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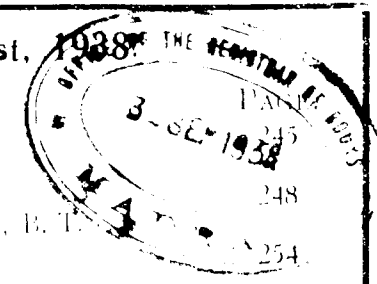
OF

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

Managing Editor, the Indian Educator,
Madura.

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**THE
INDIAN EDUCATOR**

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

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MADURA: AUGUST, 1938.

No. 8.

The Queen's New Status.

BY ARAR.

The battle of the languages has been fought. And the combatants, as well as the spectators, know that as a result of the battle, the mother-tongue will occupy the dominant place in the educational scheme of things. This is as it should be. It is a long overdue reform, a consummation devoutly wished for.

Yet when one thinks of the fate of English in the future, one is reminded of the poor Lady Jane Grey, that most pathetic figure in England's history, that good and beautiful girl who became queen against her wishes, was imprisoned for no fault of hers, and was executed in spite of her innocence. The English language was made the Queen of the school curriculum a century ago, and she is about to be dethroned. One is not worried about the impending catastrophe, for the usurper's place is always insecure, and the sooner one is out of the shaky position the better is it for one. We, however, still hope that if English is dethroned, she will at last be honoured as a court lady, and be given a place in the palace, if not on the throne, and that she will not be imprisoned, humiliated or annihilated.

He is a fool who is against the enthroning of the mother-tongue. What mother's milk is for infants, the poet Tagore has said, the mother tongue is for students. That a common language like Hindustani is needed for India, no one can gainsay. What then is the place of English in the Indian educational system?

Time was when people believed that English would be the *lingua franca* of India. That time has happily passed away. We must remember that in spite of great patronage for over a century, the number of people who can speak and understand English is very small indeed, in our country. The masses know no English. And the time

"Sensation and Sense-Training."

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

Introduction. All our perception of the beauty and wonder of the material world, is possible only in virtue of these streams of energy poured upon us by them. Our apperception of the moral world is dependent upon these streams of energy which affect our sense organs. For it is only through the medium of our sense-organs that we become aware of one another, that we perceive one another, and communicate our feelings and experiences and so on. Each kind of sense organ is specially adapted to receive some one kind of energy and to concentrate it upon the tips of the sensory nerves within it. When a stimulus acts upon a receptive organ, so that an impulse passes up an afferent neurone to the central nervous system, and from these to the central cortex, it disturbs the neural balance which existed before its arrival. On the conscious side we find that a wide-spread modification of experience may take place. It is these qualities of experience, resulting from stimulation of our sense organs, that are called sensations.

Definition:—Sensation is the simplest physical recreation against the nerve current caused by a physical stimulus. In other words, sensation is a simple mental state resulting from the stimulation of the outer extremity of a sensitive nerve.

Let us take an example to clear the above definition:—I am asleep, some one knocks at the door, but I do not hear that knocking. The air vibrates, ear vibrates, afferent nerve also vibrates, but to the mind, there is no knocking. The repetition of this stimulus, however, rouses the mind to an activity.

Kinds of sensation:— There are two kinds of sensations: (i) General (ii) Special sensations.

Those sensations which are not connected with any special sense organ, are called General sensations. For example, the Digestive system, the Respiratory system, muscles etc. Those sensations which are connected with sight, hearing, touch, smell, and taste, are called special sensations.

The meaning of Educating senses:—The man who has senses trained, is he who has an attentive appreciation of sense reports and understanding their significance. He sees or hears what the usual eye or ear fails to see or hear.

Why educate senses? Many answers may be given to this question: (i) Habits of observation, alertness, wide-awakeness are helped to be formed thereby. We are expected to look outward and not inward. It is therefore necessary that pupils learn to observe things very minutely. (ii) Thereby richer knowledge and a broader intelligence are made possible. (iii) Thereby a beginning of any objective science is made natural, easy, and interesting. (iv) Thereby the foundation is laid for a future development of an aesthetic taste and the appreciation of the beautiful. In short, it can be said that educating the senses is indispensable for all pupils who may later become an architect, sculptor, painter, poet, or a musician.

How to educate senses? In the first place, the objective method of teaching should be utilized. All teaching should be objective in character, appealing to consciousness through sensations. For the centres of touch, sight and hearing, there are object lessons, nature study, the sciences, and vocal music. Information of these objects is the secondary aim while the training of the powers of observation must be the primary aim. Even though we teach subjects, such as languages, mathematics and history, we shall be surprised and delighted at how much we can do for our subjects by putting them down on sense basis. Thirdly, teachers should see that the sense organs, eye, ear, etc. are kept intact. These then are certain ways in which the school may educate and train the senses. The teachers' resolve should be that every pupil shall open all the windows of consciousness to earth and heaven, that having eyes they shall see, and having ears, they shall hear, the things that give both pleasure and peace.

Some Experiments on Sense Education:— The influence of Lock's sensationalistic psychology directed general attention to the importance of sense training in the education of children. Various educational reformers had pointed to the aid of the senses in acquiring knowledge. Thus Mulcaster in his book "*Elementary*" said, "The hand, the ear, the eye, be the greatest instruments whereby the receiving and delivery of our learning is chiefly executed. They have however failed to grasp the fundamental idea that education of the senses is more than a means of acquiring knowledge. That it is itself the earliest form of mental development. It remained for Rousseau to stress this fundamental fact, never thenceforward to be forgotten, that education must begin with sense training."

Pestalozzi and Froebel contributed to the development of the idea and owed a debt to Rousseau in this respect. Nevertheless our

and he can recall these ideas only after he has gained them through sense perception.

(5) The senses should be trained in proportion to their intellectual importance. The sight and touch are *par excellence* the intellectual senses. The eye should be appealed to whenever possible. The child remembers better what he sees, than what he hears. The impressions gained through sight, should be corrected by those gained through touch.

(6) Activity is the necessity of sense training. "Learn by doing" was Froebel's maxim. The spontaneous activity of children is one of their most marked characteristics. The teacher should not repress this activity but seek to divert it into the proper channels. Activity and not passivity is the child's mental state. Children should be kept doing something. Doing nothing must not be tolerated. Try to push off the weariness stage by making the work interesting, and one way to do this, is by employing the activity of the children in as many ways as possible.

Training of Particular senses:— (i) Sight may be trained in colour and form exercises and in the perception of distance.

(ii) Touch may be trained in drawing, writing, manual training and object lessons.

(iii) Hearing may be trained in reading and singing.

(iv) Smelling and tasting may be trained by allowing students to smell and taste in the object lesson and in practical training. Sense training may be over specialized. The general senses should be trained so far as to become a means of special education. It is not our business to make our children embryo artists or musicians or mechanics, but men and women of good perceptive power and sound judgement.

(2) Sense training may be too prolonged—after a time sense perception becomes automatic. A lesson in sense training that might be a valuable exercise for a five year old child would be useless for a child three years his senior.

(3) Sense training may be exclusive. Sense training has the possible defects of dealing too exclusively with individual notion and not enough with general notion. Sense training lessons are not an end in education, they are but a means of rising higher.

The part played by the teacher in sense training:— The part played by the teacher in sense training is always subordinate. (i) It is his duty to provide sufficient materials to evoke interests. (ii) It is his duty to simplify and graduate the exercises in sense training; one step

should lead to the next. (iii) To guide and to control the observations of his pupils, and to turn the results of those observations into stimuli for further efforts. Nowhere perhaps is the limit of the teachers' powers more seen than in the education of the senses.

Advantages of sense training:— Sense training lays the foundations of art and aesthetic appreciation. It is a source of pleasure to the individual and develops refined senses. It is necessary therefore not only to train the senses so that the individual may find pleasure in the exercise of them, but also to control sense training and to let the child discriminate colours in order to draw, or sounds in order to sing, etc. Sense training may assist observation but for observation, we need not only to experience the sensations, but to make them a part of our general knowledge. One day a child looked up and cried, that the sky is blue. He had not only had sense impression but he had made the present impression part of the organised group of things which were blue. There are certain facts of social significance, which we perceive through sensory channels. There are several social reactions, such as anger, fear, sympathy, love etc. which are made evident to us by gestures, the appearance of the eyes or general physical attitude of the man. Even a dog diagnoses the friendliness or otherwise of a person by perceiving the indications of his attitude. The ability of forming judgements of the people, develops through social perceptions.

Conclusion:— The psychology of sense organs is in itself a very wide field of study. The difficulties of this study are so great that we cannot give any satisfactory account of the way in which the energies stimulate the sensory organs nor of the way in which the nerves respond to those stimulations. There are many rival hypothetical accounts, but none which is entirely satisfactory.

Secondary Education in America. *

BY SRI SAIENDRA NATH GHOSH,
Education Officer, Calcutta Corporation.

The people of the United States have embarked upon a more extensive programme for universal secondary education than has ever been witnessed anywhere in the world. The steady influx of pupils into the High Schools has been accompanied by an ever-widening range in the interests and capacities to be served. It is idle to argue that many of these pupils are not suited to high school education. With all their variety of needs they are here, and the temper of the people and their confidence in education as the most practical method of adjustment to modern problems lend plausibility to the belief that larger numbers and less selectivity will mark the development from year to year. The secondary school will have to meet the demands of the people for continuously increasing universality in high school education. If those demands are not met, the people will turn to other existing organizations or will develop new agencies for carrying out their will.

Much has been accomplished in developing the high school to meet its enlarging responsibilities. Mainly the adjustments have been of two kinds. In the first place, provisions and facilities have been developed through increased numbers of small and large, both regular and re-organized—high schools, a host of agencies supplementary and auxiliary to the regular day school and expanded curriculum activities, both academic and vocational. The second type of adjustment consists in developing ways of effective utilization of the facilities provided. Progress in utilization of facilities has lagged much behind provision of facilities, but there are evidences specially in curriculum and in guidance developments, of a clearer realization that the secondary school must not only provide facilities but must actually serve the interests and needs of adolescent boys and girls.

ASTONISHING FIGURES.

The sustained rise in the enrolment in secondary schools is important, not only because of the growth in numbers and the great popularisation of secondary education in the United States, but also because of the increased range of pupil's abilities, needs, and interests which has accompanied the expansion in numbers.

* From the Public Lecture given at the All-Bengal Teachers' Conference, Khulna.

More than 7,000,000 students are registered in public high schools. This group represents not only academically-minded pupils but also numerous other types. The varied interests and abilities of these millions will not be served by a few leaves taken from the book of knowledge and presented in a stereotyped way.

The solutions attempted for the growing problems of widely differentiated capacities and needs are numerous and diverse. They involve important changes in offerings, in curriculum content, in teaching methods, in administration, in graduation requirements, and in the entire concept of secondary education.

SEPARATE SCHOOLS

Separate schools are being established by the Education Board to meet individual differences. Certainly the practice has been to enrol normal pupils, in the same school despite wide range in abilities. That this procedure introduces complications goes without saying. Some schools attempt to form special classes for those pupils who deviate greatly from the average. Many more schools have attempted to solve the problem through homogeneous grouping which is a more elaborate system than the special class, since it involves the assignment of each pupil of a school to classes in which are to be found pupils having capacities approximately equal to those which he possesses.

With the influx of pupils which has taken place it is important to make adjustment for those who deviate markedly from normality. More high-school leaders are alert to the problem than ever before.

Several serious attempts have been made to effect needed adjustment in a comprehensive way. The concept seems to be taking root that the secondary school is for adolescents, whatever their mental capacity or physical status, and that consequent drastic changes are in order in high-school organization and curriculum.

The junior high school has been the first to encounter the problems of mentally and physically handicapped children and to make constructive efforts to meet them. In Philadelphia, for example, a place has been recently developed whereby a modified course of study is offered in several selected junior high schools, comprising instruction in practical arts, problems of living, English and literature, physical and health education and club and guidance activities. Specific plans are made to adjust the content of 3-year programme to the needs of the retarded young people for whom it is organized. In planning a

similar experiment in one of the high schools of Baltimore for those who in spite of every effort are unable to master the content of a standard curriculum, the sole requirements for advancement were stated as "regular attendance and a willingness to put forth their best effort." The course leads to a certificate of completion instead of a high school diploma.

An accompaniment of such adjustment as these for mentally retarded handicapped adolescents is of a growing realization of the broadening function of the high school shops and commercial laboratories. The time-honoured theory that no seriously retarded children should be admitted to these is beginning to yield to the conviction that there are shop and commercial activities which some retarded pupils can perform quite satisfactorily and which will help to prepare them to enter semi-skilled professions.

SOCIALIZING AGENCIES

The physically handicapped face a somewhat different problem. When they reach the age of employability, they have at their disposal the services of specialists in vocational rehabilitation who will assist them to secure suitable occupational training and placement. It offers a challenge for future development in the secondary school no less impelling than that presented by the mentally handicapped. Special education for all exceptional children—both handicapped and gifted—must be accepted unequivocally as a function of the modern high school if it is to discharge its responsibility as a socialized and a socializing educational agency.

A movement so widespread and so persistent as has been the development of secondary education in the United States inevitably involves and should involve numerous adaptations to meet the complex conditions which it is intended to serve. It is almost universally realized that these adaptations need be made for the benefit of those who are enrolled in the schools. It is not so universally realized, however, that they should be made also for those who have left school or who are about to leave.

Still there are many agencies, public and private, designed to supply educational services to those who are no longer attending full time day classes in the usual types of high schools and academies. Some of these provisions look toward an extension of secondary education beyond high school graduation while others aim at meeting the varied needs of those who have not completed their high school work.

Trade schools, business colleges, night and evening schools, various other kinds of part-time schools—summer schools, summer camps, post-graduate high school classes, junior colleges, correspondence study and reading courses, are among the auxiliary agencies thus provided.

THE JUNIOR COLLEGE.

The first junior colleges were private institutions; not till the early years of the present century did the public junior college make its appearance. This was "Joliet Junior College" established in 1902 and is the oldest junior college in existence.

The growth in both public and private junior colleges has been rapid although by no means spectacular as has been the development of reorganization at the high school level. One reason for this slower development is that the public has not by unanimous consent regarded the junior colleges a part of secondary education. This view-point in turn is largely determined by the path which has been taken by the junior college itself no matter what its opponents say about it and its objectives, so long as the junior college in practice shows itself to be principally an institution preparatory to further college work and only secondarily an agency for general education so long will it find difficulty in attracting pupils who are not destined for college and whose parents therefore are not especially interested in paying taxes towards support of what they consider to be essentially a collegiate institution.

The problem of terminal courses principally of semi-professional character, is one which is occupying the attention of leaders in the junior college movement at the present time.

POST-GRADUATE HIGH SCHOOL WORK

Not only do high school graduates in increasing numbers enter junior colleges; but in communities where opportunity for junior college work is not supplied the high schools have been required to provide training for large numbers of graduates who return for further work. An investigation conducted in New York State during the school year 1933-34 revealed that in 171 schools reporting there were more than 5,000 graduate (post) students.

The educational programmes which are offered to post-graduate students consist principally of subjects which they did not elect during their attendance in high school previous to graduation. Commercial subjects are reported with especial frequency. The school which offers a programme designed especially for its post-graduate enrolment is rare.

NIGHT SCHOOLS—PART-TIME EDUCATION

A type of education developed especially to meet the needs of those who have dropped out of school is the night or evening school. Some plans include provisions by which students of night schools earn credit towards graduation and ultimately receive a high school diploma on the basis of their work in night school. More frequently the work is designed primarily to assist those who having stopped their attendance at day school on account of employment or for other reasons at some later date wish to study subjects of high school grade. The vocational motive is usually prominent in the educational programmes of night schools.

FEDERAL AGENCIES

In recent years a number of agencies of the Federal Government have served to solve in part problems related to secondary education although not established principally for that purpose. Two of these agencies which can be treated briefly here are the Civilian Conservation Corps and the National Youth Administration.

The Civilian Conservation Corps was organised in April, 1933. Not until December of the same year was provision made for supervision of an educational programme in the camps. By 1936 the educational programme had in the words of Robert Fechner, Director of Emergency Conservation Work, "been of increasing value and importance". Since participation in educational activities is at the option of the enrollee himself, it is of especial significance to note that participation rose from 50 per cent. in July, 1935, to 75 p. c. in June 1936. With three-fourths of the enrollees being reached by the programme, education has become an important part of life in the camps.

The objectives of the Civilian Conservation Corps education run all the way from the removal of illiteracy to the providing of college courses, from instruction very definitely on the job to training in a vocational and leisure time activities. Approximately half of the enrollees are at the high school level; that is, they have completed elementary school but have not completed high school. Two-fifths of those at the high school level are taking high school courses. The greatest participation is in the vocational program where considerably more than three-fifths of the total number of enrollees take part. The job-training programme of the Civilian Conservation Corps, under which instruction is closely related to work on the job, provides an example which is significant for part-time education in the regular schools.

YOUTH ADMINISTRATION

The National Youth Administration is another recently established governmental agency of significance to secondary education. The President's Executive Order creating the National Youth Administration is dated June 28, 1935. During the first year of its existence, the National Youth Administration provided two types of service to persons of high-school age. In the first place, it administered a program of high school aid under which deserving and needy young people were assisted to attend high school through payments of up to \$6 per month per person. Generally these persons were required to do some kind of socially desirable service to the institutions which they attended. The average number thus aided exceeds 180,000. The highest point was reached in May, 1937, when more than 280,000 received high school aid.

The junior college of the future will presumably give more attention to its responsibilities as a school from which large number of graduates will go directly into occupations instead of to college. Post-graduate students may look for less fitting of them into the program and more fitting of the program to meet their needs. Night school facilities may more logically be expanded than curtailed when financial problems and unemployment beset the economic system. Part-time education and correspondence instruction which together with night schools emphasizes the desirability and feasibility of education for those who are employed for all or part of the day, may be expected to become more general. The Civilian Conservation Corps is demonstrating a school-job relationship which is far too valuable to be restricted to those who can be sent away to the camps and the principle of scholarships put into practice by the National Youth Administration need not be limited to the funds granted by the Federal Government. A broadening of the horizons to include not only those who are adjusted but also those who are unadjusted in the schools, not only the 65 per cent. in attendance, but also the 35 percent. who have withdrawn, is needed if secondary education is to fulfil its proper mission in a democracy.

PART-TIME SYSTEM

Exactly what new means will be developed for the future education of young Americans and what changed emphasis make take place is difficult to foretell. Undoubtedly the solutions will be fully as complex as they have been in the past, if not more so. A tendency which is being demonstrated at the present time is in the direction of part-time attendance at school and part-time work on the job, the two activities

being closely correlated one with the other. With such part-time education one may expect to find much greater emphasis on adjustment service, advice, placement and follow-up attention being given to these functions even if the stress on informational responsibilities long regarded as paramount has to be reduced.

While maintaining its courses for the scholastic type of pupil, the school will extend its services principally to the "newer 50 per cent" we do not have the strong academic interest characteristic of high school enrollments in earlier generations. The school will put forth effort to serve all youth with a comprehensive programme in which balance will be maintained in emphasis on academic, vocational, recreational, cultural, social and health objectives.

Thoughts.

Thoughts bubble and bubble and bubble
till they tingle in thorny bubbles;
Thoughts glimmer and glimmer and glimmer
till they swim in starry crests;
Thoughts shimmer and shimmer and shimmer
till they shoot out shimmering branches of scintillating
sweetness;
Thoughts burn and churn, churn and twirl
till they shrink and sweeten and swell into billows of
burning heights;
Thoughts reel and reel and reel
till the Mystic feels and reels and heals on pinnacled
purity of perfumed freedom.

V. R. M. CHETTIAR, B.A.

Sirajganj Scheme.*

Primary School Teachers' Two-Month Course of Training.

BY SRI GAURI PRASANNA BISWAS, M.A., B.T.

A two-month course of training for the Primary School teachers of the Sub-Division has been inaugurated by Mr. H. S. M. Ishaque, M. Sc., I. C. S., Subdivisional Officer, Sirajganj, as part of his Rural Development work. In fact, improvement of the Primary Schools in the rural areas through better teaching has rightly been conceived as one of the necessary pre-requisites for rural reconstruction. The Guru lives in the village and with some training in his art and with a widened out-look, he may prove to be of immense value to the social life in villages. He should be trained to contribute his mite to the amelioration of the condition of village life which is otherwise bleak and gloomy.

The Govt. Guru Training Schools in the province are few and far between, one per district, and the annual out-turn is very small and slow. The opportunities of entrance are thus denied to most Gurus who are left to follow the rule of thumb, year in year out. To remedy this state of things at least partially, the author of this training scheme collected the relevant statistics of the Sub-Division, studied them carefully and formed a plan of training the untrained Gurus—Gurus whose educational equipments would ensure them some profit by this 8 weeks' course of training. He fixed upon the principle of "Something-better-than-nothing", "Some training-better-than no training." It goes without saying that in all questions of up-heaval, rural and national, partial re-orientation under whatever conditions it may be, is preferable to the stereotype. Though the period of two months for a teacher's training may sound ridiculously short, yet it may be presumed that, rightly conducted, he may have a rapid survey of the preliminaries of his art and be a useful member not only of his school, but also of his village.

The author referred his plan to some educational experts, who all agreed with him and gave him definite suggestions.

* With excerpts from the member-in-charge's Report read at the Primary School Teachers' Convocation held on the 18th Feb, 1938, at Sirajganj under the presidency of the Hon'ble Khwaja Sir Nazimuddin, Home Minister, Govt. of Bengal.

THE SCHEME.

The Member-in-Charge (my humble-self) was selected and asked to draw up a Syllabus which was prepared after reference to the Syllabus of the Guru Training Schools and to the Principals of the Dacca and Calcutta Teachers' Training Colleges by correspondence and in the latter case by personal interview. The Syllabus was discussed at a meeting of educationists and trained teachers of the locality and approved after slight modifications.

The course aims at giving the Gurus the essentials of (i) the study of the child-mind, (ii) Principles of School organisation and Management, (iii) Methods of teaching different subjects, (iv) Practice teaching in the neighbouring Primary Schools, (v) Drill, games and some Bratachari songs and dances, and (vi) General topics in evening sittings.

The theoretical portion is done in the morning upto ten o'clock. The practical classes are conducted from 1 to 3.30 P. M. for 6 weeks under the supervision of the Instructors after the Gurus have had some theoretical grounding for two weeks. They have their physical class for about an hour in the after-noon after which they take their tiffin on the field all together. The tiffin expense @ 0—1—3 pies per head is borne by the council. It consists of Chira, milk and gur, and sometimes sweets.

High English Schools are the training centres, and halls, field, teaching appliances and the services of the Physical Instructor and games and Bratachari Instructors are lent by the School authorities for a nominal allowance.

After every session of two months, the centre is shifted to different High Schools so as to be evenly distributed among the thana areas within easy reach of the trainees and their schools.

The Gurus are deputed by the Sub-Inspectors of Schools. Last year 20 p. c. of intending non-teachers were allowed to be admitted and this year 50 p. c. of them with highest qualifications i.e. passed Matriculation or read up to the Matric Class are recommended by the Director of Public Instruction for admission into the Training Class.

An admission test is held and 50 successful Gurus are admitted in order of age and educational qualifications, and many have to go away disappointed to stand their chance in the next Camp. The wear and tear or depletion of the existing number of supranuated teachers by retirement in the sub-division is meant to be made up by the band of young teachers who form the majority of the trained.

The Gurus are lodged in a commodious house lent by generous persons and sometimes hired by the council. They make their own boarding arrangements. Some of them put up in private jagirs for free boarding and lodging near the centre.

In the evening gatherings they have general discussions on educational matters, revision classes, recitations, debates, caricatures and other amusements as far as available or arranged. Headmasters of High Schools, Hospital doctors and Sanitary Inspectors give educative talks to them and sometimes the Publicity Officers of the Health Department give film demonstrations with lantern slides.

Thus an attempt is made to give the trainees a widened out-look in free comradeship in an educative atmosphere which more than makes up for the pressure of hard work in a concentrated and compact course of instruction.

At the end of the course, an examination both written and viva voce, is held and certificates granted in order of merit.

Last year, 6 Camps were held from the 10th of February to the 14th of June at Sirajganj, Ullapara, Shahazadpur, Shohagpur and Meghai with 2 sessions of two months each, three camps running parallel and simultaneously. This year, two camps were started on the 2nd of January last, one at Shohagpur, the other at Ullapara, and these were shifted to another centre, in the first week of March last. The camps were closed in May last in view of the coming rains which render communication extremely difficult and active outdoor work equally impossible in this low-lying sub-division.

DONATIONS.

Last year, a grant of Rs. 3000/- was received from the District School Board. The 78 U. B.'s contribute @ Rs. 15/- each.

Thus these sources of income make a total of Rs. 3000/- plus Rs. 15/- $\times$ 78 (equal to Rs. 1170/-) = Rs. 4170/-.

The Member-in-Charge tours the camps now and then and holds instructional and games classes and socials in course of inspection. The author of the scheme also visits the Camps in the course of his official tour, inspects the physical training, tiffin supply and himself speaks to the Gurus on subjects touching rural development and education. The Circle Officers, Sub-Registrars, Thana Officers, Sub-Inspectors of Schools and Presidents of U. B.'s visit the camps and see to the comforts of the Gurus.

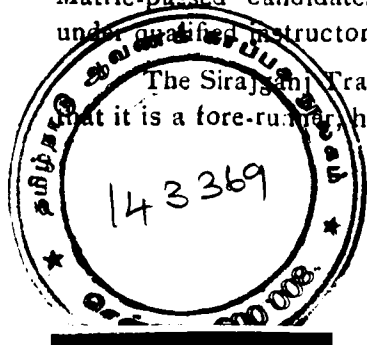
Mr. J. M. Sen, M. Ed., formerly Principal, David Hare Training College, Calcutta, visited the camps in May last and was favourably impressed with the work. Khan Bahadur Mr. T. Ahmed, M. Ed., Special Officer, Primary Education (now A. D. P. I., Bengal) and Khan Sahib Mr. B. Rahman, M. Ed., Inspector of Schools, Rajshahi Division, examined the scheme and had discussion with Mr. Ishaque about the training. These distinguished educationists forwarded their opinions to the Director of Public Instruction, Bengal, who has approved of the scheme and recommended some modifications. The chief feature of his recommendations is that the Gurus who pass this training in the division would be allowed to sit for the Government G. T. Examination as soon as they like and those who pass in the Second Division would be allowed to sit for the G. T. Examination with some preparation of the subjects after a year of their success. The standard of knowledge in these subjects which they should previously acquire is that of classes VII & VIII of High English Schools. The District Inspector of Schools is to keep a record of the Gurus trained under this scheme. Their success at the G. T. Examination would entitle them to the Govt. stipend of Rs. 6/-.

In the middle of February last, as many as five ministers of the Govt. of Bengal visited Sirajganj to inspect for themselves the elaborate rural development work launched by the Sub-divisional Officer. Some of them, the Hon'ble Nawab Bahadur of Dacca and the Hon'ble Mr. H. S. Surhwardy toured to distant mufassils and among other things inspected the Primary Teachers' Training camps also. They were highly gratified at the novelty of the scheme.

A convocation under the presidency of the Hon'ble Khwaja Sir Nazimuddin, Minister, Home Dept., was held on the 18th February last to distribute certificates to successful trainees.

The Education cess has been imposed since the 14th April last in many districts of Bengal. In order to meet the emergency of supplying trained teachers to primary schools that will have to be re-organised to implement the Compulsory Primary Education Act, the D. P. I., Bengal, has invited the opinion of the Headmasters of several High English Schools of some districts regarding the advisability of opening, at Govt. expense, training centres in their schools where 20 Matric-passed candidates will be admitted and trained for 6 months under qualified instructors.

The Sirajganj Training Scheme may flatter itself with the belief that it is a fore-runner, humble though, of the Government Scheme.



The Athletics Movement in Sweden.

BY MAURITZ BONOW.

Swedish athletics is most deeply founded on the innate athletic spirit, which since time immemorial has been present in the Swedish people. When the modern sport movement made its triumphal procession across the world towards the end of the 19th century, it was received with great approbation by the Swedish people; and at the present time the athletics movement is to be regarded as one of the great popular movements, on a completely equal footing with the movements in Swedish ideal and economic-professional spheres which have previously been mentioned. That the athletics movement is a people's movement in the genuine sense of the term is made fully clear by the fact that to the central athletic organisation of the country, Riksidrottsförbundet, alone more than 320,000 athletes are affiliated. In addition, the movement is completely democratic by nature, built as it is on the voluntary association of citizens, and all, irrespective of position in society, are given the same opportunity to make their contributions.

Swedish gymnastics forms the basis of the athletic movement in Sweden. Per Henrik Ling, creator of Swedish gymnastics, founded in 1813 the Central Gymnastic Institute in Stockholm, a high school where Swedish men and women are educated, later to go over the whole world as pioneers of Swedish physical culture.

The State authorities annually provide large grants towards the athletics movement, because its contributions to an improved state of public health, and its general educational influence even in other spheres, are universally recognised. These grants primarily go towards the provision of athletic grounds and establishments of a similar nature, towards the expenses of educating leaders of athletics and towards the administration of the movement. A large number of local authorities also provide generous support towards athletic subjects, primarily for the creation of athletic facilities of various kinds. It should also not be omitted to mention that many industrial concerns and private employers actively assist their workpeople through similar means.

The different athletic organisations strive not only for physical culture, but also seek in their activities to make contact with various POPULAR educational organisations and cultural institutions, for the intellectual betterment of the athletic folk. It is not considered that athletics ought to occupy the whole of the spare time of its adherents:

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this leisure should also be used for other pursuits. In cooperation with the educational organisations the athletic organisations arrange courses of a cultural nature for followers of athletics, and space is given to the active exercise of athletics in the holiday courses of the educational organisations.

By foreign eyes it is perhaps the Swedish athletics of premier class who are noticed, but, nevertheless, so called "star athletics" plays a role of but little significance in Sweden, from the social point of view. Swedish successes in foreign competitions serve most nearly as a stimulus to the groups of athletes who form the bulk of the Swedish athletic movement. In Sweden it is sought to discountenance the danger which arises when star athletics becomes an end in itself. And the great worth of the athletics movement in Sweden is considered to be the unqualified association of all classes in active sport of various kinds. The athletics movement in Sweden constitutes a valuable asset to the community, precisely on account of its character of a true people's movement.

Sports and athletics in Sweden are organised on a very broad basis, and public recreation and sports grounds are to be found in every town.

The deeply-indented shores and the various archipelagoes afford ideal conditions for sailing and canoeing. The Royal Swedish Yacht Club, Stockholm, founded in 1830, is one of the oldest and largest clubs of its kind. Other Yacht Clubs are those of Gothenburg, Halsingborg and Malmo, where yachting in the open sea has been popular since olden days.

The sport of motor-boating has attracted a large number of enthusiasts in recent years. Splendid motor-boats, hydroplanes and innumerable small rowing boats with popping engines are to be seen plying the waters of the archipelagoes in various parts of Sweden. This is especially the case on Saturdays and Sundays, when large numbers of people make for a camping ground for a week-end of fishing and open-air life among the islets and skerries.

Rowing is not as popular as it is in the Anglo-Saxon countries. In recent years, however, there has been a revival of this thoroughly healthy sport, and rowing clubs are now to be found in several of the largest coastal cities.

In recent years golf has also been taken up in Sweden. There are now excellent courses at Stockholm (Lidingon), Gothenburg (Hofas), Falstebo (sea-side links), and quite good links near Halsingborg, Bastad and Kristianstad.

But tennis is perhaps the favourite social game in Sweden, all the more popular because of the great active interest shown in it by His Majesty the King, who is himself a first-class player. Up-to-date hard and covered courts are available in every city of importance, as well as the various watering places and tourist resorts. During the summer months international matches are a feature of special interest.

Horse-racing, again, is decidedly coming to the fore. Races take place at regular intervals in Stockholm and Malmo during the months of June, August and September.

Association football is a very favourite pastime with the public. In track and field events Swedish athletes occupy a prominent place thanks to the good training and the great enthusiasm of the members of the very numerous clubs scattered all over the country.

During the winter there are admirable opportunities for sport in Sweden, and all classes take part in them. Generally the best season for winter sports is during February and March, but further north the facilities for sports even in April, especially during the Easter holidays, are a great boon.

Ski-ing is a national sport, enjoyed by men and women of all ages. The best ski-ing ground is in Dalecarlia in Central Sweden, and further north in Jamtland, where Are and Storlien are favourite resorts for ski-ing and bob-sleighing.

Although ski-ing is the favourite winter sport in Sweden, interest in ice-skating is nevertheless very great. Skating rinks are to be found in most towns and the ice-carnivals are very attractive events.

Ice-yachting and skate-sailing are indulged in, especially in the environs of Stockholm, at Saltsjobaden and Djursholm.

Among winter games bandy and ice-hockey rank as high in popular favour as football among summer sports. Matches are played practically every day during winter in all parts of the country. Curling, too, has its devotees, whilst horse-races and jumping and trotting competitions are held on the frozen bays and lakes. (I. R. I. B.)

An Open Letter to the Vice-Chancellor and Syndicate, Calcutta University.

Gentlemen,

The question what should be the object or objects of teaching English to Indian pupils has been answered by abler voices than mine. The object is said to be fourfold and is usually put in this way.

1. To understand English when written. 2. To understand English when spoken. 3. To speak English. 4. To write English.

These aims are best realised when instruction is based on models of good English prose. Much is also supplemented when we allow, along with prose, a judicious admixture of poetry, for, the *emotive* medium of poetry, the peculiar *evocative* power of the words it employs, serves as a stimulant to imagination which precedes and guides composition. Poetry, to a greater degree than prose, needs to be visualised if it is to be appreciated, and verbal difficulties (of the kind abounding in the dramatic interlude which I shall mention presently) are irksome clogs to the wings of imagination. To enjoy poetry and all good literature, we must give to individual words something more than their dictionary meaning. In most cases, the context, the environment, invests a particular word with a strange significance. As Professor Abercrombie says: "The meaning which the dictionaries give is not much more than the nucleus round which clusters a whole system of secondary meanings. The nucleus of meaning stands for a certain thing or action; the secondary meanings indicate the various ways the thing or action can occur. A large part of literary skill consists in vividly liberating for its effect on imagination just that particular secondary meaning in words which is not only appropriate to immediate occasion, but which will make the occasion come to life in the reader's mind." If the reader does not feel this, if the pupil is not made to feel this, literature becomes mere skimble skamble stuff.

So much by way of preface.

The *Pyramus and Thisbe interlude*, an excerpt from *A Midsummer Night's Dream*, has been included in Lahiri's Select Poems as a text for Matriculation Examination, 1940. The whole extract is a burlesque; but in the process of teaching, where almost every line demands paraphrasing and Anglo-vernacular explanation, the comic element dissolves in the mist of elaborate annotations. This entails a huge loss of time and energy, teachers' as well as pupils'. And what is gained after

all this battling with Elizabethan usages and absolute constructions and quaint metaphors!

The piece selected is quite unsuitable for young pupils. I use *young* in the intellectual sense; for the average secondary school pupil in Bengal, when faced with a foreign language, experiences a greater amount of difficulty than a younger pupil who is born to the language. Intellectually he may be even superior, but his intellectual powers are brought to a bay when required to wrestle with a foreign language. Adults and grown-up scholars may quite naturally enjoy the rude mirth of the rustics. But a Matriculation text book is not primarily meant for grown-up persons. "Love-at-first sight" should be the *leit-motif* of all anthologies—love of the reader for the author a brief spark of whose genius the reader is made to feel, and together with this love, an urge to further reading. It is just the reverse in this case. *Pyramus and Thisbe* creates a distaste in the pupil's mind. He swallows it, or rather it is poured down his throat, as a patient is made to swallow medicine; but with a difference. The study of a thing like this has no medicinal effects, except, perhaps, for the super-normal and brilliant. There is hardly a phrase or metaphor which can be appreciated by young novices, although there are many for grown-up scholars.

It is the business of teachers, you will contend, to make their charges learn new things; but learning a language which was in vogue three hundred years ago is of little practical value to a Bengali school boy of the twentieth century; only a small minority would care to pursue their literary activities in the realm of English beyond the high school stage.

Furthermore, in the extract chosen, there are a few bits of ribaldry which it is not the teacher's part to explain in a literature class entirely comprised of beardless striplings. Call me a Puritan if you like when I point my finger to these lines:—

This man, with lime and rough-cast, doth present
Wall, that vile Wall which did these lovers sunder;
And through Wall's chink, poor souls, they are content
To whisper. (v. i. 130-33)

—with their thinly veiled hint of undesirable courtship; and these, a few lines further:

By moonshine did these lovers think no scorn
To meet at Ninus' tomb, there, there to woo. (v. i. 136-37)

—with their palpable suggestion of clandestine affairs; and this almost-voluptuous couplet:

Pyr. O, kiss me through the hole of this vile wall !

This. I kiss the wall's hole, not your lips at all.

(v. i. 199-200)

What should be the idea behind all this? The humour which is certainly there, which permeates the whole drama and which is the very essence of it, nay, which is the primary attraction of the adult audience is, sadly enough, given a secondary place in the boy's imagination. How to explain all this stuff—this lovers' dalliance and amorous yearnings to a class of pupils who have just stepped into their teens, is a mystery which beats my wits.

If comedy be our aim, why not put in the famous laughter-provoking Falstaff scenes in *Henry IV*, or the amusing Katherine-cum-Petruchio dialogue in *The Taming of The Shrew* (II. i.), the out-Kating Kate dinner scene in IV. i. where Petruchio throws the dishes about the stage, or any of the topsy turvy scenes in the innocently gay *The Comedy of Errors*? There are still more alternatives: The Bed chamber scene in *Othello* (V. ii.) that opens the flood gates of one's eyes; or, in a more serious vein, the grave-digging scene in *Hamlet* with its freight of ninety percent tears and ten percent laughter—not to speak of the Trial Scene in *The Merchant of Venice*, and the sweetly poetical passages in *the Tempest*, *As you like It*, and *King Lear*.

The *Pyramus and Thisbe interlude* would have been suitable for college sophomores. Still then we need judiciously expurgated editions of Shakespeare's plays for the entertainment of young tyros. Evidently the master-poet did not aim at children and adolescents when he wrote *the Rape of Lucrece*, the ravishing stanzas of *Venus and Adonis*, the Isabella and Angelo scene in *Measure for Measure* (II. iv.), the lingering voluptuous love-scenes in *Romeo and Juliet*. The absurdity increases in volume when we happen to teach this stuff in village schools. Unlike their city-bred fellows, the rural boys are, in one respect at least, handicapped.

'This palpable-gross play' (as Theseus appropriately calls it, V. i. 353) is no doubt more easily relished by those precocious boys and girls who dwell in cities, whose eyes are used to the eurhythmics of tom-boys on the screen and the slender graces of effeminate actors. Well, I'll make my statement clear with a quotation from A. E. Housman. He says: "A year or two ago, in common with others, I received from America a request that I should define poetry. I replied that I could no more define poetry than a terrier could define a rat, but that I thought we both recognised the object by the symptoms which it provokes in

us." Barring exceptional students, the critical ability of young learners below twenty is by no means high. In a majority of cases, the jest which is the main thing in the *Pyramus and Thisbe* discourse evaporates unseen when dissected in a high school class room. This beautiful wuz-fuz of poetry and prose, of artistic humour and ribaldry, can appeal but to adult intelligence. Only once did I succeed in drawing what seemed like a *natural* smile from the boys' lips—it is while explaining the passage where Wall, i.e. Mr. Snout, the tinker, holds up his fingers showing the chink through which the love-lorn eyes of Pyramus may catch sight of his beloved's face. But alas, this was all a fleeting show for boys' illusion given! The brief display of mirth was well nigh choked up in the pile of verbal annotations and oral explanations of the lines that precede and follow.

The reason is obvious. The unripe brains of children and adolescents are not the kind of thing that is qualified to receive and enjoy the highest in literature. They will turn giddy and perhaps awry if pushed by means of teaching appliances and pedagogical levers up the mount of Parnassus. The urge to climb should be a voluntary one, not motivated by the shadow of examination-incubus.

Gentlemen, for the sake of clarity, permit me to summarise my points. Thus:—

- (1) Capacity for appreciation and enjoyment varies according to age.
- (2) Love-making and clandestine duologues are NOT the right kind of food for adolescent imagination.
- (3) To make of literature a mere knowledge subject, a basis of grammatical and verbal annotations, is foreign to the purpose of literature and fatal to literary appreciation in initial stages.
- (4) The piece selected contributes very little towards the pupil's power of self-expression in writing and craftsmanship in English. (The opening lines of the Prologue, V. i. 100-118, stress the importance of correct punctuation in writing, and is thus an excellent lesson for school leaving pupils. But in the whole piece this is the only lesson of any practical value and a minor point of course.)
- (5) It leaves a wrong impression of Shakespeare on the pupil's mind.

On these grounds I consider that the inclusion of *Pyramus and Thisbe interlude* in a text-book of poems for Matriculation Examination intended mainly for candidates whose mother tongue is not English,

whose lives are totally divorced from the burlesque atmosphere of Elizabethan clowns and centuries apart from the lives of Elizabethan play-goers, is indisputably unwise, or should I say, the unhappy result of oversight. By pitching your standards too high, you have made the lives of many a teacher and pupil during many an hour in the week, miserable. And, what is saddest of all, nothing but harm comes out of this Shakespeare-grinding.

Gentlemen, you would wrong me if you take this paper for a mere abusive rigmarole. Your correspondent has only tried to vent the feeling of presumably righteous indignation which he shares in common with his fellows. It is needless to say that the remedy and antidote lies in your hands; and we shall feel greatly comforted to see it applied, the sooner this is done, the happier will be the results.

*I have the honour to be,
Gentlemen,
Your most obedient servant,
HARIPRASAD CHATTERJI,
(A Schoolmaster).*

Words.

Words murmur and murmur and murmur,
till merciful music is mercifully born;
Words thunder and thunder and thunder,
till a stormy tempest is stormily born;
Words stammer and stammer and stammer,
till the Voice is lost in endless stammerings;
Words blink and blink and blink,
till the lost Vision is lost again in dizzy clouds;
Words muse and muse and muse,
till a Genius is born of the Muse;
Words laugh and laugh and laugh,
till the lightning laughter of Heaven jubilantly leaps
into the mirror of Language.

V. R. M. CHETTIAR, B.A.

Gleanings.

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.)

MAHATMA GANDHI ON HIGHER EDUCATION.

The pronouncement of the Leader of India today on the present condition and the future policy in regard to Higher Education is worthy of careful and critical perusal by all who are interested in the nationalisation of India. When he refers to the electric changes that occurred in his own personal manners and national outlook as he grew from year to year in the school and in the college, one would naturally say yes to every word of his, because it is more than true that English education has made most of our youths strangers to their homes, to their kinsmen, to the villagers and to the masses as a whole. But a greater tragedy has happened as the result of English education. It is that we have begun to look at Indian problems through western eyes, because we have read our History, Geography and Literature through text books prepared in Great Britain or America by Englishmen, Americans and Anglicised and Americanised Indian scholars. It is not the English medium in learning Geometry or Algebra that has made us Indians foreign and inimical to the true interests of our own country, but the outlook we have been made to have as the result of our study of our History and our Institutions through

the Missionary and the Political eyes of the West. A great missionary teacher of Madras once said that the conquest of Christianity in India must be measured not by the number of baptisms made in the churches but by the christianised young brains turned out of our schools and colleges. Mr Gandhi is undoubtedly wrong when he thinks that the evil of English or of Higher education has come to us from the English medium of instruction or even the wasteful study of subjects through English. With all that we could still love our country and work for its glory, if only we still retain the Indian Mind, based on Home Culture, Home Discipline and the practice of the Indian Ideal of living for others and not for ourselves. Our whole Social, Economic, Educational, Political and even Spiritual Philosophy today is threatening to become Western and Individualistic. This is the evil, the real evil that faces us today. The evil is not in Higher Education. I have no quarrel absolutely with English Education or English Medium in our Educational System, but I condemn, with my contact with it for over a quarter of a century, the mentality that it has created in our elders and consequently in our younger men and women. The remedy lies not in condemning higher education or considering it as not a policy for the government of the country, but in eschewing books of foreign manufacture and temper in the learning of our History and our Traditions and Institutions. Perhaps we are now in a stage when English Education has succeeded in poisoning our minds against ourselves. Our new leaders of thought may look national, but may not be Indian. The texture is changing quickly. I do not know if the British Home-Spun or the Indian Khaddar in the texture of the Indian brain and heart will survive the struggle. I have firm faith that Time and the Rishis will lead us aright, by strange and mysterious happenings in this land of Mysteries and Miracles caused by Him who comes from Age to Age to drive out Adharma and establish Dharma. Whichever way we see our Dharma being replaced by others' Dharma, Time will soon be when Sva-Dharma will be reinstated in the various spheres of our life, Political, Social, Educational and Economic. May Mahatma Gandhi learn not to condemn Higher Education or English, but find where the national shoe really pinches and correct it at that part. His statement that the Congress should let Higher Education and English fly in the wind is astounding and is bound to have very deleterious reactions in his followers who implicitly take him for a God in human form.

N. K. VENKATESAM, *Dharmarajya*.

Basic English

BY S. S. NEGLUR, M.A., B.T.

Basic English is becoming popular day by day in big cities and business circles. It was only recently that the Bombay Teachers' Association had arranged a series of lectures on the subject to give practical instructions to teachers in the art. The fact that more than 150 teachers attended the course of lectures testifies to the popularity of the subject. Basic English is nothing

but an intelligent selection of a minimum of 850 English words to serve the language needs of everyday life for which purpose more than 20,000 words are usually employed. Those 850 words are made up of,—

600 nouns— Names of things and picturable objects.

150 words— To describe the nouns.

100 words— Which can set the above mentioned 750 words working.

850 Total

The chief objects of the introduction of Basic English are (1) to enable people, with a strong desire to learn and understand English, to learn it within as short a period of time as possible (2) To enable businessmen to read and write English for business purposes. (3) To utilise it so as to serve as an international means of communication and (4) "to provide a rational introduction to normal English" for those whose language is not English and as a means to encourage "clarity of thought and expression" for English speaking people.

It is needless to stress here the importance of learning English in these days. It is the most powerful language widely spoken and highly advanced. About 550,000,000 people of the world understand and speak English. It is the official language of a number of countries of Europe and the Far East. Majority of the world Radio Stations are found to be using English. It has been found out by experts after thorough experimentation that it is the English language only that can be conveniently reduced to the irreducible minimum of 850 words constituting the vocabulary of Basic English.

The advantages of Basic English for us in India are manifold. We are required to learn at least four languages—a classical language to be in touch with the rich heritage of the past, a provincial language, a language for inter-provincial communication and one for international communication. For an ordinary business man, who has not much time at his disposal, Basic English proves to be of great help. He has to learn about 800-900 words only so as to master fairly well, one of the most potent and powerful languages of the world. An average learner can learn words in a foreign language at the rate of 30 words an hour. If he can devote an hour for the work everyday he can master the whole vocabulary within a month or so. This would be quite possible for those whose language is not far too remote from English. But for us, Indian students, it would mean a little more of time. The rules of grammar are only five and very simple and easy to learn. Rules of syntax and sufficient practice in the usage of the language, would mean a few months more for an Indian learner or a year at the most to be conversant with Basic English. Specialised study of English for seven years during the course of a student's career in a High School, as is now done in India, is not really required for all students. For those who have to learn English to make themselves fit for practical life, Basic English would indeed be a great boon.

The present method of teaching and learning English in Secondary schools clearly involves too much of unnecessary waste of time. Provision is made for at least a couple of periods every day of 40 or 45 minutes in the timetable of each and every class in secondary schools for teaching English. We also expect our children to be able to pronounce English words just as an Englishman would do and speak just as a true bred Englishman would speak colloquial English in his everyday life, with the result that English has come to occupy an unusually important place in our school curriculum even at the cost of our provincial and national languages. Much more time and energy are seen wasted in imparting education through English as the medium. The most sorrowful aspect of the whole question is that inspite of our strenuous efforts to teach and learn English, our English is bound to be styled "Indian English". Why then waste so much of our energy to learn Indian English? Why not learn Basic English which will help us in all primary functions that a language has to do? It may be suggested here that for those who have a fancy for English as an important language to be very well studied—a language in possession of rich literature on varied subjects by master minds of the past and the present—it should be only made an optional subject wherein it may be expected of the students desiring to specialise in it, to attain a certain high standard. For all other purposes Basic English may, with great advantage, be introduced in Secondary schools and the time saved thereby be utilised to teach a number of other subjects which may help us to make education both practical and useful.

The Karnatak Journal of Education.

Notes.

Progress in Indian Education.

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

ASSOCIATE EDITOR.

Recent utterances and happenings would convince even the casual observer of events that education today is not the thing that it used to be in the past, receiving as it did, indifferent attention and occasional doses of encouragement. At least the feeling had been that it was a subject that could be dealt with in a holiday fashion and progress could be measured by the number of changes in the curriculum and proposals such as the creation of a "vocational bias" about which much could be said again and again and very little done especially with the age-long plea of lack of finance. Progress in elementary education consisted of abolition of schools and transfers of dumb-driven teachers. In Secondary education it was all a battle of the "Groups" and domination of the University with an absolute insistence on 40% in English diluted at the time of publication of the S. S. L. C. results by a liberal measure of "moderation". University life ran its comparatively even course with dignified convocation addresses and new universities born on the borders of the old province. It was only recently that discussions began to be centred seriously over problems like wastage in elementary education and bifurcation of courses in the Secondary stage with adjustments in the years of the University career.

Instruction through vernaculars had been granted in principle but the main difficulty in its application was the hold that English had and still has over the public mind in this Presidency. The position of the teacher received scant attention and managements were left to themselves to plough their own individual furrows. What uniformity was secured among the various institutions was only by means of the curriculum and the public examinations but there was wide divergence between schools under different managements in the matter of emoluments and general treatment, much to the detriment

of the teacher whose lot had been cast in non-Mission, non-Government, non-Board schools. Since the assumption of the Government in the Provinces by the Congress Ministries, judged from things that are witnessed today around us, we can state that affairs in education are moving in a right direction with happy consequences in the future, if not to the teacher who can under any dispensation afford to be neglected, at least to education in general leading the country on to the next distinct land-mark in our march along the path of progress, keeping abreast of the times and profiting by the experiences of other countries.

By far the most notable gain to the country in matters educational is the very definite and clear moulding of educational policy and aims as evidenced by the discussions, speeches and writings bearing on the future of education in India. The Wardha Scheme and the compulsory introduction of Hindustani in the first three forms are instances to the point. The seeming silence on the part of these Governments on University education is a matter whose significance ought not to be lost sight of. They require all their energies to be concentrated on mass and adult education with emphasis on useful knowledge and the cultivation of some craft. The so called payment of teachers from the sale of articles produced by the pupils in the schools is only an indication of how the scheme is to be financed along with what financial aids could be got from the Government. The brains of Congress leaders are full of these ideas which they are trying to put into effect as soon as it may be practicable. Thus the problem of elementary education is solved definitely by no mere trick of legerdemain but by facing all the difficulties fully. This is no small triumph. The powers inhered in a national Government have been wisely utilised to lofty purpose.

Then comes the Hindustani question. The controversy that it has given rise to is almost unparalleled in the annals of British India. It is a question between the people's government and a section of the people themselves. There is much of heat where light alone would be helpful. It has even taken awkward forms. It is hoped that the last of these has been heard.

The real issues are whether Hindustani is essential for South India, whether it is harmful to the vernaculars and whether it should be taught compulsorily. The answers are clear if properly presented and understood. Those who want Hindustani to be taught have no fancy for the language as such. They have the future Federation in view when an all-India language becomes an imperial and paramount necessity. It is being worked for steadily. South India is the only part that does not know Hindustani. The Government thinks it its duty to shape the future of its citizens in accordance with the part they will be called upon to play in days to come and that at no distant date. And such a subject, if it is to achieve its purpose according to the above conception, must necessarily be taught compulsorily. The sting of compulsion is taken off from it as results in it do not affect promotions. The present sentimental objection to it will vanish the moment we take the stand-point of the present builders of the future destiny of our nation.

Is Hindustani an additional burden to the child? There will be proportionate lightening in other directions and after all only a minimum knowledge is required. Is it ruinous to the cause of vernaculars? The two are quite unconnected. Boys are not going, nor are they made, to develop an extraordinary love of Hindustani. Such a thing has in many instances happened in the case of English. An extraordinary stimulus to the growth of the vernacular is imparted by its being made the sole medium of instruction. Under such circumstances, it is a matter for deep, clear and calm thinking whether one has to fear that Hindustani will dry up the love for Tamil.

It may be pointed out in conclusion that the Wardha Scheme and Hindustani as a "non-violent" subject in the school curriculum are constructive measures which require and do deserve the hearty cooperation and support of all thinking lovers of India.

1. **A Way to English:** Published by the Oxford University Press. Primer, Book I, Book II, Book III, Book IV, and Book V. Price: As. 7, 7, 8, 10, 14 and 14 respectively.

This is a new series of English Readers profusely illustrated and carefully graded, designed to suit the new methods of teaching English. Its special features are the graduated vocabulary, the Indian background and the inclusion of copyright matter from modern authors. The word list of each lesson would greatly facilitate the oral and reading work of the class room. Lessons have been arranged in order, each assuming a knowledge of words in the previous lessons or books. Helpful notes on pronunciation have been added at the end of each lesson followed by exercises in word study and subject matter. The get-up and print are very attractive, which enhance the value of the contents. The series would admirably serve as text-books of English for the lower classes of Indian schools.

2. **In England:** By S. G. Dunn. Published by Macmillan & Co., Ltd. Price: 1/-.

An illustrated account of England has been attempted here, taking the reader through its famous capital and its edifices, its country side and its amusements, and acquainting him with the charms of its lake districts and the glories of its public schools and universities. The contents make interesting reading, written in chaste and idiomatic English, but do not reveal much evidence of revision to give them the air of modernity.

3. **A New Geometry:** By A. W. Siddons, M. A. and K. S. Snell, M. A. Cambridge University Press. Macmillan & Co., Ltd. (1938)

This is a Geometry designed on an original plan to meet the School Certificate Examinations. Based on the work of Godfrey and Siddons, the subject has been dealt with in 3 parts. The first section presents geometrical facts and seeks to develop pupils' powers of appreciating geometrical arguments. Theorems are arranged in groups in chapters, with their results stated but their proofs left out. The last section gives the theorems with their proofs, arranged systematically for reproduction by pupils. This is in accordance with the authors' view that stress on proofs should be deferred to the last stages. Simple solid geometry finds a place wherever possible, the educational value of its inclusion in the early stages having been recognised. Similarity has been treated as a basic idea following congruence, and its applications have been separately given. The exercises contain questions culled from various Public Examination papers. The treatment on the whole is adapted to give pupils a logical comprehension of the concepts of geometry. The execution of the book is very neat.

4. **வார்தாதிட்டம்:** By P. K. Sundararajan, B. A., L. T. Published by Manikodi Book Depot, G. T. Madras. Price: As. 8.

The Wardha Scheme is on the lips of everybody, but very few seem to have clear conceptions of its psychology and its far-reaching implications. Amazing ignorance is exhibited of the unequivocal lead given by the Committee on some of its vital aspects which had been variously misinterpreted. The best way to disabuse people of prejudiced notions would be by placing the full literature of the scheme within their easy reach and comprehension. The book under review seeks to answer this need by giving and explaining vividly in detail the various aspects of the scheme in simple Tamil. The appendices embody the proceedings of the Wardha Committee and the names of the distinguished members who drafted it. The book is prefaced by the valuable foreword of the Hon'ble Ramanathan. Teachers of all grades and the public will do well to peruse a copy of this publication, in the interests of the education of their children.

5. **Education in India, Education in England, Education in the United States of America.** By K. S. Vakil, M. Ed., M. R. S. T., F. R. G. S., I. E. S. (Retd.), Principal, Shree Maharani Tarabai Teachers' College, Kolhapur.

These pamphlets form a continuation of the series published for use by the Teachers' College, Kolhapur, which would be of value to teachers under training and in service. The author has culled most of the valuable information in these books from various sources not easily accessible to many, and enriching it with his long educational experience, has brought it out in a connected and readable form.

6. We acknowledge with thanks the receipt of S. S. L. C. English Notes, Parts I and II, for the Public Examination, 1939, from Messrs. Little Flower & Co., Madras. T. S. Vira Ragahavachari, M. A., L. T., Headmaster, Rajah's High School, Ramnad, and C. Nagaraja Sarma, B. A., L. T., Madura. All of them are big-sized and contain valuable helps to pupils. The Little Flower Co. has added a few apt pictures and illustrations which would be appreciated by pupils.

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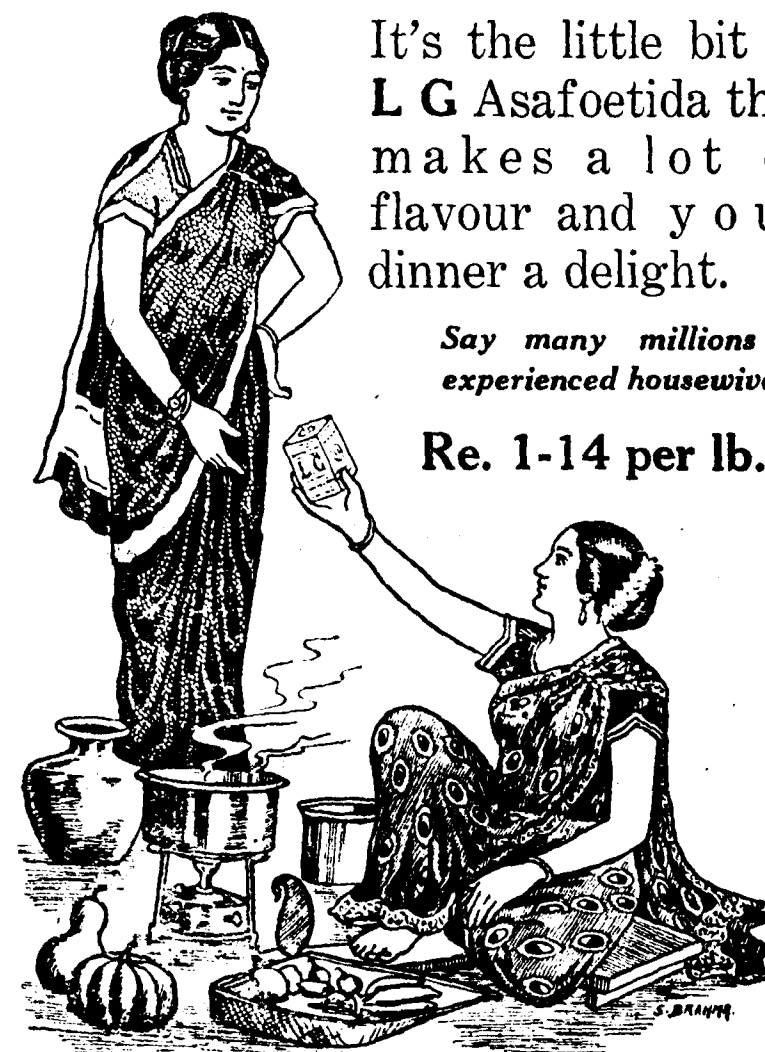
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exact knowledge concerning the part played by the senses in the intellectual and moral development has been derived from a totally different source.

The methods of sense training:—The experimental investigation and practice of training began with J. R. Pereria (1715—80) who undertook the training of deaf and mutes after having made a thorough study of Anatomy and Psychology. He was the first to show the fundamental sense of touch and the possibility of the substitution of one sense for another. Deaf mutes improve their tactile sense by practice and systematic exercises. Pereria was able to train his pupils to differentiate clearly the minute vibrations of the vocal cords. The pupils grasped the throat and mouth of their teacher, and acquired the skill in the discrimination of the different vibrations. He also taught them carefully to observe by the sense of sight the position and movements of the throat, jaws, tongue, teeth and lips, during sound production. So delicate their sense perceptions became that when under the influence of this training, they began to talk themselves, reproducing their master's accent. This education not only improved their senses but ensured better social and moral developments. More than a century later the blind and deaf mute 'Helen Keller', taught in a similar way, stated, "By placing my hand on another's throat and cheek, I enjoy the changes of the voice."

The significance of sense training:— In order to appreciate the significance of sense training for moral and intellectual development, it is necessary to turn to the observation of idiots. Normal children acquire control over their sensibility in their play and activity. Idiots however cannot do so. An opportunity of studying such a case occurred when a wild naked boy of 12 years was brought to Paris and was entrusted to the care of Dr. Itard. The state of sensibility may be judged from the fact that snuff did not make him sneeze or produce tears. Loud shouts and even pistol shots failed to attract his attention. But the cracking of walnut, of which he was very fond, immediately attracted his attention. Dr. Itard succeeded after several years of patient efforts by graded sense exercises in restoring some of his sensibility.

Dr. Senguin (1812—50) carried on and improved the work of Pereria and Itard.

With infinite patience, he developed a complete system of training the sensibility of mental defectives. He worked on the idea of organic unity of body and mind in the educative process. By preparing a suitably simple environment with specially devised apparatus and care-

fully graded exercises, he enabled the defectives to cope effectively with the simplest solutions of social life. He demonstrated conclusively that by cultivating sensibility we achieve intellectual and moral progress. He also showed that with these children, the essential thing was to awaken wants, since it is only by spontaneous functioning that the senses are developed.

Dr. Montessori copied Senguin's method and successfully applied the idea of a prepared environment and didactic sense apparatus to normal children. By her wonderful sympathy and affection for children she was able to inspire others with the ideas of her predecessors and make them widely accepted. In the early stages of education a good deal of what the mind deals with, is locked up in sense material or needs the stimulus of sense impression. It is a matter of insight for the teacher of the young to discern when the sense training stage of the process is sufficiently complete.

Uniform order of sense training:—(1) By the training of senses, is meant the regular and systematic exercise of the organs of sense with a view to making the sense-percepts thereby acquired the efficient instruments of reasoning. The training of senses is an accessory condition preliminary to the training of the higher powers of the mind. Therefore the senses should be the first to be trained. The child sees, hears, feels; he does not show any desire to know the why and wherefore of his sense percepts. The teacher receives the child with his senses somewhat developed, but they are often clumsy and inaccurate. It is the business of the teachers to make them sufficiently accurate and delicate for the purposes of ordinary life and general intellectual culture.

(2) Contact with natural objects is a prime necessity in sense training. Children should be allowed to see, touch, handle and, if necessary and convenient, taste and smell actual objects. It is in this way only that the senses are trained. Nature does not explain light and dark, hard and soft, noise and quiet, she simply presents her phenomena and through them the child acquires his ideas.

(3) The senses should be trained in the order of their development. The teacher of very young children should develop special attention to the senses of touch and sight rather than to those of taste and smell. The child naturally desires to touch and handle what he sees. The teacher should not act upon "look but not touch" principle, but should allow the child to use his hands as well as eyes.

(4) The child has not the complete percept of the thing "orange," unless he can recall its shape, colour, touch, smell and taste



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