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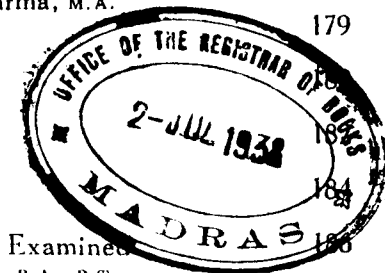
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CONTENTS for June, 1938.

	PAGE.
1. The Abnormal Child By Prof. Diwan Chand Sharma, M.A.	175
2. On Demand By C. S. K.	179
3. The Polish Folklore By A Correspondent	183
4. A Franchise Questionnaire By Iyerish Pen	184
5. Greeks: A Nation of Artists By W. Deonna	186
6. The Basic Education Scheme Examined By Mr. D. V. Chickermane, B.A., B.T.	188
7. Moral Instruction in Schools By Mr. S. M. Datta, M.A., B.T.	191
8. Gleanings The Questions a Pupil in the U. S. A. is asked By Antenie Fried, <i>Parish-New York</i> The Pedagogy of Doubt and Criticism By Vilhelm Rasmussen, <i>Copenhagen, Denmark.</i> The Problem Child Amiya Frances Sen	193 195
9. Some Don'ts for Parents By Dr. G. S. Krishnayya, M.A., Ph.D.	200
10. Notes By Prof. C. A. Krishnamurthi Rao, M.A., F.R. Econ.S., Associate Editor.	205
11. Reviews	207



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JUNE, 1938.



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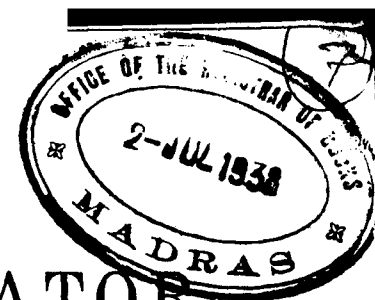
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MR. V. ARAVAMUDA IYENGAR, B.A., L.T.—*Managing Editor.*

Vol. XIV.

MADURA: JUNE, 1938.

No. 6.

The Abnormal Child.

BY PROF. DIWAN CHAND SHARMA, M.A.

It was a Swedish poet and author who prophesied that the 20th Century would be the century of the child; and his prophecy has come true. We have become increasingly aware of the personality of the child, and have come to attach much importance to its care and training. "The child is Father of the Man" said Wordsworth in a moment of prophetic insight and the truth of this statement has been established by the investigation of many psychologists such as Freud. These investigators into child psychology have proved that the human personality in its essentials is developed in the first six years and that what follows is merely a confirmation, a deepening and a development of the instincts and impulses, of motives and urges formed during those early formative years. These psychologists therefore say, and they are right in what they say, that if we take care of the child, we take care of the future man. But we cannot adopt the traditional approach towards the up-bringing of the child as it has been done in the past. We must make use of all the data that physiology and psychology have placed at our disposal in the handling of children.

First of all, let us take the child, as it is, upto the age of five. Then its chief business is to keep alive and grow. The mother has therefore to see how the child gains in health, how it adds to its weight and height, what kind of food and clothes suit it best, and what kind of habits it forms in its sleeping as well as waking hours. But it is not only the physical life of the child that should be looked into; the mental life should also be watched with great care, for the moral, social and intellectual ideas of the child would be influenced by its environments, and by the materials with which he plays. The child should therefore be kept away from everything that is evil or mean or low and should be surrounded by those things which develop its latent powers. Only under proper conditions would the child grow into the normal child.

What the normal child is like has been expressed in a poem called 'The Island'. The hero of this poem, Christopher Robin, wants to sail through the seas and to satisfy his love of adventure. After having reached the beach, he wants to rest and say to himself:—"There is nobody else in the world and the world was made for me." He says further:

"I never did.....I never did like 'Now take care, dear!"

.....I never did think much of 'Not up there, dear!"

It's no good saying it. They don't understand."

This shows the child's love of self-assertion and its hatred of all kinds of repression. Says a writer, "A child is characterised by independence and egoism which should be directed towards the development of the higher qualities of a good citizen." Again the child is sociable and therefore seeks companionship. A child's love of free movement is expressed in another poem called Hoppity

'Christopher Robin goes

Hoppity hop

.....

.....

Whenever I tell him

Politely to stop it, he

Says he can't possibly stop."

This means that the child loves to run, to hop, to jump and to skip and that it resents any kind of interference with its free movements. The child also loves to exercise its imagination on the everyday things of life. A poet has put the following words into the mouth of a child:-

"One of the chairs in South America

One of the chairs is a ship at sea,

One is a cage for a great big lion

And one is a chair for Me."

This shows how simple games and plays add to a child's store of information and call into play his imaginative faculties. Again the child is interested in nature and in stories. Says a psychologist, "As a child listens to these stories, he comes unconsciously under the spell of beauty and style in language and better feelings and emotions are stirred as the story leads to a discrimination between good and bad, and helps in the formation of moral standards and ethical judgments." Similarly, a child acquires social standards through its games and sports, its environments and its associates.

But if this is true of the child, you will ask what of the abnormal child? The abnormal child is one in whom the normal characteristics of a child do not find their full and unfettered expression. "A child of this description may not come up to the intellectual, physical and moral scales of measuring; it may deviate from the normal on the minus and on the plus side in these three fields." Thus we may have criminals, degenerates, moral imbeciles, selfish children and troublesome cases. We may also have the blind, the deaf, the paralysed, the diseased, the sickly and the anaemic. We might also come across idiots and the feeble minded.

Let us first of all take the morally defective child. In such a child the sense of obligation is deficient and it feels no compunction at doing immoral acts. This condition in a child may be due to bad heredity, defective braining and unsuitable environments. It can also be due to the perversion of certain natural and normal instincts, and nervous disturbances. If these tendencies are not checked in time, the child becomes vicious, morbid and even criminal. Such a child should therefore be taken in hand, by the social worker, the teacher, the parent, the physician and the psychologist as early as possible. First of all, the physical defects of the child should be remedied and it should be made to adopt a more hygienic mode of living. Then intelligence tests should be applied and a special mode of teaching should be determined for it. The social conditions and relationships of the child should also be inquired into. "The weak parent who 'spoils' the children, the morbidly anxious parent who nags and never leaves them alone, the stern parent who seeks to suppress, the ignorant parent who fails to provide stimuli and results of the right kind, the selfish parent who takes no interest in the children's development—these and others need to be reasoned with." In other words, the habits of the child should be reorganised, and its instincts redirected.

If there are abnormalities to be noticed in children on the moral plane, they are also to be seen on the physical plane. These result in sense defects, abnormalities in height, weight, rate of growth and maturing, in nervous disorders of various kinds, such as epilepsy, hysteria, neurasthenia and dementia. It is not necessary to go into the symptoms of even nervous disorders but it may not be out of place to dwell on the causes of some of these. Epilepsy, for instance, is due to poor heredity, where the parents have been victims of alcoholism, venereal diseases and insanity. It is, however, possible to cure it by making the child lead a quiet, unexciting and orderly life and by removing all those factors which tend towards instability. In the same way, hysteria

is due to the laxity of emotional control and sometimes leads to deafness, dyspepsia and paralysis. A child suffering from it should be unconsciously led to practise the principles of mental hygiene and should be encouraged to be in the open air. In every case scolding should be avoided. For the old adage "spare the rod and spoil the child" has come to be out-moded in the light of modern psychology. What a child needs most is 'Freedom'—freedom of movement, freedom of self-expression and opportunities should be provided for these things. A child suffering from neurasthenia suffers generally from headache and sleeplessness. It develops eccentric habits, becomes listless and timid, is prey to terrors and is generally aloofish. This disease is generally the result of heredity and narrow repressions, and its cure should be both physical and mental. First of all, irritant causes such as bad teeth should be removed. Then the child should be made to take quiet rest and should be surrounded by an atmosphere of sympathetic understanding. It should be encouraged to mix with other children in games and should be kept busy as far as possible.

On the mental plane also we have several kinds of the abnormal child, such as the dull child, the backward child and the precocious child. The backward child is one whose mental growth has been retarded by a disease or something else. Then there are feeble-minded children, imbeciles and idiots. These defects may be inherited at birth or acquired at an early age. They are characterised by bodily defects as well as defects in speech. Such children have a poor memory and are practically incapable of thinking. For such children special treatment is required which can be had in special clinics which are under the charge of men specially qualified for their jobs. In America and Europe we do have some schools for idiots and feeble-minded children where they receive training in agricultural arts, in industrial works and speech training. Similarly, we have schools for the blind, the deaf, the crippled, the epileptic, the nervous and the mentally defectives.

But whatever be the nature of abnormality in children, physical, mental and moral on the plus side or the minus side, it cannot be denied that the child has to be dealt with sympathetically. It should be taken in hand as early as possible and the parent, the teacher, the psychologist, the physician and society should all co-operate in remedying its defects as soon as possible and in turning it into a useful citizen.

On Demand.

By C. S. K.

Almost every one of us is familiar with this expression in some connection or other. There is, for example, the dowry demand, a phrase of the season. Economists are fond of the laws of supply and demand and they say that every commodity in the market, bridegrooms inclusive, is regulated by them. Then there is the class of Bankers with their Pronotes on demand. You and I have seen on the Currency note the expression "I promise to pay on demand the sum of Rupees Five" etc. Then again, we are often told that in these days one has to assert one's rights and hence claim one's demands. We know, how some time back, there was a great demand for Soya Beans; and every father-in-law vividly remembers the several demands made on his purse by the ever discontented sons-in-law. Rightly or wrongly, some of us resent the tax collector's demand, be it land revenue, profession tax or income tax.

Apart from these demands is another—the editorial demand for articles. Every editor has his set contributors and whenever he is short of contributions, he makes a demand on them. Of course, he knows well that some of the articles made on demand are not likely to come up to the mark. Really great compositions—poems, essays or short stories—must come from the authors' pens spontaneously. But the editor is generally kind enough to fix the date only; and not the subject. "A suitable contribution from your valuable pen is solicited for the current issue before—instant" is the usual formula. Thus you see, he does not stipulate on what subject the writer should write. He leaves it to his discretion. In that he is wise, I think. Otherwise, his demands may remain as the unfulfilled ones. Who, for instance, can write on a given subject within a given time? Well established journalists do not like to be fettered in these ways.

Just as a father-in-law, after studying the tastes, inclinations, aptitudes and dislikes of his son-in-law, has to adjust his periodical presents—now a Tennis Racket, now a Serge Coat, now a Motor bike etc., the contributor too has to adjust his contributions to the taste of the editor. A cricket enthusiast is not likely to be pleased with the gift of a set of Britannica or Shakespeare's complete works; so also the editor of an Economic Journal is not satisfied with a contribution on 'London and Literary men'.

As there is a common notion among most of us that anything that bears the words 'Made in Japan' is likely to be cheap and nasty, the general impression among the readers is that a contribution that is got on demand is bound to be below the mark. But neither the one nor the other need be so on *all* occasions. Even the Japanese must be unrivalled specialists in manufacturing some stuff or other; and these articles made by them may be cheap and good. Similarly, there is likely to be a set of contributors who have specialised in one kind of writing; and an article from their pen might meet with the approval of an Editor.

An editor's demand is usually graceful because it is couched in a very polite language; nevertheless, it too might annoy or exasperate the writer if it reaches him at an inopportune moment. Do editors realise this? At any rate, as a class, the editors are a set of eccentrics, beings with their own whims and fancies; and certainly, lucky is that editor who never gets disappointed in his demands and in my humble opinion, he deserves hearty congratulations.

Is the Editor of this magazine one of those lucky few?

The Polish Folklore

BY A CORRESPONDENT

The architecture, the costumes, the music and the whole life of the Polish peasants form a harmonious and original picture, which is one of the greatest attractions of Poland. The traditions of popular art are very old in Poland and the peasants display an artistic skill which is surprising to those unacquainted with the wealth of Slav folklore.

As is usually the case, old customs have been preserved in their purest form in the least accessible parts of the country, viz. the mountains. The population of the Carpathians, from the western Beskid to the eastern Gorgany and Czarnohora, still lives the picturesque life of old days.

The Silesian mountaineers (Wisla) wear an attractive costume and have interesting dances and music, in which the bagpipes play an important part. The women make beautiful lace for their bonnets and Sunday dresses. The "gorale" of the Tatra are probably even more striking in their ways. Their dress is very original, especially the men's white

tight trousers with vivid embroideries, sleeveless capes and black hats with strings of seashells. A broad belt of leather adorned with brass and silver completes the costume, which brings off perfectly the lean strength of the mountaineers of High Tatra. Their dance is the "Zbojnicki" or Brigand's Dance, with a mad rhythm and passion. The men dance it alone, round a fire, drawing sparks from their hatchets,—it wants a real athlete and an acrobat as well to dance the brigand's dance properly. The wood carving is highly developed in Zakopane, and some Madonnas in wayside shrines at some thousand feet of altitude are the work of real artists, often nameless or forgotten, but very genuine in their art. There's not an object in a mountaineer's house, from spoons to ceiling beams, which would not be appropriately decorated with original patterns.

Further east, in the Eastern Carpathians, there live the Hootzool mountaineers, different from those of Zakopane but perhaps even more interesting in their customs. Besides wood carvings they produce fine inlaid wood and metal work, woollen rugs, pottery and hundreds of various household objects made different by their almost instinctive art.

In the plain of Poland there are also many districts where the traditional costumes are still worn. In the Cracow province they are used now only for the weddings,—but then they come out in all their splendour of peacock plumes, red and white striped trousers, blue coats and coins tinkling at the belt. The Karakowiak, danced in this rich and colourful costume, is well worth seeing. In the district of Lowicz, not far from Warsaw, the peasants wear their colourful costume even in the week, and at any rate they always put it on for the Sunday Mass. Their costumes are made of peculiar woollen cloth, woven by the peasant women themselves. It is striped in vivid colours, with a predominance of orange, and there never are two pieces of cloth exactly alike. A visit to Lowicz on a Sunday, or on some holiday, particularly at Corpus Christi, should not be missed on any account. Lowicz is easily accessible from Warsaw by road (80 kms).

In many other parts of Poland the old customs have been preserved, together with the traditional dress. The peasants, particularly the women, usually spend the long winter evenings weaving various types of cloth, or heavy rugs known as "kilimy". They also make many other original objects, designed for their own use, but which can be purchased as souvenirs if desired. (I. R. I. B.)

A Franchise Questionnaire

BY IYERISH PEN.

Of the two, intolerable nuisances and vexatious pinpricks, which should really claim an insubordinate cook, a shrewish wife, and a persevering Life Insurance Agent, is a question that only experienced journalists like my friend S. V. V. can solve. But I personally am of opinion that a greedy son-in-law and a friendly editor are to be put in the latter category; for their demands or ultimatums are a perennial stream, continuous and ever flowing; it was in response to such an editorial request that I once penned an article and called it "Saved from the W. P. B". Four editors sent it back, of course, with their printed slips. Not discouraged by it, I sent it to a fifth editor, with some alterations and a better get up. To my relief and joy, it was published: what was more, it brought me a small sum of Rupees Five even. That was my first earning through pen. No wonder, therefore, I have preserved that article with great care and I go through it on every New Year Day.

I reproduce below a part—only a portion—of that precious cargo, without any breach of journalistic etiquette whatsoever, for that magnanimous editor was none other than the writer himself and the remuneration, imaginary.

SAVED FROM THE W. P. B.

* * * * *

Though I have passed in First Class and my subject is Literature Honours, I have been unemployed for the last six years. The only reward of my degree has been a fairly decent price in the matrimonial market. One day, as the great Gautama became the Enlightened One, the noble idea of taking to journalism and making a fortune flashed across my mind. I did go through half a dozen books like, "How to be a free lance journalist", "What the editors want", "How to prepare your manuscripts", "Journalism made easy", "Practical Journalist", and learnt the technique (at least, so I fondly thought). I then began to hunt for a suitable subject. I knew that except Examination going students, others were not likely to care for my learned discourses on Browning's poetry, or Thomas Hardy's Characters; and even those students usually took care to see whether the writer had his designation as Lecturer, Asst. Professor etc. (it was enough if it was even honorary in some high sounding Tutorial College or Academy). I was diffident of trying my hand at short story, for writing short story is not an easy art. Social or Economic article, I knew, had to be fully padded with "facts

and figures" and except half a dozen text-books and my College Notes, I had no books in my library. No, not even a single Reference book like the Times of India Year Book. If I had at least a nodding acquaintance with some M. L. C.'s and had attended one or two sessions of a Legislative Council or Assembly, I could have thought of penning a few Thumbnail sketches. As I was a veritable Bookworm in my College days, despising sports and cinema, I was disqualified to write on these topics too. As a regular reader of Newspaper, particularly "the Hindu", I had gathered some information. I decided to make use of it in the form of a questionnaire and that was what I actually wrote.

Here is that interesting questionnaire and if among your many readers there are any dejected and discontented persons, I strongly advise them, or better, earnestly appeal to them, to try to answer them all and to send the answers direct to the editor of this monthly.

1. Whose photo have you seen more often in the papers of Madras—that of Mr. Krishna Rao Bhonsle or the Raja of Kollengode?
2. Name the High Court Judge who has never made a Public Speech without introducing Dietetics or Birth Control.
3. Can any one in our country beat Dr. N — Sarma in the noble art of carping criticism?
4. Is Mr S — murthy likely to plead ignorance of any subject under the sun?
5. Has any one become famous more rapidly than Dr. Ambedkar?
6. Is it true that the only Bengali that is totally free from narrow provincialism is the learned editor of the Modern Review?
7. Is it true that at every marriage in Tamil Nad, a copy of Ananda Vikatan Weekly is included in the list of Bride's presents?
8. Has any South Indian Hindu ever been able to go through any of S. V. V.'s articles in 'the Hindu', without a visible smile?
9. Has the Indian Review of Madras ever published an article from a plain contributor i.e., one without any prefix or suffix?
10. Is there any Municipal town in India where the Times of India Illustrated Weekly does not go?

Greeks: A Nation of Artists

Charms of Grecian Arts.

BY W. DEONNA.

The Greeks, as anyone will readily admit, were a nation of artists. With them the taste for the beautiful and its delicate appreciation, were not reserved for a chosen few, but were common to all. "No object extracted from Greek soil is devoid of that flower of elegance, of that exquisite and restrained feeling of harmony, which give the impression of a race exceptionally gifted in the arts. In the humblest objects of industrial art, one feels that the workman is conscious of the lines of a vase and the correct application of its decoration, as much as any great painter or sculptor. Is it an unconscious gift of the Greek race or the result of special social conditions? The eternal question arises here, as in all science: innate or acquired character?"

Many a trait, many an anecdote attest to the fact that the Greeks possessed an aesthetic sensibility finer than is found anywhere else. Nevertheless, the expression of aesthetic feeling has been assisted by the place the Greeks gave to art. It was not for them a luxury to be enjoyed by the privileged few alone: beauty was not exclusively confined to certain objects. Art was a necessity; it was an essential part of the existence of the city and of the individual. It was inseparable from all their actions, both great and small. Beauty did not exist for itself alone, within itself; it always had some end of a practical nature. When we admire a Greek vase, its subtlety of design and graceful form, we are sometimes apt to forget that it used to contain liquids—oil or wine—and that this was its real function before seeking to charm one's vision. But the Greeks never forgot that the primary object of industrial art is its utility. They could never have conceived as does the modern workman, an object which, by its superfluous decoration and curving lines, is rendered unfit for use and which incurs the reproach which Cochin addressed to his contemporaries, when he begged them "not to change the destination of things, but to remember that a candlestick must be straight and perpendicular to carry the light; and that the sconce must be concave to catch the falling wax, and not convex so that it drops like a cloth over the candlestick."

In Greece, decoration is not attached to the object like a useless plating; it forms an integral part of it and has often in itself some practical aim. The beautiful black glaze of the vases, which is inherited

from the Mycenæans, tends to cover the surface of the vessel more and more with its technique of red figures. The ceramist appreciates it for the fineness of the design, which affords more scope than the former incision, for its pictorial qualities. He appreciates it for its graded colours from black to light yellow, which according to its greater or lesser dilution, gives the details of the muscles, drapery or hair, and for its warm olive tones. But this glaze owes its popularity and its age-long use above all to its technical qualities—to the solidity it gains in the baking and the impermeability with which it covers the surface of the vase. It is possible that the replacement of the black figure by the red in the second half of the 6th century is due not to aesthetic but practical reasons, to the desire to give to the vessel a greater impermeability and to limit the parts that are plain clay. The redder colour of the Attic vases obtained by the mixing of red ochre with clay, was in itself not so much a searching for varied colours as the wish to lessen the porous character of the earth, and to give a better taste to the wine.

The triumph of Attic Pottery which at the end of the 6th century drove out rival wares from all other markets—from Corinth for instance—is not solely due to the beauty of its form and decoration, but above all to commercial reasons. It preserved the liquids for a longer time, and gave them a better taste. (I. R. I. B.)

THE END OF EVIL

"ALL evil passes from us when we find
The Way of Good; when word and deed and mind
Are shaped to Truth and Wisdom; then we see
The end of bondage and captivity.

"All good is ever with us; but we want
Wisdom to take it; we are poor and scant
Only in lacking Wisdom; that acquired,
The good is ours that we so long desired.

"Be still, my soul, and know that peace is thine;
Be steadfast, heart, and know that strength divine
Belongs to thee; cease from thy turmoil, mind,
And thou the Everlasting Rest shall find."

—James Allen.

The Basic Education Scheme Examined

By MR. D. V. CHICKERMANE, B.A., B.T.

The most pressing question of today is the reform of our present educational system. Widely prevailing unemployment among our educated youths is the cause of this agitation against our present system. It has been pointed out that young men, after their education at present, are hardly able to earn their living except by service as clerks. They abhor physical labour as undignified. By paying too much attention to mental development, they have neglected their health and possess poor physique. The Basic Education Scheme propounded by educationists at Wardha, aims at eradicating all the evils in the present system. Education is imparted through a basic craft for seven years and covers our present primary and secondary course which now extends over eleven to twelve years. Pupils after completing their education will be in a position to earn at least fifteen rupees a month by taking up the craft in which they have been educated and earn their living. During their education the pupils will also have paid for their education by the produce which they will have turned out in their school life.

Persons who are most affected by any change in educational system are the teachers and the pupils. The new scheme should be examined from the point of view of these. The propounders of the scheme say that the education imparted through a basic craft within seven years will come up to the level of the present matriculation standard minus English. But it is doubtful if every subject now taught in schools can be correlated to the Basic craft. If agriculture or spinning and weaving is selected as the basic craft, some arithmetic, natural science, Geography can be woven round it. In fact, the work done in schools will be more interesting and realistic than at present. Even then the knowledge gained by the pupils will be scrappy and unsystematic. But to say that every school subject can be correlated to the basic craft is a contestible point. How can classical languages or modern languages, or Algebra, or History, be correlated with the Basic Craft? The correlation, if worked out, will be very slight. Even if a craft is taught, some of the subjects will have to be taught independently if their place is to be retained in the school curriculum. The syllabus, as worked out by the propounders of the scheme in Mathematics, falls much short of the present Matriculation Standard. But as

the work is to be finished in seven years, it will be too much to expect any more from the pupils. In fact, it will be very heavy and taxing for the pupils to master the basic craft and the other subjects in a period of seven years.

Another feature of the scheme which will be strongly opposed by the teachers is the meagre salary fastened on to the teacher's profession. As the propounders have accepted as the fundamental proposition, that the teacher's salary is to be paid, out of the pupils' earnings, it is naturally bound to be low. But they seem to ignore the fact that the teacher has a family to maintain, lead a decent life suitable to his status in society, educate his children and provide for old age. How can he do all this on such a low income as Rs. 25 per month throughout his life? When teachers' Associations are urging for increased salaries and better conditions of service for teachers, it looks very strange that in the new scheme of education, the teacher's lot is much worse than in the present. Even a Police Constable, with a very low standard of education, doing duties less arduous, is better off than the school master who is highly praised for the nobility of his profession. The quality of education depends upon the contentment of teachers and so low a salary will hardly attract men of right type to the profession.

As regards the study of the Basic Craft, the course worked out seems to be a detailed one and as such more suitable for professional schools than general schools. It cannot be said that the aim of each school is to produce a large number of weavers or farmers. The aptitudes of children cannot be discovered at a very early age and to force a profession on them at such an early age would be unwise. Hence it has been acknowledged that a certain amount of general education is necessary before any professional turn is given to a child's career. This helps to develop the talents of children and disclose their likes and dislikes. Some kind of slight manual labour, work in a garden, observation of plants to enable the pupils to train their hands and develop their senses is, no doubt, a necessary part of general education. But the vigorous pursuit of a craft for 3½ hours a day, as detailed in the syllabus, would tire out the patience of children and kill interest for work.

In the scheme, emphasis is placed on the monetary value of the children's produce. On account of undue importance attached to Examinations, our education is now examination-ridden. That school is considered best whose Examination results are best. The same rule will, in the new scheme, be applied to schools which will be judged

from the value of the children's produce. Some people fear, and rightly too, that schools will tend to become factories of child labour and unscrupulous school managers will try to get maximum income from children. This seems to be a greater evil than the present one of examinations.

Hence only such items in the programme, as introduction of manual labour or gardening as a hobby for some periods a week, curtailment of purely literary work and giving the school work a more practical turn, may safely be included in our present educational system. But a careful consideration of the scheme and sufficient experimentation with the scheme as to how the study of crafts is taken to by the pupils, is necessary before the bold step of introducing it wholesale is taken.

Moral Instruction in Schools

By Mr. S. M. DATTA, M. A., B. T.

In the course of conversation with a master of a Secondary School situated in the south of London, it was learnt that greater attention had been paid there to moral and physical development of boys than to their scholastic training. In this country the importance of an institution is judged by the results of the pupils in different university or public examinations. It was my lot to become Headmaster of an institution in Calcutta which, originally a Middle School, was latterly raised to the status of a High School. The authorities demanded from me at least one scholarship to be won annually by pupils sent up for the University Matriculation Examination. At first I felt pride in the thought of being head of an institution which scored brilliant scholarships from year to year. But bred up in a tradition entirely different from that of my new school, I experienced great difficulty in turning out as good a scholar as may compete with the best students of the University. However, I could congratulate myself on the high percentage of passes secured by my school. My humble efforts in securing moral and physical development were minimised while academic success was given a prominent place.

In the majority of schools, formation of moral character is looked upon as the primary duty of the home rather than the school. Thus embarrassed, I began to consider what might be done to secure at least one scholarship for the school every year. In spite of the hearty coope-

ration of my staff, I could not succeed every year. At last a revelation was made by a teacher of the old school that formerly the efforts of the staff had been centred on one particular boy to the neglect of other students. The teachers used to take a personal interest in one or two boys, who received sound coaching at their private residence regularly. Although this principle did not appeal to me, I advised my colleagues to follow it concentrating their energy on one or two prospective students to safeguard my position.

I have observed from time to time even brilliant boys using unfair means in examinations to secure very good marks and had to relax the moral standard with a warning only as upon their continuing depended the good name of the school. It is difficult to maintain a high moral standard in a school which depends for its existence upon the fee income of students. As a matter of fact, such schools are bound to deteriorate unless the teaching staff is imbued with high morals and prepared to work on a small salary.

It is essential that there should be some kind of moral training in schools and this need not be effected by setting apart any special period for the purpose as character is being formed constantly by all the acts of our daily life. For this, such men as do not seek worldly advancement but have genuine moral worth should be recruited for each school as far as practicable. The production of clerks for which the present system was elaborated has served its own purpose. Now there is a demand for leaders who may guide the affairs of this country and control different departments. The country is also in need of a large number of hard-working people of high moral standing to compete with those coming from foreign countries to carry on trade. It has, therefore, become necessary to preach the gospel of co-education of mind and body.

Considering the state of morals of our pupils, it is indispensable that vigorous efforts should be made to improve them. It has been my singular misfortune to notice that many boys deviate from truth and indulge in mis-statement of facts. In our institutions the credit that is given to a student for good moral conduct is inadequate and does not serve as a stimulus to further moral actions.

Physical feats are more commended than moral actions and more prizes are offered for them. In several American schools, character cards are issued to children and intellectual superiority is not alone in receiving recognition. The intellect of our students is sometimes unduly developed at the expense of their moral sentiment which tends to atrophy for want of recognition.

Young men are beginning to realise what an asset moral equipment is to them in the practical affairs of life. Success in business is based on honesty, industry and sympathy for others. It may be easy for a young man to earn Rs. 30 or 40 a month by doing desk work, but it is hard to draw a similar amount from one's own business. It involves a severe strain, and presupposes the possession of certain social and moral outlook which can hardly be fostered in schools having no extra-curricular activities.

In the ordinary routine work of the school there is hardly enough scope for the development of moral virtues. The formation of good habits, though insisted on in schools, does not receive proper recognition in all homes. Boys and girls learn one thing at school and discover its opposite at home. As previously mentioned, unendowed schools find it difficult to maintain discipline. Teachers have to concede sometimes to the unjust demands of their pupils.

In spite of the above drawbacks, schools can render great help in raising the morals of students. If it is a fact that those educational objectives that are constantly sought are effectively obtained, there should be direct moral instruction in schools. The Education Department will do well to review the work of such schools as have a healthy moral tone.

Back to the Land.

"AMERICA knows but one direction, and that is—ONWARD! Time will bring changes, but not in the main course. The openings and opportunities for men and women who can DO things, who know their jobs, are becoming more numerous. Our schools should bear this in mind and prepare their students for Life. Every school should be a place where students LEARN BY DOING.

"Youth would be wise to look to the land, the soil. The land gives us a double security. Have a job—a GOOD job—to supply you with cash, but get a little land, too, for the REAL SECURITY it will give you. Every nation is strong and prosperous WHOSE PEOPLE HAVE NOT LOST TOUCH WITH THE LAND!"—Henry Ford, in *Home Almanac*.

Gleanings.

The Questions a Pupil in the U. S. A. is asked.

BY ANTONIE FRIED, *Paris-New York*.

"One does not take in learning for school, but for life" is the principle which is consistently carried out in the American schools system. Teaching is kept free of abstractions, and the curriculum is brought into close relations with practical life. A cross-section of the text-books shews proof of this.

It should be said right at the outset that American text-books for children of all ages are very different from those in use in Europe. They might just as truly be called school exercise books, since they are, at one and the same time, text-books and exercise books, teacher's lecture and pupil's answers. The exercise book contains the entire year's material, divided into distinct chapters. The content of each chapter is first set down in a few short sentences, then dealt with in detail in the form of questions. Alongside the questions, there is space left for the pupil's answers; this space is carefully rationed, and the questions are framed in a way which leaves little room for doubt. The questions, too, follow one another so closely that the pupil does not independently call in question the subject matter. Digressions, sources of error, and prolixity are made impossible in these exercise books. They contain, in accurately estimated doses, the material for the average citizen's knowledge.

For instance, in "English Fundamentals", the book used in the colleges of the State of Ohio for schoolchildren between the ages of 16 and 18, out of thirty chapters, six are devoted to punctuation, and four to spelling. In the prefatory note to the last chapter, the pupil's attention is drawn to the fact that many spelling errors are attributable to faulty pronunciation and bad writing. One chapter deals with correct pronunciation. Another deals with the connection between the construction of sentences and logical thinking. The use of dictionaries is explained and their use repeatedly recommended.

We quote the following questions from the hygiene examination paper for New York high-school girls:

What is nervousness? Is it a handicap or an asset? What should be done about it in yourself? In your daughter? Give instances and your authority.

What is your own personal ideal about your feet? Describe the essentials of a good shoe.

What is cumulative fatigue? How is it acquired? How is it avoided? Be specific.

What causes regular bowel movements? Describe the daily hygiene and daily habits necessary to insure this result.

How can a girl achieve for herself a regular, painless menstrual period? What should she do if menstrual pain appears? at the time of the pain? between periods?

What characteristics would you demand in a husband? If so, what sort of boys would you go around with?

How does a mother determine the welfare of her baby? (There follow 20 questions concerning the functions of individual glands, the activity of various vitamins, the disturbances arising from lack of vitamins, infant nutrition, etc.).

The exercise book, as used in the High Schools in the State of Ohio for schoolchildren of 15 to 16, is called "My Community-Workbook", and it is divided into the following sections "Community Life", "Social Problems", and "Political Problems".

The first section deals with questions concerning community life in the family, the school, the church, the circle of neighbours and the State, and with problems of the community of nations. The second section is concerned with health, security, pleasure and recreation, the future of the community, and with communal welfare for socially inferior members of society. The third section handles political problems of a general character, the United States system of government, the Federal Budget and the rights and obligations of the citizen.

We quote a few questions from this book, with the answers given by a sixteen-year old school child:

In the section "Community Life", the meaning of these words has to be found, and their significance brought home. Among other things, the child is asked to imagine that he is cast, with his family, on a remote island, and to name the ten factors appertaining to community life which he would miss most of all. The child replies:

1. Theatre 2. Electric Light. 3. Neighbours. 4. Cigarettes. 5. Cosmetics. 6. Gas. 7. Education. 8. My Club. 9. Church. 10. Motor Roads

The request to specify five educational groups, and to indicate what the pupil receives from, and gives to, each, is answered as follows:

Group	gives	receives
church	mental development	duty
school	education	intellectual evolution

In the course of the chapter on community recreations, music in the home is discussed. The schoolchild places wireless first among the ten musical instruments known to him, and his reply to the question, "Why do you sing?" is, "Because in all my friends' houses, they sing".

In the section on public health, instruction is given as to what vitamins there are, and what foodstuffs they are contained in.

The system of government is dealt with in great detail, and always in a manner suitable to the environment and the life of the pupil. Thus, the child is required to specify all the administrative posts in the town in which he lives (or the chief town of the district in which he lives) and to indicate their functions.

An essay has to be written, depicting the events of the election, as related by the parents who went to the vote

Income and expenditure of the town administration must be calculated for the school child's home-town, with the aid of a model specimen, and bearing in mind the number of inhabitants.

Newspapers are extensively used as documentation, and the various questions in the book concerning Government measures and so on, are answered simply by sticking in newspaper cuttings. The pupil is thereby compelled to read and ponder over, the political sections of the newspapers as well.

In this fashion, text-books contribute towards preparing the pupils from an early age in their civic duties, and bringing them into actual contact with life, which is both surrounding them and awaiting them.

International Pedagogical Information.

The Pedagogy Of Doubt and Criticism.

By VILHELM RASMUSSEN, *Copenhagen, Denmark.*

Commonly children are simple-hearted and believing; but in spite of this they reflect much more than is ordinarily believed and doubt and criticise as well. The reason why this is not generally acknowledged is partly that we do not observe the children carefully enough, and partly that observers are too much interested in the object of childish doubt and not in the doubting state of mind itself. But it is the doubting activity, which here is of interest, because it may be turned into a creative force.

Doubt is the driving force of modern Civilization, it is the established principle of all scientific work; without doubt no progress. He who believes himself to have the whole of Truth will not investigate anything. He who thinks that things are as good as they can possibly be, will not invent anything. Doubt is the path to true belief.

If it is true that in the world of adults Doubt is the ferment of development, it can not be necessary and prudent to suppress it or restrain it in children and young people. On the contrary, Education is to develop this valuable disposition, and to turn the pupils into ardent questioners.

From my earliest years as a teacher I have granted my pupils unrestrained liberty to express doubt and criticism concerning my instruction and during

some 34 years I have been collecting this criticism in letters on: "How I like your teaching?" Some examples of this criticism:

One day I asked one of my pupils what he thought about the natural history lessons. His answer that Botany was rather a bore, surprised me, for there had been no noticeable lack of interest on the part of him or his class mates. Now that the subject had been started I asked him if there was absolutely nothing of interest in Botany. "Yes, there was, the part about the insect-eating plants." At first I came to the conclusion that it was the biological part which had aroused an interest; the true explanation, however, came to light without any provocation on my part. One fine day the pupil said to me: "Botany is not so much of a bore now, because each of us gets a flower to look into and to pull to pieces." At the start we had only the dry wall-pictures.

Once when I had been demonstrating a number of elementary experiments with oxygen and hydrogen, a pupil asked me: "What is the real meaning of Chemistry?" My experiments had then been mere theatrical performances—as thousands of teachers are making them all over the world without suspecting them for what they are!—When I had heard the remark of the pupil, I put all apparatuses away and started a conversation with the class about observations of the pupils themselves in daily life concerning chemical phenomena, e.g. rust on pocket-knives, spots on their cloths and their mothers' silver spoons and so on. Then Chemistry became interesting. I could resume the experiments, and the children began making experiments for themselves.

At another time a difficult question arose. I had been led on to expound a little astronomy, had spoken about distances and arrived at the final conclusion that space is infinite. Then a boy broke in with the question: "What is the use of knowing that space is infinite?" Here again I was caught in error: it had not occurred to me that my words had gone over the heads of my pupils—and all the time they had been listening intently and putting questions to me! But starting with this pupil's question a searching discussion arose on the general conception of the world individuals carry about with them. We passed on to recognize the value of the inquiring type of mind, both for the welfare of the individual himself and for the progress of human wellbeing on the whole. In this way not only were the facts of Astronomy worked into the general stock of ideas of the pupils, but they gained the far greater benefit of having the importance of inquiry and investigation brought home to them in a striking manner.

Doubt and Criticism only were displayed in benevolent hints to the teacher, perhaps not much importance would be attached to them in education. But they are felt in the work done by the pupils, too. The children are to be enabled not only to put questions, but to answer them too. Therefore it is necessary to lay the greatest possible stress on their self-activity by first-hand work. They are to make inquiries of their own into biology, physics, chemis-

try and geography and the oral instruction is to be arranged as an organized conversation, a discussion, where the teacher is only a reticent chairman.

Doubt once aroused can call forth an interest in argumentation.

Here is an instance in point: "When the hens are roosting, it is as if they had a short neck. But it is easy to prove that it is not so, for when I lap my hands when the chickens are out, it can be seen that the hens stretch their necks."

In accordance with this desire for proof is a growing honesty and rectitude. One pupil wrote: I cannot see the ribs in the leaves. Another: The dragon-flies are said to have antennae, but I cannot see them.

A boy one day asked: How do we know that the extinct three-toed horses were just horses and not tapirs or rhinoceroses? Another day, a little discussion arose among the pupils. One asked: Why have domesticated animals very often hanging ears? A boy answered: It is because they have no use for a quick ear. Why, asked a third boy, has then the domesticated pig larger ears than the wild boar?

A highly important effect of free admittance of Doubt and Criticism is increased confidence in the teacher. This confidence may again act as a stimulant to imagination. Some examples: One day in the nineties a boy said: "Won't Great Britain conquer the whole of Africa, having taken so much already?"—Another boy said: "You tell us that the sun has developed in the process of time, just like a little child, then, I suppose, it will die some day."

Doubt and Criticism are an inherent right of the child. The conflicts due to them would be much diminished, if in the home, in the school, and in daily life, they were allowed to be freely expressed. The recognition of Doubt and the rational training thereof in school-life is the most important element in a truly rational pedagogy. *International Pedagogical Information.*

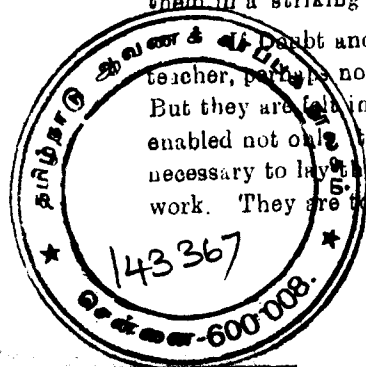
* The Problem Child.

AMIYA FRANCES SEN.

When the parent or the teacher is distressed by the behaviour of a Child, the usual assumption is that the difficulty lies with the child. But we have to consider two sides of the matter: (1) Why is the adult distressed by the child's behaviour? Why does the child behave in a fashion that distresses the adult? To study and treat behaviour problems of children, then, involves an analysis (1) of the children whose behaviour is distressing, (2) of the social order that declares the behaviour unacceptable, and (3) of the interaction between the two.

We shall here consider a few traits found with greater or less regularity among children.

* Reprinted from "The Indian Readers' Digest".



72
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left the parental home to enter a convent in a distant town. The first nun in whose charge the little girl had been placed spoke to her with affection and there was an end of her obstinacy.

Certain situations give rise to special problems in child psychology. One such is that of the only child. The situation of the child is characterized by the concentration of all the care and affection of parents on him, and by the absence of companions and competitions. Because the only child is the sole object of parental care, the consequences of upbringing and environment appear in their most sharply defined form. The absence of companions, whose own tendency to self-assertion would set limits to his own, and whose needs and rights would make an appeal to his will to community, affects the development of that will to community adversely.

Moreover, the only child is better off than others, for his parents can provide him with more comforts than fall to the lot of children belonging to a large family in the same social position. The greater care lavished on only child results in his becoming timid and dependent. The parental anxiety, the desire to save him any unpleasantness, and the increased opportunities of helping him in all his occupations or compelling him to withdraw from them—all these operate in the same way.

Such a child grows up into a helplessly dependent person. The only child is often inclined to be selfish, unenterprising, and inert. He is brought up to expect assistance, easy appreciation and admiration, constant guidance, encouragement and support, none of which are offered to him in 'real' life, and he grows up to make quite unusual and impracticable demands on others.

The eldest child finds himself, until the birth of the next brother or sister, in the position of an only child. His first danger-point arrives with the arrival of a brother or sister, for this means his own dethronement. If the difference of age is great the situation is more favourable, because the start of the eldest child is so great that he has no need to worry about his position being menaced. If, on the other hand, the difference is, say, four or five years, any disadvantage to the eldest child will not pass unnoticed. As eldest children see in their younger brothers and sisters more or less dangerous rivals for the parental love and attention, they fall into diverse reactions. One of the most usual forms of reaction is encouraged by a certain parental mode of address: 'You are the eldest, You must be sensible,' and so on. The eldest child sides with the parents, looks down on the younger child, and struts before him. Sometimes the arrival of a second child, and the desire of the eldest to gain the affection of the parents somehow, makes him resort to bad habits, or he develops some other reaction attitude, for instance, helplessness and dependence on the parents, with the sole purpose of attracting their attention.

The youngest child finds himself in many respects at a disadvantage compared with the older children, but he also enjoys many advantages. He can and may do less than the others, but his sense of personal value is there-

by threatened. He knows that he is actually equal to his brothers and sisters' especially in respect of parental relationship. The fact that his brothers and sisters, to his mind unjustifiably, claim and obtain privileges over himself rankles in his childish soul. The presence of older children may stimulate him to achievement of some kind, in games, in the home, or at school; or he may give up the competition which he feels to be hopeless. If the youngest child sees that the achievements of the elder ones win parental approval and recognition, and that he himself has nothing to offer, he will attempt to bind the parents to him and compel their regard by other means. It is a bad sign if the child shows a desire to be pampered as the youngest, and if he over-stresses his helplessness and exhibits fear, not permitting the mother to leave him.

The explanation of a behaviour problem thus involves an analysis both of the individual who manifests the behaviour and of the social order that declares the behaviour undesirable. Social forces tend to regularize and control personal behaviour, while behaviour problems represent an effort on the part of an individual to evade these regularizing forces and pursue an individual course. An individual cannot entirely evade social forces, and again he rarely completely submits to them. The necessity of modifying personal desires according to social requirements begins at birth and becomes increasingly exacting. As the child develops, an ever-increasing range of requirements is imposed upon him. The requirements and demands made by his elders are specially directed towards a regulation of his manners and social conduct. In his play-life with other children both in the home and in the neighbourhood, he discovers that his personal wishes are frequently blocked by those of his playmates.

Then comes the time when the child has to go to school. The requirements of behaviour, conduct and social decorum imposed by his teachers are inexorable. There are some whose sergeant-major-like ideas of discipline require a kind of conduct and regulated behaviour of which only an essentially timid child is capable and not a healthy child. Thus the child tries to escape from these requirements either by active attacks, e.g. displays of temper, and antagonism towards authority, or more often by withdrawing from the difficulties of life by day-dreams, reading books, etc.

A more thorough understanding of the child mind is therefore required by teachers and parents. Child guidance clinics have been established in England and America. Remphry suggests a need for moral clinics, where certain classes of parents might get expert advice on the appropriate treatment to be given to the problem child.

Some Don'ts for Parents

Hints on Home Discipline.

BY DR. G. S. KRISHNAYYA, M. A., PH. D.

When you buy a car you usually get a book of instructions with it, and before you are allowed to drive, you have to pass a qualifying test. But is it not a melancholy reflection that no manual of directions accompanies the arrival of a baby and society takes no pains to ensure the possession by the parents of any of the many skills, ideals and attitudes necessary for the successful upbringing of children? No doubt, instincts supply certain abilities, but these can be considered sufficient only for an existence like that of our contemporary ancestors in our forsaken forest homes. The human child of to-day has to be prepared for life in a very different kind of a world. For this he needs both training in self-direction and in the maintenance of conditions congenial to public welfare and happiness. This double requirement is met to a large extent by discipline in the home and the school.

In order to give this brief treatment of the subject of home discipline a direct and practical tone, the suggestions are stated as in the Decalogue, in the form of prohibitions.

Don't lead them into temptation:— The familiar supplication is not inapplicable to our ordering of our children's lives. A large percentage of discipline problems arises from the failure of parents to exercise their imagination. They put children in, or allow them to get into, situations where nothing but trouble can result. And then, they are amazed and annoyed that their children are so troublesome! Once we grasp the fact that children are largely bundles of instincts and impulses and that they will express them in one way or another, we shall do our best to provide them with suitable opportunities for self-expression in circumstances where their behaviour will not run counter to orderliness and the well-being of others. Playing ball in the parlour was just as much a wrong before the vase fell down and the picture-frame was broken as after. But we wait till then to become furious. Besides if children haven't a place to play and a corner to call their own, parents must thank themselves when accidents occur. Reaching out for things, pulling the table-cloth, playing with scissors and match-boxes, scribbling on the walls, are all perfectly natural, but wholly undesirable activities. Such problems can be solved positively, by opening up safe and alternative avenues for these natural tendencies, and negatively, by

not dangling before their eyes the glittering bait of forbidden activity. In a sense, the child is made, not born.

Don't punish children unreasonably:— Punishment is regarded in progressive circles as corrective treatment rather than as a vindictive outburst. We should not punish a child because of the wrong he has done, but because we want him to behave differently in the future. In correction, we are concerned with the child's growth in desirable directions not with meting out a graded scale of punishments for offences committed. In other words, punishment is prospective rather than retrospective. Once that is realised and realised thoroughly, anger will appear as entirely irrelevant. It is worse than useless; it is positively harmful. It robs one of perspective and a sense of proportion. It results in language and behaviour not easily defensible. It makes it difficult to regain the child's confidence in adult wisdom or virtue. There is also the likelihood of resentment counter-acting all inclination to please or to improve. Regret has to be stimulated and this has to be associated with the wrong done—not with having been caught! When a parent shouts out at the top of his voice to his four-year-old, "Stop shouting" or "Don't make a noise" he or she must be regarded as lacking a sense of humour!

Some people believe that they must crush the child's spirit if he is to become half-way decent. They are those who would have their children quiet, or go about with their eyes meekly bent, seen and never heard. They believe in punishment as a means of restoring the outraged majesty of parental authority and punishment is used as a key which can fit or force all locks and is always ready at hand. An atmosphere of fear is the very antithesis of what wholesome discipline demands. Complexes of all kinds have been known to result from thoughtless repression and unnecessary inhibition. When the morning sun rises, the shadow of Mount Etna is cast far across the lovely island of Sicily resting on gardens and fields and the people's homes, a shadow as of an ever-imminent terror. So over the life of a child to its close hangs the shadow of parental harshness and mismanagement.

Don't pamper the child:— As the pendulum swings from one end to the other, so parents who punish their children unreasonably are also often found to pamper them. They go from kicking to kissing and turn from pinching to petting. In the bargain, the children are left with no stable constant standard to depend on and become victims of the emotional instability and unintegrated personality of their parents. There are doubtless others who spoil their children merely because of an overflow of the milk of human kindness, who haven't the courage to

say "No" and face the temporary discomfort consequent on it. Yielding to the boisterous demand for more sweets, longer play and newer toys is a way of escape which often takes its toll in the long run. A little punishment wisely and timely administered can do nothing but good. Even physical pain, usually treated as taboo, may have to be resorted to when loftier appeals have failed. Abdication of this responsibility is fraught with serious consequences. A hot house plant, sheltered too much and too long, often succumbs to the stern unfeeling conditions of the real world. The fond parent does not realise the serious damage he is doing his fondlings, or else he would divert their attention and impulses to healthier channels or strive to convince them of the error of their ways. He would not be reckless with his rewards nor would he allow them to deteriorate into bribes. He would aim at building moral muscles instead of merely tickling fussy palates. Besides, there is an unfortunate tendency these days to mistake pusillanimity for progressiveness. Not all instincts and wishes deserve to be expressed. Some must be redirected, some sublimated and some suppressed. He is a wise parent who knows when to do what. The young barbarian must be helped to become a social being. The problem of the only child is more difficult naturally, from the point of view both of the parent and of the child. The solution lies obviously in securing for him the company of his equals, at home or in school, in association with him as companions and in the continual consciousness of the danger of registering on him our anxieties and susceptibilities. A child is given to parents as a trust, not as a plaything.

Don't expect the impossible:— Many parents fret and fume because their boy or girl is not a corporal representation of their honeymoon dreams. Others worry because childhood behaviour does not conform to adult patterns, and a few honeymoon dreams. Others worry because childhood behaviour does not conform to adult patterns, and a few—unfortunate few—that their children are so much like themselves. The cure for these ailments is the facing of reality and a better understanding of Nature's laws. As distant hills look green, so the memory of our turbulent boyhood rapidly becomes one of angelic tidiness, cleanliness and sweet reasonableness. Against this back-ground of fancied halo nothing in the present seems as it ought to be. It is often helpful to remember that children will be children, with animal spirit demanding outlets, and rough edges needing to be smoothed and that not all our wishing and whipping can make of children miniature men and women. Not only should unintelligent obedience be always kept at its irreducible minimum, but at the first dawning of the ability to rea-

son, the sliding scale of obedience should be instituted. There is comfort also in the reflection that children rapidly outgrow many of the things which now annoy or baffle us and that there is therefore no need to make their brief childhood one of unrelieved misery. The 'First child', from this point of view, should be protected from his parents. Reading, observation and comparing of notes may often throw some helpful light on this perplexing problem.

Don't "Don't", if you can help it:— The world must seem to children a very queer place indeed, for no matter what they want to do or where they want to go, they are met with a shrill or sonorous "Don't." Adults must appear to be their born enemies for ever dogging their footsteps and checking their desires. This feeling of being hedged in, it must be realized, is as annoying to children as it is to grown-ups. So instead of "Don't dirty your clothes in the mud" and "I'll beat you if you do", why not give the child an apron and a big lump of clean clay to handle? Instead of "Don't eat that" why not keep the child at a separate table and expose only things good for him? Positive suggestions are any day better than these everlasting "Don't's." For, the more you disapprove of a thing, the more certain the child is to desire it. A hindering child should be made to help in ways open to him. Surround the child therefore with things he can safely play with and activities he can engage in, and his will be a rich, joyous, developing experience. Another way of maintaining discipline is to find the child work he would enjoy doing. No other coercion will be needed as long as the 'coercion of work' is operative. If parents create the 'fashion of order' in their homes and set the example themselves, there will be fewer things missing and fewer things broken and fewer scolding. Finally, it is worth while to remember that the whole duty of parents is to direct the child's erring steps so as to enable him gradually to walk unaided. Ultimate autonomy being the goal, there should be progressive independence in certain provinces of the child's life. And there can be no better preparation for future self-control and self-reliance and self-respect than an increasing measure of these while children are still under the parental roof.

No claim can be made here for an exhaustive treatment. There are many other suggestions which might be made but the limits set have already been trespassed. But one matter must be mentioned before closing. Our most fruitful sources for discipline are the sentiments and affections, the spirit of consideration and helpfulness, the readiness for devotion and sacrifice which are the very foundations of family life. The extent to which parents succeed in growing with their

children and remaining always their contemporaries, will be the measure of their influence on and with their children. What we want to do is not merely to control them and keep them in order but to make of them noble men and women, strong for battle and for duty. Growth of character, not merely good behaviour is the object of home government. Therefore, home influence is far more important than home laws and the parents' lives are of more moment than their injunctions. It is a paradox of the well-disciplined home that 'Discipline' is conspicuous by its absence.

BRIBE

1. What passes for Power in worldly strife,
Is bribe, the be-all and end-all of life;
Its potions with free insidious joy,
Do health, wealth and reputation destroy.
2. Play the mortals and this Evil shun,
Though by its grace up-hill tasks are done,
In the Inn of this world for awhile you may roam
And speed. Dare you forget e'er—blissful Home!
3. Should you run wild o'er crude world's lawless
MIGHT
You'll ne'er catch a glimpse of Absolute Right,
Be pure in heart, don't fellow-beings mal-treat,
Your Great Maker shall you hereafter greet.
4. A hydra-headed monster this should be,
To each and all of student community,
Fair field and no favour must guide them all,
Man's priceless gem, character's proof 'gainst fall.

M. S. Dasania.

Notes

The Need For An All-India Medium Of Expression.

By Prof. C. A. Krishnamurthi Rao, M.A., F.R. Econ.s.,
Associate Editor.

The proposal to make the study of Hindi compulsory in the Tamil Nad has raised a controversy more heated and prolonged than might have been expected. The Congress Government in the Madras Province appears to have assumed the reins of Government with a clear-cut programme in view. This is as it should have been, and the Congress Governments in the various provinces had secured power after no light struggle. The Government had, therefore, to justify its existence and fulfil the pledges it had given to the voters at the time of election. The reduction of agricultural indebtedness and prohibition seems to have been in the forefront of their programme. As a national Government in the full sense of the term the ministry had to adopt other measures also which were calculated to weld the nation into one. With that object in view they proposed the introduction of Hindi in all schools so that the coming generation might grow as parts of a united India no part of which need feel any difficulty in the matter of exchange of views on account of the diverse languages used in this vast sub-continent. Much or most of the difficulties in the solution of this difficult problem would vanish with a proper understanding of the realities of the situation and the goal to which our foot-steps must tend.

The question that every one should set to himself to answer is whether India should be enabled to speak one tongue or diverse tongues when her affairs are to be discussed with the provinces not in isolation but as parts of one vast Government whose pulses must beat in unison. Sooner or later, indeed much sooner than later, a Federal machinery of Government must come into existence. The need for a language which every part of India and every individual should be able to understand if not now at least in a near future will then become absolute and unquestioned. We must work for such a consummation so devoutly to be wished for. A vigorous government should adopt a vigorous programme. Compulsion is not always

coercion. In the adoption of a nation-wide programme, a wholesome application of force is to be welcomed and perhaps is the only way to get things done. Those who are alarmed at compulsion would, on a calm examination, find that there is nothing wrong or harmful in the proposal.

What is aimed at is only mere conversing ability. The time chosen is most propitious, the years of the 1st three forms. The strangeness of the language will stimulate curiosity, a no small powerful weapon in the armoury of the teacher of the young. Speaking to another in the latter's tongue has a miraculous effect in bringing the two much closer and on terms of mutual regard. This alone would constitute the mightiest argument in favour of Hindi or Hindustani, specially with the chronic Hindu-Muslim tensions in our land. It is high time we cease to attribute motives other than good and scan the intentions of our own Governments so as to draw damaging inferences. The desire to subordinate the interests of Tamil to those of Hindustani is too far-fetched and small to be attributed to our ministry in this province. Is Tamil so weak as to stand in dread of the growth of a bye-plant as Hindustani is, in its own ancient and unrivalled cultural empire which has not yielded even to the blandishments of English supported by Imperial and world considerations? The patriotism of the Tamilian is too deep-rooted to be rooted out. We have to keep Hindi and English as necessary evils, if evils they be, for obvious reasons. A united India is an asset for which we can pay any price. Here is no sacrifice involved. Our present ministry must be credited, whatever its drawbacks that its critics might honestly and even correctly think of, with sincerity and honesty of purpose and a supreme desire to serve the country. That it is pulled from beyond the province is a charge often laid at its door. We cannot forget that it is part of a mighty organisation and uniformity of administration is highly desirable. The forces of progress are bursting all barriers of narrow *isms* today and we should profit by great influences wherever they might proceed from. If growth is the secret of a vigorous life, it must proceed on a wise process of absorption of healthy and rejection of unhealthy or injurious elements. That is the perennial interest of true life lived to a high purpose.

Reviews

1. Rural Bengal: By B. S. M. Ishaque, I. C. S. Published by Sri. Gauriprasanna Biswas, M. A., B. T., Asst. Headmaster, B. L. H. E. School, Sirajganj. Price: Rs. 2/-

This is an interesting and faithful record of the Rural Development work carried on in the Sirajganj Division by the author as Sub-Divisional Officer and his self-less colleagues. Perusing the contents, one will observe with what commendable practical wisdom and perseverance the band of workers has, with a will, undeterred by financial and other handicaps, been able to launch successful campaigns for the liquidation of rural illiteracy and indebtedness in the area. Utilising all the resources available, and enlisting the active sympathy of the Union Boards, officials and non-officials, Mr. Ishaque has achieved remarkable results in a surprisingly short time. The contents speak for themselves; they give a wealth of information on the programme of working and lines of action discussed and determined for the amelioration of the conditions of the people. They reveal the schemes undertaken for the development of agriculture and cottage industries, of communications and education, and for the improvement of sanitation and drainage. People interested in rural uplift would find in the book valuable details in regard to the organisation necessary for efficient work, the establishment of schools and training centres for workers, the dissemination of knowledge through libraries, the starting of model farms, the resuscitation of cottage industries as part time occupation to agriculturists, the running of a weekly organ devoted to village uplift, and other items. The Officer suggests a modest course of studies for girls to fit them in life as happy and serviceable partners of men. He also shows how, with villages resuscitated on proper lines, economy and efficiency could be easily secured in the administration at the centre. Mention should also be made here of the Publisher's own contribution to this noble work as the member-in-charge of the training of primary school teachers in connection with the scheme of uplift. The foreword of the Hon'ble Mr. Suhrawardy, Minister, and the Govt. Communique testify to the success, sincerity and selflessness of the enthusiasts in this laudable work. We commend this useful book to the earnest attention of all those seriously engaged in rural work, relying on self-help and sound organisation.

2. Junior Essays with Outlines: By H. Martin, M.A., O.B.E. Published by K. & J. Cooper, Bombay. Price: Re. 1/- (Fourth Edition).

A common defect among Indian schoolboys is their inability to know what to say and how to say it, when required to write an essay. Their performances very often exhibit a lack of proper grouping, cohe-

rence and expression of ideas. Pupils of the above type will find the book under review very helpful. The volume, neatly and attractively got up, presents 150 short and simple essays on familiar subjects of varied interest and representing three types of composition. The author has explained in the introduction how an essay should be planned, and has shown in the model essays following, how the plan could be developed. The essays are in simple English, in handy sentences, within the comprehension of pupils of the upper forms, each beginning with a short outline. All pupils will profit by studying the contents.

3. New Deccan Readers: Books I, II and III. By F. J. A. Harding, M.A. (Oxon.), and M. S. Doraiswami, M.A., L.T. of the Osmania University. Published by the Oxford University Press. (1938).

The Prose and Poetry Selections presented in this series, prescribed as they have been for study for the Matriculation classes of the Osmania University, are quite suitable as text books for schools elsewhere. The pieces, culled out from standard English authors, most of them being modern, are full of literary flavour and freshness, and make delightful reading. The lessons have been judiciously chosen and carefully graded to suit the different standards. Each selection is followed by helpful notes, biographical and explanatory, and exercises in the study of words and phrases and fundamental grammar. Differences in meaning and usage of expressions have been exemplified, where possible. Questions on subject matter have also been added to enable pupils to recapitulate it. The printing and get-up are attractive.

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