and disciplined and tolerant leaders for which a University education is the best preparation. Research in the pursuit of truth, and for definite utilitarian purposes is a clamant need even for the poorest of countries. Some new subjects should be added to the curriculum as suggested by our experts. As the country is very poor, overlapping in expensive study and research should be avoided as far as possible. It is also urgently necessary to make strenuous efforts in all Universities to break down barriers between the masses. Some little work is being attempted here and there in this direction; but a great deal more is required both, for our own good and

also to elicit approbation from Ministers to whom the appeal of the poor is overpowering."

LORD LOTHIAN ON "EUROPE'S LESSON TO INDIA"

"Is India going to be able to escape one serious consequence of modern nationalist and scientific education from which Europe and America are suffering today?" asks Lord Lothian in the course of his Convocation address at the Aligarh University.

"Modern Science in the West" he says, "has had two main results. On the one hand it has enormously extended the control of man over nature and the forces latent in nature. On the other hand it has undermined the authority of traditional organised religion in the minds of the university educated world. Half the evils of the modern world come from these facts. Civilised man has been fascinated by the new powers that science has put in his hands. But he has made no equivalent advance on the moral side so as to ensure that these new powers shall be used for the benefit rather than for the destruction of mankind. While the scientific spirit has gradually destroyed the older superstitions and extended the scope of knowledge, and so set men and women free from many of the limitations and slaveries by which they were bound, it has left them with a bitter need, it is true, for spiritual and religious truth, but without any scientific understanding of it. Most Western people, like children, have become so pre-occupied with speed and news and the pleasures of the five senses that they have not only lost the capacity for the simple life but have also lost any practical touch with the infinite, with the eternal, with all that religion purports to disclose."

"This decline in the authority of religion, the indispensable guide of man, the one source which can give moral purpose and nobility and meaning to the life of man, explains, at least in part, why the Western world has given its allegiance in recent decades to new political gospels based on race or class or has pinned its faith on a form of science which admittedly is almost wholly concerned with advance on the material plane, with making life more complicated and not less expensive and complicated. And it explains, also in part, why Europe finds it so difficult to attain to that unity in spirit and life which would enable it to rise above the spirit of exclusive nationalism."

OUR WOMEN'S PAGE

THE TEACHING OF LITTLE CHILDREN*

By Mr. S. H. WOOD.

DIRECTOR OF THE DEPT. OF INTELLIGENCE AND PUBLIC RELATIONS, BOARD OF EDUCATION, ENGLAND.

BROADLY speaking, the education of young children from five to seven years of age in Northern India (I am speaking of boys only) is wholly entrusted to men. I was arrogant enough to say in India, and I say here, that I think I should make quite a good infant teacher — but only for a fortnight. The education of the very young is concerned not only with formal instruction in reading, writing, and reckoning, but with physical care and the formation of good habits, and with widening experience through activities which, however vigorous, are childish in their simplicity. It is a woman's job. It demands her patience and her understanding; and it involves her willingness sometimes, in Rousseau's phrase, to lose and not to gain time. I say this while being fully aware of a modern tendency, in some quarters, to favour a kind of he-man education of little boys. If a society entrusts the education of its infants to men, and at the same time impresses on those men that the objective of primary schools is to achieve literacy, the result should not surprise anyone; and that result is, in a great many schools, long, tedious hours of arid study unrelieved by the play, the fun and the activity which, to put it no higher, are a biological necessity for young children. And literacy does not result, because literacy springs from interest and not from boredom.

There are about 50,000 women teachers, many of them trained, at work in educational institutions of all grades in India. Mainly, of course, they are in girls' schools, many of which admit boys to the infant classes; and some are in mixed primary schools. I saw enough of women teachers in charge of little children of both sexes to know that, like their

sisters in other countries, the young women of India are potentially capable of discharging, and with training would in fact successfully discharge, a task which is not now and never will be adequately performed by men. I believe that with ingenuity and determination the number of trained women teachers could be fairly rapidly multiplied, and something could thus be done to substitute liveliness for the joylessness which so generally pervades the education of little boys. I know there are immense difficulties, not the least of which is that it is not always safe for women, without protection, to work in the villages. This difficulty only serves to emphasize the paramount importance of the education of women. For, as I said in the Report,

"Educated women are one of the most powerful factors in civilizing men; and it is sometimes the manners of men which make the employment of women in schools and elsewhere so hazardous an undertaking, particularly in rural areas."

In short, there must be more women teachers in the schools, and more women with at least a minimum of education in the homes of India before there can be any hope either of dispersing this menacing cloud of illiteracy or of giving children what is their due.

Someone may, with fairness, say that I have overlooked one crucial consideration. In Northern India, at any rate, men very largely outnumber women; and as marriage, and early marriage at that, is in India more than in other countries the objective of women, so it is also an achievable objective. How, then, are infant schools generally to be staffed with women if so many of them marry and have family responsibilities at a comparatively early age? If this be a true estimate, not only of the present position, but of the future also as to which I am not competent to judge—I confess that I see no solution of the problem of the suitable care and training of young children so long as infant schools continue so consistently to take a shape imported from other countries.

But when I picture a village infant school as what it ideally ought to be—namely, an institution which the community itself evolves

* From 'Some Impressions of Education in India,' a topic of discourse at the meeting of the East India Association on Dec., 8, 1937, published by the 'Asiatic Review' for Jan., 1938.

because of its concern for the care of the young, and which it insists on managing on a co-operative basis because the school touches each family at a vulnerable point—then can I just see the possibility, in the distant future, of Indian village communities, here and there, trying out experiments which might set an educational example to the world. In plain words, if in some substantial village community the education of girls became widespread and more of the young women, both before and after marriage, were trained in the rudiments of the care of young children, it might be possible for a school for the infants of the village to be conducted under the control of one directing full time teacher—possibly even a man—with the aid of some of the girls as yet unmarried, and, on a part-time basis, of some of the mothers for the benefit and delight of whose children it was brought into being. This would be a contribution indeed, and a specifically Indian contribution, to educational thought and practice. A fantastic proposition? So is it fantastic to entrust the education of countless children between five and seven years of age to institutions where never a woman is to be found on the premises from dawn to dusk.

I am not suggesting that the moment you get women into the boys' infant schools all will be well. I know that many women who take up teaching are bad teachers, and that some few men have a positive genius for dealing with babies. Nor would I wish to give you the impression that I am arrogant enough to think that I appreciate the full significance, either on the debit or the credit side, of the position of women in India and particularly of their position in the home. I can only say that my limited experience leads me to the conviction that a good future for India is inextricably bound up with what I can only call the emancipation of her women.

Before I leave the question of illiteracy let me emphasize again that education is concerned with more than mere intellectual attainments. If there be such a thing as literacy of the mind, there is also a "literacy" of the body, the hand, the eye, and the ear; and supremely important, elusive though it be, a "literacy" of the spirit. I know that man is a unity, but I stress his threefold nature because, to judge from many of the schools of India, one might almost be led to believe that he was a disembodied mind, or, more anaemic still, a disembodied memory.

Foreign Currents

Economic Crisis and World Education

The present economic crisis has affected to a large extent the school-education in the world.

Out of sixty States that have sent answers to a questionnaire issued by the International Educational Bureau, only three, viz., Ecuador, Spain and Italy have declared that they have not been obliged to make any retrenchment in the cultural departments of their administrations.

And even with regard to these, detailed investigation would reveal interesting facts.

In Spain, for example, 50 per cent. of the total population are illiterate. In the northern provinces of the Iberian Peninsula the illiteracy amounts to 20 per cent., while in the southern provinces like Andalusia it reaches up to nearly 80 per cent. of the population. Here there are villages in which nobody except the pastor and the village-mayor can write. There are scarcely any primary schools in southern Spain and the postmen give instruction in reading and writing, while they are engaged in carrying letters. It would naturally be difficult to limit the number of schools under such circumstances as these.

The heaviest blow has fallen upon the primary schools: The number of such schools has decreased in Germany, Queensland, Eastland, United States, New Zealand, Salvador, Siam and Cape Colony and four Indian provinces. In Poland 600,000 children cannot avail themselves of instruction owing to want of school buildings and remuneration to teachers. The school year has been curtailed in many countries, e. g., in Hungary, Bulgaria and especially in the United States, where the school year in 715 primary schools amounts to only three months. A number of States have resorted to a double use of the school-rooms, such as Bulgaria, Danzig, Finland, Hungary, Jugoslavia, Poland, Egypt and C. P. of India, where one group of pupils uses the school-room in the morning, while another group uses the same in the afternoon.

University Education in Germany

Dr. W. Graffe of the Lutheran Mission, Germany, in the course of a recent lecture at Madras said:

"Unlike elementary and secondary education, university education in Germany was entirely under State control and direction. Students of Universities had to join one of four faculties—Theology, Philosophy, Law or Medicine. Hours of work, the choice of lectures to attend and other details regarding the pupils' studies were left entirely to the pupil, the only obligation being that he should attend lectures for not less than four hours a week. There were written as well as oral examinations and unless one passed in both one could not secure the degree. The pupil also had to do work by way of producing theses on given subjects, engage in practical study and research in "Seminaries" attached to the University and otherwise equip himself with knowledge through first hand work. The aim of the system was to produce scholars and not merely graduates."

Tuition for the 13 and 14 year olds

The Minister for National Education, France, in the course of a circular to the Departmental Supervisors, states:

"I insist on the necessity of organisation, wherever possible, for the continued education of such boys and girls as possess certificates of elementary primary schools and do not pursue further studies in secondary establishments or post-primary courses."

It is necessary that education in these continuation forms include:

(a) tuition of general culture with an eye to preparation for the prevailing economic activities;

(b) practical instruction, as for instance for boys in rural schools—numerous visits to demonstration fields and the school garden, and an initiation into some rural handicraft; everywhere for girls—tuition in housekeeping.

For pupils who are apparently unable to obtain the leaving certificate of an elementary primary school, in towns where the number of pupils is sufficient, education of a purely practical character may be envisaged, f. i. similar to that of preapprenticeship classes.

When shortage of pupils does not permit the creation of special classes for continued education, special sections may be organised

which in most cases will be merged with the course of preparation for the certificate of elementary primary studies. In these cases it may prove difficult to give the course of continued education a character sufficiently practical; it may prove necessary to modify the distribution of sections among the classes."

Illiteracy in Poland

Despite the law which provides for compulsory school attendance during a period of 7 years, the number of illiterates and semi-illiterates is continually on the increase. Teachers constantly receive instructions to hold courses for illiterate recruits.

The explanation is to be found in the fact despite the law in compulsory education, school is not accessible to everybody because of shortage of accommodation. About one million of children remain outside of school, most of them in small towns. Village schools, in which the teacher has to take care of 100 or 150, or even 200 children, are no rare occurrence. The children are poorly clothed, poorly shod and undernourished, all of which circumstances influence the regular attendance of classes unfavourably.

While a 7 years attendance at school is compulsory, there is no obligation for the child to prove a minimum of knowledge at the moment of leaving. After spending 7 years at school, the child may leave with scarcely any knowledge of reading. Nobody seems to be interested in such a state of affairs; at least among the numerous questionnaires which teachers have to answer, none ever reached them on this subject.

Prizes for Teachers in Peru

A law dated April 9th, 1937 created prizes for one quarter of active teachers. These prizes are distributed once in a year on July 28th—as a remuneration of initiatives taken for the good of the school. The prize consists of a good medal and an amount of cash equal to a double salary.

Vocational courses in Spain

The Ministry for Public Education in Spain decided to introduce vocational training in the workshops and factories specialising in the production of war-material.

Courses have been started in workshops in agreement with Factory Committees which co-operate by offering the services of their teaching personnel and class equipment.

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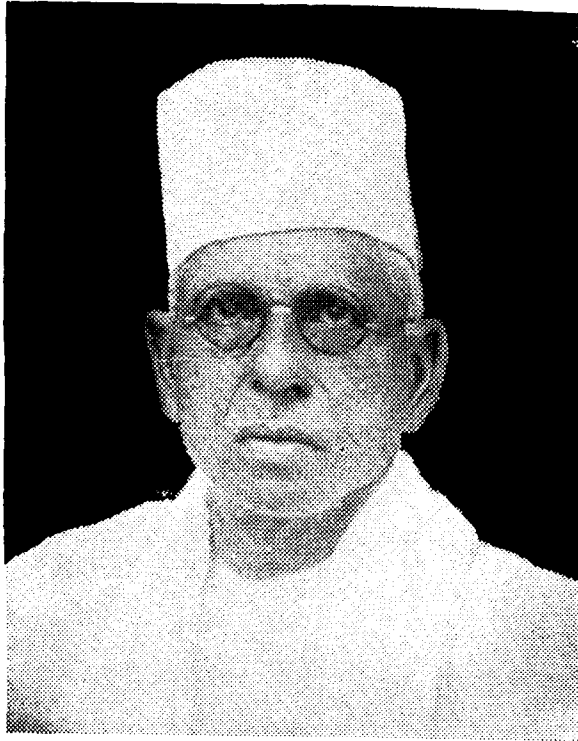
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[DIED 11TH APRIL, 1938]

SOME PROJECTS

By **Mr. M. T. VYAS., M. A. Education (London),**
 PRINCIPAL, THE NEW ERA SCHOOL, BOMBAY.

Aim of the Project method :

TO bring knowledge to a child in its natural setting, to bring before the child problems and facts of life in which the child is interested, to make the child think things for itself and to create in the child a desire to know more about itself, is the aim of the Project Method.

A child's Life is full of little projects involving work and play, experience and activities. They are a part of its daily life before it enters school and they should continue to be so while it is at school.

What are Projects and Problems ?

A few words are necessary to expound the terms Problem and Project. Really speaking there is no clear cut distinction between these two terms; as a matter of fact, 'Problem instruction' is a special case of 'Project Instruction.'

The term Problem lays stress on intellectual aspect of school-work while project emphasises not only the problematic aspect but also the "Act" and the possibilities of bringing it to a completion.

Every problem is a project but every project is not a problem. A project carries with it the implication of *Doing* while the problem suggests primarily an intellectual process.

A project may be a major or a minor project. A minor project is only a subdivision of a major project. For example: "The Project System" is a major project, the "Post Office" is a major project while "Letter Writing" is a problem out of which the project arises.

How to Plan out Projects ?

Projects may be arranged in order of complexity beginning with a Problem and finishing off with a complex Project.

A teacher should first find out what interests a particular group of children and what will form a mutual back-ground for that group. Keeping this in mind a teacher can plan out various projects to various groups of children, but the following points should be borne in mind before planning out a project.

In order to be effective a project must grip the pupil and a project can grip the pupil only when it is the pupils' own i.e. it is based on the experience of the child, (i) a project should contain a definite line of thought, (ii) it should be able to give every child scope to do something, (iii) it should not stop at the ringing of the bell, but should be carried on even after school by every child, as a hobby and not as a task.

Milk Projects

All children are fond of food. Since we serve some tiffin in the class-room during school hours, conversation at such a time can very easily be directed towards food.

Discussion on the different kinds of food would lead us on to the question of food that is considered good for health.

This would naturally lead on to the fact of being an ideal food. Children will be able to point out the need of milk to babies, both human and animal. All this should be in the form of a conversation in which they may have an opportunity of (i) expressing themselves, (ii) of exchanging their knowledge and experiences, and (iii) of thinking along certain lines.

The next stage of the discussion will naturally be about the animals that give us milk. A discussion on these animals would lead us to the study of Animal Life, their homes, their food, their habits, their utility to men etc. In the course of the discus-

sion any words which are new to the children may be put down on the black-board.

Children may be asked to make a sentence on each of these animals. They can compose a story or write an autobiography of these animals. They may collect pictures relevant to the subject and write a few lines on each of these pictures. All this has to be planned out according to the capacity of the class.

The next step will be the milk-man or milk-maid, the different people who bring milk to us, the different ways in which they bring milk, the clean ways of bringing milk, and keeping cattle etc. This may lead us on to a talk on the subject of Cattle-farms. If possible, a visit to a cattle-farm may be arranged.

From the cattle-farm the next stage will be the Dairy. A *visit* to a dairy will give them an idea of the different processes and the products of milk.

After the visit, let each of the children bring a little milk to school. Let them measure out the quantity in seers and half-seers. This will incidentally lead on to *Arithmetic*. Let them play at keeping a shop, selling and buying milk, writing down the accounts etc.

Amongst the milk products that the children may collect, they may not possibly think of cheese, of condensed milk, or milk powder. Let the teacher bring these as her own contribution to the collection.

This will lead on to the question of where these things came from? Here is a good opportunity for the teacher to talk on the inter-dependence of nations, exports and imports, and the life and ways of living of people of other lands. Here the child can be introduced to Holland which serves as a lesson in Geography.

Now that the information part of the project is completed, the children have a sufficient back-ground for activity.

They can add to their scrap-books by writing articles on Holland. They may draw pictures of milk-maids or cattle-sheds and write accounts of their visit to a dairy or a cattle-farm. If possible they may make butter, ghee or butter-milk either at home or at school.

With the guidance of the teachers the children may make friezes of (i) the different animals that give milk or of (ii) the different ways in which milk is brought to us.

Since stories are things, which children enjoy most, this subject gives ample opportunity of bringing in the stories of Krishna, not as a god, but as a shepherd boy, who played the flute to cows and was full of fun and frolic.

Let the children re-enact the stories of Krishna's pranks either in their own words, or in words selected for them by the teacher. Let them sing songs relevant to the theme. There are plenty of Indian songs and dances telling us about cow-herds, milk-maids etc.

In order to help the child to revise and have before it all the knowledge that it has gathered on the subject a "Milk Day" could be observed. On that day the children should bring all their collections, their pictures, their articles and their scrap-books. They should arrange their classrooms, hang appropriate pictures, put up their friezes, arrange their exhibits and go through a programme of plays, dance and songs that they have already learnt.

This would complete the project. The entire working of the project may take a month or even more, but at the end the teacher will have the satisfaction of having lived with her class a particular phase of life. The children will have learnt and lived the lives of different peoples, will have understood and loved the animals and will have the satisfaction of having created things which gave them joy.

Summary of the Milk Project. Its Back-ground.

1. Based on the child's experience. The child must have sufficient background to take interest in the project.

2. Conversation, which helps the children to express themselves and to think along certain lines.

3. *Reading and writing* of new words, increase of vocabulary. Reading outside stories or stories from the text books relevant to the subject. Writing articles and compositions on animals, or on their visits to different places.

Arithmetic: Different kinds of measures, how to measure liquids — multiplication problems.

Domestic Science: Value of milk, products of milk, how to make butter, butter-milk; the value of cleanliness; the condition of the cattle, etc.

Geography: Inter-dependence of nations; exports and imports; people of Holland and their ways of living.

Stories: Stories of Krishna, the shepherds, country people.

Drawing: Drawing of pictures, colouring, making of friezes, cutting out pictures.

Songs: Dances and plays.

A Project on Postal System

1. Letter Writing Problem

Children have returned from their holidays. They love to talk about what they did during their vacation. They may have met some relatives or they may have made new friends. The children will want to write letters to some of their friends and relatives. In encouraging them to do so, we could teach them where to buy post-cards or envelopes, the prices of the same, how to write a letter neatly, the form of address, the importance of putting down the date and where, the fixing of a proper value stamp in its proper place and where to post it, etc.

When this work is completed, the children will have learnt the form of letter-

writing and will know how to send letters. *Summary*: Letter-Writing, how to address letters, and ordinary rules of the postal system.

2. Simple Project: Post-Office

The problem of letter writing may be expanded and worked out as a Post-Office project by a higher class.

We could, as an introduction, talk to them of letter-writing and then discuss with them other forms of sending messages and things.

Let the children visit a post office and watch its various departments at work. Let them buy and collect post cards, envelopes, telegraph forms, money order forms, parcel receipts etc. Let the children make their own envelopes, note-papers and post-cards. In the light of the various picturesque stamps, let them 'design' stamps of their own.

Let them *write* and *send* letters to their friends. Let them send a telegram, a parcel, a money order. Let them, after discussion write down "skits" of what would happen if certain postal formalities were not observed. Let them write down the autobiography of a post-man or a dialogue between a letter and a telegram etc.

Arithmetic:

Let them collect stamps of India and of different countries. Ask them to find out the charges for sending parcels of different weights, and charges per word of sending telegrams to different places.

Literature: We could introduce to the child poems like the "Post-man's Knock" etc.

3. Postal System: Complex Project

The elementary back-ground necessary for the project is already there. The children live in different localities and they know the different wards of the city. From an envelope received, the children could see the Postal District number. Let each child visit his own District Post Office and find out details about it from the authorities in charge. Let them gather

facts from the post-man about their lives, their ways, their salaries, their hours of duty, the number of houses they visit, Post-men's Union etc. Let them compare through discussion and reading the postal system in ancient India and in other countries. Let them study the history and growth of "postal service". Let the children write letters to children of other countries. Let them collect stamps of different countries, find out their values and compare the postal-rates in relation to India. Let them send letters by different ways and routes, — air, sea, land etc., and find out the different charges with relation to countries. Let them find occasion to see the departures of mail trains, mail boats, Tata Air Mails etc.

Let the children draw maps tracing the routes from India to England and other places, the different ports the mail boat touches, the number of days the boat takes to journey to specified places. Have another map drawn of the Air-routes linking India with other countries.

Let the children hold a mock-parliament in which they discuss an increase in Postal-Rates. Let them rehearse a world conference of post-men, each putting the cause of his country-men (in the light of the letters they have received). Let them hold a meeting called the "Post-men' Union" where they pass resolutions etc., for the betterment of their conditions.

Summary: Historical treatise on the postal system, comparing the Indian Postal System with the postal systems of other countries.

Research work—making them gather facts from persons, books and reports.

Writing Letters: Writing letters to the children of other countries, developing internationalism and the desire to find out the respective attitudes of the different countries.

Geography: Complete idea of the world system, the postal districts, and sea and air routes to different countries.

Important railway routes of India. Dawing of maps and charts.

Arithmetic: Rates of exchange, value in relation to speed and problems based on these. Money used in different countries.

Civic and Political: Citizen consciousness—finding out where and how India stand in relation to other countries in the progress she has made and the condition of life and employment which she affords. How parliamentary proceedings are carried on. How conferences are held. Writing articles and speeches.

Rainy Season

By the time the children come to school in June the rains will have started. Let the children talk on what they do, what they wear, how they play in the rain. After general discussion dealing with personal experience, let the teacher find out how much children know about rainfall and where the rain-water comes from.

If the children are very small they will not be able to answer these questions. The teacher can tell a story—the sun and clouds playing hide and seek, sun gets thirsty—asks rays to go and get some water from the sea—rays bring water—the sun drinks and asks clouds to keep some water—Wind also wants to play—he comes to catch them—the sun hides—clouds fly helter skelter—in the hurry the clouds drop the water—rain.

After the story is told, the teacher can lead the children to discuss further facts. Let the children with the help of the teacher perform the experiment of forming water into steam and changing the steam again into water. Give them an idea of evaporation.

Put a plate of water in the garden and show how the water disappears—Water evaporation.

Reading and Writing: Children describe a rainy day and make a list of things they use during the rain. They make friezes on rain. Children may draw and

colour pictures of rain. Let them collect pictures of events and happenings during the rainy season.

The rain-water forming into steam, rivers, lakes, and sea can be shown on the sand-table.

After the monsoon has definitely set in, the children should be taken on a visit to a vegetable market and a fruit market to find out the seasonal fruits and vegetables. A visit to the Hanging Gardens will give them an idea of the seasonal flowers.

Dances, Songs, Dramas, based on Rain are plentiful, and may be taught.

A Rainy Day may be observed when the children exhibit all their work:

1. Things used during rains.
2. Seasonal fruits, flowers, vegetables and corn.
3. Pictures of the rainy weather.
4. Friezes of how the rain falls and where it goes.

Summary: 1. Reading and writing stories from their books on rain. Vocabulary is enlarged by using new words such as clouds, thunder, seasonal crops etc. Knowledge of seasonal fruits, flowers etc. Writing articles on the Rainy Season.

Nature Study: How the rain falls—Evaporation. How it helps the crops. Seasonal fruits, flowers etc. (Classification of things that grow into corn, flowers, vegetables, and fruits).

Geography: How rain falls? What is a mountain, stream, river, brook, sea?

Excursions: to markets, gardens etc.

Note: This project can be carried on by a higher class which can deal with monsoon lands, temperature, wind-system and rain on land and sea, trade-winds, countries dependent on rain, effect of the relief of a country, rainy season in different countries, changing of monsoon times, highest rainfall, lowest rainfall etc. Study can also be made of the history of floods in India and other countries, their horrors and how

to prevent them. (Look up books on the subject). The higher classes can also deal with the subject of how far countries can be made independent of the vagaries of the rainfall, with the help of dams, canals etc.

We could discuss the effects of rain on climate, and character of trade.

The grown up children could follow up intelligently the forecasts of rain; they could measure rain-falls at home or at school.

They should be taken on a visit to an observatory.

Sea-side Projects. (Complex) (or some other Sea-side resort)

The children must have gone out some time on a picnic to Juhu. They must have seen and collected shells and pebbles of various colours. Discussion is easily led on to what they must have seen.

Children who love to peddle about in the water will mention 'waves' and there are sure to be others who must have noticed the wet stretch of sand on the shore where the waves do not come. Through questions the idea of the rise and fall of water in the sea can be given.

Talk on the sea and sea-side and sea-waters could naturally lead on to boats. This can lead on to a discussion of other kinds of sea vessels. The children will be interested in different kinds of sea-vessels and will like to collect pictures or draw them and write about their individual uses. The teacher can contribute some names such as the man-of-war and the submarine which the children may not know about.

One of the commonest sights from Juhu is the fleet of fishing boats sailing fast, and the children can be led to talk of this and to discuss the life of the fisher-folk. Through the help of pictures and stories and if possible through a visit to a fishing village the children can be given a vivid idea of life of the fisher-folk, the dangers they encounter, the hardship they have to face, etc.

Cocoanut trees are a prominent feature of the Juhu fore-shore. The children can be led on to talk on the cocoanut trees. Other facts about the cocoanut-palm can be drawn out, how the cocoanut itself is the seed, why it grows nearer the sea, the different uses of cocoanut e.g. nut, water, cocoagem, soap and various things made out of the cocoanut fibres. Compare the cocoanut with the other palms. A visit to the Victoria Garden Museum and to the Travancore stores will give the children a definite idea of all things made out of cocoanut such as ropes, vessels, mats and various other articles.

Through the help of suitable geographical pictures lessons may be given on the sea-side, the people of sea-coasts, and the fisher-folks. The lessons can include a study of Malabar, the land of the cocoanut palm, and of Ceylon where the chief source of income is from the cocoanut trees.

Pictures of English sea-life may be placed in the class-room and the children may compare the two. Epidioscope talks on life under the sea could be given. Collection by the children of shells, toy-boats and things made out of cocoanuts may be encouraged.

Drawing and Hand-work would be very much enjoyed by the children as they like to draw pictures of the sea and of boats and to make Friezes (i) of Malabar with cocoanut trees and little huts, (ii) of the sea with boats and light-houses. The different kinds of sea-vessels may be coloured and cut by the children.

Exhibition Day: A day can be observed when the children can exhibit all their articles, magazines, drawings, friezes, models and the things they have collected.

Summary Literature: Reading and writing articles on "A day at the sea-side," "A day in the life of a cocoanut vendor," "If I were a fisherman" etc.

Geography: The sea currents, temperature, ebb and flow. Effect of the moon

on the sea. Malabar and its people, Ports and Harbours.

History: The history of navigation, the change and progress in ways of travelling by sea and sea-vessels.

Nature-Study: The cocoanut and its uses, life under the sea, how the sea changes the face of the land. (Measuring of sea depths, laying of sea cables).

Salt making: Visit to Vadala Salt Works. History of salt tax.

Stories: Stories can be told of the hardships of sea-life, uses of light houses.

Excursions: Outings can be arranged to the sea-side, Malabar Stores, docks and harbours.

Note: "The Cocoanut" can be worked out separately as a problem for the smaller classes.

Clothes

A project on clothes can be worked out by two or three classes together. *Every Monday we wear white clothes. While finding out which of the children have not worn white we can point out the value of wearing white. Talking on their uniform, let the children give us as many names as they can of different uniforms, e.g. of nurses, of soldiers, of scouts etc.

This discussion may be led on to clothes in general.

History of clothes: Man began to cover his body as a protection against the weather. Children can discuss clothes worn by men, now and in the past. They will talk of clothes made of skin, wool, cotton, silk etc. Let the children collect different materials in use now, such as cotton, silk, wool etc. from which clothes are made.

Most of the children must have seen a cotton plant. If possible a visit to a cotton-field should be arranged. Let the children learn about the seed of the cotton plant, how the cotton plant grows, the season in which it grows etc. Let them find out

*This refers to the New Era school.

through visits, if possible, or through books and pamphlets, the condition of the farmer who grows the cotton.

The teacher should introduce to the children the different kinds of cotton grown in India and in other countries, of varieties grown according to variation in climate and soil. The children must be given an idea of the approximate quantity of cotton produced in India and how much of it is used in the country itself and how much is exported. A visit to the Docks and the Cotton Markets would be helpful.

Let the children spin some cotton into yarn, and let it be woven. Let them note the time they spend on it and find out what wages they would earn at that rate.

Arrange a visit to one of the mills. Let the children observe the various departments of the mill, and study the processes by which raw cotton is transformed into finished cloth.

A visit must also be arranged to the chawls of the millhands. Interest the children in finding out the wages of the workers and of the conditions of their work and living.

Let the children find out the duty on cotton and let them discuss how far it is helpful or otherwise. Let them find out from statistics, which are available, the effect of the Boycott, on the import of manufactured cotton goods into India, and the relative increase of cotton goods manufactured in India. Let them collect samples of Indian and English goods and compare their prices, quality, etc.

Let them invite some speakers from out-side to speak in their debating society on 'Khadi'. Let them have a debate on 'Khadi versus Mill-cloths', Hand-loom industry and Mill industry. Let them discuss about the restrictions on the export of cotton, the history of the cotton industry etc.

Summary: History: Detailed history on the origin and development of clothes. Life and habits of primitive man.

Geography: Study of North America, India, Australia and China with special reference to cotton, wool and silk. Maps showing the cotton growing districts in India. Maps showing the textile industry in India. Maps of the world showing the different places which export cotton, wool, silk, furs and feathers.

Charts showing the export of cotton from India and comparing it with the import of cotton goods.

Study of the life of the farmer in India.

Civics: Study of the Indian mill worker and of the English mill worker. Gathering statistics of their wages, hours of work etc. Thoughts and plans as to how to improve their condition etc.

Visits to the cotton-fields, mills, slumlands.

The project can be worked out by a higher class.

Silk (II Grade)

We could introduce the project in the same way as we did cotton.

Silk: Different processes in the manufacture of silk. Rearing the silk-worm, different stages, visit to a silk-farm.

Maps showing the different places where silk is manufactured. Study of Japan and China with reference to the silk-industry. Studying the lives and the conditions of the farmers and workers of Japan and China. Comparing with Indian workers. Collecting different kinds of silk, Indian and foreign. Drawing maps showing the chief centres of silk production in India.

Friezes and pictures dealing with the lives of the people of Japan and China.

Songs and dances of Japan and China.

Wool (III Grade)

This can be worked out in the same way as silk.

Note: All the three classes that have worked out these projects of problems on clothes may observe a "Clothes Day."

They can hold a pageant of "Dresses of different nations."

Dwellings

The erection of the new school building is a good opportunity to introduce a project on buildings and dwellings. Let the children draw a map of the new school building. Let them find out the various materials necessary for building work; make a list of these materials. Let the children find out from where these materials are obtained. Arrange a visit to a building under construction.

Let the children talk on different kinds of houses they have seen. (i) huts (ii) cottages, (iii) bungalows, (iv) storied buildings, (v) palaces, (vi) house-boats (of Kashmir).

Let the children study the history of dwellings—the nomad life of the early people and how they settled down and began to build houses; how the early dwellings slowly changed, and how through the years they grew into the sky-scrapers of today. All these should be explained by pictures and epidioscope talks.

Let the children find out the different types of dwellings in various countries and explain the differences in these due to the climatic conditions, the materials available, transportation, etc.

Let the children collect pictures and drawings of various types of dwellings and various modes of housing in various countries. Let the children make a survey of how the Eskimoes manage to live in the extreme cold lands of the north, how the Arabs pitch their tents in the deserts, how the African tribes build their kraals and

thus come on to the modern luxurious buildings.

Summary: Geography: Dwellings of Eskimo Land, Arabia, Africa, etc.

History: Lives of the primitive peoples and their first homes.

Arithmetic: Measuring and drawing according to scale.

Finding out the area, cost of flooring or cost of painting etc.

Drawing and Architecture: Maps and plans. Study of buildings in India and of the types of Hindu, Buddhist and Moghul architecture.

Handwork: Models of different houses.

Conclusion

The projects given here are merely suggestive, and it is left to the teacher to decide what to omit, what to add, what to expand or otherwise adapt them to the needs of his particular class.

I am aware of the fact that we, who are working on the present time-table system, changing from one subject to another as the bell rings, find it difficult to adopt the project method. But if the teacher has thoroughly grasped the spirit of the method he will be able to achieve the end with a compromise. The teachers will have interested their students in a problem or project that becomes their work and play, not for a particular school period, but which occupies his thought and time even at home.

The "project" is ever expanding and its scope goes on enlarging as the experience and the outlook on life of the teacher becomes enlarged.

"The preference which must in general be accorded to the mother-tongue does not make it any the less true that the man who, in his being and thought, is potentially pluriform represents a higher spiritual level than the monophone man."

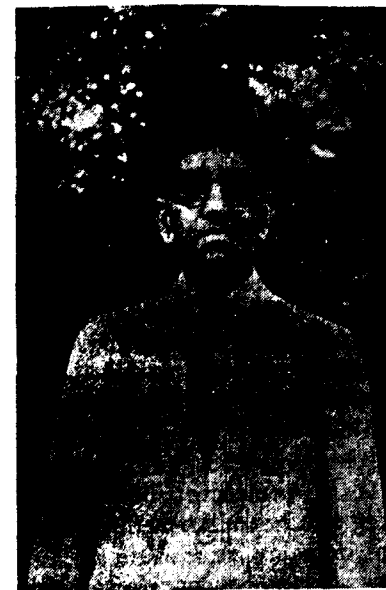
"Humanity, over all the planet, is passing through the birth-pangs of a new man."

THE DEMOCRATIC IDEAL IN EDUCATION

By MR. N. K. VENKATESWARAN, B.A., L.T.

THERE has sometimes been a certain parallelism between methods of government and those of education. Indeed, in a sense, government is the education of the adult and education the government of the young. When rulers were tyrants, teachers could without compunction sit upon their

ing to hail the democratic ideal in education, the traditional elements in the organisation of schools and colleges are still often strong enough to set too severe a limit to their enthusiasm in their actual relations with their pupils. On the other hand, the student-population avidly imbibing 'unofficial' draughts of the democratic vintage are often seen to behave as if they would reject all imposition and dictation, be the cost what it might. These opposite attitudes, both equally injurious to the future of the young, have familiarised us with an educational system constantly betraying troublesome differences between teachers and pupils. Since self-expression for pupils, within reasonable bounds, is educationally a sound proposition let us not blame, without careful objective examination of each case as it arises, the present-day impatience and irritation of students with any kind of authority, which rightly or wrongly they think is meant to effect or would result in the curtailment of what they rightly or wrongly think their legitimate personal liberties. In brief, the right and natural way in democratic education, indeed in any kind of education that does not openly seek to impound or alter the inborn but not anti-social qualities of its recipients, is for teachers to suit themselves to their pupils.



pupils and put them down. 'Like king like teacher' is even more true than what the Sanskrit saw lays down, 'Like king like subject.' And even as in spite of its inadequacy in critical times democracy yet remains the most generally accepted method of government, so does educational thought make more and more in the direction of freedom alike for teachers and pupils. It is doubtful whether in this respect our educational institutions, deeply imbedded as they are in theories of power exercised for the good of others supposed to be incapable of knowing what is good for them, have been keeping themselves abreast of the times. While individual teachers are often all will-

That is by no means a new idea and freedom for students to grow up in accordance with the qualities and tendencies inherent in themselves and uninjurious to society in general has always been recognised as a basic factor in education by those who best understood child-nature and the uses and beauties of life. As a rule, however, while we greedily want freedom for ourselves we strongly like it to be denied to others, and the more we deny it to others the more they demand it of us. In fact, when we are asked to grant it to others we often unconsciously magnify its dangers and belittle its benefits. We say

freedom is not licence, broadly suggesting that freedom is seldom good for others and readily forgetting that licence is more easily remedied by wise applications of freedom than by hasty or ill-tempered applications of coercion. We often do all we can to put down obstinacy, impertinence and indifference on the part of our pupils, seldom stopping to think if these stumbling-blocks in the path of learning could have been there at all had we not in our raging moments of enthusiasm for 'educating others into counter-parts' of ourselves exercised our authority without imagination. So wherever teachers are fond of power, students are addicted to resistance and both the opposing forces arm themselves with new and strange resources as the struggle goes from bad to worse. As, like as not, teachers ultimately get beaten in the strife they give utterance to the bitter complaint that the race of good learners is gone and that teaching is no longer a respectable job.

The best, if not the only, way out of this extreme anomaly is the granting of judicious and generous degrees of freedom and self-expression to students, than which there is no educational method more natural, and, too, more fruitful, if only it were wisely employed.

The forces of education by self-effort are gathering, witness the increasing number of educational devices meant to supersede class-teaching by which knowledge is supposed to be poured by teachers into the minds of students. But opportunity is the soil in which self-effort best flourishes and it is really time we made a whole-hearted attempt to allow our students to be themselves, to enact themselves and develop according to themselves, *instead of according to ourselves*, a curious proposition anyhow, which, however, well-intentioned it might have been, cannot be said to have done any more good than harm to the cause of progress. The teacher has been telling his pupils for centuries on end all the nice things and precepts he knew and from time to time reinforcing his narrative with gestures of his

mailed fist and we are often confronted with the significant result in the thinly-veiled aversion of educated folks to the art of listening except to their own estimation of themselves and in the sullen reluctance of increasing numbers of students to listen to their teachers. Why, then, it were best to make a virtue of necessity, in the name of democratic education in these democratic times, and let the pupils tell themselves, their ideas, feelings and perceptions, their aspirations and dreams, their misgivings and fears, their conceptions of right and wrong, their intuitions of truth and beauty, their acceptations of good—tell themselves not so much theoretically, quite useful as that is, as in their actual experiences and actions. In other words, it were best to weigh the traditional anchor of autocracy, though some of us could even to-day conscientiously and even reasonably protest that it has always been benevolent and parental, and set the ship of school sailing in the direction of a young people's republic embracing, if not the whole field, the greatest possible extent of juvenile personality.

The hide-bound curricula of studies that prevail in our schools and colleges leave large tracts of adolescent life untouched, almost unregarded and 'the education of the whole man' remains still a dream, at any rate as far as India is concerned. It is not easy to think of a contrast so striking as the one between a set and inelastic curriculum mainly concerned with books and the growing, expanding, bounding life of children. If education is to redeem its true function the school must cover more and more of the mind and body of its pupils. Imposition must make room for natural and wholesome self-activity. Authority must make room for self-discipline and every channel of self-expression must be explored and utilised for the enrichment of school life. When a school begins to breathe and function in tune with the great rhythms of child-nature it will not be long before it bursts into flower and fruit just as the parched and extinct soil that gives no sign of the fertility that yet lies fainting underneath awakes and arrays itself in green

as soon as the stringent summer is forced to make room for the liberal season of wind and rain. There will ensue a larger volume of sound than we are now accustomed to, but it were surely better to have the rich music of life than to be content with the pale, artificial half-affrighted noises by which we do not often know whether we and our pupils are stifled or fostered. It will do even the doubter good to imagine a school having its own parliament, its own police force, its own courts of justice, its own corps of social workers, all composed of children, with perhaps an occasional sprinkling of teachers here and there by the children's sufferance or desire. In a school uplifted to this happy abundance it will be seen what funds of imagination, originality, resourcefulness and practical ability lie hidden and uncultivated in the little people, whom, under the constricting influence of the strait-laced educational system we administer, we are frequently used to imagine as hardly fit for anything else than being dourly told negative maxims and positive injunctions.

For instance, we can easily constitute a school court of justice consisting of pupil judges. Dr. Ballard has said that the best type of punishment is that which is decided by a committee of the children and that it is an illuminating experience for a

teacher to ask a class what is the proper punishment for an offender. More often than not, the offender himself is ready to name the punishment. When we say that children are purer than ourselves we tacitly agree that they have better notions than we of truth and justice, that they have in a greater measure than we that wondering curiosity which instinctively goes questing for the beautiful. Then again we can constitute a school parliament elected on a wide franchise to discuss and decide school affairs and to enact the necessary legislation for the proper administration of the school. We can let the pupils teach themselves by self-study methods and teach one another by oral instruction even as we teach them. It is wonderful how best the young when the opportunity to do so is fully and freely theirs, and there is no gainsaying the fact that whether we are young or old we learn best from our own companions. Indeed, if we really want it we shall find a hundred means ready to our hands to set our pupils on the great road of creative self-effort leading to self-education which is the best and most enduring education of all we know. Wise is the teacher who teaches little and wiser he who teaches least and greatest and wisest he who would have them teach themselves in the full abundance of their spirits.

OUR LIBRARIES

By Mr. M. Y. PRABHU, M. A., L. T.

OUR readers will undoubtedly be delighted to hear that we have very big libraries in our Country. Some of these belong to schools and colleges; others are private or municipal. All, however, contribute or are supposed to contribute to the educational advancement of the people. That is why every year hundreds of volumes are added to each of these libraries.

The result is, our libraries grow, and grow very fast, so that we are compelled to have gigantic almyrahs and spacious halls

for accommodating them. The books are ranged so high above our heads that they can be reached only by the help of tall ladders. Somehow men in the midst of these libraries do not appear to grow to their proper height.

Those interested in education will naturally like to learn what purpose these huge libraries serve. They are intended to broaden the minds of our young pupils if not those of the elders too. And this end can be realised only if the young students are constantly

sent to this region, where their true preceptors are waiting to teach them. The present S. S. L. C. scheme also helps by making the library period compulsory in all schools. The pupils therefore cannot help paying a visit to this abode of true learning and spending an hour or so in the company of these delightful instructors.

It is more important for us, however, to know what work they really do here. Do the pupils pin themselves to their desks and go on reading the books and taking useful notes. It would be the best thing for them if they work in this fashion. But as the old proverb assures us that boys will be boys all the world over, we cannot expect them to work in the way they should. Their method of reading is a bit different.

Of course they go through a considerable number of books particularly such of them as are plentifully illustrated. They know that the pictures are the best portion of any reading book. They master this portion gladly because they cannot resist the temptation. Pictures warm their hearts. Pictures speak to them in a language that they one and all can understand and therefore appreciate. They really like such books. The usefulness of a library depends upon the largeness of the number of such books.

But the danger lies exactly here. It is in the fact that these pictures sometimes prove too tempting, with the result 'that the best portion of the book' tends to disappear and thereby makes the book less readable. The only consolation is that when the best portion is lost, that which remains may be used by their instructors for their own edification. The double function of a library, which is to educate the young and the old, will in this manner be amply fulfilled.

Let us now have a glance at the notes which our pupils take down when they

peruse these books. Since the rules require that a note-book should be maintained and something should be recorded therein, our boys are compelled to jot down a few phrases or sentences from the books they are asked to read. Our young students know very well that an author, when he writes a book, will exercise the best of his thinking powers in the production of his very first sentence in the book. And a clever pupil will always pounce upon this sentence and write it in extenso in his note-book. Others will fix their attention on the last sentence and pay their court to it. The knowledge of all that intervenes between the first and the last sentence is bridged up by means of the pictures which they diligently study. In this way students do amass considerable knowledge.

If people think that this is all the work they do in the library they will be committing a grave mistake. Their work does not stop with the study of the first and last sentence and of the pictures. To have a fuller measure of their work in the library we must not omit or overlook the notes which they write on the printed books themselves.

When library books are bound annually, or once in two or three years, the binder generally provides two or three blank pages for each book, both at the beginning and at the end. It is on these pages that our budding critics exercise their powers of original composition. Here are written remarks that conclusively show that our pupils do think about the books they read. The opinion recorded by one pupil is most emphatically contradicted by another in words rising warmly from the heart and therefore convincing. Some of these readers being artists, do not express themselves in words, but confine their attention to improving such of the pictures as have survived the diligence of previous readers.

THE MODERN TREND IN TEACHING METHODS

The Foundations of Educational Reconstruction

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THE Lockian "tabula rasa" doctrine and the Watsonian Behaviourism were largely responsible for the unwholesome practice of stuffing the minds of growing children with all sorts of materials by dint of drill and repetition; and this wrong procedure was actively encouraged by the vanity of teachers who flattered themselves that the great abilities displayed by a few of their pupils were wholly due to the superiority of their teaching! Naturally therefore examinations were accepted as the correct measures not only of the pupil's ability but also of the teacher's competency! No wonder then that education degenerated into the ignoble art of making circus animals of the school boys!

The open revolt against this process was heralded by the Intelligence tests. Examinations are only tests of memory; they determine only the power of the individual for the mechanical reproduction of materials already memorised. But personal efficiency really consists in original and creative adjustments, of course memory is essential, for, it conserves what has been learned, and constitutes the unity and continuity of the individual. But this matrix of memory should be the basis of making life a creative adventure, a voyage of discovery and a career of invention.

A radically different view prevails now as a result of the latest discoveries in psychology. The pivotal point in the teachings of Freud, Adler, Koffka and McDougall is that the individual is a goal-seeker, that purposes control the activities of human beings. All mental activity is purposive activity involving perception of the situation, anticipation of the effects to be produced, striving towards a goal, and satisfaction when the goal is reached. "Thirty years of wrestling with the empirical evidence," says Dr. McDougall, "have convinced me that the functioning of

the native "propensities" [this is his term for instincts] enters into all mental testing conditioning achievement in various complex ways," and deplors that "these conative or striving factors have hitherto been but very inadequately taken into account by the mental testers." He recognises in the human species 14 primary purposes (food-seeking, sex, fear, curiosity, parental, gregarious, selfassertive, submissive, appeal, fighting, acquisitive, creative, laughter and self-preservation), and declares that there is no room for doubt that these "are the very foundation of all our mental life," and that they provide the driving forces by which all mental processes are sustained.

Teaching in the light of the new outlook

The significance for the art of teaching of the new psychology is tremendous. Teachers till now worked under the impression that learning was only a "trial and error" process, and that repetition was the secret of success in learning. But the new psychology teaches that learning occurs only with reference to the goal. Creative achievement is but the outward expression of a functioning motivation. Learning is quickened and progress is assured under the tension caused by motivation. It is this tension which releases the learner's reserve energies; and helps him to overcome obstacles and difficulties, avoid distractions, and persist in the task on hand with great tenacity and determination. Hence the educational importance of a knowledge of the fundamental factors for securing motivated activity in pupils cannot be overemphasised. It means that teaching is the method of enriching the experience of the pupil by facilitating first exploits on the strength of his array of interests, his traits of character, his physique,

and his environment. Education would be mechanical and futile without explicit recognition of objective.

We therefore require an adequate psychology of purpose in order to shape the motives and incentives, choose the teachers, adapt materials and curriculum, and select students for admission. Learning power and intelligence are one and the same thing. The amount an individual can learn, and the rapidity with which he learns are directly dependent upon the motive of the individual and the energy that is released by it. Desire is the prophecy of attainment; there can be no growth without it. The creative mind gropes and finds; and each discovery is but a clue to a further groping; and this is the problem of incentive, the urge, the drive for attainment.

The project method, the individual method, the concept of the "child-centred" School, the Dalton Plan—all emphasise creative work based upon the inventive character of the learning process. What constitutes the most effective incentives for growth and effort is the big problem confronting the home, the school and other social institutions. Every child should be kept flexible, sensitive to every impression, living a full and varied life, putting on one accomplishment after another, and yet trained to reach some excellence in each act he undertakes.

Look at this picture and that!

America has fully realised the implications of this new interpretation of mental life. Practically every student in the U. S. A. schools and Universities knows his I Q and is studied by the Vocational Counsellors, and receives guidance as to the trade or profession for which he is best suited after being put through certain appropriate psychological tests. In England there is the National Institute of Industrial Psychology which has a department offering Vocational guidance on scientific lines and trains "Careers

Masters" for appointment in schools. In our country on the contrary, our educators know practically nothing about vocational guidance, and apparently have little desire to learn it; and we have a government-controlled Department of Education which has neither a research laboratory for psychological investigations, nor a dynamic progressive Teachers' College eager to assimilate and adopt the proved and approved truths of modern psychology.

Lack of motivation is the root of all maladjustments. If the goal is vague, learning will be proportionately ineffectual, for there is nothing definite towards which the individual is reaching. Proper motivation increases the learner's kinetic energy, and therefore his achievement. The principle underlying motivation is that of providing a goal and making it attractive. Punishment should be avoided; it is external, generates fear which inhibits all joy, initiative and enterprise, and kills interest and spontaneity.

The motivating Conditions that are most important for education are:— 1. making the learner feel a genuine need for the things to be learned, 2. developing an interest in the subject to be learned, 3. making the learner, desire to succeed and believe that he can do so, 4. getting him interested in his own improvement; and, 5. interesting him in some tangible goal that he will resolve to attain. How long a learner will persist in his efforts depends in part upon the amount of energy he possesses, and in part on the success of his efforts; success breeds confidence; and confidence is conducive to persistent effort. Thus the practical problem for every teacher is to learn how to recognise and develop the motives necessary to bring about successful responses in his pupils. A definite purpose guides the learner's work, serves as a means of checking his reactions, and functions as an additional stimulus that elicits pertinent suggestions and successful trial responses.

ON POETRY

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

OUR students have to "do" a certain amount of poetry for their examinations. I sympathise with the students and with the poetry both. With poetry, because to set a beautiful poem as a "subject" for an examination is to turn Pegasus into a plough-horse: with the students, because the process of cramming up so many poems for examination purposes is enough to fill them with disgust for poetry for life. When I was a boy at school, I came to detest Milton and Shakespeare, because they were made a stalking horse for grammar and etymology, parsing and syntax and explanatory notes. It was only in later life, when I had escaped from examinations, that I learnt to love them. And though a diligent student may learn to explain verses "in reference to the context" "clear up" allusions, write "explanatory notes" on words and phrases and "give the meaning" of passages, he may in the end leave college without having had the haziest glimpse of the "poetry" of the poems he has studied. So perhaps a few words on the nature of poetry will not be out of place for either pupils or teachers. If they help any students and teachers to appreciate true poetry, which is the noblest form of thought expression and the truest source of refined pleasure, they will not have been written in vain.

It is common to classify literature as prose and poetry. This is a mistake; for the imaginative prose of a good writer often rises to the level of poetry, and a good deal of what has been written in the form of poetry is not poetry at all. The correct antithesis is prose and *verse*; and before we speak of poetry, we must explain what is meant by verse.

Verse is the usual *form* of poetry; that is, poets generally (but not always) write their poems in verse-form.

Verse is usually printed in a particular

way, so that you can tell it from prose at a glance, and say, That is a poem—meaning, really, That is *verse*.

But it is the *ear*, not the eye, which is the true test of verse; for when verse is read aloud, it *sounds* quite different from prose. Just listen to the different *sound* of these two passages, one in prose and the other in verse:—

(i) "The untrodden snow lay all bloodless on Linden, when the sun was low; and the flow of Iser, rolling rapidly, was dark as winter."

(ii) "On Linden, when the sun was low,
All bloodless lay the untrodden snow;
And dark as winter was the flow
Of Iser, rolling rapidly."

The two passages are exactly the same in meaning. In fact, the very words are all the same. Yet how differently they *sound* when read aloud! If you can *hear* this difference, you will soon be able to tell the difference between prose and verse; for No. (ii) is *verse*, and No. (i) is *prose*. As you read No. (ii) can you not *hear* the regular beat of sound, like the regular tramp of soldiers marching? There is nothing like this regular swing in the prose passage. If it is exaggerated in reading, it becomes what we call "sing song."

What causes it? It arises from the fact that the poet has arranged his words in such a way that the accented syllables, on which we naturally lay stress in speaking, come at equal intervals of time; thus,

"On *Lin* den when the *sun* was *low*."

In this line every *second* syllable is pronounced more loudly or emphatically than the others; it is stressed or accented.

This regular rising and falling on the flow of sounds in verse, these recurring intervals of strong and light sounds, like the beat of a drum regulating dance movements, is called *metrical rhythm*; and metrical rhythm is the chief, and an es-

sential, characteristic of verse as distinguished from prose.

Prose, it is true, has a rhythm of its own, which is called speech-rhythm; but it is irregular, lax and various, and very different from the regular, or metrical, rhythm of verse.

Different kinds of verse-rhythm are called metres, which depend upon the number of accented syllables in a line, and the different time-intervals between them. For example:

(a) *Every second syllable* :—

“Succ^{ee}/ding sports/the mirth/ful band/inspired.”/

(b) *The first of every two syllables* :—

“All de/lights of/summer/weather/”

(c) *Every third syllable* :—

“And the wid/ows of Ash/ur are loud/in their wail/.”

(d) *The first every three syllables* :—

“Fatherly, / motherly, / sisterly, / brotherly/—

There are two other features of verse that distinguish it from prose. One is *rhyme*. You will notice, for example, the first three lines of the verse above quoted, rhyme—*low, snow, flow*. Rhyme in verse serves two purposes; it makes verse more musical, by giving it pleasing sounds, like the chimes of bells, and it serves to preserve the verse-form in which a poem is arranged by marking the ends of the lines. The other feature is that most poems are divided up into *stanzas* or verses, that is, sections of the same pattern.

Verse, then, is characterised by regular or metrical, rhythm, rhyme, and verse-patterns or stanzas. Of these three, *metrical rhythm* is essential. You cannot have verse without it. But rhyme and stanza-forms, while usual, are not essential, for you can have verse without them. For example, blank verse (the metre of *Paradise Lost*) has neither.

So much for verse. As I have said before, verse is the usual *form* in which poetry is written. But all verse does not contain poetry; and we must learn to distinguish between poetry and mere verse. Verse is the body, and poetry is the soul; but a body without a soul is a dead body.

What, then, is poetry? Ah! that is a hard question. Many have tried, but no one has yet succeeded in formulating a satisfactory definition of poetry. It seems to elude all attempts to define it. A cultured man knows it when he reads or hears it; but even he cannot always explain *why* one piece is poetry and another mere uninspired verse. It is a subtle spirit, that will not “abide our question.” But this need not trouble us. What is life? The greatest biologist cannot tell us. What is love? It cannot be defined. Yet we love and live. You don’t need a scientific definition of the scent of a rose, to enjoy it. You know the rose’s scent directly you smell it; you never confuse it with the scent of a lily or other flower; and it gives you pleasure. So with poetry.

Yet we should know something about poetry, and learn to cultivate our feeling for it, so that we may gradually come to recognise it, and know when it is present. The best I can do is to point out some of the *essential characteristics of poetry*.

The first essential of poetry is *Emotion*. Ordinary prose writing appeals more to the head than the heart; but the function of poetry is to touch the heart; that is, to arouse emotion. Poems may fill us with joy, draw tears from our eyes, move us to laughter, rouse our indignation, waken our wonder, touch us with regret, or give us peace; but a poem, if it is real poetry, will make us *feel something*.

“And the stately ships go on
To their haven under the hill;
But O for the touch of a vanished hand,
And the sound of a voice that is still!”

Who can read that without emotion?

We must be careful, however, not to confuse emotion with emotionalism, or

sentimentality. There is a lot of bad poetry that appeals to sentimental people—poetry made up of woolly thoughts, facile emotionalism and shoddy sentiment. The emotion which great poetry evokes is restrained, sincere, deep and definite.

Only emotion can evoke emotion. As Byron says,

“And feeling in a poet is the source
Of others’ feeling.”

If the poet feels nothing when he writes a poem, his readers will feel nothing when they read it. Heart must speak to heart. You may depend upon it that a poem that stirs your emotion came from a poet who felt the same. A poet feels something deeply: and this impels him to *express* his feelings in musical words. And he has the magic power of conveying his feelings to us—of making us feel as he felt when he composed the poem. He causes us to share his joy, his sorrow, his wonder.

This essential characteristic of poetry, emotion, is the reason why poetry is generally expressed in rhythmical speech—in verse. Poetry had its origin in music; and music is essentially emotional, and is, therefore, essentially rhythmical. For when a man gets excited, that is, feels some strong emotion, he naturally falls into rhythm. His movements become rhythmical—hence the dance; and his speech becomes rhythmical—it becomes song, and so verse and poetry. Speech inspired by strong emotion naturally and inevitably falls into rhythm.

The second essential of poetry is *Imagination* or *vision*. A true poet is a seer—a “see-er”, one who *sees*. He has spiritual insight keener than ours, and can see truths which we do not. The ordinary unimaginative person is aware only of what he perceives with his senses. He sees only the outward aspect of things. But the poet, by his imagination, sees deeper.

Wordsworth wrote a poem about a matter-of-fact unimaginative man, called

Peter Bell, who saw nothing but what he perceived with his physical eyes. He had no “vision.”

“A primrose by a river’s brim
A yellow primrose was to him,
And it was nothing more.”

Now see what a primrose, or any common wild-flower, is to a real poet. At the end of his great *Ode*, Wordsworth himself says:—

“To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears.”

Shelley says that poetry makes “familiar things unfamiliar, and unfamiliar things familiar.” That is, a poet can see, and make us feel, the essential mystery and something of the spiritual meaning of what we think ordinary and commonplace; and he can bring the unfamiliar mysteries of life so near to us as to make them seem real. He idealises the real, and realises the ideal. He can “add” to common things.

“The gleam,
The light that never was on sea and land,
The consecration, and the poet’s dream.”

The third essential of poetry is its power of creating vivid mental pictures or images, by means of words.

This is called *Imagery*. The power of seeing mental pictures is called “visualising,” and most people have it. A mental picture is seen not with the physical eyes, but with the “mind’s eye.” You think of a friend, for example, and you can call up before your mind’s eye a mental vision of his face.

A poet can make us see mental pictures in several ways. He can do it by description, like a prose writer: but he generally resorts to comparison. By comparing what he wants us to see with something like it, yet different, he creates a striking image of it. What a vivid picture Byron paints of the ruthless might of an invading army, and of the helplessness of its victims, when he writes, “The Assyrian came down *like the wolf on the fold*!” Longfellow makes us to see a parched plain

of "dry grass and drier grain" in time of drought, by saying it looked "Like a leopard's tawny and spotted hide." When Shakespear wants to give a picture of the dreary leafless branches of trees in the cold autumn weather, he calls them '*Bare ruined choirs*, where late the sweet birds sang'; calling up a vision of desecrated and deserted churches, where no organ plays and from which the singers have fled. Or, he may personify, and so make more vivid, inanimate things and abstract ideas; as when Kingsley describes the sea that has drowned Mary—

"The *cruel* crawling foam,
The *cruel* hungry foam;"

or Keats, when he gives us a picture of the fugitive nature of happiness—

"And Joy, whose hand is ever at his lips,
Bidding adieu.

Poets can also call up mental pictures with single vivid words — picturesque epithets. What a picture of colour is called up by two adjectives in these lines of Coleridge?

"All in a hot and copper sky
The bloody sun, at noon."

And consider the single word, *trampling*, in this line from Wordsworth—

"The lightning, the fierce wind and trampling waves."

which evokes a vision of a charge of cavalry.

The poet Blake sums up all the energy, splendour, fierceness and cruelty of a tiger in one illuminating epithet—

"Tiger, tiger, burning bright
In the forests of the night."

And Tennyson gives a wonderfully accurate and full picture of the surface of sea seen from a height in two words—

"The wrinkled sea beneath him crawls."

Imagery, of course, is not peculiar to poetry; you will find it also in prose. But it takes a more unimportant place in poetry.

The last essential of poetry is *Music*. The poet wants to convey his feelings and

impressions to you. He can do it only by means of words. A sculptor works in stone and metal; a painter in colour and line; a musician in pure sound; and the poet's only medium is words. Of course, a prose-writer also works in words; but he usually aims at a different object. He wants, as a rule, to give you information, or convince your reason with argument. So he chooses words simply to express his meaning, as clearly and convincingly as possible. But while the poet, of course, wants to convey some thought to your mind, he wants to do more. He wants to touch your feelings and to please you with the beauty and melody of the words he uses. The poet's expression is not merely the words as *symbols*, but also as *sounds*.

The poet, therefore, chooses instinctively words of beautiful sound, and so arranges them that the words near each other will harmonise in sound so as to produce what may be called "word-music." And he varies this music to suit his subject, so that the sound of the lines helps to make clearer their meaning.

This is a big subject, and I have no space to develop it here. But just to get an idea of what is meant by word-music, repeat these lines, so full of open vowels and soft consonants, aloud, and listen for the musical sound of them:—

"Then in a wailful choir the small gnats mourn."
"The murmurous haunt of flies on summer eves."
"Calm on the seas, and silver sleep,
"And waves that sway themselves in rest."
"The league-long roller thundering on the reef."

In these famous lines of Tennyson, you can *hear* the cooing of the doves and the humming of the bees—

"The moan of doves in immemorial elms,
And murmuring of innumerable bees."

And the word-music of these famous lines of Keats has something to do with their mysterious charm—

"Charmed magic casements opening on the foam
Of perilous seas, in faery lands forlorn."

But word-music is not necessarily soft and soothing, for the poet will make the

sound of his lines echo the sense. So this harsh sounding line of Tennyson, with its sharp vowels and hard consonants, is beautiful, simply because it so perfectly corresponds with the meaning—

"Clash battle-axe and clash brand!
Let the King reign!"

In these lines, too, you can hear the sound of distant thunder,

"And hush! dull muffled mutterings of thunder
Rumble, and cease."

Poets get their musical effects in other ways, besides attending to vowel and consonant sounds — by rhyme, alliteration, repetition, and what is called onomatopoea, or words that imitate sounds. And the rhythm of verse plays an important part; for a poet will choose those metres which best suit the meaning of his poems. It is the combination of lovely rhythms with sweet-sounding words that gives the music of poetry.

To sum up: the essentials of poetry are emotion, imagination, imagery and music. So we may say that *poetry springs from imagination roused by emotion, and expresses itself in music and imagery*. This is not a definition, but a summary of its essential characteristics.

We should now be able to understand why poetry and verse are not the same thing. As was said before, while poetry is generally expressed in verse, verse is not necessarily poetry, and a lot of verse has no poetry in it.

An example will make this clear. Read this verse written by Dr. Johnson to illustrate his very point—

"I put my hat upon my head
And walked along the Strand;
And there I met another man,
Whose hat was in his hand."

Now that is quite decent *verse*. It has regular rhythm, the metre is correct, it is in stanza form, and it has rhyme. But is it poetry? Let us test it. It rouses no emotion, except perhaps a faint amusement at its silliness. There is no vision or imagination in it. There is only the faintest

touch of imagery. And, except for the rhyme, there is no music. There is not a scrap of poetry in the whole verse.

Now read this verse—

"Sweet day, so cool, so calm, so bright!
The bridal of the earth and sky—
The dew shall weep thy fall to-night;
For thou must die."

Here is music (listen to the sweet vowel sounds), imagination, imagery (note "the bridal of the earth and sky," the "dew shall *weep* thy fall"), and emotion—the feeling of sadness at the passing away of something beautiful. Here, then, is verse inspired by poetry. The former stanza is a dead body, without a soul; this stanza is a living body, alive with the spirit of poetry.

It is not easy at first to tell poetry from mere verse. The best way to train yourself to do this is to read and study poems that are recognised as true and noble poetry. In time you will come to *feel* the difference between the false and the true.

Verse, then, is not necessarily poetry. And, further, poetry sometimes expresses itself in the form of prose. A noble piece of imaginative prose, which evidently springs from and rouses emotion, is inspired by imagination, is marked by imagery, and is melodious with word-music, is, to all intents and purposes, poetry. To distinguish it you may call it prose-poetry, or poetic-prose. I can prove this by quoting the famous conclusion of Sir Walter Raleigh's "History of the World":—

"O eloquent, just and mighty Death!
Whom none could advise, thou hast persuaded;
what none hath dared, thou hast done;
and whom all the world hath flattered,
thou only hast cast out of the world
and despised. Thou hast drawn together
all the far-stretched greatness, all the pride,
cruelty and ambition of man, and covered
it all over with these two narrow words,
Hic jacet."

That is not verse; it is prose. But at the same time it is poetry—poetry in the form of prose.

NOTICE

Due to Summer Vacation, as usual the next number of Educational India will be a Double Number for May and June and will be published on the 20th June.

—Editor.

EDUCATIONAL INDIA

Masulipatam, April, 1938

Basic Education

WITH commendable promptitude the Zakir Husain Committee has submitted to Mahatmaji the detailed syllabus of studies to be followed in schools adopting the Wardha Scheme of education. In a covering letter addressed to him it took the opportunity to answer effectively all the criticism directed against the scheme from different quarters and has once more made clear what is central to the scheme and what is subsidiary in it. This is a happy feature. The evolution through which the scheme passed since it was first announced by Mahatmaji shows conclusively that there is nothing rigid about it and that when once its central principle is accepted there is a good deal of room for all sorts of experiments in the working out of details. It is this experimental attitude that is emphasized in the committee's covering letter. It is also a matter for gratification that the scheme has been received with favour by a committee of the Madras Teachers' Guild which thoroughly examined it and published its report a few days back. It may therefore be concluded that the principles of the new Basic Education have now received the general approval of the

public and it now only remains for provincial governments to give practical effect to them.

BASIC education is the education of the child from the age of seven to fourteen. What the Zakir Husain Committee did was to work out in detail the nature of the contents and the spirit of education during this age-period. It does not mean that there should be no attention paid to education before the age of seven or after the age of fourteen. The committee has made it clear now that it recognises the pre-eminent importance of both these stages of education and that if it did not report on them it was due to these not having been included in its terms of reference. It has also made clear that in emphasizing spinning and weaving, agriculture and woodwork as the central crafts to be taught it was not its intention to condemn industrialisation or advocate ruralisation. Whatever be the lines on which the future economy of India is to be developed it is the contention of the committee that so far as the education of the child is concerned it must centre not round books as is the case at present but round some craft. This is the central feature of basic education and no exception need be taken to it. The Teachers' Guild Committee has endorsed it in very strong terms.

THE committee has defended this craft-centred education on various grounds. It makes the curriculum an active one in the first place. The view that the child is a mere receptacle into which information is to be poured and that passivity and docility are the primary virtues to be cultivated is to be replaced by the other and the truer view that the child is a spirit embodied

in the physical body and that both the spirit and the body are in the process of growth and it is only through creative work that this growth can be achieved. The curriculum drafted by the committee is an 'activity curriculum,' the activity being the activity of the child and not of the teacher primarily. In the second place the curriculum is based on co-ordination. Co-ordination, balance and harmony are the purposes and aims that every human being is anxious to achieve. Their essence is the reconciliation between the inner and the outer life. It is this that gives unity to life and makes it natural. And this point is emphasized by the committee when it lays down that the syllabuses it framed are a means of adjusting the child intelligently and actively to his environment. It has, as it says, chosen three centres, intrinsically interconnected, as the foci for the curriculum, i.e., the physical environment, the social environment and craft work which is their natural meeting point.

SOME critics of the committee have been observing that too much time is given to the learning of the central craft and that this would stand in the way of cultural education. The committee has rightly said in reply to this criticism that this contrast between work and culture is an artificial one and that the true relation between them is of a complementary character and that real culture cannot be obtained by an individual except through work. The difference between a cultured and an uncultured man is that the former has an intelligent understanding of what he does and of its relation to other things and kinds of work while the latter has no such understanding but does his

work in a purely mechanical manner. This view is forcibly expressed by the committee in the following words: "Without subscribing to the implied dualism between practical and academic work, we would point out that the time allotted to the basic craft is not meant to be spent only on the mechanical practice of the craft; but oral work, drawing and expression work, naturally connected with it, as well as instruction in the why and wherefore of the processes involved, i.e., their scientific and intelligent understanding, which is one important educative aspect of craft work, will also be given during this time. This is clearly implied in our scheme of three-centred education."

THE success of the new scheme depends entirely on the teachers that are to work it. This is the reason why the committee has been insisting on the need for giving a long period of training to prospective teachers. There should be a fundamental change in the outlook of teachers if the scheme is to be a success. The methods of instruction, the objects to be achieved and the materials to be used are all to be different in future. It is therefore but right that the committee has said that the first step to be taken immediately is to set up a number of training schools in selected rural areas, where teachers may learn the technique of education through crafts and productive work. It will be risky to start the new experiment without teachers trained in the new technique. Educational planning that provincial governments may undertake should have this feature as the starting point.

IN this connection a suggestion put forward by the committee requires to be specially noted. In their view it is

better to select particular areas for starting schools of the new type instead of having in the same area schools of the old and the new types. This ought not to be a difficult step as there are several areas in each province which are at present without schools and the new experiment can be easily started in them.

IT has not been possible for the committee to work out the cost of financing a scheme of basic education. It is an illusion to think that it will be cheaper than the existing scheme especially in view of its statement that it does not contemplate any direct connection between the teachers' salary and the proceeds from the sale of children's products. As in all schemes of education, here also, the costliest item will be the salaries of teachers. As these are not at present high in relation to the salaries or incomes received by other classes of public employees there is not much scope for still further reduction. So far as the Madras Province is concerned the Teachers' Guild Committee has worked out the cost tentatively and has come to the conclusion that the total non-recurring expenditure on buildings and equipment will come to about 4.8 crores and that the recurring expenditure on the basis of an average salary of Rs. 25 per month per teacher and Rs. 25 for contingencies will come to Rs. 8.6 crores of rupees. This is a very large amount especially in view of the dwindling financial resources of provincial governments. It is not known how they are going to obtain this additional revenue. But some way will have to be found out. The greatest hope lies in an appeal to be made by the national leaders to the spirit of philanthropy

that is still to be found among the wealthier classes of our people.

Central Committee and Women's Education

THE views of the Women's Education Committee appointed by the Central Advisory Board of Education have been recently published. There is nothing novel in their analysis of the present situation or in the recommendations put forward by them. This only indicates that what is immediately required is not an elaborate discussion of aims, ways and means but some action in giving effect to views on which there is a general consensus of opinion.

EVERY one is aware of the fact that the proportion of literates among women is lower than that among men and that if the nation as a whole is to make progress there is need for increasing the literacy among women. The suggestion put forward by the Committee for bringing this about is not however very happy. It seems to be their view that there should be no further expansion of boys' education until girls' education reaches the same proportion as that of boys. This is not stated in so many words but it appears to be the underlying spirit of their recommendation. This is on a par with suggestions now and then made that until the proportion of literates among Muslims, Harijans etc., increases there should be no further expenditure of public funds on the education of the more literate communities. This is to sacrifice individual human beings for the mere accident of their sex or the community in which they happen to be born,

THE committee also draws a distinction between coeducation as an ultimate aim and coeducation as an immediate possibility. It appears to us that it should be the aim to be achieved immediately. There is absolutely no harm whatever in elementary schools intended for boys and girls below 12 years of age being coeducational. It exercises a healthy influence on all pupils. It facilitates consolidation of schools. It lowers the cost of education. The very fact that many parents are even today sending their girls to boys' schools even where there are separate schools for girls is an eloquent testimony to their appreciation of the advantages of coeducation. A most noteworthy instance of the success of the experiment of coeducation at all stages is furnished by the Pithapur Maharaja's College, Cocanada (Madras Presidency) where in some of the classes nearly half the number of pupils are girls. This College has also adopted the admirable system of employing women alongside of men as teachers.

IT is the opinion of the Committee that secondary education is definitely too cheap and that pupils should be made to pay more in the shape of fees. In these days when in several countries of the world the tendency is to make even secondary education free it is strange that such a suggestion should have been made by the Committee. Raising of fees will result in secondary education becoming a monopoly of the higher middle classes and the rich. It will perpetuate class distinctions based on possession of mere wealth. Unless the raising of fees is accompanied by a liberal system of free studentships and Scholarships many bright pupils will have to suffer for their parents being

poor. If the number of pupils receiving secondary education is to be restricted and if there is need for more expenditure on elementary education the means to be adopted for these purposes should be quite different.

ON the question of compulsion the views of the committee are more or less identical with those now held by the Department officials. There are according to them numerous difficulties in the way of compulsion and it is not anyhow a remedy for wastage. They are therefore for a modified kind of compulsion and certain classes of pupils should not only be provided with free meals and free clothing but also with allowances for their families. This is to put off compulsion rather indefinitely.

LIKE all educational reformers of the present day the committee attach a great value to the proper training of teachers. They consider that every primary school teacher should have eight years of ordinary education followed by a training for two years. This is what it ought to be. It should be the endeavour of all governments to train teachers having these qualifications and see that only such persons are employed in elementary schools of the future. It need not be said that if the Wardha scheme is adopted the training should extend to three instead of two years in the case of women as well as of men.

Elementary School Teachers

THE large majority of elementary schools in Madras are under the management of either the local boards or private bodies—mission and non-mission. There has been a justifi-

fiable complaint for a long time about the conditions of service of teachers in these institutions. Things have not been so bad in board schools as in private schools although the situation in the former required considerable improvement. Appeals have been made to the Government from time to time by the concerned teachers and the Department has consequently amended the Educational rules with a view to set matters right. It is however a matter for regret that amendments have not been completely satisfactory and have not remedied the chief grievance of the teachers in aided schools.

SO far as Board schools are concerned, the complaint has been that teachers with lower qualifications are being appointed even when those with higher qualifications are available, thus undermining the efficiency of schools and weakening the standard of instruction imparted to children. The other complaints were that the presidents of local boards indulged for their own personal or party reasons in transferring teachers unnecessarily from one place to another, in refusing to pay their travelling allowances during transfer and in withholding their increments of salary for no valid reason. The amendments now proposed by the Department go to some extent in remedying this state of affairs. Power is given to the District Educational officers to check the vagaries of the non-official elected presidents of the boards in all these matters, although it will be a power to advise and recommend and not to impose his will. It is hoped that this will result in board presidents becoming less irresponsible than they are at present.

THE grievances of teachers in the aided schools are of a more serious

character. They have no security of tenure. At any time they may be sent out without even a month's notice. Unemployment is a threat which they have to face perpetually. Even when they are in service they do not receive their pay either in full or in proper time. There are many managers of aided schools whose only aim is to make a living out of the schools they maintain and this they realise by not paying the teachers the salaries laid down by government, salaries on the basis of which the teaching grants are given. Such schools are devoid of any of the characteristics of real educational institutions. With such conditions of service there is no possibility of the teachers doing their work with zeal or enthusiasm. It is with a view to remove these defects that what is called the system of teacher's License is being introduced.

UNDER this system every teacher working in a school under private management shall possess a license issued by the District Educational Officer. This license should specify the terms of service under which the teacher it recruited, the period of his employment, and his salary. Recognition is to be withdrawn in case a manager is found to be paying a salary less than that specified in the license. Not less than 90 per cent of the teaching grant received by a school shall be paid to the teachers employed in it by way of salary. There is also a provision for the District Educational Council paying the salary direct to the teachers instead of making a grant to the manager.

WHILE these amendments are an improvement to some extent on the present state of affairs, they are

defective as they do not guarantee any security of tenure to the teachers. The manager is at liberty to employ them for one or two years. He is free to dispense with the services of experienced teachers entitled to higher pay and appoint raw men on a lower pay. Unless the government amends the rules in such a manner that fixity of tenure is enjoyed by teachers doing their duty properly the relief to which teachers are legitimately entitled cannot be obtained. It is necessary that this defect in the amended rules is removed without any further delay.

S. S. L. C. Examination

WE feel that we would be failing in our duty if we do not raise our voice of protest against the kind of question papers that were set in subjects like optional mathematics and Elementary Mathematics at the recent S. S. L. C. Examination held in the Madras Province. The questions were far above the standard. They were outside the Syllabus in several cases. They did not in the least conform to the model question papers circulated among schools by the S. S. L. C. Board. There are ever so many vagaries connected with written examinations especially when they are of an external character. And these vagaries become all the worse when the paper setters know so little about the courses and Syllabuses as the paper setters in the recent S. S. L. C. Examination seem to do. This examination makes or mars the career of many young boys in the province. And nothing is so tragic as the sight of many of these boys weeping in utter despair not because of any defect in themselves but because

Personal Notes

SHAIKH HABIBULLAH was unanimously elected Vice-Chancellor of the Lucknow University on April 1, by the executive council to succeed Dr. R. P. Paranjpye.

MR. S. DUTTA, I. C. S., has been placed on special duty in the Department of Education, Health and Lands to examine the details of a scheme to change the Imperial Council of Agricultural Research from a Government department into a separate office.

MISS ELEANOR H. RIVETT, M. A., has been appointed as Principal of the Women's Christian College, Madras to succeed Miss McDougall. Miss Rivett took her M. A., Degree, in the University of Sidney, and is the sister of Sir David Rivett, of the University of Melbourne. She has been for many years the Principal of the United Missionary Girls' High School in Calcutta, and is well-known throughout Bengal as the Leader of the Bengal Women's Education League.

PROF. N. R. DHAR, whose appointment as Deputy Director of Public Instruction of the United Provinces has recently been announced, studied in London as a Government of India Scholar. He was appointed in 1919 to the Indian Educational Service.

THE HON. PANDIT GOVIND BALABH PANT, Premer, U. P., delivered the convocation address at Gurukul University, Hardwar, on April 15.

PROF. VICHITRA VADAKARN, Lecturer in Political Science of the Bangkok University, and Director-General of the Department of Fine Arts, Siam, has extended an invitation to PROF. K. R. PISHAROTI, to visit Siam and study the Siamese Drama. The Professor states that their "Khon" plays presented by silent actors very much resembled the "Katha Kali" of Kerala.

of the ignorance and the callousness of the paper setters. We therefore hope that the standard of valuation will be liberal and that the Director of Public Instruction will take all steps necessary to prevent the repetition of such grave injustice in the coming years.

THROUGH different PROVINCES

DELHI

EDUCATIONAL PROGRESS IN 1935-36

The Report of the Educational Commissioner with the Government of India is published for 1935-36.

"The increasing amount of attention given to education by provinces, educational bodies and individuals is the most prominent feature of the year under review."

The prevailing discontent against the present system of education is finding wide expression and all are agreed, the Educational Commissioner observes, that stagnation and wastage is appalling, that the administration of primary education by local bodies shows no improvement and is thoroughly inefficient, that compulsory primary education appears as remote as ever, that the annual increase in the percentage of literates is disconcertingly small, that the universities contain many students who are unfit to profit by higher academic studies, that unemployment amongst the educated classes is common and that provision for the education of girls is ludicrously inadequate.

Again and again, attention has been drawn to these facts in the press, on the platform and in provincial and other reports. What is now necessary is a determined effort to do something about it and not merely to talk.

The plea of lack of money can no longer excuse apathy for the money now available for primary education could support a wide expansion, were administration more austere and wastage eradicated. But there is no need to be pessimistic in view of the attention which these problems are now receiving and the advent of provincial autonomy.

TEXT-BOOKS IN HINDI

The All India Hindi Prachar Sabha Office at Wardha is at present engaged in preparing necessary text-books and in organising common Hindi examinations for all the non-Hindi provinces. The office is also interested in inventing a course of basic Hindustani with the help of

some persons connected with the Allahabad University.

It is understood that the Hindi Sahitya Sammelan is preparing a set of readers in simple and chaste Hindustani at the instance of the Hon'ble Mr. C. Rajagopalachari. The manuscripts are ready and are being given a final revision by the Hindi scholars.

WOMEN'S EDUCATION IN INDIA

That a planned drive should be made towards permanent universal literacy of girls in India is the thesis of the recommendations made in their report, just published, by the Women's Education Committee appointed by the Central Advisory Board of Education, to examine the existing arrangements for the education of girls at the primary stage.

After having studied the figures throughout India the Committee consider the position with respect to girls' primary education and the resultant literacy figures to be most unsatisfactory. The Committee accordingly recommend that until the relative positions are more even, all further schemes for expanding boys' primary education should proceed *Pari passu* with similar schemes for increase in the girls' primary education and that girls' primary education should have a prior claim on public funds where provision for both cannot be found.

CO-ORDINATION OF AGRICULTURAL RESEARCH

A Joint Committee of the Governing Body and the Advisory Board of Imperial Council of Agricultural Research for inter-provincial co-ordination of agricultural experiment has been formed. The Joint Committee, which will assist the representative Advisory Board for provincial ministers who are members of the Governing Body will hold its first session in Simla in July. The Simla meeting will discuss plans for bridging the gap between scientific research, the worker and the cultivator as also the measures for keeping in touch with the new methods employed in each province.

MADRAS

TEACHERS' GUILD CONFERENCE

The annual Educational Conference held under the auspices of the Madras Teachers' Guild, on the 9th at the P. S. High School, Mylapore, under the presidency of Mr. I. N. Menon, Director of Public Instruction, Cochin, accepted the Guild Committee's report on the Wardha Scheme of Basic Education. Mr. T. T. Krishnamachariar delivered a lecture on "Our Education Budget," in which he surveyed critically the educational policy followed in the Presidency and pleaded for planned progress in the sphere.

ADMISSIONS TO COLLEGES

The Government have issued the following Press Communiqué:

"The Principals of Government Colleges are requested, while making selections for admission to all classes in their colleges, to exercise the greatest care in seeing that due representation is given to Non-Brahmins and to all minority communities, to Mahomedans, to Scheduled Classes and to women. The fact that candidates from backward communities do not possess equally high marks as candidates from forward communities should not stand in the way of deserving applicants from such communities being given due consideration. In the case, for example, of the Scheduled Classes and of Muslim women, very few of whom ever reach the collegiate standard, special consideration should be shown. In cases of doubt, the Principals of Colleges may, if they consider it necessary, refer the cases to the Director of Public Instruction for decision."

REORGANISATION SCHEME

It is learnt that in the course of a month or two, the Government will issue a communiqué on the Wardha Scheme and on the proposed changes. The Government have not fixed up the areas for introducing the Wardha Scheme. Probably it will be tried in all the aided local bodies and Government schools.

With regard to the introduction of the 7th form in the High School course, it is not yet definitely settled as it is a matter resting to a large extent with the Universities. The Government would not compel the management of schools to adopt any particular system—the e-university course or the vocational system or the IV form stage.

The Dt. Educational Councils will be abolished as, in spite of their long existence, they failed to be of any constructive help. A committee in each District and a Central Board at Madras would be established to be in touch with non-official opinion and to advise the department accordingly.

BOMBAY

LEGAL EDUCATION COMMITTEE

The Government of Bombay have accepted the recommendation of the Legal Education Committee, appointed by the Bombay Bar Council, suggesting the establishment of a full-time Law College in Bombay from 1st July instead of the present part-time College.

Another recommendation of the Committee is that the minimum qualification for admission to the Law College should be a pass in the Intermediate. Students will be required to undergo a two years' course, with another year's apprenticeship under a legal practitioner, thus, saving one year in their education.

It is also understood that the Government contemplate the construction of a building for the Law College which now holds its classes in Elphinstone College. The Academic Council and the Syndicate of the Bombay University have approved of the scheme, which now awaits the approval of the Senate, which meets on June 7.

ANNUAL REPORT FOR 1936-37

The annual report of the University of Bombay for the Academic year 1936-37, reveals a fair record of progress in several directions. The starting of a University hostel, the affiliation of four new colleges, two in Bombay, one in Ahmedabad and one in Rajkot, the decision to improve the B.A. (Hons.) and B.A. Pass courses, the appointment of a Ten-Year Plan Committee by the Syndicate to report on the proposed expansion of the existing university departments and the reappointment of Mr. V. Chandavarkar, B. A. (Cantab), Bar-at-law, as Vice-Chancellor, for a further term from April 1937, were some of the outstanding features of the activities of the university, during the year under report.

MAHARASTRIYA MANDAL

The Maharastriya Mandal, the famous Physical Culture Institute of Poona, has decided to start a College for Physical Training in

Poona from June next. The minimum qualification for admission to the College is matriculation.

BENGAL

EDUCATIONISTS CONFER ABOUT BASIC ENGLISH

The question of the introduction of Basic English in schools as a solution to the problem of teaching the English language to Indian children was discussed at a conference of educationists held on 6th instant with the Vice-Chancellor in the chair.

After discussion the Conference decided to recommend the appointment of a Committee of the Syndicate to examine the possibilities of basic English for schools in Bengal. It is also contemplated to try the system, as an experimental measure, on a voluntary basis in a limited number of schools.

UNIVERSITY OF CALCUTTA AND POWERS OF LEGISLATURE

It is understood that the Secretary of State for India, on the advice of the Law Officers of the Crown, has written to the Government of India stating that the Bengal Legislature under the new Government of India Act has no power to legislate with regard to the University of Calcutta.

It will be recalled in this connection that a Bill to reorganise the system of secondary education in the Province has been in contemplation by the Bengal Government since the formation of the Huq Ministry and that serious protests have been lodged from various quarters, including the Calcutta University, against the proposed Bill.

PRIMARY EDUCATION IN BNGAL

Addressing the Conference of primary school teachers at Mymensingh, Khan Bahadur Tasaduk Ahmed, special officer for primary education, Bengal, said that the province had 100,000 villages, but the number of primary schools was 64,000.

Of these schools, about 54,000 imparted lower primary education for a period of three years by which illiteracy could be removed. He stated that no child less than 6 years of age would be admitted in the primary school in the new scheme and that English would be taught in the primary schools only when suitable teachers were available.

U. P.

REORGANISATION WORK SUSPENDED

A Communic issued by the Education Department of the U. P. Government states that as Sir Tej Bahadur Sapru, Chairman of the Committee appointed to recommend to the Government what practical steps should be adopted for the reorganisation of secondary and higher education upto the first University degree and on other matters cognate thereto, has left India on private business the work of the Committee will be held in abeyance. The Government have appointed two sub-committees with Mr. Karan Singh Kane and Professor Ram Saran as Chairmen respectively in this connection.

DIPLOMA IN JOURNALISM DROPPED

The Lucknow University has for the present dropped the idea of introducing a course in journalism in the University in pursuance of the recommendations of the Sir Tej Bahadur Sapru Unemployment Committee. It is thought that such a course followed by a diploma will not help to give employment to the graduates when they go out of the University. The Unemployment Committee of the University had invited the opinions of well-known journalists and experts in the country. A mass of such opinions had been received from various quarters, the general trend of which seemed to be that a diploma in journalism was not of much practical use and that such diploma holders would not find adequate employment after their training.

C. P.

TRAINING FOR VIDYA MANDIR SCHEME

Mr. Gandhi is expected to open the training school at Wardha on 21st April for teachers whose services, after completion of the training course will be utilised in 166 Vidya Mandirs (two in each Tehsil) of the Central Provinces.

Striking testimony to the encouraging response to the Education Minister's appeal is furnished by the huge number of applicants willing to offer their services as teachers in Vidya Mandirs which will impart primary education in rural and urban areas, giving effect to the new syllabus framed on the basis of the Haripura Congress resolution relating to National Educa-

tion, the Wardha Education Committee's report and the Education Minister's Vidya Mandir Scheme.

Pandit R. S. Shukla, the Education Minister, will be present on the occasion of the opening of the training school at Wardha.

Noteworthy among those who voluntarily offered to make endowments of lands for the benefit of the Vidya Mandirs is Mrs. Sitabai Chunilal (Ako!a-Berar) who has promised 185 acres of land in Belapur taluq for the purpose of establishing these schools.

BIHAR

MASS LITERACY CAMPAIGN

Over one hundred College Professors and school teachers of Patna attended a course of lectures and demonstrations in the Patna Training College in connection with the Mass Literacy Campaign with a view to learn the latest methods of teaching the adults to read and write within a short time. Principal Spiller, in opening this course of lectures referred to the efforts which have been made to liquidate mass illiteracy in Russia and Mexico. Mr. G. N. Sinha Dy. Director of Public Instruction, was among those who also attended the lectures. Prof. Durga Prasad of the Training College and his assistants have prepared a series of charts and primers in Hindi and Urdu which are being printed and will be available before the campaign commences.

ASSAM

REORGANISATION PROPOSALS

It is understood, the Government of Assam have under consideration the question of the re-organisation of the entire educational fabric of the Province in all its different stages and it is gathered that with this end in view the Hon. Maulvi Munnawar Ali, Minister for Education, Assam, has already drawn up several tentative schemes.

As regards University Education it is understood, that the Education Minister has framed a draft University Bill.

Regarding secondary education, the scheme will be complete as soon as the question of the desirability of making the proposed Secondary Education Board for Assam absolutely independent of the Calcutta University or any future Assam University or in the alternative the

question of how far University control, if thought desirable, should be brought to bear upon the Board, is solved and after that, the Director of Public Instruction, the Inspectors of Schools and other officials would be called in conference to discuss the pros and cons of the provisions of the Bill.

A comprehensive scheme for making primary education both free and compulsory has also been, tentatively drawn up. These proposals it is gathered, have not as yet taken any definite shape and in fact, they are not as yet before the Government officially.

MYSORE

MYSORE SCHOOL BOARD

The Mysore District School Board decided that the third year programme of the Elementary Education expansion scheme, towards which both the Government as well as the Board had sanctioned each a sum of Rs.1,500, should consist of the opening of 16 schools at the rate of one for each of the 16 taluks of the District. These schools, it was further decided, should be general schools, admission being open to children of all classes without any restriction whatsoever.

HYDERABAD

OSMANIA TRAINING COLLEGE

The annual Exhibition and prize-distribution of the Osmania Training College was held on the 30th March, at the college premises. Sahibzada Nawab Basalat Jah Bahadur, President of the Board of Education for Secondary Schools, gave away the prizes.

The Rt. Hon'ble Sir Akbar Hydari, Nawab Mahdi Yar Jung Bahadur, Nawab Mirza Yar Jung Bahadur, Mr. R. M. Crofton, Mr. Hasan Latif, Nawab Ahsan Yar Jung Bahadur and Nawab Jivan Yar Jung Bahadur were among those present.

Mr. Sajjed Mirza, Principal of the College, welcoming the Sahibzada, referred to the keen interest evinced by Prince Basalat Jah Bahadur in improving the standard of education ever since his appointment as President of the Board of Education for Secondary Schools. He pointed out several improvements which the college needed and requested the Sahibzada to distribute the prizes to the winners of the various competitions.

PUBLIC OPINION

PROF. VENKATARANGAIYA ON
LOCAL BOARDS & ELE. EDUCATION

Mr. M. Venkatarangaiya, Professor, Andhra University, in the course of his Presidential Address at the Nellore District Educational Conference held on 15th instant emphasised that the Wardha Scheme constituted a bold and courageous plan to place education on a national basis and to fit the pupils for good citizenship.

Speaking on the proposal to oust the local Boards from management of education, the Speaker asked why District Boards alone should be singled out for this disfavour, when panchayats and legislatures to which it was proposed to entrust the administration to some extent, were also constituted by means of election with more or less the same basis as for the District Boards? If the method of elections as now followed was bad for the panchayats, it was bad for the local boards as well. And if the Government intended to control the policy and working of the education by the Boards, they could do so, even as it was, by making suitable rules, so as to eliminate possibilities of mismanagement and cases of hardship etc. The local boards' management had been bad all these days, because the Government did not evince any anxiety to purify it, but things were different now. The exercise of proper control over local boards was bound to set matters right.

DR. ARUNDALE ON THE WARDHA
SCHEME

Dr. G. S. Arundale, President of the Theosophical Society, who is now leaving on a foreign tour, in the course of a special interview to the Hindu strongly criticises the Wardha Scheme: "So far as I know, the question of training teachers has been ignored. I feel the whole scheme is a materialisation of education under the influence of the West, from which so few people in India are free. The child should first be taught to love its Motherland, to rejoice in her and be proud of her through music and dancing, be told of the stories of her great past and through gradual training in practical citizenship, which is being done in Italy. It is the whole

conception of "Mussolini that the Italian child shall, at the earliest moment, become an Italian citizen to fight and die for his country. The idea is fine but the process of carrying it out is to my mind detestable, because this is purely military. We want the same patriotism in India, but directed to nonviolence instead of violence. There is no place for emotional training in the Wardha scheme. Hand training is excellent. Mind training is excellent, but what about the emotions? There is no Indian psychology at present at work in the Wardha scheme which is more likely to be western in structure than eastern. I admit the Wardha scheme is better than the present system of education, because nothing could be worse than that. I would like the authors of the Wardha scheme to pay attention to this aspect, and enable the Indian child to become an Indian citizen at the earliest moment."

MRS. RAMARAU ON THE MEDIUM
OF INSTRUCTION

At the Women's Conference held at London in February last, problems affecting women's Education in India were discussed. Mrs. Rama Rau, wife of the former Assistant High Commissioner for India declared that the gravest defect in Indian education is the medium of English through which the whole education is imparted. She said "A foreign tongue is a handicap, a tremendous handicap. It is unsuited to the environment and to the spiritual and religious temperament of the Indian children. Government schools definitely tabooed the imparting of religious instruction for which the children had a natural liking. Little wonder then that the missionary schools had this advantage though the religious lore was totally unrelated to the religions of India. "I knew all about the life-history of the daffodil and the tulip long before I knew anything about the *champak* or the *gulmohur*, my native flowers. It was only when I came to London that I saw the daffodil. For generations now we have suffered under this handicap of imparting education in a foreign language and it must remain so as long as there is an alien government."

GERMAN SCHOOLS FOR MOTHERS

By GRETE KLUENNER.

[The Writer of this article recently took a course in one of the Berlin "Schools for Mothers" so that she is able to discuss this subject from personal observation. —EDITOR.]

At the present time there are 230 "Schools for Mothers" in Germany. Within the last three years, about 54,000 courses of instruction have been established, and no less than 1,140,000 German women have received the benefit of this instruction. When one speaks of a "school", it is generally associated with the necessity of passing examinations, and the idea of a "School for mothers" may raise the picture of a lot of old gray-headed women bending over the tasks of the school room. But these schools are quite different. All that is taught is of the highest practical value to the mothers themselves, to their families and children, and to the community. The schools are located in modern buildings and have nothing of the dingy atmosphere sometimes associated with the old-fashioned schoolhouse.

Starting from the standpoint that the active cooperation of the women of the nation is necessary in order to uphold its spiritual ideals as well as to improve its material condition, the leader of the Reich Womens' Organization, Gertrud Scholtz-Klink, developed in 1934 a comprehensive plan to establish these schools for mothers as a distinct part of the Reich Womens' Organization. The first of these institutions was opened that same year, and to-day there are 230 of them throughout the country.

As to the plan of study, it may be said that this is a combination of practical instruction in the most simple household activities and education along more general lines. The subjects are divided into three main groups as follows:

1. Housekeeping; (Cooking, Sewing, Washing and Ironing)
2. Family Hygiene; (Care of Infants, Home Nursing of the Sick)

3. General Cultural Education (The Home and its Relation to the Nation; Folk Tradition and Customs).

It goes without saying that the above plan of study may be amended to suit the conditions of life in the locality where the school is situated. The instruction given to the mothers in a little mountain village differs from that which they receive in a large city, and the course of study in the schools located in sea-coast towns is somewhat different from that of an inland farming region. There are 3000 trained teachers and instructors, of whom 1000 are regularly employed as professionals, and the remainder give their services from time to time as volunteers. The teaching staffs include experienced women doctors, trained nurses, kindergarten teachers, and schoolteachers, all of whom take advanced courses at specially organized normal schools, such as those in Berlin, Bayreuth, etc.

Attendance at one of these "Schools for Mothers" is not compulsory, nor is a woman required to be a member of the National Socialist Party. The tuition fees are extremely small, and in many cases are remitted altogether. The classes in the various separate courses generally number from 20 to 25 students, who may choose whether they prefer to attend the morning, afternoon, or evening class. The lectures or recitations last two hours. All those who participate in these courses of instruction are taught how to keep a model home according to the most modern and approved standards, special emphasis being laid on utilizing domestic products rather than imported ones. At the close of each course, the students receive a certificate of attendance, which is now required to be submitted by women applying for positions

in certain branches of occupation. From this it is clear that young women from the age of 18 years and over would do well to obtain such a certificate.

An important feature of the system of training and educating mothers is that it is not confined to cities and towns alone, as courses of instruction are also given in the most out-of-the-way villages, particularly along the frontiers. For this purpose there is a large group of itinerant teachers who make regular tours lasting a fortnight each from village to village, taking with them all the necessary school equipment.

In addition to these itinerant teachers and the regularly established schools in the cities and towns, there are the so-called boarding-schools where students are taken for a period of 4 to 6 weeks and receive a very thorough course of instruction in housekeeping of the greatest value to them in future life. The first of these schools were established in more or less inaccessible localities, where the women were unable to reach one of the regular schools, and so lacked the opportunity for improving their knowledge. For such women, the "home" school, conveniently nearby, has been of great benefit to many hundreds of women and girls. These boarding or 'home' schools are to be found in the Rhoe, in Saxony, and in Oldenburg.

There are also boarding-schools known as "bride" schools, for young women who are engaged to be married to men in the military or other government field service. The course lasts 6 weeks, and in addition to instruction in housekeeping, the students receive regular gymnastic training and lessons in physical culture.

According to all reports the School-for-Mothers plan has been a great success throughout. During the last three years about 1,140,000 women have received instruction. Schools and teaching staffs are constantly being increased and enlarged, so that a much larger number of students is to be anticipated in the next year or so.

Foreign Currents

England

Physical Education Courses

The Board of Education have indicated that there should be a daily period of organized physical activity in every elementary school, and that more advanced schemes of physical training involving the use of apparatus should be introduced into senior schools. The need for courses of training in physical education for teachers in senior schools is emphasized in view of the raising of the school leaving age in 1939.

A six weeks' full time course in physical education was given to 34 men teachers of the L. C. C. in the autumn term, 1937. It is now proposed to supply senior departments of elementary schools with suitable equipment, and that in each year of the triennium, 1938-41, three half time courses for men and three for women, each of six weeks' duration, shall be held at the Council's College of Physical Education. Each course will be attended by 32 to 36 teachers, and by this means 576 teachers at least will have been trained by Easter, 1941. Further courses will be held in subsequent years as required.

These courses, together with the general development of physical education on which attention has been focused by the national fitness campaign, necessitate increasing the staff of organizers of physical education. It is proposed to appoint two new assistant organizers, one man and one woman. The estimated total cost of the proposals is pounds: 18,120 in 1938-39, pounds 5,880 in 1939-40, pounds 5,930 in 1940-41, and pounds 1,325 in each subsequent year. —(The Times Education Supplement)

United States

State library Serves School

Libraries of from 12 to 50 books are sent to rural schools and to schools in towns of less than 2000 population for the school year in the State of Michigan. These include books of a recreational nature to develop cultural reading interests, particularly those sent to elementary

grades and rural schools, and books on nature study, hygiene and others. Books are also sent to smaller high school libraries on such subjects as American literature, social science, home economics etc.

Small mounted pictures on all subjects are sent out on short-time loans of 3 weeks with one week renewal to schools to be used to illustrate subjects studied.

Packages of material on all subjects are sent out to teachers and students for short-time loans. These packages contain books, magazines, clippings, music, and pictures according to request.

Reference work is done for teachers and students; schools libraries are organized and catalogued by the State library staff; and advice is given as to purchases, organisation etc.

(School Life, Off. of Education U. S.)

A million pupils get Lunches

In 10,000 schools throughout the United States 80,000,000 hot lunches were served to 1,000,000 under-nourished school children during the past year and a half. These startling figures tell the story of a great service rendered through the Works Progress Administration lunch programme. The fact that many pupils who benefited by the hot school lunch were receiving their only real meal in twenty-four hours reveals the appalling handicap under which many children are forced to attend school. —(The American Teacher)

U. S. S. R.

Educational Cinema in Schools

At the instigation of the Government, the schools of the People's Commissariat for Public Education have adopted the narrow film cinema. In the R. S. F. S. R. there are about 4,000 schools which use the cinema.

More than a hundred educational films have been shown for schools. The majority of these films are suitable for lessons in geography, natural history, physics, chemistry and technical subjects.

In the course of the third 5-Year Plan, it is intended to provide cine-cameras in all the 10 year and 7-year schools and in half of the first-grade schools of the People's Commissariat for Public Education.

Germany

Education in Germany to-day

Good health, Hitler insists, is the most important fruit of a sound education. Visitors to Germany are surprised to see boys and girls in the lightest of light costumes out in all weathers, hardening their bodies and building up their vitality. The spirited singing of groups of marching youth can be heard all over the countryside. Relay competitions are customary, for group co-operation has become of far greater importance than individual achievement. Entrance to a secondary school is dependent on physical achievement, and ability to swim is a requisite for the final school examination. *Erholungsheime* have been established for the weaker pupils where their health can be improved.

The old scholarly type of German teacher is passing. All prospective teachers, after completing their labour and military service, must go for a year to a rural *Hochschule für Lehrerbildung*, where special attention is given to sport, group games, and singing. Rural life is surveyed and a special study made of the practical problems of teaching. In the final examinations the main consideration is not knowledge of pedagogics but the teacher's personality, and his insight into the practical issues and opportunities facing him. The more gifted can proceed to a university for three years of academic preparation, the rest remain for another year where they are. At the university the students join in seminars led by professors from all faculties in order to determine in what way each field of study is related to all the others, and in what way it can contribute to national progress and uplift.

[The Times Ed. Sup.]

Czechoslovakia

Democracy and Teachers

Mr. Pesek of Czechoslovakia, declares that the majority of teachers in all countries defend democracy because it safeguards liberty — the element which is so essential for school-work. The enemies of democracy realize the attachment of teachers thereto, and the first act of dictators as a rule is to attack teachers, whom they consider their most dangerous opponents. It is consequently the duty and interest of all teachers to protect and propagate the ideas of democracy because by so doing they defend the liberty of their profession, their school and the liberty of conscience. —(Cesky Ucitel)

BOOK-REVIEWS

LETTERS AND SOUNDS-ENGLISH SPELLING AND PRONUNCIATION, by Henry Martin. Published by the Oxford University Press, Pages xvi 222—Price Rs. 3/-

English spelling, as Max Muller said, is "unintelligible, unhistorical and unteachable." He felt it was "a national misfortune." Victor was nearer the mark when he said it was "an international misfortune." One symbol stands for a variety of sounds and the same sound is represented by a bewildering variety of symbols. The ideal arrangement of one-one correspondence between symbol and sound does not obtain in English. This is what makes the learning of English spelling and pronunciation so vexatious a problem. This is what accounts for the appalling mistakes often committed in English spelling and pronunciation. Any book that will help us to pick our way through this labyrinth is quite welcome.

Mr. Martin's book is a systematic and exhaustive treatment of a very difficult subject. Chapters I to V are devoted to an analysis of the vowel sounds and consonant sounds in English and the ways in which they are represented. Chap. VI illustrates how the same sound is represented by different spellings and Chapter VII how the same spelling stands for several sounds. A few important rules of spelling are enunciated in chapter VIII and Chapter IX is devoted to intonation, stress and pitch. There is an introduction giving a historical account of English spelling and we have an appendix in which a plea for simplified spelling has been put forward. As regards spelling reform we have our own doubts if such a thing is at all feasible. But the book is of considerable value for the help it affords, in the mastery of English spelling and pronunciation. It is strange that the author should have adopted one notation of symbols for illustrating English speech sounds and a slightly modified notation for simplified spelling. On the whole, however, the book is excellently planned and executed and places in our hands the Ariadne's thread which will enable us to tread with security and confidence the maze of English

spelling and pronunciation.

The price of the book should be reduced considerably in order to bring it within easy reach of a large number of readers.

HEROES AND HEROINES OF INDIA, Books I and II—Published by Messrs. Macmillan and Co., Ltd., Pages 67 and 66. Price 8 annas each.

These books have evidently been planned to suit the requirements of the pupils of the lower forms as books meant for additional reading. They consist of a dozen short sketches each of famous Indians, mythical and historical. The average length of each sketch is about 5 pages and in this short compass the author has tried to give a brief sketch of the life and the outstanding elements in the achievement of the hero or heroine. Some of the sketches, particularly those relating to Rama and Krishna, abound in egregious absurdities. Not to say anything of the spelling of such names as Manthra, Dasratha, Shatrughna, Sarupnaka, Rakshashas, Kansa, Devki, Kohlapur, Garanth Sahib, Gurdawasa etc. What are we to think of such statements as "Diwali is celebrated for Rama's victory over Ravana" and "Sita died before she could reach Ayodhya." What authority has the writer for saying that Kalidasa may have taken part in some dramatic performances? Where did he learn that Sivaji was a noble Rajput or that Baghban pura means the city of gardeners? What does he mean by "yagayas" (Book II P. 12) or public questions" (ibid. P. 57)? Who can help being irritated by such a grammatical solecism as "a large numbers of wells" (Book II P. 18) or such a glaring misprint as "little" for "litter" on p. 56 of the same book? The books are good in places and one is loath to condemn them altogether. The conception of the work is commendable, but the execution leaves a great deal to be desired. We are not surprised that the author disguises his identity by wearing the cloak of anonymity.

AN OUTLINE HISTORY OF INDIA by K. Srinivasa Kini and U. Bhavani Shankarrao. Published by the Oxford University Press, Price As. 12/-.

The book deals with the main topics of the History of India from the early inhabitants of India to 'India under the crown.' It is written

in accordance with the new syllabus issued by the Department in English to suit the requirements of the pupils studying in the fourth form. The two experienced authors have done full justice to the subject matter and the mode of presentation of Historical facts.

The questions given at the end will be of considerable value to students appearing even for the S. S. L. C. Public examination. It can be recommended for adoption as a text book for the use of pupils of fourth form in all Secondary Schools which teach History of India through the foreign medium.

—C. B.

EDUCATION IN ENGLAND AND EDUCATION IN THE UNITED STATES OF AMERICA by K. S. Vakil, M.Ed., M.R.S.T., F.R.G.S., I.E.S., Principal, Teacher's College, Kolhapur.

Mr. K. S. Vakil has done yeoman service to the cause of education in India by bringing out a series of publications giving a short and interesting account of systems of education prevailing in other lands—England, U. S. A., Germany, Japan. He has traced the history of the movement of educational progress from the first parliamentary grant for Education to the Teacher's Superannuation Act 1937 in the first book; and has given us good account of Educational progress in U. S. A., from the earliest Education laws to the Modern American University in the second book.

In these days of increasing interdependence of civilised countries on one another for ideals calculated to promote world fellowship, a knowledge of the systems of education prevailing in other lands around us is absolutely essential. Moreover at a time when every provincial ministry is busy preparing plans for educational reconstruction a study of primary, secondary, and collegiate courses of study, subjects taught during the period of training for teachers, pay prospects of teachers and vocational subjects taught during the latter stages of education will be of immense benefit in formulating schemes for our educational reform and advancement. Teachers in active service and under training should acquaint themselves with the history of educational systems and methods in other lands by a close and careful study of Principal Vakil's publications.

The Financing of Primary Education in Bombay City; Some suggestions for the Financing and constitutional improvements in the system of Primary Education in Bombay City by B. M. Kale, M.A., B.T.,

These important chapters are taken from the Thesis on Economics of Primary Education in Bombay City which the young talented author wrote for the M. A., Degree of the Bombay University. The research scholar seems to have collected necessary data with great care and caution. A perusal into the statistics will show how drastic steps are being taken to economise at the cost of efficiency even when the average annual expenditure per child is lowered down by Rs. 15/- during the last ten years. The publications though short in compass reveal how unfavourably even the leading cities of India compare themselves with some of the towns in the west. It is high time for the ministers in charge of portfolio of education to take the lessons to heart and provide adequate funds for educational expenditure.

HINTS ON MUSEUM EDUCATION: Written and published by J. C. Basik, 363, Upperchitpore Road, Calcutta. Price One Rupee, Pages 282.

Museum Education is the diffusion of General Knowledge by means of Educational Museums, which should contain exhibits covering all modern arts and sciences, important industries and discoveries, all arranged and classified in such a way that they can be examined at close quarters and actually handled under the supervision and guidance of a competent instructor.

The writer of this book has been devoting much of his time and attention to the propagation of his ideal of education based on museum.

His appeal to the good sense and broad-mindedness of the authorities in charge of Museums devoted entirely to the relics of antiquity for making over big images, walls, pillars, and slabs to the principal cities of India for display in public places deserves to meet with sympathetic consideration and ready response in all quarters in the interests of educational progress and efficiency. All those who are interested in the aids of teaching will do well to go through the pages of this valuable and instructive publication by one experienced in the art.

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Correspondence

Secondary trained Teachers

B. Ed., or L. T. training—a hardship

FROM the academic year 1938-39, secondary grade trained teachers who have taken their B.A. degree subsequently have to pay a tuition fee of Rs. 160 when they are selected for admission into the L. T. or B. Ed. class. The announcement of the enhanced rate of fees is made all of a sudden without enlightening the public as to why this action has been taken.

There is not even an atom of justification for the enhancement of the tuition fee, while untrained graduates are admitted without this tuition fee. Those who come under this description are generally backward economically and it is extremely unjust to penalise them for having passed the Degree Examination privately. Is it a fault of theirs that they were born of poor parents and hence could not prosecute their studies in a college? As Gray observes "Chill penury repressed their noble rage and froze the genial current of their soul," should the fate of these poor secondary grade trained teacher graduates also be the same? Why should an invidious distinction be made between one class of applicants and another by the imposition of this tuition fee?

The authorities concerned are, therefore, earnestly requested to reconsider their decision and to kindly order the cancellation of the tuition fee under reference. The graduate secondary grade trained teachers plead only for justice and equity, and for no preferential treatment. These teachers do satisfy the conditions as laid down in the Madras Educational Rules. They have to their credit long teaching experience sometimes ranging over six or eight years and they have permanent appointments to revert to at the end of their training course. How then are the secondary grade trained teacher graduates disqualified for admission into the L. T. or B. Ed. class?

Is it fair and just to deny opportunities to those teachers who wish to improve their qualification and thus widen their range of knowledge

and serve better the cause of education? At a time when (since 1927) the Madras and the Andhra Universities are pleased to grant facilities to secondary grade trained teachers to improve their educational qualifications by allowing them to appear privately for the Arts Examinations, and the South Indian Teachers' Union and the All-India Federation of Educational Associations have been emphasising year after year that teachers should improve their qualifications and that all facilities should be afforded to such teachers in their attempts, it is not known why the authorities concerned are not selecting secondary grade trained teacher graduates for L. T. and B. Ed. training and are thus discouraging this class of applicants. In the very nature of things these teachers have got a greater certainty of serving the cause of education than graduates selected at random who may have in many cases no real places to revert to at the end of the Training Course.

In the circumstances stated above, the Departmental authorities, that is, the Director of Public Instruction and the Minister for Education are earnestly requested to kindly order (1) that a definite number, that is, a fair percentage of seats are given to the Secondary Grade Trained Teacher Graduates in the L. T. and B. Ed. classes every year till arrangements are made for Refresher courses; (2) that the tuition fee of Rs. 160 be ordered to be cancelled for such teachers.

Masulipatam, } K. VISWANADHAM,
10-4-38. } B.A., L.T.

Madras Teachers' Guild

Mr. T. P. Srinivasavaradhan, Hon. Secretary, the Madras Teachers' Guild, 41, Singarachari Street, writes:—

At the last meeting of the Council of the Guild held on Monday the 11th instant at the Hindu High School, Triplicane, the following resolution was passed:—

"This Council learns with regret that Government have decided to levy the maximum rate of fees of Rs. 160 on Graduate secondary grade teachers seeking admission to training colleges for L. T. or B. Ed. courses, and resolves to request the Government that the said order be rescinded and graduate secondary trained teachers be admitted to the courses without any fee, as is being done in the case of graduates seeking admission in these colleges."

SOME NEW BOOKS

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By PERCIVAL SPEAR. Crown 8vo, 112 pp. Rs. 3

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By F. L. BRAYNE, C. I. E., I. C. S. With a Foreword by SIR SIKANDAR HYAT KHAN
Crown 8vo, 320 pp. Rs. 2

THE REMAKING OF VILLAGE INDIA, Mr. Brayne's first book, has been out of print for some years and the present handbook is designed to take its place. It points out briefly what has to be done in the village and how to set about it. All who have to do anything, directly or indirectly, with the villages will be interested, while rural workers will find it an indispensable guide for their work. It is the most up-to-date book for anyone wishing to have information about India's pressing rural problem, and the suggested ameliorative measures.

INDIA REVEALS HERSELF

By BASIL MATHEWS. With the collaboration of WINIFRED WILSON. Crown 8vo, 202 pp. 5s.

Mr. Mathews, scholar and thinker that he is, does not fall into the mistake of thinking that he can prescribe remedies for the manifold ills of India after a hurried tour of a few months. So he has adopted the plan of letting Indians speak for themselves. He met hundreds of prominent people of all communities all over the country, and his book contains their opinions on many of the outstanding questions of the day, with, of course, his own impressions thrown in. It is a volume worth perusal by anyone interested in seeing India as it is seen by a foreigner. —NEW BOOK DIGEST

ADJUSTING THE SCHOOL TO THE CHILD: Practical First Steps

By CARLETON WASHBURN. Large Crown 8vo, 206 pp. 7s. 6d.

One of the most insistent pressing educational problems of today is that of the adaptation of school work to individual differences. It is the purpose of this book to state the solution of this problem worked out by the Winnetka Public Schools, Illinois, U. S. A.—schools organized as a laboratory for scientific research and practical experimentation.

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By R. W. HUTCHINSON. Fourth edition, enlarged. Crown 8vo, 344 pp. 3s. 6d.

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THE SELECTIVE FUNCTION OF SECONDARY EDUCATION

By Prof. E. W. FRANKLIN, M.A., B.T., T.D.

THE problem of secondary education has become perhaps the most important and the most difficult of all the problems which today confront the educator and the statesman. Whatever the conflicts which are involved in any discussion of elementary education may be, there



is at least more likelihood of agreement about its content and its methods than in the case of secondary education, partly because hitherto its aim has been a single one, namely, the preparation for entrance into the university, and partly because the interests of its clientele have not become as diversified as is the case with pupils of secondary school age.

Secondary education, it may be said, is today the victim of its own traditions, which, however fine and noble they might have been, have set up barriers to clear thinking on the subject and have increased the difficulties created by a new age and by new demands. Ever since the beginning of English education in India, secon-

dary education has received far more attention than any branch of education. As a matter of fact, a school providing teaching in the English language soon came to be regarded as a school to which pupils went from the vernacular elementary schools, and hence post-elementary schools. Missionary societies, and later the Rationalists, were the pioneers in the introduction of English teaching in India. The Minute of Macaulay and its adoption by the state as its main policy in the provision of education in India emphasised still more the education imparted through the English and consequently it gave a big impetus to the establishment of schools where Western knowledge was taught. English-knowing youths were soon in great demand by the state which needed them to fill the numerous administrative posts and clerical jobs which continued to multiply as the British territory in this country began to expand. Soon, therefore, there grew up a close connection between secondary education and state service. This was quite clear from the pronouncement of Lord Hardinge in 1844 which said that thenceforth preference would be given in public services to those who possessed a knowledge of the English language, and this meant, the products of secondary schools.

The establishment of universities, instead of emphasising secondary education as a preparation for more advanced studies, merely strengthened the existing tendency to regard it as a preparation for state employment. The introduction of the grant-in-aid system by the Despatch of 1854 had the effect of giving a still further impetus to the growth of secondary schools. Indeed, the period which follows the Despatch of 1854 and the establishment of universities witnessed a phenomenal growth of private secondary schools. In the field of secondary educa-

tion private enterprise had an unrestricted scope for expansion. A single goal, namely, the Matriculation, began to dominate all grades of secondary education, which very soon became a single-track system, which it is today.

There is a great deal of loose talk regarding the nature of secondary education. It is often suggested that all our secondary schools provide a purely academic and literary training without reference to any preparation for any future vocation. A large part of this charge is true. We ought not, however, to forget that the entire history of the growth of secondary education shows that it has aimed at producing a class of people who have been demanded by the state for its lower services. The tragedy is that our schools have never kept this purpose in view in preparing their pupils. Had they done so they would have studied the nature of demand made by the state and set about meeting that by instituting special courses of study. Instead, they have continued to provide a single type of education for all irrespective of any future considerations. And the state in the absence of any better supply of candidates for its general services, has accepted the ordinary product of our schools.

The Universities Commission of 1902 and the Calcutta University Commission were heroic attempts to alter somewhat the general character of the secondary school, in its relation to vocational preparation and University education. Their recommendations, however, did not result in any fundamental reconsideration of the purposes of secondary education. In other words, while the addition of new schools or new courses of study in existing schools made possible a better adaptation to the varied needs of society, the prospect of state service at the end of the secondary school course exercised a pressure to conformity with reference to standards, courses of study, methods of instruction and examinations.

Today in the field of secondary education in India there is universal unrest to which a number of factors have contributed. Firstly, there is the growing volume of unemployment among the educated classes, which has forced attention to the single-track character of university and especially secondary education. The demand is for a variety of courses at the secondary stage leading to a variety of vocational preparation. Hitherto, secondary education has been dominated by a single vocation, that is, the state service for which it provided no specific preparation and the state in the absence of this had to be content with what it got from schools and colleges.

Secondly, the growing industrialization of the country demands persons suitably trained for the various industrial vocations. As new avenues of employment grow with the rise of new industries and professions the demand for trained persons to fill the new types of work will increase and this has to be met by our schools.

Thirdly, the prevailing type of education does not meet the varied needs and interests of pupils. It provides a single type of education for all irrespective of individual differences.

Fourthly, the existing nature of education has an intellectualistic emphasis, stressing the bookish character of curriculum and instruction. It is out of touch with the culture of the land and with the future needs of pupils.

Fifthly, the secondary stage is merely preparatory to the university. A curriculum based on the supposed needs of university study is bound to be inappropriate for all pupils.

It would thus seem that a radical reform of secondary education is long overdue. Indeed, we have today a host of proposals regarding the lines on which such reform should proceed. What is often unfortunate is that these proposals

lose sight of the fundamental purpose of secondary education.

It is necessary to bear in mind that what is called secondary education is not a special type of education. It implies mainly the education for the adolescent population of the country. The problem of this stage of education becomes not merely of selection but of distribution—that is, such an expansion of its aims that an adequate adjustment can be made to individual differences without affecting the main purpose of imparting a liberal education. We have to accept the principle of a variety of post-primary schools performing various functions adapted to the needs and abilities of pupils.

The problem thus is not merely one of organisation of facilities of secondary education, but it involves a reconsideration of the meaning and purpose of secondary education. The assumption on which it was based in the past was that it was a preparation for state service or entrance into the university. Now it is true that not all who entered secondary schools had this purpose in view, but taking into account the main use that has been made of this stage of education, it is difficult to resist the conclusion that this was and has been the purpose.

A reform of secondary education would mean an organisation in which each pupil would follow the course best suited to his abilities and capacities; it would also involve such oversight of the pupil as would make it possible at all stages to transfer him to the appropriate courses demanded by his development. These problems of organisation and administration are not insurmountable. When these have been settled, the problem of the purpose and content of secondary education still remain to be solved. Shall these be general, special, cultural or vocational? The question can only be answered by posing others, what is the place of the individual in society? Is he first a worker or a citizen in the broadest sense? So far

as work is concerned, two facts must be taken into consideration: (i) whether the preparation for work is to be given in schools—which can never be adequately equipped for the purpose—or whether it is to be given in the factories and offices; and (ii) whether it is at all the purpose of schools to prepare for future vocations? Again, we may ask should the education given be special or general? The traditional justification for a limited study of a narrow round of subjects has in general been that they afforded a training for the mind, even if they were in themselves of little or no immediate value for life. On the other hand, in the U.S.A. the tendency is to regard one subject as good as another, implying a negation of any theory of educational values. Whatever the scientific truth may be, there is a consensus of opinion among employers that they would prefer an employee who is well educated to one who is specially trained for his work.

Again, if the main function of secondary education is to train the citizen first, leaving his vocational preparation to other schools and agencies, the problem is, what shall be the content of this general training? In other words, what is the meaning of a liberal education, the education of the free man, free as a citizen and free to use his leisure?

It seems likely that in future the demand for the secondary education will increase with the rise of the middle classes and the progressive improvement in the standard of living. Besides, it is now recognised that the elementary education imparted in this country is of an extremely truncated kind in as much as it lasts only for a very short duration. Hence this too would strengthen the argument for the provision for secondary education for a large section of pupils.

The reform in secondary education in India should aim at two important purposes and their attainment. (i) To extend the facilities of secondary education to as

many pupils as possible. There must be no artificial restriction of admission. Educational theory can never countenance a limitation of opportunities of education on considerations other than educational. It has been suggested in certain quarters that one way to stem the tide of growing unemployment among the educated classes is to restrict educational opportunities. That is an exceedingly dangerous suggestion. (ii) To organise the system of secondary education in such a way that it will be selective in function, that is, that it will select students for higher education and by means of this selection deflect the excessive numbers seeking admission through the universities to the overcrowded professions and public services.

The first purpose will involve for its attainment the establishment of a variety of schools—general, prevocational, vocational. The second involves the devising of an instrument of selection of a better type than the prevailing method of examinations. The first relates to the organisation and administration of education which is the problem for the politician and the statesman. The second is of far greater importance since the kind of organised examinations, exercise a large influence on the nature and scope of the work of the secondary school. The school certificate has come to be regarded as the sole qualification for employment of all kinds.

The development of secondary education along the lines we have suggested will give rise to the difficult problems of selection and equality. Equality demands that there should be no restriction of

opportunities. On the other hand the state should aim at placing these opportunities within reach of all poor children with ability. Ultimately this problem will resolve itself into 'education for status or for democracy', and one need not be in doubt which way the trend of administration should be. Selection will require that we must devise satisfactory methods for assigning pupils to the type of schools best suited to their abilities. The more advanced education becomes, the more selective it is to be, but along differentiated lines. Whatever the reforms, there should be no surrender of the quality of education.

If the main thesis of this paper is accepted, namely, that the chief function of secondary education is to provide selective, differentiated education to pupils of adolescent age, then it is evident that the prevalent single-type education given in our schools does not cater to the real needs and abilities of pupils. The reconstruction that is necessary is not to be achieved by piecemeal tinkering with the system. We have to rethink the purpose of secondary education and in the light of this purpose establish institutions which will serve the best interests of the growing generation. The education given at the secondary stage is of vital significance to the nation, since it almost shapes the lives of pupils at this stage. The elementary stage attempts to place the tools of further education in the hands of its pupils, and the University stage gives the final touch to the formal education process. It is at the secondary stage that the lifelong foundations of true education are laid.

'Education is a social enterprise demanding for its due achievement a general mobilization of the energy, intelligence, idealism, and courage of the entire community.'

—Prof. Jacks.

DEMOCRACY AND ADULT EDUCATION

By Mr. R. VISWESWAR RAO, B.A. (Hons.) B.T.

DEMOCRACY is practically a new experience in the political life of the modern world, for the democracies of the ancient world, were in fact, aristocracies resting on a foundation of slavery. Democracy, as a political arrangement, is now based on the assumption that every adult has some contribution of thought and action to make to the public life of the country at large. Democracy is not merely a form of Government but also "a mode of associated living, of conjoint communicated experience" ¹

Thus it will be seen that it can be effective, if the general body of voters bring to the service of the state a capacity for intellectual judgment and a strong sense of public duty. The extension of franchise has been undoubtedly the strongest influence that was at work for an awakened demand in this direction. Hence it is, that the democratic ideal and the potential worth of the individual have stimulated the need for the education of the general body of voters. ²

An inadequate knowledge is not the only danger to democracy. A nation influenced by right ideals may entrust the task of giving these ideals concrete expression to its elected representatives. All of us know that these representatives should give their considered opinion on alternative policies which are indeed very complicated. Here, an uneducated electorate is liable to be deluded by false ideas as they are not likely to be aware of the complexity of modern problems. Hence it is that they fall an easy prey to the propagandist or the manufacturer of party slogans.

It may also be pointed out that we have to lay the foundations of good citizenship

1. Dewey: Democracy and Education, Page 101.

2. Even in those systems which have been set up in opposition to democracy, these ideals alone are "none the less exercising some influence." Kandel: Studies in Comparative Education.

and juster social order. Narrow sectionalism, class consciousness, and many other cankers, which are eating into the vitals of the present day society, can be counteracted to a great extent by giving the citizens the necessary education in regard to their rights and duties. Then there can be the development of what is called the 'civic spirit.'

If democracy is to be of real service, we must see that the people grasp the essential features of civilization in which we live. Our times have changed. They are changing. They make new demands on democracy, and democracy can be of real use when the citizens are sufficiently trained to grasp the present day problems. The adult education movement rests thus on the two principles of personal development and the inculcation of the civic spirit. Under the present-day conditions there is a growth in the powers of the state. There should be a comparative growth in the intelligence of the general body of voters to test the actions of the state. Otherwise, democracy will be what Carlyle calls "a self-cancelling business." Thus adult education is a permanent national necessity and a necessary aspect of citizenship.

If people are educated as good citizens, there will be the development of an open habit of mind and the possession of right knowledge regarding important problems like the relationship between capital and labour, international affairs, and other subjects bearing on political responsibilities. Thus democracy will stand or fall, to the extent it has engendered, the ideals of service and fellowship in the citizens. Many of us are proclaiming the failure of representative democracy, because of the tendency of the masses to evade political responsibility. The only remedy lies in the close association of adult education with the idea of civic responsibility.

In India, we are committed to a great democratic experiment, the franchise having

been extended to a larger section of population. There is the danger of the electorate being influenced by party manoeuvres. Ninety percent of the population of our country are illiterate. The new Reforms Act has brought to this problem a new significance. The adult population should be trained in the art of managing and taking lively interest in the country's affairs. The statistical returns regarding illiteracy in this country, make a dismal reading. Though prominent publicists like Gokhale impressed on the Government the need for free and compulsory education to the masses, the State in India has failed in its most important and sacred duty. The future welfare of the nation rests upon the success or otherwise of this most important problem.

If the world is to be made safe for democracy, then adults must be educated. It is very dangerous to give power to the ignorant. Further, we need to educate the parents so as to enlist their sympathies and co-operation in the work of the school as parental co-operation is the *sin qua non* for the success of school work. It is too late to argue that we can rest contented by leaving power in the hands of a few people. This is the best means of avoiding the danger of being ruled by dictators, where there is no opportunity for the development of the personality of the individual.

SOME AGENCIES SUGGESTED

From the foregoing analysis, it is clear that the adults need to be educated. Night schools are potent instruments for spreading knowledge among the masses. As regards the nature of instruction imparted, the problem connected with adult education is "not mere literacy but also the worth of the content of knowledge given through literacy."³ They should acquire knowledge useful to the business of life. The teaching should be simple, direct and must have a

bearing upon the environmental conditions. The chief aim should be to make one a real citizen. He is to be trained to think for himself.

Yet, there are opportunities for relapse into illiteracy. Hence, chances for 'follow up' education, should be given. The starting of village libraries consisting of vernacular books and journals is suggested. Pamphlets dealing with matters of common interest may also be distributed in the villages. In this way, the reading habit is kept up.

The Cinema and the Theatre also play a conspicuous part in the dissemination of useful knowledge. Sound ideas of civic life, rights of citizenship, public health and Hygiene can be inculcated through them.

Further, village development societies should be started, wherein the members can educate the adults on matters of common importance. It is said that the co-operative society at Alamur, in the East Godavary District and the Sri Niketan of Dr. Rabin-drath Tagore are doing splendid work in this direction. It is during the summer vacation that teachers and college students should realise their great responsibility in this matter. One difficulty often pointed out is that the vacation is after all for about two months. But it may be pointed out that the aim is only to arrest their attention and to stimulate their curiosity into the ever widening torch of civilisation and culture. We must produce an impression in their minds on the value of education.

Further, Harikathas, Street Dramas etc., can be used with advantage in this direction.

In conclusion, it is hoped that the Government will bring about a carefully planned programme in its impending scheme of educational reorganisation, making use of all the available agencies. It is further hoped that our Government will bestow its careful attention on this matter as it is the chief requisite for the success of the democratic experiment that is launched in this country.

YOUNG INDIA

By Mr. M. A. MAZUMDAR, M. A.

THE conclusion of the Great War witnessed in India, as in the whole world abroad, the birth of many sanguine expectations regarding the future of Indian life. It was hoped that the next generation would embody the very pink and perfection of brain and brawn. It seemed possible that the rising youth of India would reveal the full and fast coursing of a resuscitated and rejuvenated mental and physical life. Experience has proved all these great expectations false. The present picture of the all-round stress and strain of Indian life is only too real and palpable to require any description. Resuscitation appears even now to be a thing of future.

It is time to examine and diagnose the peculiar ailments of the heart of Indian life. The heart of Indian life is Indian youth. It is time to comprehend the peculiar condition of the Indian youth, to make a serious study of its ailments, and, ultimately, to find out remedies for these. We are so very much accustomed to associate with youth its traditional freedom, freshness, romance and splendour, its physical, moral and spiritual vigour, that we are apt to forget to see whether these still form part of the attributes of Indian youth.

Let us be alert, and view keenly and critically, the position of the growing life of this country. Let us observe and examine the life and formation of the average Indian young man.

This individual is by far the most bashed and beaten human being on this sphere at present. He is an eternal target for all our institutions to aim their abuses at. Our social institutions call him a thoughtless and worthless rebel. Our educational institutions call him a brainless dullard. Our political institutions dub him an ignorant and incompetent meddler. Our industrial institutions put him down as a theoretical book-worm. Our religious institutions term

him a loathsome agnostic. Most of these charges are prejudiced. Some of them, however, contain a germ of truth. And yet, a five minutes' serious consideration will be enough to tell us that these institutions themselves have contributed to make the young man what he is, and have themselves to thank for his defects and shortcomings. It is time to hammer on their heads the tremendous truth that an hour of sympathetic practical remedy is more of worth to humanity than an age of abuse.

Let us now focus our attention on the bewildering maelstrom of circumstances that gulps down our young man and makes him a victim of the foregoing charges. Let us concentrate our mind on the grim actualities of his life.

Home makes the man. Domestic environment plays a vitally important part in the constitution and culture of a personality. The very nature of our young man's home makes of him a very sorry type of man. He has to live in a cribbed and confined domestic atmosphere. It is impossible for him to feel youth's sense of adventure. The very constitution and make-up of the common Indian household renders him constantly subordinate in all matters to his elders. He can have no personal initiative. Youth's impulse of original effort is starved in him. His interests are so inextricably bound up with those of all the other members of his family that he loses his individuality. He is everybody's man but his own. He cannot let his personality grow and develop. His society, which, even now, cannot escape the charge of orthodoxy and obscurantism, makes on him all sorts of narrow, tortuous, and stupidly conventional demands. His house-hold forces him to fulfil these. The domestic and social domination over youth is so overwhelming that not one young man in a hundred can escape its evil influences. Home and society, and here we shall include religion

³ Dr. M. Siddalingaiya, *Reconstructing Elementary Education in Mysore*. (Page 191)

also, thus stamp him out as a young man without youth's natural sense of adventure, its impulse for enterprise, its freedom of thought and action, its characteristic personality. Strange paradox!

The fundamental business of education is to cultivate the mind of man, and make of him a sane and intelligent citizen. Our education, instead of cultivating the mind of our young man, positively stunts it. Most of the evils not wrought by our home and society are wrought by our education. Home and society stifle the spirit of the young man. Education undermines his mind and body. Instead of drawing out and developing his inner faculties, it suppresses and suffocates them. Its heavy, defective, and ill-organized curriculum subjects his brain to excessive pressure, and, eventually, incapacitates it for any individual cultural efforts. The fatigue of brain tells upon the body and results in permanently weak physique. Advocates of physical culture may well begin by clamouring for a rapid and radical reform in the existing educational system. More important than curriculum in this system is the examination. The curriculum can only disable the young man. The examination can finish him off by ruining his life altogether. We expect of education a finely finished human body and intelligence. It gives us, instead, an intellectual and physical weakling.

The final stamp of a university degree won after an epical struggle against physical ailments, mental exhaustion, financial 'hard-uppishness,' and domestic worries, lends our young man an imaginary status, and creates in his heart a thousand audacious ambitions. But, he is soon disillusioned. It is incumbent upon him to earn bread for himself, for his wife and children with whom he is prematurely overburdened, thanks again to home and society, and for the junior and senior members of his family. He realizes the position of an educated unemployed. His ideals are starved, his ambitions crushed. He visits shop after shop, office after office, institution after institution, and meets with

one standard and staggering reply—No Vacancy. At home, he sees half-clad bodies and hungry mouths, abroad jeering employers. Our political organizations refuse him on the ground of being crammed full. Our industrial institutions show him the door on the ground of book-wormishness and want of worldly wisdom. The final outcome is sometimes suicide, often a poor pittance and lifelong clerical drudgery.

Thus the young man starts as a strangled spirit, lives as a stunted brain and body, and ends as a frustrated and fasting seeker of bread.

The whole machinery that does all this harm is too complex to be corrected at once. Every little screw in it needs reparation. It is not possible to lay down any cut-and-dried scheme of wholesale speedy improvement. Yet, some tentative suggestions may be offered.

The stringent control exercised at present by the domestic and social authorities over the young should be immediately and completely relaxed. A considerable latitude of freedom and independence should be accorded to the rising generation. Parents and society-fathers must firmly grasp the patent fact that the old order always changes yielding place to new. The world and its inhabitants progress and evolve and can never put up with the old antiquated environment and atmosphere. Humanity is dynamic. Customs and conventions are static. Progress is dependent upon change. Any attempt, therefore, to chain humanity to the established rules and regulations is bound to be disastrous to the race, and, in the end, futile. Young blood must be allowed to have its way; to grow, to develop, and to flower into a harmonious and perfect personality, society must discard all time-worn, useless, and harmful customs, ceremonies, and conventions, and introduce new ones suitable to modern requirements and capable of general uplift. Instead of making the young man a slave of the old rusted regime, it should impel him to be the maker of a new one.

Our educationists should part with their habit of abstract speechifying and try to do some practical good. They must know that human beings are not born dull, and that there must exist some method of training them up as intelligent and able citizens with sound mental and physical equipment. They must concern themselves heart and soul with a radical overhaul of the entire existing system of education, detect its centres of disease, effect appropriate remedial measures, and, finally, evolve rational and constructive schemes of general intellectual culture. And they should never, for a moment, lose sight of the material requirements of the people at large. 'Education for its own sake' is a stupid and dangerous saying in a poor country like India. Culture can never accompany hunger. Empty stomachs can never make full minds. It should be the object of normal education to produce people not only with fine brains, but also, with the capacity and equipment necessary to fill the empty stomach.

Our political organizations, and also industrial ones should forget their method of

giving the dog an ill name, so that they may hang him. They are responsible for the general welfare of the country, and it is their fundamental duty not to sneer at the growing multitude of the educated unemployed, but to lay down a sane and constructive programme for their uplift. India affords an unlimited field for political and industrial expansion. It should be possible for responsible Government officials to devise effective schemes which would lessen the pressure of unemployment. The industrial backwardness of India is proverbial. India should make tremendous efforts to develop her industry if she is to keep pace with the world. The development of industry can do much to put bread into hungry mouths. Carefully planned and conducted industrial enterprises can easily absorb a vast number of the unemployed, and thus put the generality on the road to comfort and happiness.

Thus may Indian life be redeemed from the rut of poverty, squalor, and ignorance. Thus may Indian youth receive its heritage. Thus may the dream of a strong and vigorous Indian manhood be realized.

Dr. ZAKIR HUSAIN REPORT

Some Criticisms Answered

By Mr. ABDUL GHAFUR, B.A. Hons. (London), M.A., M.Sc. (Alig.), B.T. (Punjab)

DR. Zakir Husain's Committee Report has been hailed as a scheme which 'marks the beginning of the Renaissance of Indian education,' the harbinger of 'a new era of truly national education'. The welcome has been most cordial and spontaneous among the schoolmasters and the worker class of the educational world while there have been serious expression of doubts and often serious alarm on the part of politicians; one wonders what have they got to do with education, of all the world. It has also fluttered the doves of some communal bodies and armchair controllers and 'Inspirers' of education. On the whole the general impression

created by the Report is highly favourable and there is a general sense of relief on discovering a glimmering out of the dark, a guiding star that may help us to chalk out our future line of action in a bold and a beneficial way. Some of the worst detractors of the Original Scheme as planned in the *Harijan* articles have been won over by the high educational and practical value of the Scheme as finally shaped in the Report. The Report has not failed to cause a mild flutter in the official circles and it has formed a prominent item on the agenda of the meetings of the Central Advisory Board of Education. The Presidential address of the

All-India Educational Conference, Calcutta, was mainly devoted to the criticism of the Report, the Conference passed a detailed resolution on the scheme as well, and the N. E. F. Delegation, though not in full agreement with some of the principles thereof, have felt the inspiration of a great soul in it.

A study of this bewildering array of criticism fails to discover any serious attempt to appreciate its passage from the *Harijan* articles. (some confusing the personal opinion of Gandhiji with the recommendations of the Report), through the Wardha Educational Conference into the hands of a Committee of Experts who were eminently fit to speak with authority that grows out of practical experience of craft and academic education. Such was the blunder committed by the National Liberal Federation Conference which strongly disapproved of the proposal to change the Universities into examining bodies. The Wardha Conference and Dr. Zakir Husain Committee were convened for planning a scheme of mass education and University education did not come within their purview.

The resolutions of the All-India Educational Conference and the Liberal Federation on the self-supporting aspect of the Scheme show the blunder of working under preconceptions derived from the *Harijan* articles. In the opinion of the Conference, under no circumstances shall the teachers' remuneration be made to depend on the amount got by the sale of articles produced by the pupils. The Federation considered the proposal of making elementary education practically self-supporting to be entirely impractical and calculated to subordinate the acquisition of culture to consideration of earning by children by their craft and if persisted in, "it will put back the progress of the country". How does sometime our political bias tend to colour our entire attitude to all problems of life can find no better testimony than in this resolution of the Liberals.

A careful study of the Report gives plenty of proof that most of these alarms are baseless and flagrantly unjustified. According to the calculations of the Report the School won't be entirely a self-supporting body, there will be a deficit of about 13% in the recurring expenditure that will be, of course, met with from state grant. And even to the Committee this aspect was not after all, of chief importance. In their own words, we wish to make it quite clear that we consider the scheme of basic education outlined by the Wardha Conference and here elaborated to be sound in itself. Even if it is not self-supporting in any sense, it should be accepted as a matter of sound educational policy and as an urgent measure of national reconstruction. It is fortunate, however, that this good education will also incidentally cover the major portion of running expenses. This emphasis on the educational value and the subservience of the economic aspect to the process of socialisation and character development is the most bracing note that runs through the whole volume of the report. What is important that the scheme has a great value as a plan of national education and if we can do some productive and profitable activity along with it there is no reason whatsoever on earth to reject it. No one is more alive to the danger of sacrificing the educative value at the altar of economics and they have stated in most explicit terms the necessity of safeguards against such an exigency. "There is an obvious danger that in the working of this scheme the economic aspect may be stressed at the expense of the cultural and educational objectives. Teachers may devote most of their attention and energy to extracting the maximum amount of labour from children while neglecting the intellectual, social and moral implications and possibilities of craft training." The point must be constantly kept in mind in the training of teachers as well as in the direction of the work of the supervisory staff and must colour all educational activity." Again the

craft or productive activity chosen should be rich in educative possibilities and the object of the scheme is *not* primarily the production of craftsmen able to practise some craft mechanically but rather the exploitation of educative purposes of the resources implicit in craft work. The Report recommends the work method in education and the adoption of the activity principle in the curriculum and the working of the school, a mode of learning, appraised very high by great educationists like John Dewey and others.

After these lengthy but highly significant questions from the report, the resolutions of the Liberal Federation and the All-India Educational Conference seem to be more than useless and rather repetitions of general principles, so strongly emphasised by the Report. They look like platitudes in the mouth of persons who have not much experience of actual teaching. It there is a fear of the educational values being sacrificed for the economic, there is no denying of the fact that under the present system of education we are making a holocaust of both economics and education. If India has to take her legitimate place among the advanced nations, a gigantic effort should be made to tackle the problem of mass education in a more effective manner. For this purpose the two essentials are a better system of education and more money. The Report gives us the first in a most practical and workable form while it has made an attempt to discover a partial solution for the other. "But the state should finance education," declares the self-complacent educationist who has taken his cue from the educational ideals of the country, which commands considerable resources by exploiting the weaker nation through capitalistic industrialism or Imperialistic profiteering and the social and educational worker in this country has to carry on under enormous political and economic limitations. The economic difficulties are not only peculiar to India, they are the curse of the Asiatic people in general.

The late Dr. Becker, the well known orientalist and the Minister of Education for Prussia, once stated in a lecture at the Imperial Institute of London that the Asiatic people were so poor that there is hardly any margin left for such luxuries as education. Under such circumstances we should try to tap every source, and avail of every new opportunity, specially if it is of a significant value, in order to further the cause of social amelioration and uplift. Countries like Palastine, specially the Jewish community who are faced with similar problems, have established Children villages, where the pupils are set to work quite early in life. In Europe Kerschens-teiner, Pestalozzi and his devoted disciple Fellenberg all have introduced the principle of work method in practice along with self-sufficiency of its financial implications. Members of a generation or two earlier remember how the pupils in those days were literally the hewers of wood and drawers of water for their teachers, a teacher-pupil relation that was a natural consequence of the educational ideology of the period. We should not be afraid to strike boldly for new methods in order to meet the needs of changing times and circumstances, and replace this domestic service with an occupation that has along with its economic value, an educational meaning of the highest importance.

One of the tragedies of the teaching of manual training in the Indian schools is the conspicuous absence of any efficient checking of the method of teaching and the skill and dexterity attained by the pupils. The present system of examination tests the pupil's sustaining power and skill under abnormal conditions working against time, with the temptation of cheating, holding forth a promise of easy recognition of merit. Ckecking through the productive results by the pupil obviates all such evils of the present system.

Then there is the problem of time allotted for the craft which in the opinion of the All-India Educational Conference

leaves hardly sufficient time for the academic subjects and the programme in their case will be overloaded. The division of time between the craft and other subjects is three hours and twenty minutes and two hours and ten minutes. But it is significant that the Report has set down here the maximum and not the minimum limit for the time to be devoted to the basic craft. And the teaching is after all an art and for the teacher-artist there is ample scope for the exercise of freedom of choice and ingenuity. The report lays down general lines and every teacher shall have to create like any good artist his particular style of doing things. In the hands of a skilful teacher the craft period and specially the spinning period affords ample opportunities for oral instruction in stories of great scientists, religious leaders, liberators of mankind and famous explorers, thus covering not an insignificant portion of the syllabus in mother tongue, history, geography and science. The multiplication tables in arithmetic sung rhythmically and music, both individual and choral can be taught with great benefit in the craft period. It will introduce variety and interest in the long hours allotted for the basic craft and meet the danger of monotony. In the Punjab, the spinning parties of the village girls held in the evening, and extending very often to quite late hours in the night, served the purpose of the club-room and very often the occasion of homely instruction by some elderly matron.

The Report has been assailed from another quarter, and this time from a communal body which is not unexpected since most of the objections have been actuated, not from purely educational motives but out of the political and religious bias which taints our opinions in all departments of national activity. It is the recommendation of the Report on the controversial problem of Urdu and Hindi. "In Hindustani speaking areas this language will be the mother tongue but the students as well as the teachers will be required to learn both the scripts." Such is already the

status quo in the United Provinces where every teacher and pupil is expected to know both the scripts. Surely we cannot condemn the Committee if they have not supported viewpoints coloured by any other objectives except the educational and the cultural. If the children of both the communities are to be trained to be members of a well coordinated cooperative society and if this spirit of conjoint effort is to be based on cultural affinity, established and strengthened by mutual recognition and appreciation of one another's heritage, — nay on the rock foundation of the discovery of an essential unity that lies hidden under the apparent dissensions and differences, then the Report and its recommendations must be evaluated at what they are worth educationally and socially.

"In the non-Hindustani areas the children will have the choice of learning either one or the other script. However in the case of teachers who have to deal with children of both kinds knowledge of both the scripts is desirable." The chief object of the Report is to plan out a national system of education that should meet the social and cultural demands of all communities as far as they are consistent with the national spirit and under such a system there is no place for segregated Institutions and denominational schools. Now the Urdu Schools in Bombay, Madras, C. P. and elsewhere serve a fundamental need of the Muslim community and these separate but nevertheless indispensable institutions can be corporated into the general scheme only if the recommendations of the Report are considered in the right spirit.

Another opinion of the All India Educational Conference is that the scheme "must enable the pupils to accommodate themselves to sudden changes of process and method in the occupations they are likely to take up, and even be prepared to transfer themselves from one occupation to another and from one part of the country to another."

Perhaps they mean that if our methods of production are to be mechanised then the pupils should be able to adapt themselves to the new process of production and organisation. Supposing such a consummation to be in the interests of the happiness of India, there is hardly any hope that mechanised industry will spring up in the course of a single night like the proverbial palace of Alladin. The nationalisation of the natural resources and their exploitation will take time and the Scheme can fill in the interval with the best kind of preparatory education which can develop attitudes, skills and habits of work, that will prove of high utility in any condition of society. It will supply him with a productive occupation for the present and preparatory training for his children, creating a healthy working atmosphere at home and outside to prove efficient citizens of an Industrialised India.

As for the demand of more variety in the choice of crafts and occupations, I suspect this is the townman's demand who obsessed by 'book learning' feels nervous about the proper choice of an occupation. For the villager the basic craft of spinning and gardening will come in his natural course of occupations. The Committee accepts in principle the necessity of meet-

ing the demands of diversity of interests and recommend that "As far as possible a variety of crafts should be provided for, at least in the last two years of the school course," and quite a large number of basic crafts are suggested in which the teachers for the schools under the scheme will be trained. Moreover any other basic craft may be selected that may satisfy the requirements of vocational education and for which the local and geographical conditions are specially favourable. In the towns where the schools units must be far larger than in the sparsely populated rural areas, a sufficiently large number of pupils will be available at each centre to provide for a variety of tastes and inclinations in the choice of the basic crafts. Groups of thirty boys interested in one particular occupation can be placed under one special teacher, who has received special training in that particular basic craft.

The scheme has run the gauntlet of the popular educationist criticism and has come out unscathed in its essentials. None has denied the highly educational value of the scheme. There may be a difference of opinion in details but the scheme is flexible enough to allow for ample modifications to adapt for varying local conditions.

HISTORY OF ANCIENT INDIAN EDUCATION

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IN order to form a real estimate of any educational system and its effects, healthy or otherwise produced upon a nation, it is meet on our part to dig out its aims, methods and the position of the society at that time. Accordingly Ancient Indian Education can be divided under the following four distinct periods. Viz., 1. The Vedic period, 2. The Epic period, 3. The Sutra period, and 4. The Puranic period.

Now let us take a survey of the society in general in the above periods.

1. The Vedic period: This ranges from unknown antiquity to 3000 B. C. During this period the Aryans composed hymns of Rigveda which are nothing but songs in praise of some deity. They lived in the Punjab and worshipped elemental Gods—Sun, Fire, etc.

2. The Epic period: This ranges from 3000 B. C. to 1000 B. C. During this period two great epics—Ramayana and Mahabharata came into existence, which were afterwards rewritten in a modified form to suit the

end of this period. Budha taught his principles in this language which was popular at that time.

4. Puranic period : The old traditions were forgotten slowly and gradually. The Upanayana ceremony was all-important and it existed in ceremony only, ignoring his stay with the teacher. Instead, the boy was initiated to Prakrit language at the age of 5.

Many a time the pupil stayed at home and went to the teacher for his lessons only. In this period there were two distinct movements, Buddhistic and Brahmanic, competing with one another for supremacy. Budhas upheld the Pali language while Brahmins upheld the Sanskrit. Script came into existence in this period.

Naturally less time was devoted to the study of the Vedas. The Classical literature was studied to a great extent. Brahmins also introduced all the subjects of the Budhas in their curriculum. They wrote Sanskrit books on medicine and surgery. They knew as many as 700 instruments of surgery. Chemistry was also studied and medicines were prepared. Dissection was practised in the later stages of this period.

Education of Kshatriyas

1. Vedic period : In this period there was no direct education imparted to them. Whatever education they received was unconscious and incidental and through imitation only.

2. Epic period : Every male member of the Aryans had to undergo the Upanayana ceremony when he was taken to the house of the teacher. He became Dwija or twice born after this ceremony. From this it can be inferred that education was compulsory for all. The pupil had to stay with his teacher's family and work very hard. e. g. Krishna and Sandipani. But in the later stage we find teachers staying in the houses of their pupils. e. g. Drona, teaching the Kauravas.

Pupils first studied a few select hymns from Rigveda. They got the elementary

knowledge of the use of the weapons and practised shooting also. Even this knowledge was imparted by the Brahmin teachers.

In the next stage they studied Dhanurveda—the science of archery, Vedangas—Philosophy and administration. We find such great philosophers as Janaka and Ajatasatru, who discussed authoritatively with the Brahmins and sometimes defeated them even. In Upanishadas also, we find generals and princes taking part in philosophical discussions.

3. Sutra period : The age of Upanayana was fixed to be at 11. The date of Upanayana is so late as they had to stay in the house of a stranger—the Brahmin teacher. Or they were not so clever enough as the Brahmin boys to receive education. But any way, the stay with the teacher was formal and short.

Kautilya's Arthashastra composed about 320 B. C. gives us an insight into the education of the Kshatriyas in those days. The pupil stayed with his teacher from his 11th to the 16th year. During this period he studied the Vedas and Dhanurveda. After the 16th year he got married and stayed at home. He also mentions that a Kshatriya should study the following.

(a) Varta—The science of commerce. Perhaps this might be with the intention of helping the Vaisyas in their trade.

(b) Dandaniti—Science of administration—Civil and Criminal law. Politics and Economy.

(c) Anvakshaki—Logic, Philosophy and Yogic practices.

The morning time was spent generally in the practice at weapons, riding, hunting and shooting. The afternoon was spent in the company of learned men who were experts in the above three. The revision work was done at night under the supervision of a Brahmin teacher.

4. Puranic period : The Upanayana ceremony was gone through but practically there was no stay with the teacher. The

ideal of education had undergone a vast change. Formerly it was religious and was imparted for religion and through religion. But during this period, the words like Prabodha, Vikasa and Vinaya show that education aimed at all-side development. The change in this ideal was perhaps due to the influence of Buddhistic teachings. Kshatriyas followed the Ahimsa principle of Lord Budha and soon became extinct as a valorous race.

Rajputs : The Vedic literature disappeared from their curriculum altogether and instruction in other subjects was carried on through the vernacular. There was no high standard of education which was prevalent at the time of Janaka, Krishna or Chandragupta. Some sort of science of weapons was taught. The result was that the Rajputs fought amongst themselves and fell an easy prey to a more organised and fresh body of outsiders.

Education of Vaisyas

1. Vedic period : Like the Kshatriyas, the Vaisyas also received education unconsciously, incidentally and through imitation. We cannot say much about this as there were no hard and fast rules regarding the castes.

2. Epic period : Being a Dwija, like the Brahmins and the Kshatriyas, he also had to undergo the Upanayana ceremony. He stayed with the teacher though only for a short time. Here he learnt the elements of Vedic literature and Vastuveda in details, since it contained information about the various arts of trade.

For higher education, the Vaisya boy stayed at home and worked there as an apprentice to his father. For him, home was the centre of activities. Boys received direct and practical education from their father. Every boy developed the craft he received from his father as a hereditary possession.

3. Sutra period : The age of Upanayana was fixed to be at 12. The stay with the teacher was formal. He received practical education at home and specialisation in one

craft was aimed at. Manu gives the following subjects for a Vaisya boy to study.

1. Commercial geography (Soils, Crops, Climate, etc.)

2. Coins and coinage. Rules of Exchange.

3. Book-keeping.

4. Knowledge of weights and measures.

5. Elementary science of geography.

4. Puranic period : Upanayana became a formal ceremony and the stay with the Guru was altogether dispensed with. Boys learnt trade at home. The vernaculars developed during this period. Vaisyas, to have the knowledge of vernaculars in trade matters, attended the popular elementary schools which flourished by the end of this period. Herein the teacher taught his boys the 3 r's. He was not learned and consequently the knowledge imparted was very elementary. The instruction was carried on through the vernacular.

Some opine that such schools formerly originated in a village temple, where the priest, a learned man who had nothing to do for the major part of the day, took some wandering and illiterate boys and educated them. While others hold that the origin of such schools must be in the house of a rich villager who, to begin with, employed a teacher to teach his children and who afterwards allowed other boys also to learn under that teacher.

The teacher himself being not a learned man, was not a model to his pupils. Consequently he used cane and other forms of corporal punishments freely in his class-room. Hence boys had no respect for the teacher. The method of learning was learning every thing by rote.

In such schools fees were charged. The teacher got a regular pay of Rs. 2 to 3 p.m. As a result of this, the teacher found out other sources of income. He received from his pupils corn, milk, butter, vegetables, etc. Every bazaar day brought many things for the teacher.

changing needs of the people. Next, the three Vedas-Yajurveda, Samaveda, & Atharvaveda, came into force, the material for which was taken from Rigveda. The Brahmanas and Upanishads were also composed.

3. The Sutra period: This ranges from 1000 B.C. to O A.D. By this time the Aryans had spread over the northern India and Maharashtra. The Vedic literature had become very voluminous. During this period Vedangas were composed, which are six-Phonetics, Ritual, Grammar, Etymology, Prosody and Astronomy. The elements of these were known to the authors of the Brahmanas. Then the six systems of philosophy were composed. Then came in the Sutra works-Grihya sutra, Dharma sutra, Kalpa sutra, etc.,

4. The Puranic period: This ranges from O A. D. to 1000 A. D. The chief literature during this period includes the Puranas which were aids to materialise the imaginary deities. The Avatars were also described. These are essential for the life of the man for his spiritual guidance and hence they were fully explained. The prominent amongst the puranas-Vishnu purana, Brahma purana, and Siva purana, were formulated to propitiate the above three incarnations. Many learned people hold these responsible for the spread of superstition in Indians.

Many Sanskrit classical works were also composed. The renowned poets-Kalidasa, Bhavabhuti, Bana and others flourished during this period. Then the Smritis were composed. e. g. Manu-Smriti.

Origin of Castes: In Vedas there is no reference to the rigid caste system. The terms, Brahmana, Kshatriya and Vaisya had different meanings. Brahmana was a composer of hymns in Rigveda, Kshatriya a warrior and Vaisya an agriculturist. Originally a Brahmana, a Kshatriya and a Vaisya could be found in the same family. Later on as the society progressed, the needs of the people also advanced. The differences became vast and castes became evident. These were based on the principle of division

of labour. Even during the Epic period, the castes had no differences at all. Then gradually, during the Sutra period, there was a social barrier between the castes.

Aims of Education: This being the state of the society, let us see the aims of education of the Aryans. The main aim was spiritual. But this did not mean that the student should neglect his worldly life. So there was also the utilitarian aim. Moreover it also aimed at the formation of character.

Methods of Education: The last two aims were to be achieved by the student's stay with the Guru. During this period the foundation of the spiritual aim was laid. Even on the first day in Upanayana, there is the mantra, "I meditate upon the Atman of the Universal soul." Paravidya-Secular learning as well as Aparavidya-Spiritual lore were to be learnt by the student in his student life.

The first aim was achieved through Ashrama system. In all the ashramas the principles of philosophy are to be lived up. Tapas or Self culture and the spiritual goal were kept in view always. To sum up, the transmission of education was from the religion, to the religion and through the religion.

This system was also the means of mass education. Due to the caste system, there was no trouble of calling for an individual. Only in later Buddhism, we discover the trouble.

The castes were there though nominal. So let us see how each caste progressed under the influence of their educational system in different periods.

Education of Brahmins

1. Vedic period: Children got education in their homes under a Brahmin, mostly their father. They recited the Vedic songs and got them by heart. The teacher recited first and the pupils sat near him and recited after him. It was not monotonous because not only there was melody in the

songs but also they included many interesting topics-Sun, Dawn, Indra, Etc., It is not known whether explanations were given by the teacher. But perhaps, explanations were unnecessary as Sanskrit was then a spoken language, and the boys understood the meaning readily. Script was yet unknown. There were also Assemblies of learned men where various teachers presented their pupils for a test and the successful ones were rewarded. Such prize winners were licenced to open schools. The life of the pupils was quite natural as they lived in huts near a river along with their teacher, of which the hostel system of the present days is only a modification. The teacher used to work along with his pupils in the adjoining fields. Education was imparted in leisure hours when the pupils recited the songs round the sacrificial fire.

2. Epic period: During this period the question of Upanayana came in. Upanayana-taking near, was an initiation ceremony which initiated the student to learning in the house of the teacher. The student with a thread round him and Kusa grass in his hand, had to request the teacher to admit him to his school. It was only a formal ceremony, which made education for a Brahmin boy compulsory.

The students resided in the house of the teacher for the study of some special subject, which could not be given at home. So students had to go after special teachers specialised in one branch of studies. They begged for their livelihood and fed the teacher also.

By this time the Vedic literature had grown considerably. So it was impossible for one person to specialise in all the subjects. So only one or two Vedas were studied for specialisation. The aim was to get the necessary knowledge of the priestly profession and serve in other sacrifices in the capacity of Adhvaryu, Udgatru, Hotru, etc. For specialisation, the Upanishadas supplied a substantial study.

In Mahabharata we find reference to teaching institutions like Kanva's University

with 10,000 students. The life of the Brahmins who were the teachers, being very simple, there was no difficulty of funds for the institution. Each Brahmin had a rent-free land to cultivate. Kings, princes and rich people gave rich donations whenever they visited them. There was absolute self-government in the institution. Teachers were free to alter the courses of study and to adopt the methods they liked best. Kings never interfered with the working of the institution. Teachers exchanged their views with different teachers in the vicinity or discussed them in Assemblies, where standard methods of imparting education were found out. Teachers paid individual attention to the pupils. There was no mention of *lecture method* which is imported into India from Europe.

3. Sutra period: The age of Upanayana was fixed to be at 7. Now it was a pompous ceremony lasting for about three days. Pupils stayed with the teacher and there strict disciplinary rules regarding the conduct of the pupils were laid down. In Manusmriti we find rules to be observed regarding early rising, sleeping, speech, duration of studies, his conduct towards the teacher, etc.

Different subjects were added to the curriculum. The elements of Vedangas were taught. In advanced stages students specialised in one branch. Teaching on the part of the teacher and learning on the part of the student were considered as religious duties. Aryan schools maintained good discipline. Any one, a teacher or a pupil, failing in his duties was punished by the king. The teacher would be punished even to the extent of losing his caste. Students were punished severely by cane, by not giving food, etc., The teacher inspired the pupils. No caste or status of the pupil was taken into consideration in the matter of punishments. e. g. Prince Ayu was punished for killing a bird.

During this period Pali or Prakrit language came into existence and schools were started to teach this language by the

English men have mentioned these rotten elementary schools as the only schools for providing education for the public. They have criticised adversely the then educational system of India, which they thought worked only through such schools. They were perhaps ignorant of the other educational institutions, the Sanskrit Pathshalas, which imparted instruction of a very high order to a few. These schools charged no fees and they were a great contrast to the elementary public schools in ideals and methods. The teacher there, was a learned person of very high moral character, inspiring his pupils and serving himself as a model to his pupils. The teacher got the income from the fields given to him by the villagers. The education imparted was higher education and the ideals as well as the morals also, were very high. The school atmosphere was religious and inspiring, creating respect for the teacher, the religion and the educational system. (Cf. Vidya Mandir Scheme of C. P.)

In this period education was not compulsory for all. So many Kshatriyas and Vaisyas remained illiterate. Higher practical education was given at home and specialisation in one branch was aimed at. Naturally arts flourished and they were taken to perfection. There were 64 arts practiced by them as follows.

1. Domestic arts—Tailoring, Bed-making, Cookery, etc.,
2. Arts of manual work—Drawing, Clay-modelling, painting, wood-carving and preparing straw beds.
3. Arts of recreation—Jugglery, Cock-fighting preparation of drinks, etc.,
4. Scientific arts—Setting jewels, preparing ornaments, decoration of houses, carving on metals, colouring on metals, etc.,
5. Musical arts—Vocal and Instrumental music, Dramatics, etc.,
6. Physical arts—Archery, Dancing, Throwing a javelin, etc.,
7. Literary arts—Solving riddles.

Adult Education

Adult education was imparted through the following agencies.

1. *Ashrama system*: Ashrama is a stage of life in which a man exerts himself to attain a certain goal. The whole life of the man was divided into 4 stages as under.

(a) *Brahmacharyashrama*: This is to continue from his Upanayana to the 24th year. The person had to lead the life of a student. Sudras were forbidden to lead this kind of life. They were termed Anaryas and the Aryans never mixed with them freely.

(b) *Grihashthashrama*: This is to continue from the 24th to the 50th year. He is to marry and to lead the life of a householder. He revised whatever he learnt in his previous ashrama. He took advice from his Guru and acted up to it.

(c) *Vanaprasthashrama*: This is to continue from the 51st to the 60th year. He is to lead the life of a forest-dweller. He gave up all worldly life and concentrated his attention on his spiritual goal. Even in this life, he continued his studies and followed the advice of his Guru.

(d) *Sanyasashrama*: This is to continue from the 61st year to the end of the life. He is to lead the life of a hermit. He is now free from all his worldly ties. He did not keep his household with him. He begged for his daily food and led a wandering life. In his travels he did social work.

2. *Sacrificial performances*: During the sacrifice in the evening stories from mythology were told. The story conveyed a good moral idea or narrated an incident from the past history. This narration was open to the public.

3. *Temples*: The worship was public though Sudras were banned from taking any part in it. There were occasional festivals during which there were Kirtanas and Story telling for the public.

(To be continued)

NOTICE

Articles for publication and Books for Review should be sent to the Editor, Educational India, Waltair.

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

EDUCATIONAL INDIA

MASULIPATAM, MAY & JUNE, '38

Educational Reform in Madras

THE inauguration of provincial autonomy more than a year ago raised a fond hope in the minds of all true lovers of educational reorganisation that the new congress ministry would take up the question of reform in right earnest and effect necessary changes in consultation with eminent educationists interested in the well being and prosperity of the youth of the country. The proposals embodied in the scheme formulated by the Interim Ministry and the statements made from time to time by the Minister for Education and his parliamentary secretary have been subjected to a good deal of constructive criticism by various Teachers Associations, District Guilds and Provincial Conferences.

Several suggestions were made with a view to bring the system into a line with systems prevailing in foreign lands and make it realistic, practical and moralistic in aim and outlook and train up the youth of the country on right lines, build up their characters, and make them take an active part in the shaping of the destinies of future India.

AT first it was understood that material changes would be introduced in the system even from the commence-

ment of the present academical year. Educationists thought that the control and management of Elementary and Secondary schools would be taken over by the Government, that the scales of salaries of teachers would be considerably revised, that working hours would be changed and ample provision would be made in the Budget for Elementary Education. But it is to be highly regretted that reforms are still under contemplation and it may take a year more to effect radical changes in consonance with the wishes of a large majority of people. The Government is to be congratulated for the boldness with which it has made the study of Hindi compulsory though under certain restrictions in the teeth of much opposition in view of the larger interests of the country and enforced the adoption of vernaculars as the media of instruction in all non-language subjects except in the Bilingual tracts. We only wish that the Government should devote equal attention to problems of education as well as prohibition, Debt relief, Temple Entry and Village Panchayats.

THE Government would do well to revise its conclusions based on the proposals of the interim ministry, convene a meeting of the representatives of the three Universities, Teacher's Guilds and Members of the Legislature interested in the progress of Education and make a restatement of their policy, so that it may be subjected to healthy public criticism before the introduction of a Bill in the legislature. Such a step will arouse a feeling of confidence in the minds of the Public that their suggestions will be carefully considered by the ministry and adopted in practice at an early date.

A GLANCE at the Provincial Budget will show that the grant for Elementary Education does not show any appreciable increase in spite of the fact that the imparting of free compulsory education occupies a foremost place in the Congress election manifesto. At a time when more than 90 p.c. of the people in civilised and progressive countries of the east and the west are able to enjoy the fruits of education, 90 p.c. of the people of India are steeped in ignorance, illiteracy and superstition. The extension of the franchise by itself without teaching the voters the three R's will serve no useful purpose, as they cannot be expected to make an intelligent use of their vote without the aid of the blessings of elementary education. The Government should make free and compulsory education the first charge on the provincial revenues, as Education occupies a pre-eminent position among the Nation building departments. Necessary funds for the purpose may be provided by a loan to be raised for the purpose of planned educational expansion and speedy arrangements may be made for the introduction of efficient universal compulsory mass Education.

THE reform of Elementary Education should be made with great care and caution with the Wardha Education Committee Report for its basis. Its merits and helpful suggestions alone should be given due consideration and importance, and its disadvantages should be totally ignored. The basic principles underlying the scheme have appealed to a large majority of people but the scheme of work outlined by the report is too ambitious and full of difficulties in the practical working out of the scheme. Moreover the scheme rid of its evils should be put in force in all

parts of the country simultaneously, without making invidious distinctions in the selection of places and centres.

SOME of the resolutions passed by the Provincial Educational Conference of Mangalore reveal that problems of educational reorganisation have been well discussed by the experienced teachers assembled there. Most of their decisions deserve the sympathetic and speedy consideration of the Government as they contain the consolidated and well considered views of experts belonging to the different parts of the presidency.

IT urged the creation of statutory educational committees for each specified area to control agencies and service and to plan educational advance and progress. In the present circumstances educational agencies are being guided and controlled by private bodies dominated by particular individuals, who wish to have a free hand in doing things at their sweet will and pleasure. There was a time when the Government seriously thought of taking over the management of all Elementary and Secondary Schools run by Municipalities and Local Boards. It is a matter of common observation that teachers serving in Municipal and Board schools enjoy better security of tenure and draw more decent salaries than teachers serving in aided institutions. If for any reasons financial or otherwise the Government might feel it a hardship to shoulder such a huge responsibility and provincialise all teaching services, they could in the meantime in the interests of justice and fair play insist on the adoption of scales of salaries, leave regulations and other conditions of service, as a condition of recognition and thereby safeguard the interests

of the teacher. Therefore the guiding hand of a central agency for the observance of uniform regulations is absolutely needed for some time to come. The Teacher's service conditions act framed many years ago may with certain alterations be introduced by the Ministry for the betterment of the teacher's lot and status in life.

THE revision of the policy of the Government in regard to financial aid to institutions under private agencies has been a long felt grievance. Strenuous attempts should be made in that direction by allocating larger grants for distribution among the private aided institutions so that full justice may be done to the teachers serving therein in the matter of prompt and full payment of salaries. The Government should feel that it is the bounden duty of the state to educate the youth of the country and aim at making even secondary education free and compulsory, as is now being done in certain lands. The amount spent per head in India is very small when compared with the expenditure incurred by Governments of other lands for educational purposes. Hence a liberal revision of the grant-in-aid code is a matter of pressing necessity.

THE proposal of bifurcation of studies at too early a stage after the completion of the Fourth Form course met with sweeping criticism at the hands of eminent educationists. The imposition of another examination at the end of the Fourth Form at a time when examinations are not considered to be sure tests of educational efficiency is also regarded to be detrimental to the health of the students and prejudicial to the interests of higher educa-

tion. The attempt to create diversified courses at a stage when boys and girls of tender ages are not in a position to manifest or discriminate their leanings in favour of particular courses of study could not be sympathetically considered by anybody of educationists or enlightened public opinion. The proposed abolition of the Intermediate and the addition of one year to the High School course and another year to the B. A. Degree course would complicate matters, result in too much inconvenience to students who wish to qualify themselves for medical Engineering Agricultural, Veterinary and Honours Courses besides dealing a death blow to collegiate education.

THE Conference resolved that the Inspectorate should be reorganised by the abolition of Divisional Inspectors posts. It is too early to make any observation on the work turned out by the Divisional Inspectors. However most of the educationists are agreed that the Inspectorate should be so reformed as to make the Inspectors helpful to the teachers under their jurisdiction in improving their methods of instruction and increasing the efficiency and moral tone of the institutions. Experienced teachers known for their capacity and moral excellence may be afforded suitable opportunities to serve as Inspectors by direct recruitment. Every District Board may be instructed to appoint an Inspector or a Superintendent over all the Board High Schools to harmonise courses of study, prescribe common text books and conduct an examination with uniform standards. The demand often made that sufficient provision should be made for play grounds recreational facilities, medical inspection and moral instruc-

tion is a legitimate one calculated to train up the youth on right lines.

THE conference should have expressed its views on the abolition of the District Educational Councils, conversion of Higher Elementary schools into lower Secondary schools courses and the changes to be made in working hours and the academical year. It is believed that the District Educational councils have out lived their allotted span of life and have ceased to function as helpful units in the distribution of grants and promotion of the right kind of education. A District Secondary Education Board with the District Educational Officer, President District Board, Chairmen Municipal Councils, Members of the Legislature and representatives of managers and teachers may be constituted to do the work of District Education councils and a provincial Education Board with the Minister, Secretaries, some members of the Cabinet, Director of Public Instruction and representatives managers of of aided institutions, and presidents District Boards and teaching staff may be organised to advise and guide the Government in all matters of education concerned with the welfare of the province.

HIGHER Elementary Schools have been in existence for a long time. Through their existence in rural areas has spread literacy among the people living in those parts, their courses of study as distinguished from those, now prevailing in middle schools have recated a lot of confusion and produced a number of misfits for Secondary schools. All such schools without any serious inconvenience may with advantage be converted to middle schools for the sake of uniformity in courses of study in all schools of the same category.

IT is commonly felt that the department would do well to insist on the working of all schools for four hours in the morning with a short break for recreation, except in centres of long distances where the change may cause physical discomfort to the students. The school year should be made to extend from January to December so that boys and girls of tender ages may answer their papers with ease and composure without being exposed to the scorching heat of the midday sun in the hottest months of the year.

WE believe that educational reform on the lines suggested above without any further *ado* would bring our province into a line with some of the sister provinces and set a good example to other provinces, which are lagging behind in the matter of reorganisation of Education, as similar problems confront reformers in all parts of our motherland.

Discipline in Schools

IT is recognised that discipline is the main bedrock of true education in schools and colleges. Of late there is to be found a clear dislocation of discipline in most of the educational institutions. The Madras Government has one well in promulgating a series of new rules which have drawn the attention of students to the observance of rules of discipline inside the college and outside the college. But we wish to point out that the regulation by which students were asked to abstain from active participation in party or communal politics is vague, indefinite and not clear cut or well-defined. We very much wish that what is meant by party or communal politics should be clearly explained for the guidance of

teachers and students. Even teachers have been deprived of a little bit of freedom. Teachers well versed in questions of Economics and politics should be permitted to take part in academic discussion of all burning topics with a view to provide students—the future citizens of the country—with the necessary intellectual back-ground needed for a proper understanding of the problems in their true perspective.

Andhra University's Questionnaire

THE questionnaire issued by the Andhra University to the Principals and managements of affiliated colleges and the Members of the Academic Council and the Senate for an experssion of views on problems like the differentiation of studies at the end of the fourth form, the abolition of the Intermediate and the fate of second grade colleges and financial repercussions. The questionnaire contains a few observations of a leading character making it clear that it is too early to bring about a bifurcation of studies and that it is unwise to abolish the intermediate in view of the failure of the experiment made in Mysore. Reorganisation should be effected at one and the same time in all provinces on similar lines so that there may not be much difference between systems of education prevailing in different parts of the country. The authorities of the University would do well to invite suggestions from the members of the staff councils of affiliated colleges and other bodies interested in problems of education. In this connection it may also be pointed out that the University authorities should see that The Andhra University Teachers' Federation inclusive of lecturers of affiliated colleges should

be constituted under the auspices of the University to discuss such questions of great value, express their views thereupon, as they are expected to know best the merits and demerits of every change.

Central Board's Recommendations

THE report states that the administration of vernacular education in India is lax in many ways and the Board with a view to improve it agreed to the desirability of instituting a Board of Vernacular Education in each province. Its function and constitution have to be decided in accordance with the requirements of each individual province.

THE majority of the members of the Board were strongly in favour of removing such executive matters as the appointment, transfer of teachers from the local body to the Inspector. It was also agreed that the general curriculum for boys and girls need not be different, that Co-education up to the age of 10 is not objectionable and that primary education without teaching the basic principles common to all religions is incomplete. Every province is required to make a survey of the educational needs of its industries and commerce so that the danger of creating unemployment of another kind by developing technical schools to such an extent that occupations could not absorb the products of the schools, may not arise. The valuable recommendations made by the Central Board as a result of laborious discussion and patient research may be safely adopted in practice by the provincial governments in their reform of education, making a few alterations to suit the changing conditions prevalent in their respective Provinces.

THROUGH different PROVINCES

DELHI

ALL-INDIA EDUCATION BOARD

At the first meeting of the Hindustani Talimi Sangh held on 23rd May at Wardha, the Sangh considered the question of the functions of the Sangh, as laid down in the constitution, and after a full discussion of the programme of work and the machinery necessary for carrying out the above functions it passed the following resolutions :

a. Resolved that the Sangh generally approves of and adopts the syllabus prepared by the Zakir Hussain Committee and appoints a Curriculum Committee, with Mr. E. W. Aryanayakam as Convenor, to consider and recommend changes and additions to the said syllabus.

b. Resolved that the Managing Committee do take steps to start a few experimental schools and teachers' training centres under its direct control and management.

c. Resolved that the Managing Committee shall make necessary arrangements to advise and supervise private experiments in basic education whenever requested to do so.

d. Resolved that the Sangh should appoint a Publication Committee, with Srimati Asha Devi as Secretary, to select, prepare and publish suitable educational literature for teachers in the basic schools.

e. Resolved that a delegation consisting of Acharya Kripalini, Kaka Saheb Kalelkar, and Mr. E. W. Aryanayakam, be requested to meet the Ministers of the Congress Provinces.

f. Resolved that the Sangh should appoint a committee, with Mr. K. G. Saiyidain as Convenor to frame curricula and deal with all other matters relating to the training of teachers for basic education.

g. It was resolved that a small research centre with one full-time worker be started attached to the training school at Jamia Millia, Delhi, where research work relating to all aspects of basic education and its introduction should be undertaken on modest lines.

CENTRAL ADVISORY BOARD MEETING

The Committee of the Central Advisory Board of Education, appointed to consider the Wardha Scheme of Education, will meet in Simla on the 28th instant.

This Committee was appointed by the Board in its third annual meeting held in New Delhi on the 28th January to examine the scheme of educational reconstruction incorporated in the Wardha Scheme in the light of the Wood-Abbott Report and other relevant documents, for e. g., the reports of committees appointed by certain Provincial Governments, and to make recommendations.

The following are the members of the committee: Mr. B. G. Kher, (Chairman); Dr. Syed Mohmood, Bihar, Pandit R. S. Shukla, C. P., Lady Grigg, Rajkumari Amrit Kaur, Dr. Sir Zia-ud-Din Ahmad, Aligarh, Mr. J. E. Parkinson, Educational Commissioner with the Government of India, Mr. R. M. Statham, Madras, Mr. W. H. F. Armstrong, Punjab; Dr. Shyam Prasad Mookerjee, Calcutta; Dr. Zakir Husain, Khan Fazl Mohammad Khan, Hyderabad.

MADRAS

PROVINCIAL EDUCATIONAL CONFERENCE

The 29th session of the Madras Provincial Educational Conference took place from the 16th May at Mangalore under the presidency of Mr. M. S. Sabhesan of the Madras Presidency College.

Several useful speeches were made and instructive papers were read at the Conference. Many important resolutions (which appear elsewhere) were passed at the Conference.

The Eighth Provincial Geographical Conference under the presidency of Mr. C. J. Varkey Parliamentary Secretary to the Minister of Education; and the Provincial Physical Education Conference under the presidency of Mr. A. B. Shetty, Parliamentary Secretary to the Minister

of Public Information, were held in conjunction with the Provincial Educational Conference at Mangalore.

At both the Conferences speeches were made stressing on the place of health, industries and communications in Educational progress; and the need for physical education for the future generation of our country.

SCHEME OF UNIVERSAL LITERACY

With a view to evolve a comprehensive scheme of universal literacy in the province within a definite period of about five years, it is understood, that the Government propose to convene a conference of educational experts in October at the Secretariat.

LITERACY AMONG INDUSTRIAL WORKERS

A scheme for promoting literacy among industrial workers is engaging the attention of the Government. They have under consideration a proposal that in the case of the workers in large factories attendance at school should be made a condition of employment and the cost of education should be borne by the factory owners. The scheme contemplates that the factory owners should make provision at their own cost for imparting education to half-timers, employees aged between 12 and 15, in the three R's. They should also take the responsibility of ensuring literacy among workers within five years. The scheme has been circulated among commercial and industrial organizations of the presidency.

It is stated that the Southern India Chamber of Commerce, while expressing full sympathy with the scheme, considers it impossible for the employers to undertake the responsibility under the present conditions of industrial depression.

TEN ACRES FOR EACH GRADUATE

The colonisation scheme for helping the educated unemployed, was formally inaugurated on May 2 in the Senate Room of the Annamalai University, the Vice-Chancellor presiding.

The Deputy Registrar of Co-operative Societies and Assistant Director of Agriculture were both present. Due to the untiring efforts of Rao Bahadur M. R. Ramaswami Sivan and the willing co-operation of the Departments concerned, a Society was registered and four

graduates of the University have entered into an agreement to work out the scheme. To each of the student-farmers, a plot of ten acres has been assigned; as per the bye-laws specially framed for running the Society. It is a scheme, almost the first of the kind started in the Presidency. The Syndicate of the University has set apart about 100 acres, owned by it, to be parcelled out among ten candidates to be recruited. At present only four candidates have joined and the Society has given the lands on lease to the candidates.

The University has announced that it is prepared to recruit graduates of any University who would apply to become student farmers.

INCREASING COLLEGE FEES

It is understood that a proposal is under the consideration of the Ministry for increasing fees in colleges. The Government, have decided to exempt Harijan students from payment of fees in colleges and the concession is to take effect immediately.

BENGAL

CALCUTTA LEADS IN MILITARY SCIENCE

Twenty-five Bengali students sat for the Junior Military Certificate Examination, the first of its kind in India held under the auspices of the Calcutta University in May last. The examination in the theoretical subjects was held in the University Buildings, but the examination in subjects such as musketry practice, trench warfare, etc., was conducted in the Presidency Battalion Parade Grounds.

It might be recalled that after protracted negotiations with the military authorities, the Calcutta University agreed to introduce Military Science as one of the subjects of study in the Intermediate and Bachelor of Arts courses. According to the regulations framed for this new course of studies, candidates showing good results in this examination will be entitled to some privileges in regard to other subjects.

LITERACY CAMPAIGN

The Literacy and Adult Education Campaign launched by the Bengal Provincial Students' Federation, which has gained support from Mr. Subhas Chandra Bose, has adopted the following programme of work. They also invite students other than the members of the Federation to co-operate with them. It is understood

that training classes also are being held for educating the students.

(a) Teaching of alphabets to the adults, (b) Imparting elementary education on social, political and economic problems. (c) Revival of national culture and its development.

The following will be the method of tackling the problem :

(a) Opening of at least one night school in a working centre (b) to collect the records of the past history of that locality and take elaborate statistics of the present condition, (c) to revive the lost or neglected fine arts; (d) establishment of at least one reading room and a library, (e) to introduce sports (f) to impart education for the improvement of the sanitary conditions of a village or a labour area; (h) arrangement for lantern lectures and to make daily news available by means of wall newspapers and (i) to stage popular plays dealing with the problems of the people—which have educative value.

BOMBAY

PHYSICAL EDUCATION INSTITUTION

The Government of Bombay have accepted the recommendations of the Physical Education Committee, appointed by them in September 1937, to establish a training institute for physical education. The course extends to over nine months. Tuitions at the institute will be free and the total number of admissions will be one hundred of which ten per cent will receive stipends.

Preference in admission will be given to young graduates in teaching and experienced teachers. The Director of Public Instruction has been authorised to depute about twenty Government teachers, men and women, yearly for training in the institute. Sanction is accorded for five posts in connection with the institute, which will be located in the military buildings at Santa Cruz. The course of instruction will contain psychology principles, material and methods of physical education, hygiene, first aid, elements of sociology, conduct and organisation of games, camping and scouting as well as mothercraft and infant care for women students.

CASTE BAR IN SCHOOLS

It is stated by a communique issued by the Government of Bombay, that a grant-in-aid payable to local authorities is liable for penal

reduction, if local authorities refuse admission to a child into any of its schools on grounds of caste or community.

Further, it is said that under the existing rules all schools, managed by public bodies and maintained from public funds, are open to pupils of all classes and communities without distinction but actual experience has shown that the rules removing the disabilities of children belonging to the Scheduled Castes are not always observed. It has been found that Scheduled Caste students are either directly refused admission or discouraged from attending schools maintained by some local authorities.

As it is the declared policy of the Government that no discrimination should be made against Scheduled Castes in educational institutions aided from public funds on the ground of caste, the Government have published a draft rule under the Bombay Primary Education Act to the effect that no grant shall be paid to a local authority, which refuses admission to pupils on the ground of caste.

U.P.

SEC. EDUCATION TO BE ENCOURAGED BY PRIVATE EFFORTS

In accordance with the Government's repeated assertion that the primary concern of the Government was with primary education and that secondary education might largely be left to private efforts, subsidised through grants-in-aid from the Government, an Education Department communique states that where private bodies exist, which consider themselves capable of taking over and administering Government high schools and colleges under certain conditions, they will be invited to approach the Director of Public Instruction with specific proposals for the transfer to them of individual Government high schools and colleges. In so doing, it will be essential for the bodies to give sufficient details of their status, constitution and finances and satisfy the Government that they are in all senses competent to take the place of the Government in the administration of the schools and colleges as aided institutions.

SPREAD OF LITERACY

The U. P. Government are understood to have addressed a circular letter to all commissioners of Divisions in the U. P. stating that

the Government desire that teachers in the District Boards and Municipal schools who were interested in the spread of literacy in the province should devote their spare time to adult education and the removal of illiteracy in the villages.

Proceeding, the circular observes that the district and municipal teachers should hold classes out of school hours for this purpose in the school buildings. These classes should cater for adults who should be taught the simple elements of reading, writing and arithmetic together with simple geography and a little history in the form of stories.

The Government expresses inability at present to give any remuneration whatever or to promise any remuneration for the future but hold out a possibility to consider giving some suitable recognition to teachers who are able to show good results in the matter of adult education.

It is also understood that the Chairmen of the local bodies have been requested by the Government to forward a report of the progress made in this direction to the Director of Public Instruction, U. P. every six months.

CENTRAL BOARD OF VERNACULAR EDUCATION

It is now definitely learnt that there is a proposal before the Government to establish a central body to control vernacular education in the United Provinces.

Considering the subject of education, the majority of the members of the Local Self-Government Expert Committee felt that although they were anxious that they should not in any manner encroach upon the rights and privileges as well as the duties and responsibilities of the local bodies, it was high time that some sort of central machinery should be provided to control education throughout the province. It was necessary that there must be uniformity not only in the curricula in all the schools but also in the method by which education should be imparted to the boys and girls at the primary stage.

The majority of the committee approved of the scheme put forward by Dr. S. H. Zaheer to form a Central Board of Education which would control vernacular education throughout the province.

UNIVERSITIES ENQUIRY COMMITTEE

To examine the working of provincial universities, as also the whole question of university education in the province in the light of experience gained in the two types of universities, the unitary and the residential, which exist in the province, and with a view to bringing about greater uniformity in standards and better co-ordination of activities and to prevent unnecessary duplication, the U. P. Government have appointed a committee under the Chairmanship of Acharya Narendra Deo.

Other members of the committee include Pandit Hirdayanath Kunzru, Mr. Sri Prakash and Mr. Niamatullah, ex-Judge of the High Court.

C. P.

VIDYA MANDIRS

Mahatma Gandhi inaugurated on the 21st of April last the Vidya Mandir sponsored by the C. P. Government by laying the foundation stone of a brick and mud building at Wardha.

Mahatma Gandhi and Pandit Ravi Shankar Shukla reminded the students of their service to the country in driving out illiteracy and exhorted them to adapt themselves to the village environment, mix with the villagers and lead simple lives.

Out of 5,000 applicants, only 166 have been selected for stipends and of the 34 non-stipendary students, two are law graduates and five are graduates.

It is learnt that the Vidya Mandir scheme is receiving good support from the public. It is stated that offers to open 80 Vidya Mandirs have been received from some Zamindars. The Government have for the present decided to establish 166 Vidya Mandirs in the province.

It is also understood, that rules are being framed by the Finance Department to expedite acquisition of lands for Vidya Mandirs before the cultivation season.

MYSORE

EDUCATION IN THE STATE

From a review of the Government of Mysore on the Report of the Director of Public Instruc-

tion in the State, it is understood that there were 387 Government institutions in the State with a total strength of 51,723; 4,858 schools under the management of local bodies, with a strength of 222,062; 1,619 aided schools with a strength of 50,032 and 29 unaided institutions with a strength of 2,994, making a total in all of 7,731 institutions under all kinds of management with an aggregate strength of 339,696.

There was a decrease in the total number of institutions due to the decrease in the number of private institutions, but the total strength increased by 17,020 pupils, from the previous year.

The number of Primary Schools for boys increased from 5,733 to 5,868 with an increase in the strength from 2,17,063 to 2,31,684. The demand for more Primary Schools in rural areas is persistent. As the finances of many of the Local Education Authorities did not permit the opening of new schools. Government sanctioned an allotment of Rs. 15,000 for the purpose during 1936-37 and added a provision of Rs. 10,000 in the budget for 1937-38. These amounts have been utilised for opening new Primary Schools. There were 418 Primary Schools exclusively for girls. The schools for adults are reported to continue in an unsatisfactory condition.

During the year under report, the number of Middle Schools was 302 (293 in the previous year) with an increase in the strength of pupils by 2,644. Eight new Middle Schools were opened during the year, but there was a demand for more schools and need for more teachers in existing schools.

The number of High Schools for boys was 32 (one more than in the previous year) with an increase in the strength from 8,244 to 8,704, including 82 girls. Of the 32 High Schools, 18 were Government institutions, 12 aided and two unaided ones.

With a view to adjusting High School education to the psychological needs of the various types of pupils and to direct pupils who have no aptitude for literary studies from University courses into post-secondary vocational courses the S. S. L. C. course of study was revised from the current year 1937-38,

The number of separate schools for girls was 540 with a strength of 38,391 pupils as against 552 institutions with a strength of

38,393 pupils in the previous year. The decrease in the number of schools for girls is due to the amalgamation of separate primary schools for girls with general schools, wherever it was possible.

The financial position of several Local Education Authorities is unsatisfactory. On this account as also to prevent waste, the question of abolishing all languishing schools requires speedy consideration. The work in adult schools should also be improved. Government have appointed a committee of officials and non-officials to consider questions connected with the expansion of primary education and are awaiting their report.

TRAVANCORE

FREE BOOKS TO BACKWARD CLASS PUPILS

The Government have sanctioned Rs. 4,000 for the free supply of text-books to pupils belonging to backward communities, studying in the various schools of the State, for the current academic year. It may be of interest to note that a grant of Rs. 1,500 was made for this purpose last year to the Harijan Sevak Sangh.

The task of distribution of the text-books will be entrusted to the Education Department, who will carry it out through their Inspecting Officers, and Headmasters of schools.

FACULTIES IN TRAVANCORE 'UNIVERSITY

An announcement by the University of Travancore states that the Faculties of Arts, Science, Oriental Studies and Fine Arts, Technology, Law and Education have been instituted in the University.

The Technology Faculty will provide for Degree, Diploma and Certificate courses in civil, mechanical and electrical engineering. Classes will start work from the beginning of the academic year 1939-40. Diploma and certificate courses in textile technology and textile chemistry are proposed to be started in the course of the academic year 1938-39.

The Arts Faculty will provide for B. A., B.A. (Hons.) and M. A. degrees, the Science Faculty for B.Sc., B.Sc. (Hons.), M. Sc., and

Diploma in Geography. B.A., B.A. (Honours) and M.A. degrees, and Diplomas in Oriental Titles for Sanskrit, Malayalam, and Tamil, and Diplomas in Fine Arts are also under contemplation.

In Law, there will be the B.L. and M.L. Degrees, and in Education, the L.T. degree.

Provision is being made for the award of research degrees on the results of meritorious research.

BIHAR

MILITARY SCHOOL FOR BIHAR

Following the recent announcement of the Hon. Dr. Syed Mahmud, Minister for education, steps will be taken for opening a military school in Bihar. It is understood that informal consultations are going on between the Minister and officials and non-officials. Mr. G. M. Jadhav of the Elphinstone College, Bombay, on invitation from Dr. Syed Mahmud, has arrived here to tender advice in this connection.

TRAINING IN AGRICULTURE

A proposal to impart agricultural training to Biharis is under the consideration of the Government, based on a system of exchange of students between the Bihar and the U. P. Governments. It has been decided to send, it is understood, ten young men from Bihar to the Cawnpore Agricultural College every year and the U. P. Government in return will send 20 students from their Province to the Bihar Veterinary College for training in veterinary science, there being no veterinary college in the United Provinces. The expenses of these students would be met in each case by the respective Governments.

SIND

TRADE SCHOOL FOR KARACHI

The Karachi Corporation has approved of the scheme to establish a Trade School at Karachi at an annual recurring cost of Rs. 18,000 with a view to relieving unemployment and has sanctioned the necessary appointments for imparting vocational training. The courses will include carpentry, tailoring, painting, confectionery-making and bakery. The school will be located in a central place in the city.

MEASURES TO REMOVE MASS ILLITERACY

The Government of Sind, it is understood, have appointed committee of seven non-official educationists to suggest measures to overhaul the present system of education in the province and also for introducing adult education with a view to removing mass illiteracy. It is further understood Mr. Kazi, Bar-at-Law and Arabic scholar, will be the chairman and Khan Bahadur G. N. Kazi, Director of Public Instruction, will be the Secretary of the Committee.

ORISSA

PRIMARY EDUCATION ENQUIRY COMMITTEE

In order to examine the different syllabuses now in use in the primary and elementary schools of North and South Orissa, and to report on the question of introduction of a uniform syllabus for all the primary (lower and upper) schools in North Orissa and the corresponding classes in the elementary schools of South Orissa, the Government of Orissa have appointed a committee, with the Director of Public Instruction as Chairman. The Committee is asked to consider the question of introducing with the minimum of cost the teaching of the various handicrafts in the above-mentioned schools of the province and to suggest any other subject connected with the primary education and relevant to it, which can be included in the curriculum of all such schools and to recommend a cheap and convenient plan of building for such schools; to consider the extent to which the recommendations of the Wardha Committee in the matter of syllabus, accommodation and instruction on handicraft and physical training can be accepted in this province; and to consider the modifications necessary in the training of teachers in view of the changed syllabus to be introduced in schools and to draw up a syllabus for training schools for teachers intended for this class of schools, due regard being paid to the recommendations of the Wardha Committee on this subject.

PUBLIC OPINION

LORD ATHLONE ON STUDENTS AND THE FUTURE

In the course of his address to the new graduates of the London University delivered last month, Lord Athlone, Chancellor of the University, said:

"In these days, when half the world seems distraught with a pugnacious nationalism, you should remember that knowledge and wisdom should have no boundaries either of country, race, creed or sex. Unless this ideal had been firmly maintained in the universities of old, civilisation would probably have perished in the Middle Ages. In the world of learning, all men should be brothers. It is in the free brotherhood of unfettered learning that the hope of the world resides, and it is in your hands that the future of the world is in trust. You will have the settling of its problems, and it is a bitter thought that the older ones who care so much will not see that future, and that you who may now care so little will know what the older ones will so much like to know.

"You must remember, also, that you have not paid for anything like the cost of your education: the tax-payers have borne the greater part of it. In return the least that you can do is to help to repay that debt by taking a sober and serious share in the politics of your country, and in that service showing to all and sundry that a graduate of a university brought to the solution of every problem an open and unbiased mind a critical and reasoned judgment, and a sympathetic appreciation of the views of those who might not agree."

MR. M. S. SABHESAN ON REORGANISATION SCHEME

Mr. M. S. Sabhesan in the course of his presidential address delivered at the 29th Provincial Educational Conference observed:—

"The first objection to the Government scheme, is the absence in the communique

of any reference to finance. How could any reorganisation be attempted unless adequate funds were made available? Neither the conversion of incomplete schools nor the provision of several vocational courses would be possible unless funds were allotted in the budget. The improvement of the conditions of service, on which there was no difference of opinion, meant additional expenditure. The scheme was silent on the delicate and difficult problem of the relation between the Government and the Management. The aided institutions had been playing a dominant part in the sphere of education. Reorganisation of a far-reaching nature, which was declared to be the end in view, should affect the managing bodies in some way or other at every stage. The success of any scheme of reorganisation would depend, on the financial stability and willingness of the management to co-operate with the Government.

The scheme did not indicate clearly any planning in respect of education. The public had no idea as to what the Government programme was even in a general way and how that programme was proposed to be completed. If the tendency for drift should continue to be the outstanding feature in the administration of education, there would be no means for the public to judge the progress of the reorganisation as years went on. It was important, therefore, that there should be a definite plan to proceed upon for the general increase of literacy and for ensuring that facilities were not confined to certain communities. Mere expenditure of money could not solve the fundamental problems of primary education unless it was spent according to some well-considered scheme based on faith, courage, as well as on the experience and experiments in the past.

The scheme gave them no idea as to the manner in which the conditions of service of teachers were proposed to be regulated. Administration reports and other official reports admitted the seriousness of the position in many aided schools and in several schools under local bodies. Conditions of service in secondary and

elementary schools, were equally bad and utter confusion prevailed in several schools under local bodies. The contract which was insisted upon by the Government had not proved useful in ensuring security of tenure. Instances of managements resorting to the provisions of the contract for terminating the services of qualified, competent, and hard-working teachers on religious or communal or linguistic grounds were not infrequent and a state of alarm prevailed. The proposed licence scheme for teachers in aided elementary schools could not claim anything more than that the position of the teachers would not become worse. The Government was aware of all these facts and yet no attempt was made to set things right. The improvement of the conditions of service in aided schools was regarded by the Government as a concern of the management.

PANDIT GOVIND BALLABH PANT ON NEED FOR HIGHER EDUCATION.

Pandit Govind Ballabh Pant U. P. Premier referred to the ancient universities of Nalanda, Pataliputra, and Taxila and wished that Committee might make suggestions which would take them back to their own gurus and enable them to follow in the footsteps of those who without involving any expenditure to the general tax-payer were in a position to impart education to thousands. A natural life of selflessness without any consciousness of one being selfless or vain was the aim and object of the ancient educational system in India and nearer they approached it, the higher the tone of their education would be. He hoped that the Committee would be able to go down into fundamentals and to bring forward proposals which would not only enable the Government to make necessary changes in the constitution or in the present manner of administration but which would revitalise the entire system of education and introduce soul and spirit into it.

Referring to the terms of reference, he pointed out that there were three prominent universities in the province and they entailed a duplication of perhaps a certain amount of avoidable expenditure and unless strict vigilance was kept, money spent over the universities may not pay back its full value. Therefore, though he would like to have more than three universities, they would have to co-ordinate the activities of all the three. Substantial amount

was being spent by the public exchequer in the province over the universities. He saw no reason why private charity should not be stimulated. The entire revenue of the province was derived from the rural areas, yet the education there had been starved. It was, therefore, unfair that a greater demand on their resources should be made. He advised the Committee to devise rules by which the universities would flourish profitably without making larger inroads on the limited resources of the public exchequer.

SCOPE OF HISTORICAL RESEARCH

Mr. C. Rajagopalachariar Prime Minister of Madras in his speech on the scope of Historical Research Observed:

"Even in a department as that of history, the scholar might dive into the past and bring out such discoveries as would put hope and confidence in the people and enthusiasm in their future work. The great things that had been done by their forefathers which might be revealed by research would put life and velocity into their blood and create the confidence and hope that they too might accomplish such great things. Research students should not work with particular objects to bring about certain desired results and conclusions, thus bringing lies instead of truth. Such a thing was no good. A false conclusion was a dangerous thing and might do positive injury. While all conclusions were useful, bad as well as pleasant ones, in shaping their future, they should avoid mistakes that had been committed before and which the history research student might bring to light. In that sense, even past failures, miseries and misfortunes could be useful. Many truths might be discovered in history and archaeology. In that respect, India was a gold mine, because it was a very ancient land and had passed through a very long period of history, the length of which was hardly realised by students of history. "We have such an old civilization in our country," which is, much older than the ordinary history books put it at. Therefore, we can discover vast qualities of useful truths in that research. The same was the case in other fields of research also.

OUR WOMEN'S PAGE

PHYSICAL CULTURE FOR WOMEN

By BEGUM SHEIKH MINHAIJ-UD-DIN

IN THE field of physical training for women, whither are we going? We must, in order to answer this question, elucidate what has been achieved so far and try to discover whether anything may be learned from experience. Let us then, with these twin aims in view, consider woman—I use the term in its generic sense—in the progressive stages of her development: as infant, child at school, girl, and finally wife and mother. If we can ascertain whether her needs, at any or all of these stages, should be differentiated from those of man, and if so, in what particulars, we shall have gone far towards finding the answer we seek.

Early Childhood

There is no one, I think, who will distinguish between the sexes as regards the factors which promote their physical well-being during infancy. Many mothers, however, seem regrettably unaware that training can—and indeed should—begin then, for it is during these early months and years that the foundation of health or ill-health is laid. The seeing eye can trace, alas, from the curved spines, bandy legs, and many other such defects of adults, such lamentable errors as allowing an infant to sit up too soon, stand and walk too soon, or eat food unsuited to his or her immature digestion. I allude to these unhappy possibilities only to stress my point: that the physical risks run by humanity, even in its cradle, are numerous and common to both sexes.

In India, the case is fairly bad. Advancing from infancy to early childhood, the situation does not alter much. Boys and girls alike still need constant supervision and skilled instruction to protect them from becoming the victim of careless habits—principally those of posture—which can adversely affect their health.

Enthusiasm at School

It is a matter of grave concern that very little interest is taken by our girls when they join school. On the other hand, there are many institutions in foreign countries where one finds young ladies conserving and improving their physique with the ultimate aim of racial health leading to peace and prosperity.

The League of Health and Beauty in England has 1,20,000 members, with branches

in all parts of the country. Never before, has a similar success attended such an enterprise. Those, who have watched its televised displays and films, must have wondered what there is in its methods which has made its appeal so attractive.

In addition to these national efforts, there are scores of others which include provision for physical training in their activities; and scores, if not hundreds, of individuals who devote much of their time to the teaching of 'health' classes. Yet, in their estimation, in spite of these wide-spread and ever-increasing labours, no more than a fringe of what is wanted has been touched.

Our Duty as Parents

Entering her next category, woman may become a wife and, subsequently, a mother, the controller of a home, the companion of a husband, the guide on all subjects to a child. Surely, it is because of this ultimate function that her path must, at some stage diverge from that of man, and her individual needs be recognised. The desiderata for women as wife and mother are charm and gentleness; a balanced personality, which is the outward sign of inward harmony between body, mind, and spirit; a physique that has never suffered undue strain and so will enable her to companion her husband in all his various out-door pursuits; a law of health, if there be one, to make motherhood an event fraught with the minimum of risk, both to herself and to her progeny; finally, a knowledge of the body's functionings, which will equip her to lead her children expertly, out of her own knowledge and experience, to bodily perfection, rather than haphazardly, out of ignorance, to faulty bodies and unsound health. Woman is the creator or the potential creator, of generations to come, the architect of the future. She does not want, in her body, either enormous strength or unyielding muscle. She requires, rather, grace elasticity, poise and above all, beauty in its deepest sense, the beauty that emanates from exuberant, positive health. She needs an aesthetic, artistic side to any training intended to appeal to her. There must be scope for the development of powers of self-expression; an opportunity for relaxation, not only from physical toil but also from mental dullness; something to produce exhilara-

tion, the prelude to happiness; and a certainty that what she learns will do herself and her prospective child good, not harm. This is our duty, as mothers, to teach.

A Few Suggestions

Many young people will wonder as to what I mean by Physical Culture for women. It is a mistaken idea to think that this term means dull, formal and repetitive exercises. It stands for all forms of Physical activity—gymnastics, dancing, games, athletics, swimming, boxing, hiking, camping, bicycling and can be taken even in purdah without any inconvenience or trouble. It should be remembered that physical culture should be planned so as to give real recreation in two senses—recreation in its modern sense and a re-creation of mind and body—a sound and active body is of little use, unless it is under the control of an alert mind.

I would suggest that all schools should have Keep Fit classes and that they should be continued throughout the year. As girls get on in years, it is natural that they should lose a certain amount of their vigour, and so be forced to drop out of the more energetic sports; out there is no reason at all why they should give up all physical activity, rather, indeed, every reason why they should take sufficient exercise, in a form enjoyable to them, to help to keep themselves in good health.

It is a pity, very few trained teachers there are in India who will take the responsibility of advising such enquiries—possibly only those whose training has not entailed sufficient anatomy and physiology for them to understand fully the far-reaching effects of physical exercise.

Our body is a highly mechanised affair. We keep our motors and our machines in good running repair, so that we can get the highest percentage of efficiency out of them. The body should be treated alike. When necessary, put it in the hands of an expert, who knows how to get the best out of it and with it the best out of life itself.

Foreign Currents

Educational Films in Japan

By P. D. Perkins

OF all countries, perhaps none is more film or camera minded than Japan. Small country villages each have their motion picture theatre. In the cities there is usually a Theatre Street such as Sin Kyogoku in Kyoto, Sinkaiti in Kobe, Dotombori and Sinsekai in Osaka, besides the smaller movie house to be found near each shopping district. Sundays and holidays find the average family on its outing and usually father or elder brother carries a camera. Not the cheap boxtype, but one of the latest models with imported lens and range finder. In the large department stores the photographic departments show the greatest sales increase. The Japanese are indeed film conscious.

The admission fee of the theatre is low and the usual program, averaging three and a half hours, is twice as long as that of an American theatre. In the larger cities foreign films are shown—French, German and American, and of these the average theatre goer seems to prefer German to American films. However the number of foreign films shown in comparison with Japanese productions is negligible.

Most Japanese films are produced either in Kyoto or Tokyo and most of the larger producers maintain two studios—one in Tokyo from modern pictures and one in Kyoto for historical pictures.

In the field of educational films, Japan is not lagging, and it seems to be her policy to increase rather than to decrease appropriations for this branch of education.

Generally speaking, most of the educational films to be used within the Empire are produced by the Department of Education. Companies such as Okamoto of Tokyo produce and rent films but the Mombusyo films are sold. These vary in length from 200 to 1000 meters and are supplied on payment of the rental fee. The charge made by the Department of Education is 40 sen per meter for silent films and 50 sen

per meter for sound films, with no charge for packing or transportation. At this rate the cost of a film varies from 65 yen to nearly 600 yen, depending upon the length. The name, text and price of each new film produced by the Department of Education is announced in the Official Gazette which is issued every day.

Films concerning the Imperial Family are, limited to government offices, schools, libraries, museums, public institutions, newspaper and magazine offices and these cannot be shown for profit and may not be sublet. Films sold by the Mombusyo must not be reproduced or changed and if re-sold, notification of the sale must be sent to the Mombusyo.

A list of the general subjects might be of interest in indicating both the topics which the Educational Department wishes to emphasize and those it considers suitable for such methods of teaching.

- | | |
|--|-----------|
| 1. The Imperial Family. | |
| 2. Education in National Consciousness | |
| 3. Sports and Athletics | (7 films) |
| 4. Health and Sanitation | (14 ") |
| 5. The Japanese Home | (7 ") |
| 6. Geography of Japan | (6 ") |
| 7. Noted Places in Japan | (8 ") |
| 8. Famous Events | (17 ") |
| 9. Japanese Industries | (13 ") |
| 10. Vocational Training | (16 ") |
| 11. Popular Science | (3 ") |
| 12. Stories | (22 ") |
| | (24 ") |

These general classifications include such titles as "In Memory of Admiral Togo," "Athletics for Women," "The Common Fly and its Dangers," "The Care of Babies," "Etiquette," "The Nippon Alps," "The River Sumida," "Visiting Tokyo in an Airship," "Our Steel Industry," "Professions for Women," "The Biology of the Sea," "The Boy and his Father."

The Okamoto company of Tokyo seems to be exceedingly aggressive in producing educational films and these are rented instead of being sold. The usual rental is one yen per reel per day, though a higher fee may be charged for special pictures or the newest productions. The Tokyo Niti Niti and its sister paper the Osaka Mainiti, though they produce news films for the most part, supply some educational subjects and more important they manage a "School Circulating Cinema League." This league was organized in April 1928 by the

thirty primary schools in and near Osaka and a month later were joined by twenty six primary schools in Tokyo. Since both public and primary and middle schools forbid students to attend motion picture theatres unless they are accompanied by their parents, this league was organized to supply films that would both entertain and educate.

The films are circulated once a month — sometimes once in two months — and are shown on one monthly program. To all subscribers special bulletins are sent with a monthly magazine "Cinema Education." The rate of subscription including two bulletins and one copy of the magazine is 6 yen per month per films for primary schools and 8 yen for secondary schools. At the present time there are approximately 449 subscribers in the Osaka district (31 secondary, 418 primary schools.) Tokyo has 308 subscribers (10 secondary, 298 primary schools,) Kyusyu district 102 subscribers (33 secondary 69 primary schools. Practically all prefectural or public schools now have film projectors.

The list of films supplied by Okamoto seems at first sight to duplicate those of the Educational department. However a close examination of the subjects of the films will reveal that they are not duplications. The following is a list of the topics treated by the Okamoto Company films.

- | | |
|--|------------|
| 1. The Imperial Family | (10 films) |
| 2. Geography and Scenery | (51 ") |
| 3. Agriculture and Communications | (22 ") |
| 4. Biology and Natural History | (31 ") |
| 5. Physiology and Sanitation | (14 ") |
| 6. Military Drill | (22 ") |
| 7. Athletics | (21 ") |
| 8. Cartoons | (63 ") |
| 9. Comedies | (32 ") |
| 10. Fables and Dramas for Social Education | (88 ") |

Representative titles of Okamoto films are: "A Tour Around Osima Island," "Akakura in the Winter," "From Tokyo to Aomori," "Forestry in Saghalien," "Shipbuilding," "The Development of the Railroad," "Prevention of Fire," "The Island of the Sea Leopard," "The Human Body and the Principles of Conception," "The Tonsils," "The Surrender of Port Arthur," "Winter Sports," "Polo and Riding," "The Ant and the Dove" from Aesops Fables, "The Tongue-cut Sparrow," "Explanation of the

PERIODICALS

EDUCATION IN ANCIENT INDIA

Dr. Radhakumud Mookerji in the course of an article contributed to the 'Aryan Path' observed :

The ancient Indian educational system has a most significant name—*Brahmacharya*. The name indicates that education is a Process of life. The *Atharva Veda* describes the Brahmachari as practiser of ascetic austerities.

The first point of this system is that a school is a natural formation, not an artificial institution. The pupil must seek the teacher who can admit him to his teaching.

In ancient India the school was the home of the teacher. It was a hermitage. The constant touch between teacher and taught was vital to education as conceived here. India believed in the domestic system in both industry and

Continued from preceding page.

Imperial Rescript," Eternal as Heaven and Earth."

Most of these films average 1 or 2 reels in length and unless it is a sound film the teachers usually give an explanation before or during the picture. In some schools there is also a motion picture camera and pictures are taken of school events, such as wrestling, sea bathing, gymnastics, military drill, etc. Not only are these then projected for the school but shown to gatherings of graduates who wish to see what their successors are doing and to know how the school is progressing.

From this it will be seen that Japan is fully cognizant of the value of motion pictures as a means of education. And if one could not only see the films themselves, but could watch the faces of the children as they view these monthly programs, one would appreciate that much careful planning had been given to the plots and scenarios, for they are not mere recitals of fact. And as stated above, it is expected that in the future educational films will occupy an even greater position in teaching the boys and girls of Japan. (I. R. I. B.)

education, and not in the methods of large-scale production in factories turning out standardised articles.

The pupils membership of the family of his Guru constitutes a constant stimulus to the ideas to which he is dedicated, while it also appears as a protective sheath, shutting out unwholesome influences, and as a restraining force. Again, the novice feels that he is not lost in a crowd.

Apart, however, from the special educative value of the teacher's home as the school, there is the factor of its environment or setting as an integral part of the scheme. The school is in sylvan surroundings. The pupil's first daily duty is to walk to the forest, cut and collect wood, and fetch it home for tending the sacred fire.

The pupil's next duties were to tend the teacher's house and cattle. Tending the house was training the pupil in self-help, in recognition of the dignity of labour, of menial service for his teacher and the student-brotherhood. Tending cattle was education is a craft as part of the highest liberal education. The craft selected is the primary industry of India.

Another duty of the Brahmachari is to go out on a daily round of begging, not for himself but for the support of his school. Its educative value is explained in the *Satapatha Brahmana* (xi. 3, 3, 5), which points out that it is meant to produce in the pupil a spirit of humanity and of renunciation.

We may now have an idea of the working of the school as a whole. Its physical surroundings away from centres of population give to its students opportunities for contact with nature and for solitude.

Alone in the woods or pastures, an individual gets emotive responses in the form of fear, wonder, or joy, which reawaken in him the consciousness of self which he loses in the crowds of the city. For emotional tension brings in its wake the feeling of selfhood.

Then, again, solitude has its own effects on a man's inner development.

It is these sylvan schools and hermitages that have built up the thought and the civilization of India.

THE NEW EDUCATION

During the course of an interesting article on "New Education" in the *Bombay Teachers'*

Book Reviews

THE CORONATION ENGLISH READERS.
 Edited by Prof. J. C. Rollo. Publishers:
 B. G. Paul & Co. Madras.

Messrs B.G. Paul & Co., are to be congratulated on having brought out a new set of readers for use in Forms of the Middle School department. They have been edited under the able guidance of Prof. Rollo of the Mysore University. They seem to have been prepared with care, the aim of the writers being not only to improve the vocabulary of the pupil but also to give him practice in sentence-construction. The readers are well-graded, the language is simple and idiomatic. The lessons are apt to rouse the interest of the pupil. They are so written that the pupil would be tempted to read them at home before they are done in the class room. The helps and exercises at the end should prove very useful to the teacher and the pupil. The get-up is excellent, and the price is moderate. We hope the readers will be widely used in forms of the Middle School department in our schools.

D. N. S.

Continued from preceding page.

Journal, the Hon. Mr. B. G. Kher, Prime Minister of Bombay, remarked:

There is nothing wrong in aiming to impart education through a process which would equip a student for some useful occupation after he leaves school or college. That is what most of the students aim at. A large number of students go to colleges because they have nothing else to do.

Unfortunately in India students do not know what would happen immediately they leave their college or school. We must make earnest efforts to impart such education to our boys that they would be self-reliant and useful members of society in later years.

The present lot of teachers is looked down upon as mere appendages. This great maladjustment must be remedied. The status of the teacher must be the very highest in the land.

I am not against university education, but I am against each and every student wanting to undergo university education just to get employment. Our ambition is to make an average man better equipped than he is today, or attain a higher level of education than he does today. On that depends the measure of progress in all aspects of life.

Personal Notes

SIR. M. VISWESWARAYYA ex-Dewan of Mysore, has been elected as chairman of the Court of the Indian Institute of Sciences.

MR. SHYAMA PRASAD MOOKERJEE Vice-Chancellor, Calcutta University, has received an invitation from Geneva to attend the Annual General Session of the International Committee on Intellectual Co-operation of the League of Nations as India's representative in the place of Sir Sarvepalli Radhakrishnan.

The Session will be held from July 11 to 17.

PROF. H. K. SHERWANI of the Osmania University and REV. FATHER HERAS of St. Xavier's College, Bombay, have been selected to represent India on the Committee of the International Congress of Historical sciences to be held at Zurich in August.

ACHARYA P. C. RAY and MR. N. C. CHANDRAVARKAR, Vice-Chancellor, Bombay University, have been elected to the Governing Council of the Indian Institute of Science by the Court of the Institute.

MR. M. SULTAN MOHIYUDDIN, Deputy Director of Public Instruction, Bangalore Division, is appointed to act as Director of Public Instruction in Mysore, vice MR. E. G. MCALPINE, Director of Public Instruction granted leave for seven months and 21 days from May 3, 1938.

MR. H. C. PAPWORTH, Principal of the Presidency College, who has been appointed to act as Director of Public Instruction, during the absence on leave of MR. R. M. STATHAM, took charge of the post on the 18th of May.

DR. B. B. DEY, Professor of Chemistry in the Presidency College, Madras, has been appointed as Acting Principal of the College during the absence of MR. PAPWORTH.

DR. G. R. HUNTRE is appointed Director of Public Instruction, Central provinces, and Secretary to the Government in the Education Department, in succession to MR. M. OWEN, who has retired.

MR. H. P. MODY is nominated a member of the Governing Council of the Indian Institute of Science, Bangalore, as the representative of the Tata Family.

Correspondence

CUDDAPAH SCOUTS ON TOUR—STUDY OF PROHIBITION AT SALEM.

Statement of my impressions of the tour and the working of the Prohibition Act at Salem:

I, with two Scout masters Messrs. S. Jagannatha Rao B. A., B. Ed. teacher Municipal High School Proddatur and V. Venkata Chetty teacher Municipal High School Cuddapah and a contingent of 23 Scouts belonging to Cuddapah and Proddatur High Schools started on a mission to Salem to study the working of the Prohibition Act. There we availed ourselves of this opportunity to see en route Places like Madanapalle, Kolar, Bangalore, Sivasamudram, Seringapatam, Mysore, Kannabadi Dam, Ooty, Coonoor, Coimbatore Metur, Vellore, Chittoor and Rayachoti.

We were very much interested in seeing the wonderful and useful work done at Madanapalle Sanatorium: the prosperous modern city of Bangalore with its magnificent electrification, its imposing buildings -- Private and public -- and its broad and neat public thoroughfares; the grand Sivasamudram water falls where electricity is generated and supplied to the Mysore state; the historic town of Seringapatam, the last resting place of Hyder and Tipu; the royal city of Mysore with its grand buildings gorgeously illuminated at night; the huge Kannam bodi dam with the Brindavan Gardens which look like a fairy land at night when the innumerable water fountains are lit with electric coloured lights making the whole scene fascinating and enchanting with the wealth and gorgeousness of colour and light; Ooty and Coonoor with their bewitching scenery, lovely dales and valleys, bracing and salubrious climate. Last but not least, the grandest and the biggest dam at Metur which is the world's 2nd greatest dam. We saw all these places and admired them. We have bought with us very happy and pleasant memories of our tour.

As the main object of our mission was to study the working of the Prohibition Act at Salem, we stayed there for 4 days touring the District and studying the Conditions. Mr.

A. F. W. Dixon, District Collector, Salem, gave us every facility while in the District, to study the working of the Act at first hand. He also issued a circular to all his subordinates in the District to offer us all facilities and to make our stay enjoyable and profitable. We were therefore received and treated very kindly wherever we went. We got whatever information we required re-prohibition from the officials. We made enquiries in the villages of Veera Vandi, Ayodhya Patnam, Kalipatti, Wodianur, Omalur, Mecheri, Metur, and in towns like Salem Dharmapuri, Krishnagiri about the working of the Act. A majority of the ex-addicts said that they were quite happy. They were getting better food, better clothing and were improving in health, though some of them had not yet been able to save anything. But a very few old ex-addicts said they were very unhappy, their health was failing and that their earning capacity had gone. To me it looked as if this was purely imaginary and psychological. It may be true in a very few cases.

The officials told us that general crimes had gone down, the Number of Nuisance cases had decreased, street brawls were few and far between. On the frontiers there were a few cases of smuggling of opium and Ganja in ingenious ways. Even this is gradually dwindling. In the interior conditions are more hopeful and encouraging. The Magistracy is dealing with prohibition offences severely, inflicting maximum punishment.

The ladies appeared to be particularly happy and cheerful. Their faces were beaming with joy and happiness. They said that their husbands had ceased beating them; they were getting better and enough food; they were getting better clothing and better treatment at the hands of their husbands. They are having a peaceful and a happy domestic life.

Mr. Dixon is mightily interested in the work. We were greatly struck by his earnestness and sincerity. In order to set an example to the people he has given up drink to which he was addicted for nearly 32 years, though under the Act he could take out a license for the use of it. He feels quite happy now. This splendid example has appealed to the people tremendously and therefore his efforts are attended with success.

Mr. Ryan, the Special Development

officer, is evincing great interest in his work. He has formulated a scheme for providing counter attractions and inculcating and fostering the habit of thrift in the ex-drinkers. According to his Scheme, counter attractions are provided in the evening between 5 and 7 when the urge for drink is the greatest. During this time the ex-drinkers must be kept engaged to take their mind off drink. Hence bhajana parties are organised, Music both local and instrumental is provided, village games played, small street dramas enacted and talks on useful subjects are given. If the minds of the ex-drinkers are occupied in this way for some time, the memory of drink will gradually wear out from their minds.

The habit of thrift is sought to be inculcated in this way. Each household is supplied with a sealed Hundi box. The head of the family is expected to deposit his daily savings in the box. These Hundi boxes are collected in the local cooperative society premises and opened in the presence of the co-operative Officials on a fixed day each month. This day is called the Hundi day. The amount taken from each box is credited to the account of the man to whom the box belongs and an interest of 6 1/4% is allowed. Loans also are advanced on these savings.

We visited Rasipuram where the Government is running a Summer School for training village workers. There are 60 young men receiving training. Mr. Joseph Vice Principal of the Y. M. C. A. College of Physical Education, Saidapet, is in charge of giving instruction in physical training to these young men. They are taught drill and games which are especially suited to village conditions. They are also given instruction in the use of manure, improved and up-to-date agricultural implements, village and domestic hygiene and other subjects whose knowledge will be useful to the villager. These young men after their training are expected to go to villages and be the village leaders. They should organise and take part in village games and start games clubs. They should endeavour to be of help to villagers in their day-to-day village life.

After the introduction of the prohibition Act, the toddy tappers are thrown out of work. Some of these have taken to jaggery making which finds a ready market and some have emigrated to Cuddalore and Malaya in search of work.

I am glad to say that the working of prohibition at Salem must be considered a success. It is not yet possible to say that it is a success cent percent. The prohibition campaign must be considered a thorough and an unqualified success only when the memory of drink is completely obliterated from the minds of the ex-drinkers. Till then the Government the non-official organisations must work in close co-operation and should not relax their efforts and become indifferent and negligent.

I find that Scouts could be of very great help in his work. The Scouts could go to neighbouring villages and provide counter attractions. They can enact small street dramas, teach the villagers games, provide instrumental and vocal music and give bhajana parties. They can take part in a number of activities which will both be instructive and interesting to the public.

God willing, with the co-operation of the local officials, I hope to put my Scouts on this work myself doing what little I can to make the Prohibition Campaign a success when it will be inaugurated from October next.

I have no doubt that with our enthusiastic and earnest Collector Mr. V. S. Hejmadi and our equally enthusiastic and willing worker, Mr. V. Subba Rayan, District Superintendent of Police, Prohibition will be a great success though some people are very pessimistic about its success in the Cuddapah District in view of the great amount of illicit distillation going on here.

My thanks are due to Mr. C. L. Narasimha Reddi B. A., B. L., President District Board, for lending the use of the District Board propaganda van during our tour. I am also indebted to Mr. V. S. Hejmadi our popular Collector and Mr. V. Subba Rayan, our District Superintendent of police for giving us every help and encouragement. I must once again thank Mr. Dixon, Collector of Salem and his subordinates, especially Mr. Philips, R. D. O. Salem, for affording us all facilities to study the working of the Act at Salem and for making our stay in the District comfortable, enjoyable and profitable.

SYED AMBERUDDIN,

Leader of the Party and Headmaster,
Municipal High School and Asst. Dt.
Scout Commissioner, Cuddapah.

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