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

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MADURA: DECEMBER, 1938.

No. 12.

The High School Education

By Principal S. U. SHUKLA, M.A., T.D.

(*Concluded from the last issue.*)

The root of the matter is that the whole system has become antiquated, has outgrown its utility and requires thorough overhauling in the light of modern psychological research and the changed requirements of the Society. Somehow the University dictation to the schools has not been done with any understanding or deep insight. It has repeatedly been done without reference to the heads of schools or the large body of teachers on whom ultimately the burden of teaching the subjects in the syllabus will fall. No offence or insult is meant to the august body in whose buildings this Conference is held but it must be plainly stated that if the syllabus of new Matriculation Examination being followed from this year is the best that august body could produce after years of deliberation, it has, indeed, failed signally to feel the pulse of the nation to provide for the requirements of the community. This syllabus is a mixture of all sorts of oddments and a jumble of of ideas representing a compromise on matters where no compromise could ever be thought of or allowed. It has given weight to all sorts of considerations, but those of the pupils, of their interests, aptitudes and their training as useful citizens. The wide options, and elective subjects that are requisite because of the diversity of interests, aptitudes and capacities are not allowed and the undue stress on formal subjects which have no utility for every student is not removed. The University has not given the right sort of lead to Secondary education. The scheme is a characteristic product of specialists of different subjects whose one thought was the inclusion of their own subject in the syllabus without regard to its general appeal and utility.

The University should recognise that higher academic studies could be carried on, not only in a few traditional subjects but in a number

of new subjects which are of equal if not greater importance to Society and the nation. The University should admit within its portals all or as many of normal intelligent young men and women who have had a basic training upto a standard in some subjects which appeal to them and which have sufficient significance for the community. Merely Languages or Classics or Philosophy or Politics or Natural Science are not the only subjects a University could take cognisance of. The Arts and other useful branches of social studies have an equal claim to attention and inclusion. But that is a matter for higher academic studies.

Regarding High School Education, the University should allow such a free scope to the adolescents of the community that all minds of students with their varied interests, capacities, aptitudes and achievements could find proper recognition on their successful attainment of a specific standard.

The Matriculation Examination is a preliminary examination in the nature of a test of general achievements and intelligence and it shall not be looked on as a final judgment on specialists. It is only a test to find out how many of the pupils have attained a certain degree of proficiency in some subjects or groups of subjects so that they may profitably undertake further studies to specialise in those or allied groups of subjects. The University examination, its aim and procedure will have to undergo complete overhauling and rationalisation if it is proved to mean anything sensible and vital. The whole attitude to the examination will have to undergo a fundamental change. The modern boasts of examiners who with most unsympathetic ideas, set about pruning and cutting, as if they were rearing ripe corn, will have to go and be replaced by a comprehensive understanding attitude which aims at discovering the state of knowledge (not of ignorance) on the part of the examinee.

The University Syllabuses will have to be more elective, will have to contain more options and choices and allow more latitude to pupils. The wrong insistence on a knowledge of all subjects of English, Mathematics, Classical Languages, Vernacular, Science, History and Geography will have to be changed as there is no general appeal of all the subjects to the pupils and as the present requirement in each of these is not at all useful or necessary for all pupils.

The modern Educationists of High Schools and the University still continue to emphasise the teaching of subjects related in no direct or vital way to the most significant activities of life to-day which will engage a large number of the pupils in later life.

The schools to-day either through want of guidance, through want of initiative or through extraneous circumstances have preferred

to continue in the outworn effete way of the past. The traditional idea of a general High School training aims at no specific goal and with no definite bearing upon demands of the time continues to control practice to an unwarranted degree.

THE NEED FOR SCIENTIFIC STUDY OF SCHOOL EDUCATION.

The needs of Society and the glaring facts of Sociology and Psychology, the varying types of pupils in attendance upon a modern high school all unite in demanding a reorganisation of S. S. Curriculum and of the requirements of Matriculation or School Leaving test.

The urgent need of the High School at the present time is the determination, with regard to the life activities, the standards and ideals that should accompany them, of the educational objective that should guide the work, and the instructional materials to be used as means in the attainment of those objectives. Without definite clear-cut objectives in the light of present and future needs all curricula and methods are bound to be artificial, archaic and formal and consequently are bound to be failures.

Even though general objectives may be specified to direct the course of School Education, yet the specific educational objectives of each school must needs be determined to a large measure by the conditions under which it operates and by the needs of the pupils and community it serves.

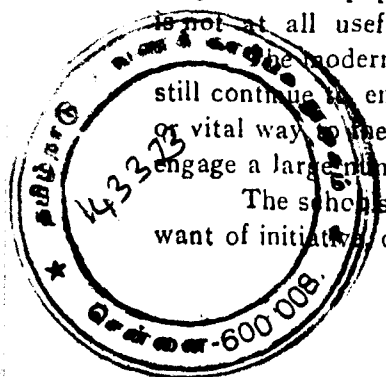
What should be the objectives of Secondary school is the question that naturally arises. What should be the nature of training High Schools should impart and how that is to be achieved is the next question to be tackled. In the light of the objectives and the nature of training to be imparted the vital question of reorganisation of Secondary School has to be considered and discussed not only in theory but from the point of view of practicability.

The factors in considering the objectives of Secondary Schools are (1) The characteristics of adolescents who are to be trained up (2) The needs of the community (3) The vocational needs and guidance of different groups and finally (4) The preparation of pupils for higher academic training. Some Educationists have stressed seven objectives taken from the report of an American Commission on the reorganisation of Secondary Education. These are of such general importance that they may be usefully studied by us for guidance.

SEVEN OBJECTIVES.

1. There should result an improvement in community health and sanitation.

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2. *Greater control and a high standard of command over fundamental processes*—which are such essential tools in continuing education.

3. *Home should become a more satisfactory Social Institution*

Through the contribution to the cultural activity of all its members: for the home environment of intimate and repeated experiences is probably the most potent of all factors affecting our education. The Educational experiences of the home are so oft repeated, the approvals and disapprovals, encouragements, inhibitions are so unvarying on the habit and attitude level, that the automatic reactions, the emotions and habits of almost everyone reflect the influence of home life.

4. All future citizens should be helped to find a vocation for which they are suited and in which they may find the joy of productive effort, both because of the increased community economic resources therefrom and also because of the increased social stability and probability of ordered progress.

5. There should result a more critically responsive public opinion, a united and determined effort for a better community and a more intelligent readiness to contribute to the general welfare.

6. The ever-increasing leisure-time of great numbers of the population may be used for harmless recreation, for self improvement or for vicious idleness, waste, and even crime. The school should set up higher standards of employments of leisure, if such leisure is to be an asset rather than a liability, to the community.

7. Finally, the supreme outcome of the community investment in Secondary Education must be higher ethical character of the maturing boys and girls, that they may perceive clearly their relations to their fellows and to the institutions with which they deal, and be accustomed to subordinating selfish desires to the welfare of others.

The high schools are required to give pupils life experiences and opportunities for active participation in doing and making things whereby they may form attitudes and habits and learn through activities. The Secondary school curriculum should prepare pupils for active adaptation. Each Secondary school should know what physical needs are necessary for majority of its pupils and what vocational efficiencies would be required for its pupil. In the grouping of all the subjects the schools should differentiate between subjects which are necessarily sequential and others which are conventionally sequential. Again

wherever possible subjects should be co-related and all available knowledge regarding pupils should be utilised.

The Secondary School may look upon preparation for College as one of its justifiable functions, but it must have a broader and a wider purpose and objective if it is to serve its real aim.

While considering what are the functions of a High School with regard to life we come across the crux of the whole problem. What are the requirements of the Society? For the sake of convenience we may state that they are in general those seven objectives stressed above. The school must provide some general training in inculcating ideas of civic responsibility, duty to State and to Society and to Humanity. The school should aim at creating aptitudes and tastes in subjects which have lasting values through life. There should be cultivated sense of appreciation of music, fine Arts and literature. Ideas about the right use of leisure and healthy recreation of mind should be given to the pupil at this stage. The High School must continue the work of the reorganised Anglo-Vernacular and the Elementary School. But the training given should be of sufficient interest to the mature pupils. The school has got to develop physical and mental qualities of all pupils. It must inculcate habits and ideas of service and give them proper standards of conduct and behaviour. The school cannot afford to neglect the most useful work of guidance of its pupils not only with regard to future courses but with regard to everything and anything of import affecting their lives.

During the Secondary School period pupils develop abiding interest and formulate their ideas of social duties. Naturally these have to be guided with great caution and particular care. While the Secondary School must continue to attend to the common interests and integrating objectives, the school should pay more and more attention to the differentiations in the curriculum wherever possible.

With regard to the very important question, what should be included in a High School Curriculum, no hasty or off-hand solution of the whole problem should be given here. Yet we can safely state that with the exception of English and the vernacular and of subjects which are proved to be of vital importance and essential value, no absolute requirements should be laid down. Such requirements are not in keeping with the spirit of differentiated curriculum. Any pupil, who satisfies the requirements by doing satisfactory work in a certain minimum group of subjects out of a number, should be allowed a certificate of proficiency or an equivalent recognition entitling him to further academic or

vocational studies. In modern complex life with its innumerable avenues for culture, with its almost unlimited treasures in the way of educational materials no one person however gifted can utilise profitably more than a fraction of these. There are necessarily many paths along which different individuals can acquire the educational experiences most valuable to them as individuals and for the peculiar service which they can render for Society. The first year of the High School may safely be given up to the discovery of aptitudes, interests, abilities and life purposes of the pupils. With this would come the co-related problem of guidance along healthy channels. The guidance is not only in matters of study but also in general behaviour, choice of vocation and choice of subjects suited to the pupils' special aptitude. The pre-vocational or the vocational training should come in the third or the fourth year of the High School stage.

There is just one more problem particularly troublesome to the Educational System of our country. Either through the zealousness of specialists and scholars or the desire to parade one's knowledge before ignorant little fools, the examiners or those entrusted with the task of evaluating pupil's work at the end of the High School career are apt to give more failures than suitable recognition of a pupil's ability and achievements in positive terms. The life of the young should not begin with a debit account of failures and disappointments. The psychology of failure is indeed a fatal one. The positive side of each pupil requires to be stressed and given due credit for. Each failure costs an aspersion on the very system and the Educational Machinery as a whole.

Each mal-adjustment of pupil and curriculum is a challenge to the Educationists to find the proper point of contact. The vexed questions of examinations and the inequalities of results have been discussed fully in that pamphlet 'Examinations Examined'. We know how misleading such artificial tests are bound to be. Other suitable means of testing pupil's progress and achievement should be utilised. Records of work done during the year, record of social activities, results of intelligence tests, records of capacities and aptitudes have got as much value as if not more than Examination marks, especially when an Examination is of a superficial type, having no relation to the testing of a pupil's achievements as a whole. The school should also develop a series of extra curricular activities such as the School Assembly, the debates, dramatics and athletics. The value of these is indeed so great and the success attendant on an introduction of these has been so outstanding that in any modern system of education these must find a prominent place.

In conclusion, the High School has a number of useful functions to perform over and above the preparations of pupils for higher academic studies. These aspects of higher University studies are only a handful compared to the vast majority which leaves school during the different stages of studies. Their needs are as vital and as pressing as of those who go up to colleges and the school should attend to these even much more than to the academically inclined pupils. The cobwebs of traditional, formal studies of only a handful of subjects which have been hallowed by tradition must be dusted away and the modern High School must reorganise itself in the light of modern requirements of the individual and the community so that it may retain its useful purpose of so educating the individual that he may be trained up to be of the greatest social usefulness to the community and at the same time find the fullest scope for his natural abilities and capacities.

Two Methods of Education.

By Principal K. S. VAKIL, M. Ed., F. R. G. S., M. R. S. T., I. E. S. (Retd.)

(Opening Address at the Bombay Presidency Secondary Teachers' Conference.)

Educational exhibitions are valuable helps to teachers engaged in actual day-to-day work of educating young people. They enable them to compare their work with that of others engaged in the same field and to improve it in any manner in which improvement may be suggested by such comparison. Seeing is believing. Suggestions received from oral instructions of the head teacher or the Inspector or from printed words of books on education are far less effective than suggestions received from actual specimens of work done in schools and observed in exhibitions such as this. Hence, to my mind, educational exhibitions are far more valuable to teachers than educational conferences.

We are living in fast-changing times—times which demand less talk, more work; less theory, more practice. Education, if it is to improve and become satisfactory, must change its present far too verbal and bookish character and take a thoroughly practical turn. We have tried the literary and bookish method of education for over a century and have arrived at a stage where everyone, official and non-official, is compelled to admit that it has failed. The Government of India themselves have admitted the failure of the present system of education and recognised the need of its radical readjustment. Leaders of public opinion

too, have been reiterating their demand for educational reconstruction. These official and non-official movements for educational reform have resulted in the production of Wood and Abbott's Report on the Government side and the Wardha Education Scheme of Mahatma Gandhi on the popular side. Discussions are now proceeding on these two sets of proposals and endeavours are being made to evolve a final plan containing what is good in both.

The Wardha Scheme which has of late engaged much public attention rejects the present method of education through books, lessons and lectures and proposes instead the method of education through practical work.

The difference between the two methods appears to me to be the same as that between the traditional method and the activity method. To put it in the words of Dr. Kilpatrick, "the traditional way is limited to subject matter-set-out-to-be-learned. 'Study' is the effort to acquire this. To learn is to acquire so as to be able to give it back on demand precisely as originally set out. All this is control from above and without, not as with the activity programme—the building up from within of ever better and more responsible self-direction. The teacher in the traditional way fixed in advance what shall be learned. This is the static way brought down from the distant past where each generation merely repeated the preceding and what all should do was fixed either by custom or autocracy. The activity way, contrarywise, is the way of democracy and of a growing civilisation directing itself to ever better things through conscious study. Under the activity method suggested by the Wardha Scheme, if it is properly worked out, classrooms may be expected to become places where children are active, not passive, where they learn through their own activities in groups or as individuals, instead of listening *en masse* constantly to lessons and directions given by teachers. They may be expected to become places where children are stimulated by the freedom offered to them, by the activities of their companions, and by the suggestions of their companions and teachers to do something and produce something of immediate interest to them or of value to them in relation to their environment. When the activity method of education is generally adopted in schools, there will be an overwhelming number of specimens of pupils' work for exhibition on occasions such as this. At present, owing to absence of any provision for practical work in schools only a small percentage of schools in the province do such work and are in a position to supply specimens of their work for exhibition. Let us hope that this situation will soon change for the better under a more satisfactory plan of education.

The Headmaster and the School.

By Sri. P. S. VAIDYANATHASWAMY AIYAR, B.A., L.T.

"The Headmaster is the school and the school is the Headmaster," said an experienced educationist in the course of a familiar talk to a few friends of his. This saying has a good deal of truth in it. In these days when either owing to communal consciousness or internal dissensions in a school, the headmaster is changing too often, or the headmaster and assistants try to measure their strength in tale-bearing and mischief-making with the result that the management, without any real notion of the internal situation, proceed to pass resolutions either throwing out an Assistant or sending away a Headmaster, it is of paramount importance, to consider the truth and implications of the above saying. Indeed, one wonders to be told that a certain school has seen 10 Headmasters in the course of a decade or that almost all the masters that served there ten years back have left it. About the strength or solidarity of such a school very few may have high hopes. On the other hand, a school which is reported to have a Headmaster in a staff of not less than 20 years' service is most likely to command the respectful attention of any outsider. When we hear of colloquial names like 'Dr. Arnold School' or 'Dr. Miller College', we are filled with a sense of reverence and admiration for the long and close contact which those two persons had for their respective institutions and it is no surprise that common people remember more distinctly their names than those of their institutions. So also several schools in our country are remembered by the people more on account of the Headmaster who had a long connection with them. Hence it is but right to say that in the opinion of the public there is a complete identity of the Headmaster and the school.

If so, what should a Headmaster be to deserve this identification? It is not enough if he is merely a gentleman who is a favourite of the manager or the Educational officer or he is able to appear neatly dressed and make a few formal decent utterances on certain gala occasions. He should be a man of real responsibility. He should so far forget his personal interests as to make the school interests his own. The feeling that the strength, popularity and glory of the school depends entirely upon him, should be uppermost in his mind and never either by act or intention he should try to gain any personal object or do any personal injury to any one irrespective of its consequences to the school. He should remember that only the school, well-kept and

well-conducted, would keep him fit for his job and not otherwise. This realisation on his part is possible only when there is sound discipline in the school. How can this be observed? A well disciplined school is that where, according to W. C. Bagley, discipline is conspicuous by its absence and it has become a fashion or the commonly prevailing mode. The functions of discipline in a school are to create and preserve the conditions essential to progress, to prepare pupils for effective participation in adult society, and to teach lessons of self-control by persistent and sustained effort. This kind of discipline can never be said to exist in schools of every sort. The pupils in an ill-disciplined school can easily be marked out. They are insolent, indifferent, disdainful, boisterous, impudent, and sullen. They scamp work, defy teachers, howl about, scribble on the walls, make rooms untidy, disturb meetings and copy during examinations or desperately ignore examinations. The Headmaster should therefore, be, a person whose presence will be a guarantee against these features of indiscipline and will ensure the automatic and smooth working of a school on right lines so that there may be no need of any mention of discipline.

This is a great responsibility that vests in the Headmaster. How can he discharge this responsibility? It is not enough that he is very brisk and industrious nor will it do that he has high academic qualifications. He should in the first place possess the teaching personality of a teacher. Personality here is generally understood, according to educationists, to consist of the following if not more qualities namely Address, personal appearance, optimism, reserve, enthusiasm, fairness, sincerity, sympathy, vitality and scholarship. It is equally essential that he should have an organising capacity. The purpose of organisation in a school is to train the pupils to become honourable citizens, to enable teachers to put forth their best and to invite the public to help the school well. To achieve this purpose, the Headmaster shall be friendly, same and sympathetic by nature in the first place. He shall be able to teach classes so that his assistants may always hope to find in him a guide in times of doubt. He should be accessible to pupils who wish to make representations to him and he should be interested in boys' outdoor and general activities. He should be often conferring with parents and be loved by them. He should consider the Inspector as a friend and should avail himself of every opportunity to seek his advice, help, and co-operation. Above all, his relationship with the assistants should always be of a very cordial nature. He should never do or say anything in the presence of pupils that may, to the slightest extent, detract from their sense of reverential regard for their masters and never should he find fault with his teachers before pupils.

Necessary as it is that the Headmaster should be an able teacher, it is all the more necessary that he should be a good organiser. His organising capacity is of so vital a significance that oftentimes his capacity as a teacher is left out of account. Generally, a weak, incapable or imprudent Headmaster can be spotted out from the way in which a school is organised. A school where boys are unruly, games and sports are not well provided for, intellectual recreations such as literary society meetings and competitions are not systematically encouraged, group organisations such as scout troops and excursion parties are not carefully nurtured, cannot be regarded as well kept or well ordered. We see in many places schools housed in bad and dilapidated buildings with dingy and over-crowded class-rooms, little or no space for physical exercises, no reading room facilities for boys, no scope afforded for literary activities and no hearty cooperation between the Headmaster and the parents. The Headmaster of any such school can have no claim to the grateful memory of either the pupils or the public at any time and no one will have any reason to consider such a school as anything but ill-organised.

To avoid all the defects and drawbacks of an ill-organised school the individual capacity of the Headmaster alone will little suffice. The willing and cultured co-operation of all the masters is absolutely essential. Indeed, it may be postulated as a fundamental condition that the glory of the Headmaster is based upon the glory of the staff. The more a teacher is respected and encouraged the more the Headmaster becomes dignified and popular. The less the teachers are encouraged the less the co-operation that the Headmaster can hope to get from them, and the more the dangers to which the school in all its spheres may be exposed. The Headmaster who is very well qualified in all respects may sometimes be failing in his dealings with his assistants and on that account alone all his otherwise appreciable virtues may be pushed to the background and he may be judged not only a tactless man but a haughty and vain person. To ensure this co-operation of all the staff the Headmaster shall be quite fair, sincere, sympathetic and at the same time reserved. As a matter of fact, these are some of the qualities going to form the personality of a teacher as well as the Headmaster. As a teacher should exhibit those qualities in his dealings with the pupils, so the Headmaster should display them in his dealings with the staff. Truly a bad Headmaster can be discovered easily from a mere observation of his behaviour with the staff.

Let us see in what ways a Headmaster is oftentimes proving himself deficient or unpopular. In several schools, especially aided

schools conducted by individuals or managed by committees, the day to day relations between the Headmaster and the staff are peculiarly anomalous and offending to any educationist's sense of good discipline. The four qualities of fairness, sincerity, sympathy and reserve mentioned above are variously lacking in the Headmaster in some school or other. He is perhaps choleric or splenetic by nature and gets extremely provoked or irascible for the slightest cause and forgets himself so far as to bawl loudly to the staff and attract around him a crowd of aping and whining school boys. Or he is a man of deep prejudices, curious predilections, and bad vindictiveness of spirit. As such he has no trace of fairness, of sincerity or sympathy about him. He considers it a marvellous weapon to exercise his powers of distributing work among the staff, if he has a mind to spite, ill-treat, or send away any member of the staff. He may on ordinary occasions pose himself as a great upholder of righteous principles always giving due consideration to the service and capacity of masters. But if some one of the staff chances to be not in his good graces then all his tall talk of fairness vanishes to thin air and he acts with a degree of partiality and vindictiveness that should not at all be associated with the Head of the institution. He distributes work in such a way that a particular assistant is bound to get disgusted with his job and not unoften, if he be a man of indignation, resigns his office and gets free from an unwelcome control. Or the Headmaster tries to find fault with the assistant in odd ways for either coming to the school late by 5 minutes or failing to attend an entertainment of the school boys on a holiday or for having left uncorrected an ill-spelt work in a boy's composition note book, or for not being so lucky as his colleagues in producing promotions in his class at the end of the year. This fault-finding propensity on the part of the Headmaster is developed to such an unscrupulous extent on occasions that he makes a confidential report to the Manager or Secretary containing all kinds of representations or misrepresentations with the result that an assistant is surprised one fine morning with an order giving him notice of discharge from the school or stopping his increment; and no amount of appeal or application on the part of the assistant bears any fruit. This kind of activity on the part of the Headmaster is a complete negation of any possible virtue of sincerity or sympathy in him. While the Headmaster on the one hand evinces his prejudice against one assistant, he on the other hand displays a surprising degree of indulgence to another assistant for whom he has taken a 'fancy' either because he is a man of high connections or because he has been doing some personal services to the Headmaster in other capacities. For example, such an assistant is invariably exempt in practice from the

obligation of keeping correct time in attending school or valuing his composition exercises up-to-date and carefully or adhering to the other rules of school discipline. The Headmaster is all sympathy and sincerity in his case, and he showers upon the assistant favours varied and rich. He is placed in charge of the school scout troop, or association work or some confidential record work year in and year out and some decent allowance is guaranteed for him in addition to his salary. What does this indicate except a gross violation of the virtue of fairness?

These and similar instances are not at all likely to ensure any growing co-operation between the Headmaster and his staff. On the other hand, the dangers of a school having such a Headmaster will be only too many, and will doubtless undermine the foundations of popularity and usefulness of the institution. By a series of lucky circumstances a man may be able to stick to his position as a Headmaster for several years without possessing any virtue to entitle him to the office. The world will only heave a sigh of relief when such a man vacates his office and with Benjamin Franklin we can only exclaim 'Ah poor deluded people, you are doomed for a time to turn the grindstone for a booby'. On the other hand, a school can little afford to lose the services of a really good Headmaster; for verily he will be, naturally, so closely identified with the prosperity of the school that no one can help sighing with grief at the time of his leaving the school. I remember a stalwart educationist of a Headmaster who could boast of having harmed not even the smallest menial in his school, nor of having spoken harshly to an assistant nor of having done or said anything either in his relations with the pupils or the public that might imperil the personal dignity of a teacher or his command of discipline, and who could count, among his achievements of a decade, upon having acquired a huge playground for the school, started a well-equipped hostel for the boys, enriched the library and the laboratory two fold and three fold, encouraged the school champions to compete in District and Provincial Athletic competitions and won many trophies. When he retired quite against the wishes of the management and the staff, on account of his old age and with a view to make room for his trusted first Assistant it was a sight for gods to witness the series of entertainments lasting for over a week held in his honour by the staff, the pupils, the public, the parents, the old boys and friends. To day long after the gentleman departed from the school and from this world too, the staff of the school are cherishing the most grateful memories of the late Headmaster. The portrait of the person and the several blocks of buildings named after him serve as but a vague indication of the green memories of the public.

Hence the whole purpose of the organisation of school work can best be served by the Headmaster's hearty co-operation with the staff. That is the keynote of success to achieve the other aim of training the pupils, or making the teachers put forth their best or to secure the help of the public. Let me be therefore content with examining the scope of such co-operation and the ways of achieving that. The Headmaster of a school is in all but name only a teacher and his being the head of a school cannot in any way keep him secluded from the ordinary feelings and sentiments of a teacher. The day-to-day work of a teacher is the mainspring of the entire life of a school. Only so long as teachers are cheerful and enthusiastic and optimistic the pupils will have the benefits of free and growing knowledge. To keep the teachers in such a happy mood, the Headmaster should have a clear grasp of his duties. His is mostly a work of supervision while the teacher's is entirely a work of service. Service, to bear full fruit, should be unfettered and cheerful. The teacher should never feel that his work is impeded by the carelessness or rudeness of the pupils. Nor should he feel that his capacities and resources are not properly encouraged or utilised by the Headmaster. Hence the Headmaster's duties towards the staff may be broadly considered under two heads namely distribution and supervision of work.

The distribution of work is, indeed, a matter of great importance, especially in large schools. In all well known schools of the West and even in India the practice seems to be to treat all masters of equal qualification mostly on an equal footing regarding the distribution of work. We understand that in the Santiniketan School of Doctor Tagore, masters are all given a free range of work and it is said that even the work of the Headmaster is for all practical purposes attended to by the masters by turns so that every one of the staff has come to feel the same attachment to the school and its property. In the distribution of work there is absolutely no invidious distinction shown between one and another. In certain schools masters especially in High School classes are allowed to choose the work that they like best every year and attend to it with zest. In several other schools the plan of work is that the high school masters are allowed to go up from IV Form to VI Form along with the pupils each year and again begin a new rotation. This is supposed to satisfy a healthy principle from the point of view of the masters and pupils namely that the boys will have a growing filial regard for teachers and the teachers will have a parental interest in the success of the pupils at the final examination and also a full grasp of the boy's merits and defects. On the other

hand, certain queer natured Headmasters in a few schools seem to be panic-stricken to be told of such a proposal. They think that a teacher after his appointment, unless he happens to be connected with some bigwig or favoured of the management or a personally helpful ally, should not be allowed to have touch with anything but the lowest class for a few years and afterwards also only if he pleases the personal whims of the Headmaster. But the pupils having once come under the care of the teacher, may be filled with real respect and regard for the teacher and may be only too glad to continue their studies for the next year also under his guidance. This is really an anomaly. A true and well meaning Headmaster will disdain to check the free growth of a teacher's spirit of service and his teaching enthusiasm.

As regards the other aspect of the Headmaster's work namely supervision, it deserves elaborate attention. The distribution of work, important as it is, cannot be regarded so far-reaching in its consequences as the supervision of the distributed work. The effect and thoroughness of the school work entirely depend on its supervision. Hence the Headmaster of a school should generally regard supervision as his most important piece of duty and if properly carried out that will remove a lot of misunderstanding, indiscipline and confusion in a school. As a matter of fact, real supervision may include all that a Headmaster is expected to do not only within the working hours of a school but also otherwise. But here we confine ourselves to supervision within school hours.

The Headmaster of a school is responsible for the easy and smooth working of a school according to a time table carefully drawn up. He has to look after the pupils attending to their work in different classes, the pupils doing their work regularly according to teachers' instruction, the masters feeling undisturbed in their work and the pupil behaving in a disciplined and orderly manner both in class-rooms and outside. Of course the maintenance of the necessary school records, time tables, curriculum, and the conduct of examinations are all routine matters of supervision which need not be considered at present; for given the careful daily supervision of the work going on in the school, everything else will automatically follow.

It is the daily supervision of the school work that is oftentimes lacking in several Headmasters. A true Headmaster is expected to supervise all the classes daily, correct teachers gently, and encourage them, punish suitably cases of boys' misconduct, hold teachers' conferences to clear doubts and answer questions. In several schools the Headmaster seems to feel that he is a privileged gentleman who can come

and go as he likes and who need not be bound by any rigorous routine as the teachers. Especially, when the headmaster feels he has some influence with the school authorities, he does things as he likes; so much so that several flaws in the daily conduct of the school work creep in and the discipline and efficiency of the school are endangered. For example, in a school lacking in regular supervision many evils are noticed. Pupils do not attend their classes regularly. They abscond from certain classes with impunity. They come to classes grossly indifferent to their studies and defy the teachers when they are chastised. They stroll about the school as they like during school hours. They play several other boyish pranks such as howling at teachers, scribbling abusive languages on the walls and bullying younger boys. These irregularities, if checked then and there, will completely disappear to the good of the school. If they are not checked, they grow into positive dangers to the school discipline and reputation.

What shall the Headmaster do to check these irregularities? He can do much by way of supervision. He should first check the attendance of pupils. In about half an hour after the school commences every day he shall go round the school visiting class after class. The strength and the number present are noted on the black board in each class as soon as it is commenced. All late comers shall be kept outside the class till the Headmaster finishes his supervision, unless the teacher is pleased to admit the boys for valid reasons. As soon as the lesson is commenced every teacher may find out all cases of delinquency, indifference and impudence in the class. Such of the boys as in the opinion of the teacher deserve severe notice may be kept standing in the class till the Headmaster finishes his round. The Headmaster, as he goes along visiting class after class seeing on the board the number present, may stop to find out the cause for large absence if any. Late comers standing outside may be questioned and if they be habitual or wanton they may be given a cut or two by the Headmaster and sent in. Such of the pupils as are kept standing in the class for any act of indiscipline should also be attended to by the Headmaster and given a cut or two. All such punishments may be for the sake of discipline, recorded in a note book to be styled the discipline register of the class. The Headmaster can do this kind of supervision twice daily and more too if necessary. The school gate should always be watched by a person and no boy coming to school later than half an hour should at all be admitted inside unless he brings with him any letter from his parent to the Headmaster or class master. Except during recognised intervals, no boys should be allowed to loiter about either inside or outside the school. Boys found doing so, should be found out by the Headmaster

by himself or through a specially appointed discipline board and such cases unless justified by valid reasons should be punished by the Headmaster with a cut or two on the palm and such punishments recorded in the class Discipline Register. Prompt and punctual attendance on the part of boys may be encouraged by instituting prizes to both for classes and individuals for the best attendances, such as by way of a rolling trophy. Boys found guilty of other kinds of indiscipline may be suitably punished either with warnings or cuts. All such punishments may be recorded in a discipline register and serious and repeated cases of misbehaviour may be circulated and put upon the notice board, once a month. For this purpose the Headmaster will do well to enlist the services of teachers of the school in batches by turns every month so that the combined wisdom and experience of the masters may be of great good for the school. In addition to the teachers the Headmaster may regard it as a very encouraging step to enlist the services of some of the well-behaved pupils in various classes. For this purpose it would be good that the Headmaster himself appoints the monitors of the various classes in the school by some process of testing so as to choose intelligent as well as brave boys and he may hold talks with them now and then. Of course the teachers may be asked to give them suitable training in watching for cases of misdemeanour and bring them to the notice of teachers. This method may work great joy and enthusiasm among the pupils and the monitorship of a class then may be considered as a work of real merit and strength and not physical growth only as at present.

In conclusion, it may be said that the Headmaster of a school if he is to keep up the reputation of a school and make it a useful training ground for all the young folks that come within it, should try to keep it free from the drawbacks of an unruly school and an unruly school is marked by the careless behaviour of the pupils, indulgence and weakness of control on the part of the Headmaster and the inadequate preparation and brief tenure of teachers. To keep efficient control over the boys and staff the Headmaster should be a man of marked character, indomitable will, deep sympathy and great reserve. He should realise that he is but the symbol of the combined work of the staff and never should he try to lord it over the establishment and think of terrorising the staff into obedience by the exhibition either real or assumed, of his superior authority. The boys forming the chief element of a school should be kept in healthy check and the Headmaster will be cutting at the root of the school greatness if once he makes it appear to the pupils that he is weak-minded, or loose-tongued or prejudiced against any particular teacher. The boys' misbehaviour is generally

infectious and if the Headmaster either because of his spite for a teacher or overfondness for a pupil makes it appear that he is trying to judge between a teacher and a pupil, woe be to the school discipline and never would it be possible for the Headmaster to maintain perfect order afterwards. Even though a teacher might have done a serious mistake to a pupil the decent course for the Headmaster is to lend a patient ear to what the pupil or the parent says and sympathetically listen to the teacher's explanation and dispose of it in a magnanimous way realising all the while that the teacher, whatever he did, was but a representative of his. Generally it may be said that he is a weak-minded Headmaster who allows himself to be approached by pupils with complaints of all sorts. The usual course for the pupils should be to make their representations to their respective teachers. The Headmaster need have no personal talk to the pupils except through the monitors. Indeed he shall be so tactful and reserved that ill-behaved and impudent pupils will be really afraid of approaching him with frivolous complaints against teachers. This may be ordinarily avoided if only the Headmaster goes round regularly supervising the classes every day.

Hence, blessed is the school, they say, which has for its head a person of truly good personality. Contented and cheerful are the staff. Dutiful and brilliant are the pupils. The public can have no better satisfaction than to send their children to such a school with money and advice. The Headmaster is held in such a high regard by the people that his name is identified with that of the school and he is regarded as an embodiment of the ideals and traditions for which the school stands and it is needless to say that people will ill-afford to lose the services of such an ideal Headmaster for the school.

The Higher Technical Education in Egypt

BY PROFESSOR CHARLES ANDREAÆ.

Engineering has, at all times, played an important part in the development of agricultural countries. In Egypt, particularly, where first rate problems of water supply and irrigation had, almost incessantly, to be faced and solved, it has rendered invaluable service and contributed to a large degree towards the agricultural development of the country and the prosperity of its people.

The wealth of Egypt depends mainly upon the Nile and its annual flood, but, as the natural flow of the river is not sufficient in itself to satisfy water requirements, extensive irrigation and storage works have had, for over a century, to be envisaged, carefully planned and put into execution. The first work of this kind, in the long series of dam constructions, which followed, has been the Delta Barrage near Cairo, built by Mohamed Aly the Great, about a hundred years ago. In the beginning of this century the famous Assuan Dam was built, since then heightened twice. A large number of other barrages, erected methodically and successively in various parts of the Nile, now regulate irrigation in rural Egypt and an important dam at Gebel-Aulia, near Khartoum, has just been completed in order to allow the storage of still larger quantities of water. In connection with these great works, an extensive system of canals, regulators, etc., has been carried out and is still in progress throughout the country, whilst in the matter of water distribution and drainage of land, a vast number of pumping and power stations have been erected and will be further required in years to come. It is, therefore, evident from the foregoing considerations that engineering and agriculture have been and are closely connected in Egypt.

Over and above agriculture, there has always been a more or less constant work in connection with harbour and railway construction, roads and other means of communication. Villages and towns required and still need great improvements. They require light, water supply, canalization and sanitation, which again entail municipal engineering and town planning. The continuous increase of the population naturally leads to the creation of industries and to the consequent erection of up-to-date factories, run by power or steam. All this represents an immensity of varied and specialized engineering work and an ever-growing need for qualified engineers.

In order to meet these drastic needs, a school of engineering was created as far back as 1820 by Mohamed Aly Pasha, but it has had to

close up several times in the face of the difficulties that prevailed at that time. It was, nevertheless, re-opened a few years later as the requirements of the State for a larger number of engineers was growing, and so the school went on until it was finally transferred to its actual place at Giza, where new buildings, beautifully situated on a part of the Orman gardens, were erected in 1903, in order to accommodate it.

The intellectual renaissance of Egypt, which had been the striking feature of the reign of the late King Fuad I, has given to the whole question of education a fresh and uplifting impulse. In the year 1926 the Egyptian Government brought about a thorough reorganization of the Royal School of Engineering. The enormous programme for new public works and for their operation, as also for the maintenance of existing ones, fully justified the efforts of the Government in educating and training, within the country, an adequate body of national technical men.

In 1926, Mr. H. Potterat, an experienced engineer and late Professor at the University, of Zurich, was appointed with the object of commencing at once a vast reorganization of the School, on the basis of scientific and educational principles that had proved their efficiency in Europe. Unfortunately, Mr. Potterat suffered from ill-health after hardly two years and died in January, 1928. He was replaced by the writer.

Until 1935, when it became a Faculty of the Egyptian University, the Royal School of Engineering was ruled by the law of 1927, which was slightly modified in 1930 and 1932. The main principle behind this law was to guarantee a close connection between the work of the School and the practical needs of the country. For that purpose the law introduced a School Council of nine members, five of which, including the Chairman, were to be chosen outside the School Staff, amongst the leading engineers in the various Government Administrations and in private enterprises. To give to the representatives of independent practice such influence in the direction of the School was a proper and wise course to follow, if a too theoretical, one-sided teaching was to be avoided and a fair comprehension of the special needs of the country secured, through the collaboration of technical men with a thorough knowledge of local requirements and conditions.

In Egypt, students of engineering have no opportunities, as their colleagues have in England and other countries, of being trained for practice in places other than the School of Engineering, as there are no offices of Consulting Engineers and the number of factories and industrial enterprises is, as yet, rather limited. This unfortunate situation

prevents students from undergoing an apprenticeship, and the School of Engineering is compelled, in the circumstances, to consider not only the scientific preparation of students, but at the same time, their introduction into practical engineering. The graduates, who, in their large majority, are appointed to Governmental jobs, must be able to do, straightaway, useful practical engineering work, and that, more or less, independently. This consideration compels the School to specialize up to a certain extent.

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The course of University standard is four years. Admitted for this course are, on principle, bearers of the Egyptian Secondary School Certificate (mathematical section). But in order to complete their preparation, a preparatory year was introduced in 1930, after which the student had to pass an entrance examination. At the end of each academic year (end of May) there is an examination; no student is allowed to pass a higher year's course if he has not succeeded in the examinations of the year before. In this way the weaker students are gradually eliminated.

The School of Engineering, now the Faculty of Engineering, has, for the time being, four Departments, which train their students for different technical professions: Civil Engineering, Architecture, Mechanical Engineering and Electrical Engineering. The first of the four years is common for all four Departments. It is mainly devoted to those sciences, which are the basis of higher engineering, such as pure and applied mathematics, descriptive geometry, physics, the elements of the theory of structures and survey, etc.

The main technical subjects for the Civil Engineering Department are: Surveying, irrigation and irrigation design, bridges, metallic constructions, reinforced concrete, municipal engineering, roads, railway and maritime works and related subjects. Great importance is attached to hydraulics.

For the Architecture Department: Drawing, perspective, history of architectural design and project, etc.

For the Mechanical Department: A thorough course on machines, theory as well as design, steam engines and refrigeration, internal combustion and hydraulic machines; great importance is also attached to the planning of power stations, where the mechanical as well as the electrical part is treated. Fair attention is given also to workshop technology and industrial management.

For the Electrical Department: Besides the mechanical subjects, which are given a smaller place than in the Mechanical Department, electro-technics are taught in a more detailed and specialized way. Direct and alternative current theory and machines are given a wide space, as also electric traction, transmission and power plants; lectures and exercises are given regularly on light, electricity, telegraphy, telephony and radio engineering, to prepare engineers for the corresponding Government Departments.

The programmes do not differ much from those of similar institutions in Europe. A great part of the time is devoted to practical exercises both in the drawing offices and laboratories, the latter being an important part of the premises of the Faculty, which disposes, at the same time, of large and up-to-date workshops for metal and timber work. It is a recognized principle that engineers should have some manual training, which, in Europe, the student is usually able to get in factories and workshops outside the technical institute or the University. As in Egypt similar opportunities for training so many students are difficult and rare, the School was forced to provide them within its premises. These School workshops are equipped with the most modern machine tools and facilities for foundry and all kinds of metal work, and also for joinery, this kind of work being considered important specially for the students of architecture. All students of the preparatory and of the common first year work there several hours each week, whereas those of the Mechanical and Electrical Departments work in them during the several weeks of the summer vacations for practical training in technology and management.

Owing to the exceptional importance of irrigation and related subjects, particular care is devoted to the teaching of hydraulics. A laboratory is equipped with instruments of facilities for the observation of hydraulic phenomena, for measurements and experiments.

The Mechanical Department has, since 1929, a laboratory for heat engines at its disposal. This laboratory comprises a large boiler, steam engines and turbines, internal combustion engines, Diesel and other useful machines. The engines are connected with dynamos, which produce the electric light for the Faculty and the current for the laboratories of the Electrical Department. A special section is devoted to tests and researches on concrete and reinforced concrete; its implements include a 500-ton press (Amsler) by means of which columns 7 ms. high can be tested, a pulsator, a 175-ton bending machine etc.

The Institute is further equipped with a laboratory for investigation work on foundation soil, the object of which is to investigate the

behaviour of Egyptian soils under the load of buildings and of civil engineering works. It attempts to find out the relation between loads and the setting of constructions and the physical characteristics of the different kinds of soils. This laboratory is quite young, having been established as recently as two years ago, but it has, nevertheless, been able to do good work and to render precious service; some of its works were successfully submitted to the International Congress for Soil Mechanics at the Harvard University (U. S. A.) in 1936.

In 1933 H. M. the King Fuad I laid the foundation stone of a new laboratory for the Electro-technical Department. This laboratory was completed and put into operation at the beginning of the academic session in October, 1935. It contains lecture and drawing rooms, laboratories for direct and alternative current, a high-tension testing room and laboratories for light electricity, telegraphy, telephony and radio engineering. A new laboratory for Physics, both for teaching as well as for research work, is at present under consideration, and one for the demonstration and investigation of irrigation schemes. For some time past the addition of a new Department for Chemical Industry to the Faculty of Engineering has been in contemplation, but up to the present moment the project did not materialize, possibly on the ground that there is at present no sufficient scope for its creation.

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The teaching staff of the Faculty is, for the present, both Egyptian and Foreign. It is composed of 55 members and a staff of Assistants (Demonstrators). The junior members are all Egyptians trained in Europe. Amongst the best graduates of the Faculty, some are selected, after a few years of practice either in a Technical Administration or as Assistants at the Faculty itself, for the purpose of undergoing further training and specialization abroad. When they have obtained higher degrees or terminated an appropriate practical training, they are appointed at the Faculty, generally as assistant-lecturers. In this latter capacity, they are enabled to train themselves in the art of teaching under the guidance of senior members, with a view to filling, at a later stage, the post of Professor and replacing, gradually, the retiring Foreign members.

As European experience shows, all technical progress, whether administrative or industrial, depends, to a large extent, on the advancement of the technical training in a given country. And the progress of an engineering school is of the utmost importance to a country which depends for its economic development upon technique, as is the case with Egypt. Until the present day, nearly all graduates of the Faculty

of Engineering have entered Government services as engineers or architects. But the time is not so distant when graduates of the Faculty will also be required by industrial and other enterprises, and the authorities of the Faculty have borne this coming possibility in mind; they have arranged their programmes accordingly, and followed, in this respect, the principles of similar institutions in Europe; they have endeavoured to maintain a fair middle-way between scientific and practical training. (I. R. I. B.)

Stray Thoughts on Education.

By SRI V. V. DIVEKER, B. A., B. T.

During the course of my work as a teacher for the last 22 years I have come across several classes of students in and outside the School and have done my best to help them whenever possible by advice and guidance. Sometimes when I am alone having a stroll on the beach the following thoughts recur to my mind, and I have put them down here for the information of my brother teachers.

At present the Wardha Education Scheme is uppermost in the minds of all and specially of those interested in the education of the young. Though I do not mean to go into the details of the Scheme, as I have done so before, in the columns of the *Indian Educator*. I mean at once to say that it is based on a base craft round which all instruction will centre. There have been criticisms for and against the scheme, which has citizenship and self support as its ideals and even the Vice-Chancellor of the Bombay University referred to it in his Convocation address as impracticable. The new Educational Commissioner with the Government of India in his first interview, soon after landing in India said that the scheme was "interesting" though he did not pronounce any opinion on it. However he added that basic education had not been self-supporting in England. The sponsors of the scheme have started a Training College at Wardha to train students (teachers) on the lines of the scheme. The Government of C. P. are proceeding with their Vidya Mandir Scheme to spread education in that province though the Muslims are opposed to that scheme. Some time back a deputation of Muslims waited on the Hon. Mr. Shukla and laid before him their objections to the scheme and he promised to look into their objections and to set them right. In our province Government have

appointed a Basic Education Officer to start instruction on the lines of the Wardha Education Scheme.

The Government of Bombay have issued a circular stating that Hindustani is going to be made compulsory in all the Primary and Secondary Schools of the Presidency. Hindustani, which according to Congress is going to be the Lingua-Franca of India, will be made hereafter compulsory in the higher standards of the Primary School and in the lower standards of an English Teaching School. The script to be used will either be Devanagari or Urdu and there will be no examination in that language though learning the same is compulsory. In the Madras Presidency there is great agitation on that point as the public think that it will be a new danger to the pupil's mother tongue. In my humble opinion there should be no objection to the introduction and study of an additional language.

The Government of Bombay desire to introduce Commercial education in some of the Government High Schools and thus give it a vocational bias. In this connection I should like to refer to an article that appeared in the *Kaiser-i-Hind* in which the writer deprecates the ideas of over-early specialisation. The Principal of the Sydenham College of Commerce also is of opinion that specialisation in the earlier stages of a school curriculum will not lead to good and benefit the students either. He is further of opinion that the parents of students studying in the High School are not in a position to make up their mind as to what course their children should take up and he thinks that early specialisation is not possible under the present circumstances. He, therefore, suggests that in case specialisation is to begin, students who have specialised in certain subjects may, if necessary, be allowed to go in for the general course at a later stage. It is learnt that in England this specialisation in a Junior Vocational School begins generally at the age of 11. But conditions in India and England differ much. There the parents are able to make up their minds regarding their children's future earlier due to circumstances. But in India it is otherwise. But it may be taken for granted that none would raise any objection if useful subjects like Accountancy, Banking, Type-writing and Shorthand are introduced in the existing school curriculum, as these subjects will make a student better fitted for life and its struggle. But the only point to be considered is whether the curriculum followed in the top most classes, which is already heavy, will not be heavier still. But in this case also we can get over the difficulty by introducing these

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subjects as additional optional subjects, thus making the range of option wider still.

The Government of Bombay mean to introduce compulsory Physical Training in Schools and with this intention in view a Physical Training Institute has been started at Kandivli near Bombay. The idea of introducing physical instruction is indeed laudable and the teachers, when trained, will be able to introduce physical instruction in the schools in their charge. Thereby Government will have given proper place to physical education, which has so far been sadly neglected to the detriment of the health of the students. I had an opportunity of going through the report of the medical inspection of a school and I saw that the medical officer had noticed several defects which could be easily corrected by proper care and attention at the proper time. Such for example are bad teeth, bad eyesight etc. It is quite necessary to have regular medical inspection of schools at least at the beginning of an academic year and it is no doubt true that the care that we may bestow on the health of the school going children will be amply repaid in the long run.

Presiding at a gathering of students at Satara on 2nd October, the Hon. Mr. Mavalankar, Speaker of the Bombay Legislative Assembly, deplored the loose tendencies observed in young students of today. Students of today according to my knowledge do not apply themselves to their study as they should. One thing at a time is a good principle which they should follow and while they are in school they should forget all about things that do not concern them, and apply themselves heart and soul to their legitimate work. Easy going habits they should not at all contract while in school.

The Scout movement in India is at present in a melting pot. There are 2 organisations mainly concerned with Scouting viz. The Hindustan Scout Samiti and the Baden Powell Association. The majority of the provinces in India have cast in their lot with the Hindustan Scouts and have also shown their sympathy for this new Scout movement. The great difference in the two scout organisations appears to be in the scout promise the scout has to take. It requires that a scout shall be loyal to God and State whereas the old promise required the scouts to promise that they would be loyal to God, King and country; and secondly the new scout movement will be free from official control. The two organisations have been putting forth their efforts to push their own movements in their own way and we have to wait and see which of them finds favour with the general public.

House System in Bengal

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

(A short note on this subject appeared in our last September issue, which has provoked some observations from our esteemed contributor, Sri Gauri Prasanna Biswas, M. A., B. T. We publish below his letter and our own answers to meet a few of the points raised in it. Readers will profit by a study of 'The House system and its principles' as explained by the author.—Ed. I. E.)

A short note on "House System in schools" as introduced in Bengal appears in the September issue of your esteemed journal which requires some comments by way of elucidation to disabuse your readers' mind of all possible misapprehensions that may hang round the question.

Your remark at the outset that "The Bengal Premier has taken a lead in introducing 'House System in schools in his province' is not authenticated. The syllabus of Physical Training for Secondary schools, issued in Government notification No. 471 T—Education, dated 15th May 1933, long before the Premier came in office, contained provisions of an entirely different nature from those of the previous syllabus and instructions were issued to Headmasters and teachers concerned to understand and introduce all sections of the reformed syllabus that would be possible under local conditions. Accordingly, Mr. James Buchanan, M. A., Physical Director, Bengal, published a booklet entitled "Suggestions for the improvement of Physical Education in Schools" early in 1936, embodying among other things the principles and methods of the House System and hints for its actual operation. Thus the introduction of the system is primarily attributable to the Physical Director in a regime prior to the formation of the present Ministry. But when protests arose in a certain district in Bengal against the system, the Bengal Premier in the course of his tour there gave out that he would give it a fair trial and introduce it in Bengal.

I do not know when and in what form such a method of school organisation existed in India as you think it did. I quite agree that many of the so called methods of instruction which are the outcome of an enlightened and scientific outlook and have got "a local habitation and a name" in the West, were in some form or other practised in India. The House System, whatever its form in India might have been, seems to be a relic of the instructional and disciplinary methods practised with good and bad results by the Jesuits of the 16th and the 17th century. But the system as detailed with all possible lucidity in Mr. Buchanan's

"Suggestions" to supplement school organisation on efficient lines makes for unalloyed good and you have rightly pointed it out in the closing paragraph of your note.

There may be some die-hard and stiff-necked educationists who have not seen deep into the system in actual operation and even fear, as you hold, that boys may become automatons losing all individuality, scramble for marks or places and forget the higher ideal of a school *esprit de corps*, that the school may be parcelled out into self-sufficient warring camps or 'Houses' without any cohesion and co-ordination. Without adding my comment on such an exaggerated notion, I would do well to quote here portions from Appendix F, P. 32 of the above "Suggestions" for the enlightenment of the critics.

"PRINCIPLES"—

- (a) Each class is divided into four groups—A, B, C and D.
- (b) All groups A are combined to form one "House", groups B another and so on. Each House receives a distinctive name, e. g., Tagore House, P. C. Roy House, Asutosh House, etc.
- (c) Each House is composed, therefore, of representatives of all classes.
- (d) Four teachers are appointed House Masters, and four other Assistant House Masters.
- (e) Four senior boys of outstanding character are selected as House Captains and four other Vice-captains.
- (f) The most outstanding boy in the school is appointed School Captain and another as Vice-Captain.
- (g) Each House receives a distinguishing mark and colour, e. g., badge, ribbon, etc.
- (h) House Masters and Captains with their assistants are responsible for all activities (recreational, disciplinary, etc.) in their own Houses and endeavour by every possible means to build up a corporate spirit in the members, develop the powers of leadership of those selected for positions of responsibility, and foster the idea of loyalty to the House and to the school.

METHOD OF INSTRUCTION,—

- (a) Make the initial selection of House Masters and Assistant House Masters, choosing those teachers who have shown an interest in the pupils beyond the confines of the class room.
- (b) Select the School Captain and House Captains, choosing boys of character and initiative who are likely to have a good influence.

(c) Divide each class into two equal sections, one composed of those whose homes are some distance from the school. Subdivide these sections to give four teams in a class all approximately equal as regards mental and physical ability.

(d) Combine corresponding teams of each class to form Houses, and prepare a register for each House to be in care of the House Master.

(e) Select two boys from each House as candidates for Vice-Captains' posts and allow members to vote for their own Vice-Captain.

APPLICATION TO GENERAL WORK,—

The House organisation may be used to conduct Inter-House competitions in attendance, punctuality, academic work, discipline games, etc., by giving a monthly maximum of points and making deductions for every absence, late arrival, mistake, or breach of school rules. The Headmaster and the Physical Instructor who are not attached to a particular House, should keep the records of these."

Then follow the instructions regarding its application to physical education—organisation of after-school games, Inter-House competitions in different sorts of games suitably to date and time in the routine so that groups of 88 boys in a school of average numerical strength are employed in alternate days. From the above it is abundantly clear that the system seeks to achieve better order and maximum good through what you may call a democratic rearrangement of the school population with the minimum of trouble. It is quite in consonance with the ideal of self-government and self-expression, which is the goal of all kinds of government, be it in the school or in the country. The House Masters have to work the system in co-operation with their pupil assistants who thus have a share in the smooth administration of the school.

You are informed that one feature of this system requires the sending of reports of boys in the different Houses to the police, that teachers are pressed into the secret service and that the voluntary service of Military Intelligence Officers has also been requisitioned to supervise the working of the House System.

Now I will try to explain how such a healthy and innocent system turned into a scape-goat for an unfortunate combination of circumstances. Owing to paucity of qualified Physical Instructors with necessary training for the smooth operation of the system, — and still such Instructors are few and far between — some Military Intelligence Officers who had accurate knowledge and training of this system in

Gleanings

Courage in Modern Life

MORAL RATHER THAN PHYSICAL.

"In adult life, there is not (now) the need there once was for bravery. Most men are relatively free from attack or threat of attack; the dangers which surround them, such as dangers of traffic, call for prudence and restraint rather than physical courage. A physical coward can get along better today than in earlier years. Courage in the physical sense is not the out-standing virtue it once was. Cowardice is not so great a handicap.

"While, however, physical courage is coming to occupy a place of diminishing importance in modern life, the need becomes more compelling for intellectual and moral courage. When we allow ourselves to be deceived, when we fail to look facts in the face, when, in short, we lack intellectual courage, we suffer for it. And we suffer when we have not the moral courage to stand by our convictions, when we support a cause in which we do not believe, when we allow desire for gain or any other consideration to prevent us from doing what we believe to be right. Intellectual courage and moral courage are more essential today than bravery; and one who is lacking in them is guilty of the worst type of cowardice."—*The American Observer, Washington, D. C.*

* * * * *

Secondary Education.

The members desire once more to declare that it is necessary for secondary education to maintain its independence, as an essential condition of its efficiency.

They declare that an education of freedom based on reason and respect for truth, is the soundest foundation for the education of the social sense, because it leads to a discipline accepted voluntarily.

It is the duty of secondary education, at the risk of failing in its task, to train the social sense in the children committed to its charge. It contributes thereto by its function of intellectual training which provides society with an elite possessing accurate and open minds; it ought to help further by using school life as an apprenticeship for the pupils to corporate life; it can collaborate in a very beneficial manner in the out-of school activities used for social training.

In order to fulfil this function, it is important:

(a) to preserve in our secondary education its living spirit and its formative cultural aims;

(b) to encourage in study, in corporate life, and in games, all forms of collaboration, of voluntary subordination, and of personal responsibility (team work, clubs, pupils' debating societies, social work carried on by groups of pupils, magazines, etc.)

The Congress, declaring that in the majority of countries the training of the social sense is incomplete, that in many cases it does not exist, resolves

that the associations shall work together to formulate a practical scheme for this education and to study in what manner teachers may best be prepared to fulfil their role of social educators, having due regard to their own individuality.

* Resolutions passed by the Eighteenth International Congress of Secondary Education, Paris, August 2nd—8th 1937.

True Education.

"Education is not something to prepare you for life, but rather a part of life itself. Earning should go hand in hand with learning. These little children in school, earning money with their vegetable garden; teaching each other their own experiences; helping each other to plant and cultivate,—they are getting a real education. For true education consists in learning to do, by doing; learning to help, by helping; learning to earn, by earning...Here, we are trying to merge schooling and living into one uninterrupted whole, so that there will be no disconcerting break between learning years and earning years."

—Henry Ford about his experimental School at Greenfield.

Geography Teaching and Aircraft

There is always a tendency for geography teaching to lag behind the realities of the outside world, the amount of lag depending largely on the vigour of the teacher. In a period of rapid change like the present it is particularly desirable to aim at up-to-date teaching.

Many text-books are great sinners in this respect. There are recent books which say very little about modern roads and practically nothing about air transport, radio, etc. Recent changes, however, have made it very necessary for us to consider these matters in relation to our teaching.

It is not suggested that very much should be said about air routes. They change with such rapidity that the teacher cannot always be sure of his facts. Certain geographical factors, however, have increased in importance while others have diminished.

THE SHORT ROUTE.

The principle of *great circle sailing* applies to the air as well as to the ocean, so that it is now more essential that the child should have some idea of it. The only way of dealing with the subject is by means of the globe. By fastening a piece of thread on London and pulling it taut between there and Tokyo, the short route can be made obvious. If this is compared with a flat map, the errors due to the latter will easily be seen.

This will lead to other considerations for the airman. It is unlikely that one flying from London to Tokyo would keep strictly to the great circle because it would carry him to the bitter wastes of Northern Siberia. Climate, the existence of air ports and landing grounds, provision of petrol, and mountain barriers are all factors to be considered.

Certain towns have risen into new importance because of their position on air routes. Examples are Baghdad and Karachi on the route to Calcutta. Aeroplanes fly on this route twice weekly at present, continuing to Singapore once a week. Children will be interested to watch developments here; at present mails, but not passengers, are accepted as far as Australia (Brisbane).

The towns of Recife (or Pernambuco) and Natal are important because the airships of the Luftschiffbau Zeppelin Company arrive there from their Transatlantic flight from Friedrichshafen on Lake Constance, Lakehurst (New Jersey) is likely soon to become an important terminus of a Zeppelin route from Europe.

The rise of the science of weather forecasting is closely allied to air transport. Children can easily be made to understand how vulnerable aeroplanes, and still more airships, are to storms. Teachers will know how to give some idea of the vast network of telegraph, telephone, cable and radio communication by which weather information is collected at London, etc., and forecasts broadcast to airports and to pilots.

SOWING BY PLANE.

It is not only in reference to transport that aircraft should be mentioned. In teaching about the constant warfare against insect pests there are such facts as the modern attack on locusts from above by poison gas or flames. In agriculture there is *the new method of sowing*, e. g., rice from low-flying aeroplanes in Soviet Russia. Even the lonely trapper or lumberjack of Northern Canada is helped by aircraft, for if he falls ill or meets with an accident a "mercy flight" from Edmonton may take him to hospital, the time taken being a very small fraction of that needed by other means. Forestry is also helped by aeroplane patrols looking for fires.

Long distance railway routes have certainly diminished in importance and this should be reflected in our teaching. Probably no one would now travel from Leningrad to Vladivostok by rail, as it is quicker, more comfortable and even safe to fly. Will the same thing happen in Canada when the new air route between Nova Scotia and Vancouver is completed? It is to have 114 landing grounds, each with a powerful beacon light, and the journey will take about 24 hours instead of 6½ days by rail. Some years ago the completion of the Cape to Cairo railway was considered to be merely a matter of time. Now this is much more doubtful, for the motor car and the aeroplane between them have removed the greatest need.

It is essential to lead the child to realise that we are living in a time of revolution. Thirty years ago no heavier than air machine had ever flown a mile. Geography is a study of the earth in its relations to man, and it seems likely that these relations will be more profoundly changed in the next thirty years than in the last as aircraft are extended in uses and numbers.

(From 'The Schoolmaster and Women Teachers' Chronicle'.)

The Madras Teachers' Guild. English Section.

QUESTIONNAIRE.

AIMS.

1. What is the objective of teaching English in Secondary Schools?
 - (a) Is it enough for the pupil to understand the ordinarily spoken and written English?
 - (b) Should the aim be to enable the pupils to write and appreciate English Literature?
2. What in your opinion, should be the extent of vocabulary of a pupil at the close of his Secondary School course?
3. Would 'Basic English' help to realise the aim.

TEXT BOOKS.

1. What is the criterion, in your opinion, of a good text book in English:—
 - a. for Primary classes
 - b. for the Lower Secondary classes
 - c. for the High School classes.
2. Are you satisfied with the present method of schools prescribing text books?
3. Do you think that all the text books in English in your school are quite suited to the different standards for which they are prescribed?
4. What defects, if any, do you notice in the text-books?
5. Do you know any school or schools having their own text books in English, i. e., written by their own masters?
6. Do you know any Teachers' organisation that has brought out its own English text books for different standards? If so, mention them.
7. Do you think that it is possible for the Madras Teachers' Guild to bring out its own text books in English?
8. Can good text books be brought out by the spontaneous and free co-operation of the teachers in the city?
9. Do you think that the prescription of text book is a help or a hindrance to the free learning of English?
10. If it is a hindrance, what remedy do you suggest?

METHODS.

1. Do you believe in the direct method of teaching English, and if so do you think it can be adopted in all classes?
2. Do you think that the translation method of teaching is helpful to the growth of free thinking and speaking of English?
3. Do you believe in the play-way method of teaching?

4. If so, can it be of any help to improve the vocabulary and pronunciation of boys?
5. Do you think that grammar and oral composition should be done independently of text books?
6. If not, how can they be correlated with prose and poetry lessons.
7. What are the new plans of teaching now in vogue in other countries of which you approve?
8. Which plan, you think, is chiefly adopted in most schools?
9. Is it possible to evolve a plan of teaching suited to the environments of Indian schools quite different from those of other countries?
10. If so, how?
11. Have you faith in what is called the use of the Realien?
12. If so, can boys' excursions be of any help to give the boys some ideas of the Realien?
13. How far, in your opinion, can arts like drawing and Music be correlated to English lessons, to the latter's advantage, in connection with prose and poetry teaching?
14. Do you think that the adoption of the Basic English is conducive to the growth of English?

PRONUNCIATION, WRITING AND SPELLING.

1. Do you consider phonetics necessary to be prescribed as a practical lesson for the lower classes?
2. Do you think that handwriting should be improved in all classes as an essential for good knowledge?
3. If so, in what ways is it to be done?
4. What steps do you recommend for the day-to-day improvement of boys' vocabulary?
5. Do you think that the present standard of spelling among boys is very low?
6. Do you suggest any concrete plan for the improvement of boys' spelling?

LIBRARY, READING ROOM AND ASSOCIATION ACTIVITIES.

1. What steps do you suggest to ensure real extensive reading of pupils?
2. Do you believe that pupils in all schools are making proper use of the library?
3. If they do, do they evince growing interest in the study of library books and if so, how?
4. How far do the school literary societies improve English knowledge of pupils?
5. Do you think boys are taking real interest in the work of literary societies?
6. If not, how can they be made to do so, so far as English lesson is concerned?

7. Do you think that pupils' powers of reciting poetry needs improvement?
8. If so, what steps should be taken?
9. Can the School Literary Societies be of help to improve boys' powers to memorise and re-produce?
10. If so, how?
11. Is there a reading room for the pupils of your school?
12. If so, what are the English periodicals supplied?
13. Do you find the boys taking interest in the reading Room? If so, how?
14. Is your school running an English magazine — printed or manuscript?
15. If so, how many are issued per year?
16. How far boys are themselves contributing to them?
17. Does the publication, in your opinion, help the pupils to improve their English?
18. What steps are taken to test the genuineness of the pupil's contribution?

EDUCATIONAL RESEARCH.

1. Do you think that the formation of study circles in different centres among teachers in the City is possible?
2. If so, how should the work be organised at the centre?
3. Do you think that frequent meetings of all English Teaching masters will redound to more efficient teaching in schools?
4. If so, what should be done at each meeting?
5. Would it be possible to introduce the exchange system of teaching in schools by the masters in the city?

Notes.

We extend our cordial greetings to all our esteemed constituents on this occasion of our completing the Fourteenth Year of our career, and while thanking them for their valued support and co-operation all these years, offer our best wishes to them for a **HAPPY AND PROSPEROUS NEW YEAR.**

Students' Strikes.

It is unfortunate that students in some parts of the Madras Province should have taken it into their heads to resort to strikes prompted by flimsy or thoughtless reasons. Most of these effusions seem to be the work of half-baked elements having bloated notions of freedom and egoism. Some of them

have thought themselves upholders of Socialism, some too egoistic to submit to tests of their competency to appear for examinations, and others have played as tools in the hands of people who have some axe to grind against institutions or authorities. Similar instances of students having been misled into subversive activities have been common in other provinces, too. A recent report states that girl students in an institution in Bengal not only resorted to strike but went even to the length of assaulting lady teachers. Ferments like these have been the fruits of general indiscipline and lack of well-ordered lives in schools. Most of the schools nowadays do not breathe that old-world atmosphere of reverence for God and men nor that spirit of restraint and righteousness from which alone emanate true freedom and character. Public life has become everywhere rather stinking from want of sufficient early initiation into the virtues of disciplined life, and it is no wonder that immature minds get themselves entangled into pitfalls ruinous to their lives by imitating their elders.

The Congress Government in the United Provinces have with commendable zeal tackled this problem. At the instance of the Premier, Sri Govind Balla Pant, the Intermediate and Secondary Board of Education of U. P. has circularised to all institutions in their jurisdiction threatening adoption of severe measures against students resorting to strikes and withdrawal of recognition from institutions which either tolerate or are not stern enough to put down such activities.

The Madras Government had recently issued a code of disciplinary rules for the guidance of institutions in the Province, which should, we believe, effectively help them to tackle knotty situations. Drastic actions of rustication or otherwise dealing with offenders who persist after warnings, may have the desired effect; but this may not go a long way to ease the situation unless the root of the matter is probed into and prompt and enduring remedies are applied with vigour. Propensities of thoughtless indulgence in all activities likely to interfere with their study and unfit them for solid work as future citizens, should be nipped in the bud in the very early formative periods of life. It is only a hearty co-operation between the school and the home that can accomplish this. Teachers of the right type, of high character and contented living, are needed for this work of cleaning the Augean stables and reforming.

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

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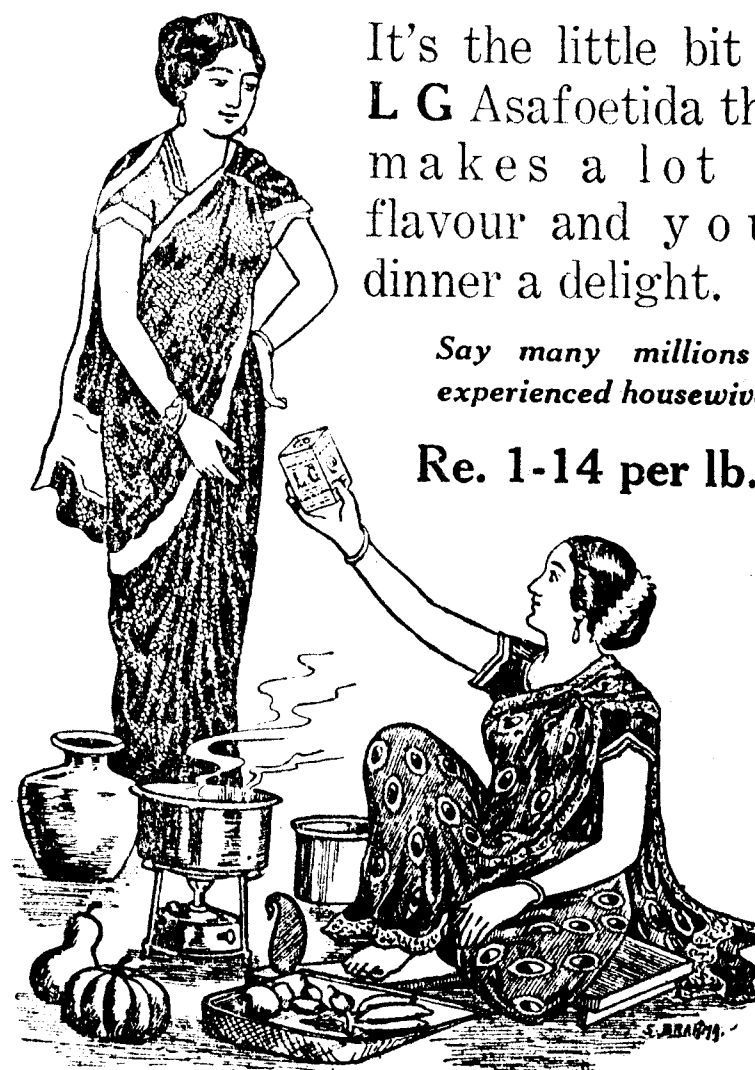
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