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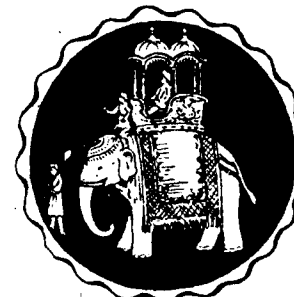
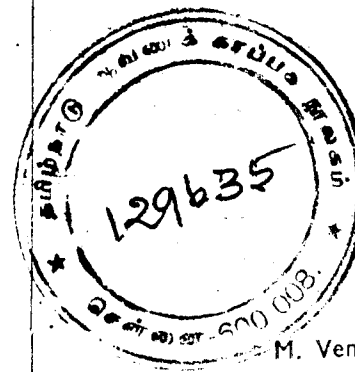
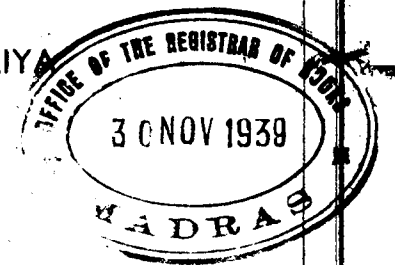
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Edited by M. VENKATARANGAIYA



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THE DEVELOPMENT OF LOCAL BOARDS

In the Madras Presidency

By Prof. M. Venkatarangaiya, M. A.

Proposals for introducing radical changes into the system of local administration are now in the air. But before effect is given to them it is necessary to have a correct understanding of the lines on which local boards have so far evolved and the problems which this evolution has created. Here is a book which facilitates such an understanding. It tells its readers in what directions it is that reforms have to be carried out if local self government is to become a reality and function efficiently. The book is based on a careful study of all the important original documents on the subject.

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- CHAPTER I. The Evolution of Administrative Areas.
 " II. The Constitutional Development of Local Bodies.
 " III. State Control and Supervision.
 " IV. Expenditure of Local Boards.
 " V. The Revenues of Local Boards.
 " VI. Certain General Considerations.

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DISCIPLINE AND SCHOOL LIFE NEED FOR SELF-CONTROL

By Prof. M. S. SRINIVASA SARMA, M.A.

It is not a pleasant task to discuss the alarming trend in modern education, namely, the lack of discipline and the undue emphasis laid upon making things generally pleasant for the pupil. There is everywhere the cry to make education easy; and the teachers are told that the children shall not have anything hard. The students who constitute the audience at all mass meetings are exhorted by all sorts of political speech-makers to be impatient of any authority, to exercise freedom in their everyday thought and action, and to regard obedience and reverence as primitive barbarisms. A parent was complaining to me the other day that less and less importance was being unfortunately attached to discipline in student life, that students, far from learning discipline, learnt something of the extravagance of life, and that it was necessary that the student should discipline himself. I think he was perfectly right in his judgment.

It is necessary to bear in mind in this connection Milton's famous remark about freedom that "those who love that must first be wise and good." It would be a clear case of *hysteron proteron* (putting the cart before the horse) if we think that children would as a matter of course develop freedom as they grow in years. Freedom of judgment and liberty of action do not come out of nothing. The mental and moral life is not a mechanical unfolding; the new-born child is a mere bundle of possibilities of development; and control is an essential condition of effectiveness in the growth of these powers. All forms of virtue and all acquisitions of learning are in the first place actions taken in the line of the greatest resistance. A consecutive orderliness of behaviour and consistent mastery of

a science or art do not develop in us freely by themselves, but are due to continued effort, decisive inhibition of all wayward impulses, and redirection of our energies in the appropriate channel towards the chosen ideal. The power of self-control is thus the *sine qua non* of a sound education and sane morality. The degree of educability is concomitant with the degree of self-control cultivated in the individual.

Discipline—What is it?

Character, which is nothing but a completely fashioned will, is not a natural growth, but a hard-earned achievement after a long and tedious process of effort and strain. This process which transforms the original endowment of instincts and emotions through steady and gradual exercise into effective power is called "discipline". It means the discriminate use of life's tools and materials for the building up of personality. It is the self in action, the self in the process of cultivation in some social medium, the product of which is *character*. It is the intelligent control of behaviour, the dominance of will over desire. Desire is the impulse of the moment; will is the pursuit of the future. Where there is control of immediate desire for the sake of a future end that has been intelligently conceived, discipline is present, and character is the making.

At the outset let it be noted that it is wrong to regard discipline as something negative—as a painfully disagreeable forcing of the mind away from the channels congenial to it into channels of constraint, a sort of drilling or driving by unrelenting blows a foreign substance into resistant material. The value of discipline is only as a powerful weapon; it is a means to the

perfecting of man's life; it is the critical use of intelligence by which our energies are held in reserve so that they may be diverted towards the fulfilment of worthy ends. A well-attuned nature, a masterful disposition, a powerful personality are all characterised by a high degree of discipline or self-control. To make the sense of duty dominant in life, to instil the idea that law and rule should be obeyed, and to create a sense of discipline is the highest duty of the educator. The daily habit of doing the one and avoiding the other carves itself in the nervous system, and becomes an enduring right. Discipline thus is the condition of virtuous life, the foundation of freedom and personality, and the measure of moral manhood.

The Fallacy of the "play-way"

Learning is the main task in which the pupils are engaged in the schools; and the task of the educator is to guide, control and direct the learning of the pupils. A lot of nonsense is often talked about what is called the "play-way" of education. The process of learning is necessarily effortful and painful. Self-expression is always due to restraints and hardships which are frankly recognised as such and ultimately conquered. The individual exercises his freedom under laws of restraint. It is not right therefore to "sugar-coat" knowledge, and make the children swallow it without giving them its true nature and inherent difficulties. Acquisition of skill and growth of full manhood are realised only when difficulties are met and obstacles overcome. The various subjects taught in the school, the time-table, the examinations, and the extra-curricular activities such as athletic clubs, literary societies, boy scout associations have no sanctity in themselves, but only constitute the best mechanism for the development of self-control and its forms, namely, loyalty, truthfulness, justice, perseverance and tolerance which are the foundations of character.

Discipline—A Mental Tonic

It is a pity that large portions of society seem at present to have lost sight of the fact that general respect for law and obedience to it is the price of civilised life. We forget that law is the lubricant of inter-personal intercourse. Many things can be done in the wilderness that cannot be done in civilised life. In order to have my own largest measure of freedom, I must give up many things, legitimate in themselves. And here it is we find the differentiating element between the normal and neurotic people. Almost all morbid states of mind are directly traceable to the lack of self-control. In fact a good measure of self-control is the essence of normal life. This power is established by exercise. The children who are trained to *persist* in any task and get absorbed in them are growing into well regulated personalities. Self-control renders the mind not only more sensitive, but more active; it is the striving of the mind through the realisation of human powers in the overcoming of obstacles and resistances. Medical men tell us that sound health consists in the resisting power of the organism; similarly in the promotion of self-control. This is a kind of mental gymnastics which should be practised by all in order to keep their psychic powers well-co-ordinated and strengthened.

The Mode of Acquiring it

It is this power of discipline which in the classical scheme of Platonic virtues is given the first and foremost place under the title of "*temperance*." The tendency of unbridled desires destroys our sense of proportion and perspective, and makes us blind to the abiding values of life; and temperance helps us to be calm and self-possessed, and checks the flippancy of surrender to momentary excitements. It means the making of the body into a "tempered steel," with harmony in structure and rhythm in action. It is the lack of this

self-discipline which is the cause of the mental anguish that afflicts us when we say—"I see the better, but follow the worse." The daily prayer of the Christian—"Lead us not into temptation" may in the light of this discussion be interpreted to mean "make us disciplined and give us the power of self-control." When Kant, the great German thinker taught that "*Ought implies Can*," he gave us not only the secret of freedom but also the essence of personal power.

William James in his classical work on Psychology (*Principles of Psychology*) asks us to "keep the faculty of effort alive in you by a little gratuitous exercise every day, that is, be systematically ascetic in

little points; do every day something for no other reason than that you would rather not do it, so that when the hour of dire need draws nigh, it may find you not unnerved and untrained to stand the test. Asceticism of this sort is like the insurance which a man pays on his house and goods. The man who has daily inured himself to habits of self-denial will stand like a tower when everything rocks around him and when his softer fellow-mortals are winnowed like chaff in the blast." Thus the mechanism of self-control helps us to understand the life about us, shows us how to solve our problems, and saves us from the tragedy of putting our energies into the wrong task.

HOPE

Hope is our spiritual food,—'tis so sweet
That e'en the dead are said to relish it!
Nor doth it sicken one in surfeit,
For the more one doth eat
The better the life one would meet.

Who can really be hopeless?
None!—not even he
Who God-forsaken himself imagines to be;
For which God of Man's creation has forsaken
a devotee?

There's a Law Divine which must all obey,
Sinner or saint, poor or opulent,
But even the worst culprit that has gone astray
Must reach his arms some day!

So grieve not!—it's futile to grieve,—
Know that there is the One Reality
Behind this veil of sighs we heave,
For it is the little Self in us that sighs, not the
Real 'I'.

—Krishna M. Talgeri.

TRAINING OUR EMOTIONS

By Dr. S. DAVID MALAIPERUMAN,
M.A. (Madras), Ph.D. (Chicago).

TO know, to do, to feel are the ultimates of living and they are indissolubly bound together. Mere knowledge is not enough and action without knowledge may be chaotic. Knowledge and action require the dynamic of feeling. Humanity wants colour, life, passion and joy. In our quest for the more abundant life, in the fulfilment of our loyalties and ideals, in the pursuit of the daily tasks of life, the dynamic of feeling is indispensable. There is the impulse in man to find a satisfying emotional relationship to the world. Emotion is regarded as the guiding factor in human affairs and feeling is said to be the basis of all that is best and worst in human nature.

The most unimpassioned intellectual pursuit may become an object of passion as was the case with scientists like Pasteur and Noguchi. Have not poets and musicians found outlets for the seething, overbearing emotions in such heart-stirring melodies as the "Unfinished Symphony" or the "Sonata Pathétique"? Was not the builder of the Taj Mahal inspired by the driving passion of grief and love? Or, have we not witnessed the mad fury and ruthless outburst of human passions in wars and revolutions? No doubt emotion is a dominant mental constituent.

"O world, thou choosest not the better part!
It is not wisdom to be only wise
And on the inward vision close the eyes,
But it is wisdom to believe the heart."

So wrote George Santayana, a modern romanticist, and it expresses with unusual aptitude the motivating sentiment of his own thought.

Modern psychology does not recognize the heart or any other physiological counterpart as the seat of emotions. Feeling is the way visceral, nervous and muscular

changes are registered in consciousness. Emotion is excited feeling or mental agitation. There is an emotional accompaniment to every impulse or desire. A sentiment is complex emotion, while passion is impulse plus emotion. Buddhist psychology traced all human ills to craving and desires. Annihilation of desires was the key-note of Buddha's teaching. Modern psychology, however, is interested in the organization of desires rather than the satisfaction or annihilation of desires. The organization of desire implies the conditioning of emotions around worthy ends and purposes. Reason and emotion are yoked together in such a process. Supposing man was purely rational, cold-blooded, logical and scientific, he would be robbed of three-fourths of the joys of living—the love of a mother for the child, the tender love of a man for a woman, the affection of comrades and friends and the rapport with nature or æsthetic appreciation. A balance between emotion and intellect is something that must be achieved by each individual. Any system of education that fails to take into account the training of emotions, is insufficient.

Many of our schools attempt to cultivate the child's mind and body and let the emotions "grow like weeds or wild flowers." The result of this neglect in the United States of America has led to appallingly high rates of divorce, crime and insanity. In a recent report of the American Council on Education it has been proposed that as much attention be given to the training of emotions as the three R's. Dr. D. Prescott found human emotions a largely unmapped wilderness, its few known contours indicating that "feeling's springs feed learning's river." Therefore the training of emotions is essential to the development of well-balanced individuals.

Emotionally mature behaviour must be a compromise between physiological, intellectual and social demands. Many individuals grow up to adolescence intellectually while they remain infants emotionally. A lack of balance between reason on the one hand and the impulses and emotion on the other is the chief cause of maladjustments in modern civilization. It is not emotion that is the cause of maladjustment but the lack of balance between emotion and intellect.

Feelings can be educated, for responses can be conditioned. With increasing knowledge our concepts change. Emotionally we may adhere to certain heart-warming beliefs and fail to take account of new facts. Then conflict arises. Take for example our religious concepts (and religious experience is said to be one of the most primitive of feelings): our theological concepts change and take on new meaning, but feelings may be so educated as to suffuse with emotion the new concepts.

While our schools have for the most part neglected the emotional factor in education, many institutions have taken into account æsthetic education. The appreciation and enjoyment of beauty as expressed in colour, form and sound (painting, drawing and music) affords emotional satisfaction. Modern inventions such as the gramophone, radio and motion pictures have brought new aids to the teacher; the performance of the first rate artist can be brought within the classroom at a slight cost. Hearing a great symphony, admiration of a beautiful painting or reading poetry may lift one up into new vistas, soothe one's emotions and help to integrate one's personality. It has been stated that in the ascending scale of human passions the highest is the passion for the beautiful and without it life is incomplete.

Consider, for example, the educational value of music. Emotion is appraised as good if it affords relaxation and reduces tension. Music and rhythm are facilitating

factors for several types of learning. Psychologists claim that music delays fatigue, speeds up voluntary activities, increases the extent of many muscular reflexes, reduces and changes suggestibility and alters the electrical conductivity of tissues. Good music serves to give one poise. Certain experiments carried on in a Chicago hospital indicate that music can work strange miracles upon the shattered mind.

A good teacher is one who helps the pupils to meet situations in life with poise. Poise does not imply the absence of intense feelings; but feelings become the dynamic of a coherent life set upon the accomplishment of some purpose which is never that of the satisfaction of random desires and impulses. Well-poised attitudes are not inherited but they must be acquired by self-discipline, self-direction and social adjustment. The school must help cultivate emotions and attitudes that lead to restful and poised living. The teacher must be able to diagnose cases of mental conflict due to tension, childhood fears and emotional instability due to physiological and other causes.

Psycho-analysis has exercised a great influence with reference to the explanation of maladjustment. The cause is to be sought in any stress or pressure disrupting the unity of personality. There are powerful passions affecting our lives of which it is impossible by ordinary effort of memory to form a clear and distinct idea. They are said to be unconscious. Freud has elaborated techniques whereby one is able to help the individual thread his way back through a chain of associations to the underlying passion and bring it into consciousness. This process is known as *catharsis* when one is relieved by recalling and describing an emotional situation which troubles him. Spinoza pointed out that an emotion which is a passion ceases to be a passion no sooner than one forms a clear and distinct idea of it. For instance, when you are worrying just stop and ask

yourself, what am I worrying about? Besides trying to form a clear idea about what you are worrying about, the very act of seeking the answer often reduces the tension somewhat. Similarly by tracing back to its source the childhood fears, tension and panic may be averted. The release of "psychic poison" or tension is known as *abreaction*. Emotional instability may turn one strong emotion into its opposite. Love may become hate. This is known as *ambivalence*.

A few instances of the pathological effects of emotional instability and tension will prove the necessity of the education or training of emotions. Dr. A. J. Sullivan

(Yale University School of Medicine) has indicated that emotional disturbances cause three quarters of the cases of ulcerative colitis. Emotions tend to over-stimulate the digestive tract, which in turn may become so hyper-active that it begins to "digest its own surface." Stomach ulcers caused by tensions induced by worry can often be cured by relaxation, poise and rest. A single emotional shock can make the throat dry and horribly tense. Prolonged tensions of fear, worry or anger may lead to digestive or cardiac trouble.

A balanced emotional life is no less important than a well balanced intellectual career.

THE ROLE OF UNIVERSITY IN ADULT EDUCATION

By Sardar Kashmira Singh, M. A.,
Principal, Khalsa College, Bombay.

IN an era of violent upheavals and bloody reconstructions, Indian nationalism, won its way to power through passive resistance. Education as the pivot of nation-building activities has been absorbing the attention of Congress Ministries. The apallingly low percentage of literacy in India hopelessly retards our national growth. Literacy in India is only fifteen per cent in men and not even three per cent in women. Civilized countries have percentages ranging from 80% to 95%. Russia has by Herculean efforts, won its way to universal education and highest industrial efficiency.

Nationalisation of education and the liquidation of illiteracy are the two major problems of New India. Educational methods and aims must be adapted to the peculiar needs, aspirations and cultural background of the Indian people. Education should not be fixed, rigid and imitative. In the educational sphere, more than any other sphere, one nation's meat is very often another nation's poison. Indian Universities must become focal points in the complex

development of a living nation. Our schools and colleges must contribute their proper share in solving the problems of a great nation marching to a rapid self-realisation. Education has so far served to preserve the existing order, instead of building the new order. Education must shake itself free from the domination of vested interests, link itself to the grave realities of Indian life and vital interests of Indian peoples. It must build up an efficient democracy, and charge it with the emotion and fire of a living creed. Our Universities must be nationalised and made progressive. The present system of theoretical education, designed to supply cheap clerks and subordinates, has long out-lived its utility. Mahatma Gandhi has drawn pointed attention to its de-Indianising effects. Emphasis on a foreign medium, at a tender age warps our perspective and saps our vital energies. It drives the canker of inferiority deep in the sensitive young soul. It replaces originality by imitation. Education should in the impressionable age be imparted through

Provincial Vernaculars, English being introduced at the proper stage of maturity as an additional language. As a nation we will require English for a long time to come for our international intercourse and world contacts. That is one of the gifts we have received incidentally from an epoch of gross economic and political exploitation.

Higher education is essential for the moral and intellectual regeneration of a nation. We want the poorest in the land to receive the benefits of the highest education. The appalling poverty and the low tax-paying capacity of our nation, combined with the top-heavy expenses of a cumbrous administrative machinery, have compelled the Congress High Command to stress the monetary aspect and refuse State patronage to Higher education for the time being. Emphasis on Elementary education, and the liquidation of mass illiteracy is essential at this stage. But Higher education cannot be left at the mercy of private charity for ever. Culture in ancient India flourished under State patronage and before long, when the initial stage had been covered, India will have to revert to her glorious traditions. For restriction of Higher education to private charity will mean shutting out the submerged classes from higher cultural satisfactions. It will lead to social stagnation and sow seeds of bitter class conflict, and raise a new problem of cultural untouchability.

Higher education alone can build a strong and efficient democracy, and impregnate life with deep cultural values and give an altruistic turn to human thought. The soul of a nation remains sterile and brutal without the fruit of culture. Sharpened intellect, divorced from the restraining influence of moral culture, and yoked to the service of a consuming lust for privileges and power, is driving western civilisation to the edge of a dangerous precipice.

The essence of history lies in the rise and fall of cultures. Every culture develops along the mysterious line of the unfoldment of the soul of a particular nation. It

matures and decays. Culture is the sum total of a nation's spiritual life. Political enslavement leads to cultural decay and suppression. National ideology the fountain-head of its deeper satisfactions is poisoned and confused by foreign ideologies. Its creative life is killed by slavish imitations.

History is a nation's self-retrospect on its march to self-realisation. By clarifying the past, we control the present and shape the future to our heart's desire. We cannot live unhistorically. To be torn from its roots, is suicide both for an individual and for a nation. The present educational system has uprooted our youths from the congenial soil of traditional culture and has reduced us to a pack of soul-less imitators. We strut about in borrowed cultural feathers, which somehow do not fit deep into the life of the spirit. No wonder we get the evils of both the systems, without assimilating the good of either. We must rediscover our cultural values, and make Universities the living citadels of our spiritual treasures.

The critical faculties must be developed side by side with the spirit of loyal co-operation and love of democratic ideals for common welfare. Individual freedom should be fostered in an atmosphere of general restraint that guarantees the greatest good of the greatest number. Domination should be replaced by co-operation, coercion by persuasion. Democracy is at present suffering from partial eclipse. Totalitarian States with coercive dictatorships, dominate the world. Rome, Berlin and Tokio axis threatens the liberties and culture of nations. Even the brave British Lion has been tamed into submission euphemistically called appeasement. There is a growing sense of spiritual exhaustion and frustration. Growth of science has given man tremendous power over invisible forces of nature but has left him a helpless victim of his own dark tendencies. We must therefore impress the deeper human values on the plastic imagination of our youth, through a proper cultural education. Human society should

have a healthy co-operative life, like one big family. The Law of Jungle should not be allowed to invade the life of society. The beast in man can be controlled only by proper education. Democratic feeling should develop from within. It can hardly be imposed from without. Our existing educational resources should be mobilised in the service of adult education. Education is a process of continuous development. In a poor country like India, many promising careers are cut short by poverty. The flower of Indian youth is driven to take up service. We should not refuse the boon of higher education to them. A struggling youth deserves our active help and sympathy. In all progressive countries, there are adult evening classes carefully planned by the Universities to serve the requirements of progressive adults. Literacy is only a groundling for culture. Intensive adult education will hasten the liquidation of mass illiteracy at a negligible additional expenditure. Of course academic red-tapism and reactionary forces will make out a strong case for preserving *status quo*, for making student life a whole-time job and treating the young wage-earner as an educational pariah. But this is highly damaging to the intellectual growth of the country. At Khalsa College, Matunga, we have been trying some interesting educational experiments. Leaving educational ruts and time-honoured highways, we have risked uncharted seas. A promising technical department was added last year to give a vocational turn to purely theoretical education and emphasise the dignity of doing as distinct from thinking. This has met a very encouraging response. We have installed a wireless transmitter in the College and wish to contribute our share to the liquidation of adult illiteracy by broadcasting educational programmes from an important educational centre which has a staff about forty professors, technicians and research scholars. This will mean no extra expenditure either to the Government or to the country. Japan, Russia and other progressive countries are using radio and

cinema extensively for mass education while in our country, Government wants to monopolise broadcasting for furnishing cheap music of dancing girls which at best has a doubtful moral and entertainment value. We are told there will be difficulties in the getting of this license.

We also want to build an educational cinema hall to provide elevating film entertainment and save students from the baneful effects of cheap sensational films with a strong sex appeal. We have every year proposed starting evening continuation classes for adult education in Intermediate and Degree (Arts) courses. I do not see why obstacles should be put in the way of voluntary efforts towards the liquidation of adult illiteracy. The University or the Government lose nothing but gain everything by encouraging facilities for the academic advancement of struggling but earnest adults. A premium is being put on advantages of wealth and individual effort and endeavour are wrongly discounted. I am not a pessimist. We have achieved much and are bound to achieve more in the near future. Let intelligent opinion be mobilised to storm the citadel of reactionary academic resistance. Two or three hours in the evening are enough for an adult course in Intermediate and Degree classes. There is no fun in restricting education to the monied youths in the midst of appalling ignorance and prejudices prevailing in India. I have to point out with great regret that our efforts in this direction have met great discouragement. Adult education is one of the blind alleys of the present University system. Let the stone-wall be battered by persistent attacks. The day is not far off when education will no longer be identified with passive awareness of dead facts through a foreign medium, when University and Government will not oppose indigenous efforts for adult education, when the nation planted firmly in the wisdom of the past shall move with confidence to a glorious future.

THE SUGGESTIBLE CHILD

By Mr. SATISH CHANDRA M. JOSHI, B.Sc., B.T.,

Vice-Principal, High School, Jafrabad (Kathiawar).

‘THE child is the father of man’—has a very apt meaning when we take the case in psychology. The child learns everything from the things that he sees around him. He builds up his mind in the manner which is mainly of the elders. His inner orientation is shaped according to the experiences which he gets from the adults who come into his contact. In a way, the man in the child is formed in the manner shown above—i.e. the man without being reflected every now and then from within.

How does it all happen? The infant stage is the stage of adjustment—a period of dependence; and the child is trying to get himself properly fitted to the outside world. Day in, day out, the child gains in knowledge of the outside world, and thus enriches his mental stock. Herein we elders think quite the contrary—thinking child to be incapable of understanding anything. The infant stage and the fast approaching boyhood or girlhood are the most important stages for the development of the children. All this adjustment of the child to the outside world is carried out mainly by a very vital and sensitive process called imitation—in technical phraseology ‘mimesis’, as Dr. Nunn would like to call it. Imitating anything and everything that comes within his purview, the child marches forward, being helped at each step by the great natural stock within himself lying hidden—which we may call ‘instincts.’ The adult is his guide, friend and even if you call, his philosopher. The child has a very serious hunger to learn something new daily—so to say to add to his stock. They want to do everything as they see their adults doing. They try all the processes themselves. There the instinct of self though not so powerful as yet but still

quite active gets itself fully vindicated and thus the little soul feels something achieved—something done. Here we fail to proceed on right lines. We fail to understand our youngsters and commit a gross blunder in the path of duty. The child is eager to do things by himself. We fear about his safety—or something to the safety of the things handled by him. We try to stop him doing some sort of activity in which the child has thrown himself heart and soul and do the thing for himself. His creative instincts get baffled and there goes the dissatisfaction—a sort of nerve wrecking pain in the child. We do the work for the child with all bonafides—but we unknowingly fail to achieve our mission and the child is set back in his progress. He protests vehemently, cries and expresses his fully indignant mood. Why is the child so much solicitous about such moods and expressions? It is the learning process—the inner impulse that drives the little soul to do all that. He imitates consciously or unconsciously—and sometimes he accepts the ideas or actions of the elders blindly. Of course the reasoning faculty is not yet well developed—and as much he is susceptible to even a very simple suggestion. Here then starts the drama of the day-to-day relationship—dealings between the child and the adults. There starts the inner infiltration of our ways and doings into the child’s mind; and sometimes it is so much powerful, that it effects the child’s will and thus his own will gets deflated and the child following according to the will of the elders. Here we see that it is no longer the child who acts, but the adult who acts through him.

It was Charcot, who in his famous Institute of Psychiatry showed his substitution of personality in cases of hysterical

patients. This in crude form was already in vogue in the hypnotic operations. Charcot's experiment made it vivid, and the great belief 'Man is the master of his own actions' was shaken. The study of the unconscious—the psycho-analysis threw great light upon the difficult and backward children.

The personality of the elders carry a great weight on the children—naturally the adults being in a superior position. This moulds the personality of the child and it is well said that behind a problem child there lurks a problem parent. This suggestion as it is called the 'prestige suggestion' is mainly responsible to form the different natures of the child. Many a parent have wondered about the ideosyncrasies of their children. They have been careful for their children in all their dealings, still the child shows some curious sort of reflection of the parents in his behaviour. This is due to unconscious suggestion. Prestige suggestion has great bearings on the behaviour of school going children. There the teacher—the mighty man—in the eyes of the innocent child carries a great suggestion to the child's mind. Minute per minute the teacher is the source of some suggestion and the child is effected the most. The big boys—monitors, prefects, the secretaries of the different societies—are also a source of inspiration to the young newly coming child. Reflection of all these various personalities create wonderful spectre on the child's mind, and on this the behaviour, the sentiments and habits are formed. This makes the task of the teacher very difficult. He has to keep up quite conscious of himself as well as the child's surroundings must be kept thoroughly healthy—which is no doubt, if not impossible, a really difficult task. Every action demands a serious attention—every word a careful scrutiny. Next comes the contra-suggestion, a very curious sort of suggestion, demanding a very serious attention from the elders. Here the child acts against the suggestion that comes from without. He does everything otherwise to

the told. We find such children in many homes and schools. It is not anyway a disease or a symptom of any seriousness. Its origin lies in the strictness, awe-inspiring cruelty, autocracy of the elders upon the child. The child is constantly rebuked, unnecessarily hammered, magnanimously and wilfully hypnotised, carelessly undervalued or insulted in many of his dealings with us, and that takes a very serious turn, and it pays dearly on the mind of the child when it comes into further dealings with the elders. His self-regarding sentiment, the master self, is wounded and this pains it much; and the result is the revolt—going against the will of the elders. We call such children obstinate, peevish and what not? We get angry and enter the deeper waters increasing the depth of our mistakes and misgivings. The child gets naughty. Many a parent get tired of the little wretch and the wretch becomes greater wretch still. The elders think of it lightly and let the matter go; but their belief that the lying dogs are sleeping is not true. They are not sleeping. Sometimes, owing to hot temper, and through disgust, some crude methods of improving the child are adopted; yet the molested ego of the child does not come round. It requires a quiet, cool compromise. Accept its powers, encourage it, sublimate its activities and the child is quite a normal one. The everyday experience of a science teacher tells us how eager the children are to do things by themselves. Something new—and they want to get it, enjoy it. Here, let no scolding come in; but mild smile and pleasant words of peace and order; and the full scope to their enthusiasm will clear all the difficulties. No sort of anger, punishment or ill-treatment will improve matters. The pathological conditions arising in the child's mind can be prevented in this manner. They will put confidence in the teacher and the elders and no contra-suggestion will play its part any more.

All this requires a serious attention in understanding the child. The child being very suggestible should be properly under-

TEACHERS AND SUGGESTION

By Mr. E. M. ABRAHAMS

A CHILD is at the mercy of the teacher, physically and mentally. The making or the marring of a child's life depends in a great measure, upon the teacher. But unfortunately a great many teachers know shockingly little about this truth, and indeed very few of them have the least curiosity about it.

"You are a dunce", "You are fit for nothing", "You are mean, dishonest", "You are utterly careless", "You are an ass" these and many other expressions, which are widely current among teachers, harm children in such a great measure, as can never be wholly-repaired in after life. The teacher who is addicted to these expressions only betrays grotesque ignorance of psychology and of human nature.

Why is the constant use of these expressions detrimental to the student? Because, we tend to believe what we see or hear stated often. Constant repetition of

Continued from preceding page
stood. The child psychology should necessarily find a place in all the courses of training in teaching, and none who is not qualified for the job should be entrusted with the serious task of child education. Street morals, school-boy morality and all such sorts of abnormalities creeping into the children are the results of the gross ignorance and complete carelessness shown towards the child. The 'Child Clinics' and such other institutions are absolutely necessary to spread this knowledge of the child's mind. Let us be one with our youngsters, and they will be ours. The child, the young Messiah, who has come to the earth should not be crucified with our cruel and careless behaviour; and no more should we adopt a totally irresponsible way of treatment which may kill all his tenderness and leave before us a mere being of flesh and bones without the soul!

these expressions inhibits the reasoning faculty; reason being off duty, suggestion slips in.

A boy or a girl who is quite intelligent may be turned into a dullard by these wrong suggestions. John does not do his homework to-day. The teacher calls him "fit for nothing." The next day John makes a mistake in a simple addition sum. The teacher calls him "an utterly careless boy". The third day John attempts to copy a sum from his generous neighbour. The teacher catches him red-handed and calls him "a mean and dishonest boy." And so on, day in and day out, these apparently innocuous expressions are sedulously inculcated in John.

The time comes when John, who was quite bright and intelligent, through these pernicious suggestions is cogently convinced of the fact that he is all the things that his teacher calls him. As he grows older and older, this idea of his incompetency and dishonesty which still lurks in his subconscious mind, grows with him. And a time comes when this idea takes such firm root in his mind that it is almost impossible to eradicate it. The fatal result of bad suggestion!

I was once asked to give private tuition to a boy who was reputed to be "a dunce who had't any brains." Though I had not much time at my disposal I promised to coach him. I anticipated that this boy must be the victim of wrong suggestions. Within the first five days my belief was confirmed. The boy told me, his eyes welling with tears, that at school his teacher kept on dinning into his ears, "you are a dunce and burden on your father." And when he returned home his father constantly reminded him that he was "the laziest and and dullest boy in the world." He also told me that he felt miserable and "hated" his teacher and father "terribly". ("Hated"

and "terribly" were his words. I think the ignorant father and teacher deserved words stronger than these).

What I did first of all was to tell the boy the naked truth. I told him that his father and teacher sometimes used words whose significance they did not understand. I advised him to listen to these words "through one ear and let them out at the other."

The next thing I did was to give him genuine praise. I marked his homework as "fair", "good" or "preserving" but never "bad" or "careless." I brought to his notice the slightest improvement in his work. Thus by good suggestions and genuine praise I made him happy. I restored in him the confidence which his ignorant father and teacher had so cruelly wrested away from him.

As soon as he gained confidence, he became studious. He stood first in algebra, became a good debater for his age and formed a boys' club for indoor and outdoor games. He is now nursing an ambition of becoming a great man. All this was the result of good suggestions.

Teachers must guard their tongues and pens against unstudied criticism. I do not advocate a total abstinence from criticism. By God, No. Criticise by all means, but do it tactfully.

We all know that teachers do not mean what they say, but does the poor victim of their "innocent" remarks know that? The law of the subconscious is as inexorable as the law of gravity, and will take its toll, whether the teacher means what he says or not.

In teaching, forbearance, sympathy and love are of paramount importance. Waxing excited, getting irritated and calling students names will only ruin the life of an innocent boy who is committing the mistakes which all boys, down from Aristotle have committed.

Never accuse children of being careless, dishonest, or dull. Children may be all these things, but these need not become fixed habits. On the other hand make good suggestions. Give genuine praise. Thus there will be established a bond of love between the teacher and the pupil on which the student will dwell with graceful recollection in after life.

THE ROSE

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Grand epics first did God compose—
Mountains and seas, the spacious sky
With all its stars, the moon and sun;
But, tiring of the grandiose,
He said, "I will a sonnet try,
A perfect little poem, one
That shall compress in little space
Deep meanings, so that in its face
The simplest soul can read My grace."
And that is why, we may suppose,
He made a rose.

—Henry Martin.

HIGHER TECHNICAL EDUCATION IN EGYPT

By Prof. CHARLES ANDREAE,

Until recently Dean of the Faculty of Engineering, Egyptian University.

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 creation 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 were 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, straightway, useful practical engineering work, and that, more or less independently. This consideration compels the School to specialize up to a certain extent.

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 architecture, architectural design and project, etc.

For the Mechanical Department: A thorough course on machines, theory as well as design, steam engines and refrigera-

tion, 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: Beside the mechanical subjects, which are given a smaller place than in the Mechanical Department, electrotechnics are taught in a more detailed and specialized way. Direct and alternative current theory and machines are given a wide space, as also electric tradition, 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 techno-

logy 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 settling 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 late King Fued 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 times 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.

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 technics, 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.

Punjab Syllabus Committee's Suggestions

THE discontent with the present system of education, involving as it does wastage and stagnation had led the Punjab Government to institute a thorough enquiry into the syllabus of primary and secondary schools by a Committee under the Chairmanship of Rai Bahadur Man Mohan, M. A., Assistant Director of Public Instruction.

The problem of promoting permanent literacy among the masses which Punjab faces in common with the rest of India, has been approached by that Government with the conviction that the solution lies in the enactment of legislation making primary education really and effectively compulsory, the modification of the existing courses of study and the improving of teacher-training in schools.

The present Committee has tackled the question of educational reorganisation with particular reference to the lines on which curricula and syllabi in the primary and secondary classes of schools should be formulated, with a view to attaining the main aim of education in India for the masses.

RECOMMENDATIONS

Among the more important recommendations of the Committee are those laying down that English should not be introduced in schools until the 6th class or the age of 11, that "the essential part of the curriculum, and that a practical orientation should be given to all teaching. If literacy attained in schools is to

have abiding value, the Committee recommend the organisation of suitably equipped libraries in rural centres. The Committee suggest, besides, that there is no need to have any distinction between the curriculum in boys' and girls' schools, at least for the first three years.

The following is a summary of the main suggestions and recommendations of the Committee:

AIMS OF EDUCATION

The chief aims of education at the primary stage should be—(I) to provide (a) means for the acquirement of the three essential skills of reading, writing and reckoning, with a view to securing literacy of as permanent a type as possible, (b) facilities for spontaneous and purposeful creative activities which would:—(i) be as much cultural as pre-vocational, and would develop the pupil's power of observation, his imagination, reflection, self-expression and creative instinct, leading to artistic and aesthetic expression, (ii) encourage the development of healthy and useful interests (hobbies, pastimes, etc.), and (iii) create in the children a living and lasting interest in their natural, social and economic environments and widen their experience; (II) to create in the pupils social consciousness and a sense of duty; promote moral habits and train them for civic life and good citizenship; (III) to provide for the children's physical welfare and growth by inculcating good and healthy habits and teaching the essentials of personal hygiene, both mental and moral.

NEEDS OF BOYS AND GIRLS

The content of the curriculum for boys as well as for girls should be the same in the first three classes of the primary department, but certain necessary modifications might be introduced in classes 4 and 5 of girls' schools. The methods of teaching need not, however, be different in the case of boys and girls.

There should not be any fundamental difference in the curriculum for the rural and urban schools, but variations might, with advantage, be introduced through the methods of teaching in the content of these subjects according to the location of the school.

Under the reorganised primary system no single-teacher schools should be allowed to exist in the province except when special circumstances make their existence an unwelcome

necessity. Admission to the 1st class of the primary department should ordinarily be restricted to the first two months of the school-year.

RECREATIONAL FACILITIES

Reasonable accommodation for games and recreational activities should be provided in all urban and rural primary schools. The classrooms should be commodious and the school premises hygienic. All recognised schools should be regularly inspected by recognised health officers with the express object of certifying annually that the above mentioned requirements are being satisfactorily met.

Arrangements should be made—(a) to give school children wholesome activities for recreation and leisure and an adequate amount of sleep and rest, (b) to see that a sufficient quantity of well-balanced diet is taken by them at home (the Director of Public Health might be requested to recommend a suitable inexpensive diet for school children) and (c) to get the children medically examined at least once a year, and to follow it up by medical treatment.

Every endeavour should be made by school teachers and local bodies to persuade generous-minded persons or the *Panchayats* and officials of the village to devote funds or make provisions for a supply of milk or food to necessitous school children.

NO HOME WORK

The Committee view with serious concern the imposition of home task in the primary classes and suggest that no home task should be set to such students, as by curtailing the children's free play and spontaneous activities, and by inflicting a heavy mental strain on them, it proves deleterious to their physical growth and mental development.

THE PRIMARY CURRICULUM

The following curriculum should be taught in the primary schools:—(1) Physical welfare, including medical inspection, nutrition, hygienic conditions, physical development and rest; (2) Hand work and constructive activities; (3) Language; (4) Arithmetic and rudiments of geometry; (5) general knowledge, to consist of—(a) history (an elementary knowledge of the past), (b) geography (an elementary knowledge of the environment), (c) civics (an elementary knowledge of society, and (d) every-day science (an elementary knowledge of the physical environment.)

Up to class 3 physical training should be of the individual type directed towards free and natural development of the individual; but in the next two higher classes it may assume the shape of class and group activity.

LEARNING BY DOING

A detailed syllabus in hand-work and constructive activities should give the child an opportunity for calculation, classification, assimilation, reproduction, self-expression and creation. This activity should not be treated as a separate formal subject of instruction, but should be related vitally to every subject providing opportunities for constructive effort and self-expression. The principles underlying instruction in hand-work should be extended, in the form of expressional activities, to the teaching of all subjects at this stage. In designing the syllabus for the different subjects it is, therefore, to be borne in mind that such aspects of these subjects are suitably brought into prominence as afford the teacher an opportunity to guide the pupil to develop his powers of self-expression through proper correlation and balanced development of his natural powers.

The teachers should be instructed to take account of the natural groups of children as gifted, average, or backward; and in planning the allotment in hand-work backward children should ordinarily get more hand-work than other formal instruction. It should be the duty of the teacher to study the special aptitudes of his pupils before any hand work is imposed on them.

TEACHING OF LANGUAGE

The Committee recommend the adoption, with slight modifications and amendments, of the principles by the Zakir Hussain Committee in regard to the teaching of language at the primary stage.

In the teaching of infants the first six months of the first year should be devoted to the enlarging of the experience of the child through oral work. The teaching of language, especially poetry, might with advantage be taught through music. This was heartily endorsed by the Committee.

ROLE OF LIBRARIES

The Committee feel constrained to sound, a note of warning that it would be futile to expect literacy of a permanent and lasting nature from even the proposed reorganised

system of primary education if suitable and speedy measures are not adopted for the establishment of small libraries containing books suitable in language and matter for the use of children during school hours and of literates at fixed hours outside school time. In schools which aim at giving a particular bias or bent to the courses of instruction, the library should be stocked with a number of easy and elementary works on technical subjects.

In addition to the establishment of small libraries the Committee feel that it would be necessary to encourage "Old Boys' Association" and "Parents' days, and the starting of a local news-paper wherever possible. The unit for this paper may be either a tehsil or a district.

TEACHING OF ARITHMETIC

Formal geometry should not be included in the primary course, but the syllabus should generally be based on the lines chalked out in sub-paragraph 2 of paragraph 15 of the Women's Education Committee report.

In teaching Arithmetic the aim should be the practical application to the pupil's daily needs, whenever possible, of all arithmetical processes taught; to discipline the pupil's mind and to perform neatly and methodically arithmetical processes with reasonable speed and a high degree of accuracy and to train the pupils to check the result of his work.

General knowledge would be a composite subject consisting of history, geography, civics and every-day science. The Committee desire to emphasise the fact that these subjects should not be taught formally, but should aim at imparting information, enlarging experience, and arousing interest.

RIGHT WAY WITH HISTORY

At the primary stage the syllabus in history should be based on—the life history and deeds of heroes and heroines both of peace and war, and reformers and other great men of our own country and of other countries; the great events in the history of our own country and of other countries of the world and folk tales, legendary tales, or local historical events of the village or the ilaqa.

The syllabus in geography should aim at—imparting useful and interesting geographical information about the province and the country

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NOTICE

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

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

EDUCATIONAL INDIA

Masulipatam, January, 1939

The All-India Educational Conference

THE fourteenth session of the All-India Educational Conference that was held at Bombay in Christmas week was a great success. The Hon'ble Mr. Kher, the Premier of Bombay, inaugurated the session; and Mr. Chandavarkar, the Vice-Chancellor of the Bombay University, severed as the Chairman of the Reception Committee. Sir T. V. Achariar, the veteran administrator, presided over the deliberations of the Conference. As many as one thousand delegates attended it and seventy resolutions of a comprehensive character, bearing on all aspects of education, were considered and passed. The usefulness of the conference was very much enhanced by the educational exhibition which formed an integral part of it and by the special lectures on Art Education and other subjects delivered by several prominent persons. The delegates had on the whole a most substantial intellectual treat on all the days of the conference, giving them enough food for reflection for a whole year.

IT is not an easy task to make any selection from among the various suggestions put forward at the conference or the several resolutions passed by it.

There was, however, one idea uppermost in the minds of almost all people that addressed it, the idea that the India of today is different from the India of the recent past, that new forces are invigorating the life of the people, and that the educational system should be reformed in harmony with the new requirements of the country. This was why the Hon'ble Mr. Kher stressed on the need for evolving a common form of education for a common citizenship and for keeping a balance between intellectual and practical elements and making the youngman an active member of society—an idea which according to him lay at the basis of the Wardha Scheme to which the Bombay Government was giving a fair trial. Sir T. V. Achariar was equally emphatic in his view that the youth should be trained to appreciate the worth of democratic institutions as distinguished from Totalitarian institutions and the value of the regulation of international relations in accordance with law as distinguished from force. This idea of readjusting education in conformity with modern needs was also prominent in the address of the President of the Section on Physical Education where he laid emphasis on the need for developing a national militia if the political freedom that the Indians were seeking is to be of any use. This also was responsible for the declaration of the conference that one of the aims of national education in India should be to prepare the country for a fully democratic government and that compulsory military training should be introduced in all secondary schools and colleges. It now remains to be seen what practical steps will be taken by governments and educationists to put into effect the aims enunciated at the conference.

A SECOND feature of several of the addresses delivered at the conference was the stress laid on the role of the teacher in a sound educational system. There is nothing novel in this idea but it deserves repetition as there are no indications as yet of practical effect being given to it in any part of the country. As Mr. Chandavarkar pointed out, teachers have to face a hard struggle for life and their conditions of service are deteriorating day by day. As was stated by Principal Hampton, school-masters were generally looked down upon and despised although teaching had been considered a noble profession. The need for raising their standard of life and making them feel happy—as put forward by Mr. Chandavarkar—is all the more urgent in view of the great responsibility which according to Sir T. V. Achariar rests on them. From his point of view the main question before the teachers was whether the system of teaching had been altered to correspond with the present democratic age. It is the duty of the teachers to consider how the rising generation in India should be taught that a democratic government was not inconsistent with the efficient maintenance of law and order and with the demands of a progressive administration and to implant in the minds of young Indians the habit of obeying a law which their own countrymen had made and which their own countrymen were charged with the duty of enforcing. Such heavy responsibilities cannot be adequately discharged by teachers despised by society. It is unfortunate that the Hon'ble Mr. Kher had nothing to say on this subject. But as was pointed out by principal Hampton the remedy lies in the teachers themselves to a great extent.

Teachers should learn to be more bold and live on equal terms with others instead of thinking that they were inferior in status. More than this, they should organise themselves and bring pressure not only on the school authorities but also upon local governments. Teachers will do well to ponder over these suggestions and endeavour with all possible speed to establish organisations with a view to improve their professional status.

It is gratifying to note that on a highly controversial issue like the compulsory study of Hindustani the conference was of opinion that provision should be made for the compulsory teaching of that language in all schools. It did not give its final verdict on the Wardha Scheme for the consideration of which it appointed a sub-committee. This is perhaps a prudent course in as much as the utility of the scheme can be estimated only after some experiments in that direction are made. The basic principle of the scheme has been now accepted by most educationists and it is only in matters of detail that differences continue. It is hoped that the sub-committee will thoroughly go into these details.

It is a matter for surprise that while All-India opinion as well as the opinion of the conference have been in favour of the introduction of the mother tongue as the medium of instruction the Hon'ble Mr. Kher should have referred to the difficulty in the matter of text-books and stated that it was not possible to carry out this reform until the problem of text-books was solved. We have repeatedly pointed out the untenability of this position and shown that text-books will be coming out in any number the moment the government introduces

this change. The difficulty referred to is entirely of an imaginary character.

THE protest raised by the conference against the policy of retrenchment of educational expenditure by several Provincial Governments is timely. It is necessary that these Governments are made to understand that investment in higher education is sure to yield a net profit in the long run. Here, however, the duty of the educationists is not over the moment they make the protest. They should come forward with constructive suggestions as to how the provincial finances should be reformed and improved if more funds are to become available for purposes of education. The subject of educational finance has been sadly neglected all along and it is time that this is studied in right earnest by teachers.

Secondary Education in Orissa

ABOUT a year ago the Government of Orissa appointed a committee to consider the problems in connection with secondary education in the Province. The committee has recently published its report. Some of the recommendations made by it deserve the attention of the public as they raise issues of great importance. One such recommendation relates to the abolition practically of all distinction between Government schools and Aided schools and the placing of all schools under governmental control and management. It is the local circumstances of Orissa that induced the committee to make this recommendation. Aided schools there, are in a hopelessly inefficient condition. In the matter of equipment, of buildings, of the salaries of teachers as well as of the strength

of the classes they are far behind the Government schools. In the words of the committee, "Guardians are anxious to secure admissions of their sons or wards first into a Government high school, and failing to find seats for them, come to the aided schools. There are certain excellent features, such as good discipline, security of service, transfer, incremental scales of pay, etc., which are totally absent in aided schools, and it will be too much to expect them under the existing conditions of control and management of aided high schools."

THE question that arises is whether it is not possible through a judicious system of grants-in-aid to level up the aided schools. The committee is, however, of opinion that this is not possible and the only remedy lies in the complete provincialisation of all schools. Provincialisation will involve the handing over of control over them to the Government Department of Education. This will result in two consequences. In the first place fees in aided schools, which are at present low, will have to be raised to the level prevailing in governmental schools. This will be felt as a hardship especially in a backward and poor province like Orissa. Before accepting the recommendation of the committee the Government will do well to consider this aspect and provide for fee concessions on a large scale to all deserving pupils. Secondly it will mean an additional expenditure to Government which is estimated at about 14 lakhs of rupees per year. This is not a big amount considering the improvement in educational efficiency which it will bring about. But here again the Government will have to consider whether the total number of schools in

the province might not be profitably reduced. Small schools in out-of-the-way areas are uneconomical, and the educational department should consider whether any of them may be abolished. It is true, of course, that the cry that educational facilities are being reduced will be raised but unless it is resisted it may not be possible to put into effect the policy of provincialisation.

ONE great danger of provincialisation is that it may discourage local effort and local endowments for educational purposes. The idea that the spread of secondary education is a responsibility of the Government alone may become rooted in the public mind. There are, however, many ways of overcoming this danger. Public-spirited citizens and charitably-disposed persons will not be discouraged in the work they propose to do in the cause of education simply because the schools are controlled by Government. Much depends on the way adopted by the Educational Department to approach them. The readiness with which many philanthropists are making grants to Universities and Colleges managed by Government in different provinces indicates that in Orissa also a similar example will be followed.

ANOTHER important recommendation of the committee is the setting up of a Secondary Board of Education consisting of officials and non-officials elected as well as nominated. It will be a body with power to grant recognition to high schools, with a right to initiate and to be consulted upon questions of general policy connected with such schools and several other powers of inspection and distribution of grants, etc. There is a risk here of friction between the Director of Public Instruc-

tion and this statutory Board unless the powers are made more precise and all overlapping is avoided. But the idea of having a representative body to advise Government on all matters of secondary education is a commendable one and deserves to be put into effect.

Students' Conferences

IN the last few days several students' conferences were held in different parts of the country. They are welcome in so far as they give opportunities to the youth of the country to learn the art of organisation, the need for leadership and guidance and promote among them a corporate spirit and capacity for united action. The abundant energy and enthusiasm with which the students abound require some channels of outlet and these conferences serve that purpose to a great extent. As such they deserve to be ranked among those factors that are creating a new India.

BUT mere organisation is not a virtue in itself unless the purpose for which it is brought into existence is a worthy and noble one. The question that arises is whether conferences, as they are being held to-day, serve the real needs of students as students or are they becoming agencies for ministering to purposes alien to student life and its requirements. We feel that we are not wrong when we say that it is the latter of these purposes that is gaining ascendancy at present and that if this process continues there is a danger that ruin will overtake the career of the large majority of our young men. Parents will do well to ponder over this situation and use all the influence they can command to arrest the growth of

his tendency and to divert the activities of conferences to more useful channels. The responsibility for this rests most heavily on parents and if they neglect their duty in this respect and remain indifferent to what is going on around them they may have ultimately to face consequences which are bound to bring them profound sorrow and regret. It is true that Government also has a great responsibility in this matter but the better thing will be for Government to enter the field when parents refuse to discharge their duties; otherwise there is a risk of unnecessary odium becoming attached to Governmental intervention and to the coercive action which is the ultimate weapon in the hands of Governmental authorities. Parents are in a position to bring round the youth through the exercise of their natural influence over them and this is after all a better instrument than Governmental coercion or any penal action that educational authorities may resort to.

THE most important question that arises in this connection is whether students' conferences should become the platform for promoting revolutionary activities and for creating a revolutionary mentality in them. Even assuming that revolutionary mentality which is impatient of all defects in existing political, social and economic life is desirable, does it follow that students as students should cultivate this mentality with a view to take immediate action not in educational matters but in political matters? The primary and fundamental duty of students is to promote their interests as students. They are in Universities, colleges and schools for a definite purpose. It ought to be their endeavour to devote their

time, energy and intelligence for realising this purpose. They should regard everything else as secondary. It should not be forgotten that much of the frustration which we have to face in life either as individuals or as groups is the outcome of our failure to draw a distinction between things which we have to place first and those which we have to place second. This applies to individuals at all stages in their lives. What is appropriate for a child is not appropriate for a young man; and what is appropriate in the case of the youth is not so in the case of a middle-aged man. This is a biological and psychological truth. The defects in the present day student movement is that it is not directed towards activities appropriate to the stage in the lives of our young men and women. They are called upon to do things which are within the sphere more legitimately of persons who have passed beyond the age of students. And the revolutionary slogans which are preached to them have resulted in bringing chaos to all educational institutions.

IT is not our object to belittle the significance of students' conferences. Our only desire is to see that in such gatherings attention is concentrated on matters which are of really vital importance in promoting the welfare of students and students. It is from this standpoint that we commend to every one the speech delivered by Pandit Jawaharlal Nehru at the Students' Conference in Calcutta.

TEACHERS AND CIVIC FREEDOM

Principal K. S. VAKIL, M.A., I.E.S. (Retd.)

IN these days of our country's progress on the road of democracy it will be interesting to teachers in this country to know how jealously teachers in England safeguard their right to participate in the political affairs of their country. About a month ago, the Maidstone Education Committee passed a resolution expressing the opinion that it was undesirable for any teacher or official in the service of the Committee to speak at a public political meeting. As soon as teachers came to know of this resolution, they got questions asked in Parliament as to whether this resolution was based on any recommendation from the Board of Education and whether steps would be taken by the Board to prevent such encroachment on the civil liberties of teachers, and elicited a clear reply from the Government that the resolution in question was not the result of any recommendation issued by the Board. The Code of Regulations for Public Elementary schools lays down that the agreement or minute under which a teacher is employed must provide that he shall not be required to abstain, outside school hours, from any occupations which do not interfere with the due performance of his duties.

The General Secretary of the National Union of Teachers, has also represented to the Maidstone Education Committee the attitude of the teaching profession to this matter and pointed out that in passing the resolution in question the Education Committee had concerned itself not with the conduct of the teacher in school but with the exercise by the teacher of his undoubted right and privileges as a citizen outside school and in his private capacity. He has added: "The National Union of Teachers has always jealously maintained, and will continue to maintain, the traditional liberties of the teacher to take such part, whether in local or national affairs, as in the exercise

of his proper discretion he deems fit. To maintain that liberty which the teaching profession regard as fundamental and which is enjoyed by them under the law of the country, the Union would, if necessary, employ its whole resources."

Personal Notes

HYDERABAD'S MUNIFICENCE

TO PROMOTE HINDU-MUSLIM UNITY

The Rt. Hon'ble Sir Akbar Hydari, Chancellor of the Osmania University, handed over a cheque for one lakh of Rupees to His Highness Maharajadhiraja of Bikaner, Chancellor of the Hindu University, being the donation of His Exalted Highness the Nizam to the Benares Hindu University towards the endowment of a chair of Indian culture with a view to promoting Hindu-Muslim unity.

HIS HIGHNESS MAHARAJADHI RAJA OF BIKANER, has been the recipient of the Honorary Degree of Doctor of Laws at a special convocation of the Osmania University held on the 9th inst., presided over by its Chancellor, the Rt. Hon'ble Sir Akbar Hydari.

SRI C. J. VARKEY, Parliamentary Secretary to the Minister for Education, Madras, has been appointed Minister for Education. Sri Varkey took charge of his duties on the 7th inst.

SJT. G. D. BIRLA, the famous business magnate, has promised a donation of Rs. 25,000 a year for a period of five years to the Congress Coalition Government in Assam for purposes of primary education among the Tribal, Scheduled Caste and labour population of the Province.

CAPTAIN ALAN EADON, one of the founders and the Principal of the Aeronautical Training Centre of India, has been appointed by the Government of Burma to the newly created post of Director of Civil Aviation, Burma.

Punjab Syllabus Committee's Suggestions

(Continued from page 264)

with local geography as the starting point; giving geographical knowledge of the elementary stage through interesting stories about children, men, and women of other lands, laying special stress on the human side of the subject; and observational and practical work based on excursions, the making of plans and the drawing and study of simple geographical maps.

CIVICS AND HYGIENE

The chief objective in teaching civics must be to cultivate the sentiment of patriotism on a broad basis; to train the pupils to do what they can to improve their environment; to impart an elementary knowledge of what constitutes a good citizen; to develop self-respect, respect for other people and their views and beliefs; and to impart an elementary knowledge of the civil administration of the village, the district and the province.

In this connection the syllabus in social studies in the Wardha Scheme is recommended as a guide.

The children should be taught simple facts and laws of health; important features of plant and animal life; kindness to animals; and to make collections of natural objects and to interest themselves in the school garden.

It should not be necessary to deal with every-day science in a formal way; and in consequence there should be no need of special text-books. This subject should, therefore, give a very simple knowledge of elementary hygiene, botany, nature study and human physiology.

MIDDLE SCHOOLS

Middle schools in rural areas should try to develop the following traits in the character of their pupils:—Quest for further knowledge and ability to think for themselves; a living and sincere desire to serve their fellow-beings; the dignity of labour; initiative and resourcefulness for giving a true lead to others and full knowledge of their own duties and obligations; self-reliance, self-discipline, self-respect and a spirit of toleration and co-operation.

STUDY OF ENGLISH

In view of the fact that 11+ is a suitable age at which to begin the study of a modern

foreign language. "(The child's perceptions are acute, his vocal organs are still flexible, and he is comparatively free from that morbid dread of ridicule which may impede the progress of older pupils, his interest is easily aroused and he is quick to imbibe the life and spirit of a foreign language)"; the introduction of English at the primary stage would impose on the pupils a heavy strain of having to learn two languages during their tender years; and that its introduction in the primary classes would lead to administrative difficulties and complications, especially in regard to the "compulsory" areas.

English should be commenced in the 6th class.

Practical and manual activities to be called the "practical arts" should form an essential part of the new syllabus. Practical art might include two or three simple and useful handicrafts; preferably local, but it should not be necessary to acquire a high degree of practical skill in more than one of those crafts or industries, which should be pre-vocational. The syllabus in "practical arts" may vary according to the locality and environment. The subject will have an examination value in practical work only.

COURSES FOR VERNACULAR SCHOOLS

The following subjects should be taught in Anglo-vernacular and vernacular middle schools for boys and girls:

Anglo-vernacular Schools (Boys):—(1) Vernacular, (2) Mathematics, (3) Every-day Science, (4) General Knowledge (History, Geography and Civics), (5) Practical Arts, (6) English, (7) One of the following: (a) Classics (Persian, Arabic and Sanskrit), (b) Second vernacular (Urdu, Hindi and Punjabi), or (c) Drawing.

Vernacular Schools (Boys):—(1) Vernacular, (2) Mathematics, (3) Every-day Science, (4) General Knowledge (History, Geography and Civics), (5) Practical Arts, (6) One of the following: (a) English, (b) Classics (Persian, Arabic and Sanskrit), (c) Second vernacular (Urdu, Hindi and Punjabi), and (d) Drawing.

Anglo-vernacular Schools (Girls):—(1) Vernacular, (2) Arithmetic, (3) General Know-

ledge (History, Geography and Civics), (4) Every-day Science, (5) Practical Arts, (6) English, (7) One of the following: (a) Classics (Persian, Arabic and Sanskrit), (b) Second vernacular (Urdu, Hindi and Punjabi), (c) Drawing, (d) Simple Algebra and Geometry, (e) Music.

Vernacular Schools (Girls):--(1) Vernacular, (2) Arithmetic, (3) General Knowledge (History, Geography and Civics), (4) Every day Science, (5) Practical Arts, (6) One of the following: (a) English, (b) Classics (Persian, Arabic and Sanskrit) (c) Second vernacular (Urdu, Hindi and Punjabi), and (d) Drawing.

PRACTICAL AGRICULTURE

For the vernacular schools for boys Every-day Science, which would include elementary practical agriculture, should be a much more comprehensive subject than that for Anglo-vernacular schools.

The duration of school hours should not exceed 5½ hours in the case of boys' schools and 5 hours in that of girls' schools. A second vernacular should be permitted at the 7th class stage and not earlier.

SIMPLIFICATION OF SYLLABI

The present syllabus in mathematics, history and geography and the oriental languages is very heavy and leads not only to an unnecessary duplication of work in the middle and the high stages, but is also over-loaded with superfluous and unnecessary subject matter. In drawing up the detailed syllabi for the various subjects, every attempt should be made to simplify and not over-load them with unnecessary and formal details, particularly in view of the fact that we have introduced some new comprehensive subjects and given them a practical turn.

(a) Only the basic essentials of arithmetic, algebra and geometry should be included in the syllabus, discarding the complicated and involved and cumbersome processes which have no bearing on the every-day life of the child. (b) The students should be made familiar with the calculations in *patwari's goshwaras* (c) Arithmetic and algebra should be co-ordinated both in teaching and examination (d) Only practical geometry should be attempted at this stage.

History should be more cultural than factual. In drawing up the syllabus undue stress should, therefore, not be laid on dates,

facts, and figures. In all the component parts of "general knowledge" the subject matter should, as far as possible and practicable, be correlated. The course in class VIII should include some knowledge of the history of the world in bare outline. The syllabus in Indian History should mainly be on the lines laid down in the Zakir Hussain Report.

CIVIC TRAINING

We endorse the following opinion expressed by the Zakir Hussain Committee:—"The pupils should become acquainted with the public utility services, the working of the *panchayat* and the co-operative society, the duties of public servants, the constitution of the district board or municipality, the use and significance of the vote, and with the growth and significance of representative institutions. Training under this head should be as realistic as possible and should be brought into close relationship with actual life. Self-governing institutions should be introduced in the school. The pupils should be kept in intelligent touch with important current events through the co-operative study of some paper, preferably brought out by the school community."

Geography should be studied from the point of view of social, physical and economic environments and physical laws. It should be co-ordinated, as far as possible, with the teaching of history and civics and every-day science. Total reading matter in books on history should not exceed 300 pages (a page of about 250 words).

In so far as the oriental and the vernacular languages are concerned the syllabus could be very easily curtailed. Simplifications should be attempted and the new syllabus devised from the utilitarian and cultural point of view above.

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WARDHA EDUCATION SCHEME

Dr. ZAKIR HUSSAIN EXPLAINS THE IMPLICATIONS

"ALL criticism, directly or indirectly, implying that child labour is to be exploited for economic purposes, so that the schools can be wholly or even partially self-supporting is irrelevant. Critics therefore who believe that the schools will be industrial or vocational in the narrow sense and that the system is intended to force young children into prescribed vocations have not appreciated the real significance of the Wardha scheme."

This observation occurs in the report, just published, of the Central Advisory Board of Education appointed to consider the Wardha Education Scheme in course of the explanation given to the Committee by Dr. Zakir Hussain of what the scheme was.

The Zakir Hussain Report defines the aim of the Wardha Scheme not as "the production of craftsmen able to practice some craft mechanically, but rather the exploitation for educative purposes of the resources implicit in craft work," and sounds a warning of the obvious danger of stressing the economic aspect to the sacrifice of the cultural and educational objectives.

The scheme, therefore, was of education, not production.

Explaining the implications of the scheme, Dr. Zakir Hussain denied that the Scheme stated or even implied either that the Government would provide employment at the end of the course or that all existing schools were to be transformed immediately into Wardha schools.

RELIGIOUS INSTRUCTION

Answering the criticism that the proposed Wardha Schools neglected religious education, and were entirely secular in outlook, Dr. Zakir Hussain explained that the Scheme prescribed no syllabus in religious education as the difficulties were obvious, but one of its foundations was a respect for all religions.

If the Scheme is adopted, a system of higher education co-ordinated with the Wardha organization will have to be worked out.

To summarize, therefore, the Wardha Scheme—

(a) emphasises education through activity and is not primarily concerned with the production of saleable material;

(b) does not make spinning and weaving the only basic craft, but admits of the inclusion of any craft of equal or higher educative possibilities;

(c) does not imply the ruling out of facilities for religious (denominational) education, where any community desires it; and

(d) does not state or imply that the salary of the teachers must be directly met from the sale of material made in the school.

The framers of the Wardha Scheme deliberately confined their proposals to village education as the bulk of India's population resides in villages. The Scheme is therefore primarily for rural areas and should not be extended to urban areas without necessary modifications though the principle of education through activity is as true for urban as for rural schools.

The Zakir Hussain Committee lays down a seven years' course of education from the age of 7 to 14. They, however, realise that by fixing 7 as the age for the introduction of compulsory education, they have neglected a very important period of the child's life. In view of financial and other considerations, they did not feel justified in including the education of children below the age of 7 as a part of the compulsory scheme, though they hoped that nursery and infant schools would be started and encouraged by the State.

The Committee unanimously approve that the medium of instruction should be the mother-tongue, that is, the vernacular of the pupils, as laid down in the Wardha Scheme.

To prescribe one basic craft in the lowest classes of a school which children of the age of about 6 may join is educationally unwise, says the Committee. The activities in these classes arise from the child's interests and desires and should not be forced on him by adults. It is not so much the thing made or done as the integration required in the making or doing, which is of educational value. Such crafts as agriculture, weaving, woodwork, metal work provide facilities for educational development, appeal to the growing child's sense of making and doing something, increase his self-respect since the product of his labour

has a market value and tend to remove the false idea that manual work is objectionable.

That saleable material will be produced in the higher classes of the basic schools is no objection to the scheme. Indeed unless saleable material is produced the educative possibilities have not been satisfactorily exploited.

The most important condition for the success of any educational scheme is the teacher. It is essential that the teachers should have an understanding of the new educational and social ideology inspiring the scheme combined with enthusiasm for working it out.

The pace at which the schools can be established will depend almost entirely on the supply of trained teachers competent to implement the scheme.

Immediate steps should then be taken to train the required number of teachers in the existing normal schools which should be reorganised and restaffed to suit the new system of training. Schools should be gradually converted to activity schools as suitable teachers become available.

WOMEN TEACHERS

The Committee recommends that effort should be made to increase the supply of competent women teachers and endorse the recommendations of the Zakir Hussain Committee that the salary of a trained primary school teacher should be Rs. 25 if possible, but in no case less than Rs. 20 per mensem.

Elementary Education in Mysore

Four-Year Plan of Expansion

THE Committee on Elementary Education appointed by the Government of Mysore last year with Rajamantrapravina Mr. S. P. Rajagopalachari, First Member of Council, as Chairman, has submitted an *ad interim* report embodying important recommendations.

The report opens with a rapid survey of the progress made so far, especially during the past 30 years and then analyses the causes of the lack of expansion in education in the past and the lines on which reorganisation can proceed.

The Committee discussed whether or not it was possible to teach through the basic craft all subjects to the standard anticipated. There was general agreement that in the lowest classes education could be satisfactorily carried out through activities. But as the child advances in age and reaches the higher classes opportunities for centring his cultural work and intellectual progress on the basic craft become less frequent. Much of the academic work even in the highest class can be correlated with the basic craft, but all aspects of the "cultural" subjects cannot so be treated not even by stretching correlation beyond its legitimate limits. Formal instructions will therefore be necessary to teach certain elements of cultural subjects which cannot naturally be co-ordinated with the basic craft.

The subjects forming the curriculum and the syllabuses of individual subjects were seriously criticized from different points of view. It was, however, pointed out that the proposed syllabuses were merely tentative and their interpretation depended on the teacher and on the provision of suitable text-books, and that experience would also show what changes were necessary and the syllabuses would be modified accordingly.

The Committee point out that "activity" schools will cost more to run in the beginning than the present type of school and that the rate at which compulsion proceeds and the age to which it is applied are primarily financial questions, which must be left to the Provinces.

QUESTION OF FINANCE

The Committee feel that some immediate action is necessary in this respect without waiting for a full discussion of the various other questions raised regarding methods of administration and of control which could be discussed later on. They therefore decided to send up an *ad interim* report with their recommendations on this important point.

A FOUR-YEAR PLAN

They are unanimously of opinion that immediate measures must be taken to continue

the rate of progress and expansion of elementary education, which were the characteristic features in the earlier decades of the century and for this purpose would recommend the adoption of the scheme which is outlined below. The essence of their scheme is that every village in the State with a population of 500 and above should be provided with a school immediately. The limit of population, viz., 500 may have to be reduced to 300 in the case of the malnad which is sparsely populated and where it is really difficult to get villages with a population of 500 and over. For an equitable distribution of educational facilities, it will be necessary to select a fair number of villages with a population between 300 and 500.

Most of the villages are now formed into Village Panchayats either singly or in groups. There are about 11,500 such Village Panchayats at present and the number of schools will roughly be about 6,300. The number of Village Panchayats with a population of 500 and above in the maidan and the more important of the villages with a population between 300 and 500 in malnad which at present have no schools will number about a thousand. The committee recommend that about 1,000 schools should be started so as to provide for a school in every important village with the population referred to above. It would not be possible to start these thousand schools in one year, as the necessary staff and training schools will not be available immediately. It is therefore proposed that these thousand schools should be established in the course of the next four years, 250 of them being started in each year so that the persistent and genuine public demand for more schools may be met to a large extent. Fifty per cent of the schools in comparatively larger centres may have two teachers on scales Rs. 17-1-20 and Rs. 15 and the remaining 50 per cent in comparatively smaller centres may have one teacher each on Rs. 15.

COST OF EXPANSION

We next come to the crux of the whole matter, viz., Finance. Details of cost have been worked out in Appendix B, a perusal of which will show that at the end of the fourth year the recurring cost will be Rs. 3,04,650 on the staff and Rs. 30,465 as indirect expenditure on inspection, administration, training of teachers and scholarships (all taken at 10 per cent of the recurring cost). Non-recurring cost, viz., for

equipment calculated at Rs. 150 per two-teacher school and Rs. 100 per one-teacher school would amount to Rs. 31,250 per annum during each of the four years. Cost of building is excluded on the assumption that the Village Panchayats have to furnish the buildings free of cost to the Local Education Authorities and the Government. Thus, the total cost will amount to Rs. 3,35,000 recurring per annum and Rs. 1,25,000 non-recurring for the first four years.

To meet this total cost, the Committee propose that the Local Education Authorities should be asked to raise the Education Cess from six pies to nine pies in the rupee. The cess collection at the former rate (6 pies) is at present about Rs. 5,50,000 a year. At the enhanced rate of 9 pies, an additional sum of Rs. 2,75,000 could be added to the resources of the Local Education Authorities. As per Section 29 of the Elementary Education Act, Government will have to bear not less than one-half of the recurring and non-recurring cost and the Local Education Authorities will have to bear the rest. Assuming that the two agencies contribute each half the amount, an additional sum of Rs. 5,50,000 can be secured for the expansion of elementary education. Any amount realised over and above what is immediately necessary during the first few years may be utilised temporarily for improvement of elementary education in the areas concerned.

OTHER ISSUES

The Committee reserve for further consideration the other important questions in connection with the terms of reference. Next to the question of expansion, the most important of them is the question of administration, i. e., whether elementary education should be administered on the lines of the present Act or whether the State should take that responsibility as suggested in certain quarters. Questions relating to avoidance of wastage in elementary education by making continued attendance after a boy joins a school compulsory for a specified number of years, adjusting the courses of study so as to ensure permanent literacy in students, the feasibility of introducing any scheme on the lines of the Wardha Scheme or any other and the desirability as to whether there should be any kind of compulsion, will be considered by the Committee later on and a further report submitted to Government.

THROUGH different PROVINCES

DELHI

FOR THE NEXT CONFERENCE OF THE INTER-UNIVERSITY BOARD

The question of medium of instruction, establishment of technical institutions and the starting of centres of research are the subjects of three propositions submitted by the Mysore University for discussion at the next conference of the Inter-Universities Board, which will be held at Bombay in March next.

The mobilisation of the youth of the country by Indian Universities, with a view to utilising them in the spread of general and health education in rural areas, University studies in their correlation to industries and commerce, co-ordination of the research work in the different Universities, the desirability of instituting a diploma course in public administration, and the importance of the study of major Provincial languages in all the Universities are other subjects which the Calcutta University has decided to raise for discussion at the Conference.

VISWABHARATHI'S TRAINING IN RURAL UPLIFT

In response to the general demand for the training of rural reconstruction workers from all parts of India, the Viswabharathi has decided to establish a regular Training Institute at Sriniketan where a thorough training will be given in all subjects relating to rural uplift work. The period of training will be nine months, from July to March, and theoretical instruction will be combined with practical work in almost all the branches. Arrangement will also be made for training camps for Scouting and rural survey.

MADRAS

RURAL EDUCATION SCHEME

The Government of Madras have decided to establish a Rural Education Scheme for the purpose of providing a better education to the rural population. The scheme is being implemented by the Government of Madras and the University of Madras. The scheme is being implemented by the Government of Madras and the University of Madras. The scheme is being implemented by the Government of Madras and the University of Madras.

A suggestion has been made for the formation in colleges and high schools, of societies, or clubs or associations of students and teachers, who are imbued with a desire to undertake the work of educating illiterates and of the direction of the work of such associations by a member of the staff who had some experience of this kind of work.

It is pointed out that if the area in which the institution is situated, is an industrial area, work can be started at once among the labourers and workers. Night schools or schools during the holidays may be started in which the members of the association may undertake to teach labourers and workers who have had no education. It is also suggested that they may also undertake on occasions to lecture to all the workers on subjects which will interest them and be useful to them.

If it is not an industrial area it will be necessary that these associations of workers should undertake excursions into the surrounding villages during holidays and establish educational or social centres among the rural population, so that living contact with the illiterate masses of the country may be established.

BILL FOR THE ABOLITION OF EDUCATION COUNCILS

A Bill to amend the Madras Elementary Education Act and the Local Boards Act, to provide for the abolition of District Educational Councils is now under the active consideration of the Government.

Recognition of elementary schools, admission of elementary schools to aid and such other functions as are now performed by the District Educational Councils, are proposed under the Bill to be entrusted to the Director of Public Instruction and by such officers of his Department, as might be empowered in this behalf by him.

It appears to be the intention of the Government to have advisory committees constituted for each District.

RURAL RADIO RECEIVERS

The Government have permitted the Panchayat Board to incur expenditure up to a maxi-

mum of Rs. 300 from their funds on the purchase of village receiver sets and of Rs. 130 per annum towards its maintenance in the areas under their jurisdiction.

Two conditions have been imposed. One is that the receiver set should be obtained through the Government in the Public Works Department on advice of the Radio Engineer (Provincial Broadcasting). Secondly, the sanction in each case should be sought from the Inspector of Local Boards.

BENGAL

COMMERCIAL AND INDUSTRIAL CAREERS

In order to introduce students of the University of Calcutta to take to commercial and industrial careers a series of lectures has, it is understood, been organised by the Calcutta University Appointments Board with the co-operation of a number of prominent British and Indian businessmen of the city.

No fewer than 24 experts, British and Indian, will address the students on several subjects. The subjects on which the lectures will be delivered include jute, coal, tea, insurance, banking, etc.

The object of this series of lectures is to enable the students to obtain a first-hand knowledge of and information regarding the scope which different industries offered to University-trained young men. It is claimed that this venture of the Calcutta University is unique in the history of Universities in India.

CALCUTTA 'VARSITY'S EXPEDITION

For the first time in the history of universities in India, the University of Calcutta is arranging an expedition of teachers and students to Bangarh in Dinajpore, a site of historical importance, for carrying on archaeological excavation work there.

The party has been granted a licence, under the Ancient Monuments Preservation Amendment Act, by the Government of India. It is led by Prof. K. G. Goswami, who has had several years of training under such eminent archaeologists as Sir John Marshall, the late Mr. N. G. Mazumdar and Mr. E. Mackay, and will consist of several students and teachers. The University has granted a sum of Rs. 3,500 towards the cost of the expedition at the instance

of Dr. Syama Prasad Mookherji, former Vice-Chancellor.

STUDENTS WELFARE COMMITTEE REPORT

"The average Bengal student of 1937 is a more robust and a more healthy person than the student of 1921," is the finding contained in the eighteenth annual report of the Students Welfare Committee, Calcutta University, for the year 1937-38. The report adds, however, that the standard of physical level achieved is still considerably below that of the students of Western countries.

BOMBAY

WARDHA SCHEME TO BE TRIED ON MASS SCALE

The Government of Bombay have decided to undertake experiments relating to the Wardha Scheme of education. Three areas, each comprising 10 to 15 villages, have been selected to start about 20 schools for the purpose. A beginning will be made in June next.

In order to get the right type of teachers to participate in the experiment, Mr. L. R. Desai, Special Officer for Basic education, stated that a short course of training for selected teachers in handicrafts would be arranged from February. He hoped that they would be able to stimulate confidence in the Wardha Scheme in two or three years, which would facilitate the adoption of the scheme on a mass scale.

CHILDREN'S COLONY SCHEME

It is understood that the Government of Bombay will provide in the next budget four lacs of rupees for the new Children's Colony scheme. The Government's intention is to have the Children's Home built with accommodation for 2,000 children.

These children will be given three years' training in basic craft and elementary agriculture under rural conditions. It has been found from experience that children brought up in the Children's Homes and other benevolent institutions in urban areas find it difficult to get absorbed in rural society. The present idea is to give such children intensive agricultural training and then transplant them to farm colonies in villages. The Wardha Scheme of education will form the background of this

educational scheme. About 750 children will be provided for in the first instance.

BUILDING SCHEME FOR PRIMARY SCHOOLS

The urgent need for contributions from generously-minded and public-spirited citizens of the Bompay Presidency to provide necessary funds to build ten thousand primary school buildings in the Presidency is emphasised by the Government of Bombay in the course of a communique.

Out of a total of over ten thousand primary schools, maintained by local authorities in the Presidency, only three thousand are housed in buildings of their own. Thus the majority of schools are housed in rented buildings which are rarely satisfactory from the point of view of light and air. There is, therefore, an urgent need for providing cheap hygienic buildings for primary schools. The total cost of providing all schools with own buildings is over two crores of rupees. Even if the Government help generously, says the communique, it will be difficult for the local authorities to meet their share of expenditure within a reasonable time without generous help from the people of the district and well-to-do members of the public.

U. P.

THE TERM "VERNACULAR"

The term "vernacular" will not in future be used in official records and correspondence, according to a recent decision of the Government of the United Provinces. It will be replaced by the term the "language of the Province" or "modern Indian languages" as the context might indicate.

KASHI VIDYAPITH & JAMIA MILLIA DEGREES

Degrees awarded by the Kashi Vidyapith, Benares, and the Jamia Millia, Delhi, have been recognised by the United Provinces Government as being equivalent to the Bachelor of Arts degree of the chartered Universities in the Province.

C. P.

NEW SYLLABUS BASED ON WARDHA SCHEME

It is understood that the Central Provinces Government have approved the Wardha Pri-

mary School Syllabus as laid down in the Zakir Hussain Committee's Report. It will be recalled that the Government appointed a committee to prepare a new syllabus for introduction in the existing primary schools with Dr. Zakir Hussain as its Chairman. The Committee made certain alterations in the Wardha Primary Syllabus, which were necessitated by conditions prevailing in this Province. It is likely that the new syllabus will come into operation in the next educational year, commencing in July.

CENTRAL BOARD FOR PHYSICAL TRAINING

A Central Board for Physical Welfare, consisting of nine members with the Education Minister as its Chairman, has been constituted by the Government, states a Gazette notification.

The functions of the Board will be to investigate and advise the Provincial Government and local bodies with regard to matters relating to the improvement of the physical well-being of the student population and the people generally through physical training and recreation, provision of playgrounds, public parks, health centres, etc. The Board will also organise a scientific survey of the standard of physical efficiency and health of the young generation in schools and outside and report to the Government.

INSTITUTIONS TO BE CLOSED DURING CONGRESS SESSION

It is understood that the authorities of the Nagpur University have changed the dates of the Intermediate and other examinations from March 7 to March 14 and decided to hold the Law examinations on February 24 and subsequent dates. These changes have, it is stated, been made to enable the students of the University to attend the Congress session.

Instructions have also been issued by the Chairman of the District Council, Jubbulpore, to all educational institutions under the Council to remain closed for a fortnight during the Congress session to enable the students and staff of these institutions to attend the Congress.

PUNJAB

GOVT'S COLONISATION SCHEME

An area comprising about 9,000 acres of land in a new colony in the Punjab is being

cultivated by graduates and undergraduates. This is the result of the Government's plans to encourage a back-to-the-land movement among educated youth.

An experimental scheme in this connection was started in 1932. In that year, two villages situated in one of the canal irrigated tracts were colonised entirely by 48 educated youths consisting of 44 graduates and undergraduates of arts and science colleges and four graduates in agriculture. Each student was allotted two squares (55 acres) of canal irrigated land. The conditions covering the grants required that the tenants of such lands should live permanently on it and build suitable residences. They were further to cultivate the land in person, with paid labour to assist them. Occupancy rights were to be granted to them if the foregoing conditions had been satisfactorily observed for a period of five years.

At present 8910 acres of land in the Punjab have been colonised by 162 educated young men, of whom 89 are the sole cultivators of four villages, and the remainder are scattered usually in pairs, in other older villages.

BIHAR

MILITARY SCHOOL SCHEME ACCEPTED

It is reliably understood that the Bihar Government have accepted the Military School Scheme, submitted by Mr. Jadav, Special Officer, appointed by them to prepare a scheme for providing military training for Biharis. According to the scheme, graduates alone will be eligible for admission in the Military School. The course will cover one year including theoretical and practical training and the annual cost is estimated at Rs. 18,000. It is the Government's intention to give persons trained in that school preference in the Police and Executive Services, if they are otherwise qualified. The Government are also contemplating to change the Education Code to provide that one military-trained man be appointed for each school as Drill Master, who will give the necessary training to the boys for four years upto the matriculation standard. The demand for the sum will be included in the next year's budget.

ORISSA

REMOVAL OF ILLITERACY

It is understood that the Government of

Orissa are considering the launching of a scheme for the removal of mass illiteracy by about April 1, 1939. It is also understood the Government propose to allot two lakhs of rupees for the purpose.

FUTURE OF THE AIDED SCHOOLS

The Secondary Education Committee, which had been appointed by the Government of Orissa to consider the possibility of the deprovincialization of the Zilla schools, has, instead, recommended the provincialization of a large number of aided schools.

The Government have published the report and a resolution says that the report will be taken into consideration after 1st February, up to which date criticisms might be offered.

SIND

UNIVERSITY FOR THE PROVINCE

The immediate appointment of two scholars possessing high academic distinction and educational experience as Educational Advisers who should institute a searching survey to establish a Sind University, according to the suggestion already made by the Dow Committee, is stressed by the Sind Reorganisation Committee whose report is just out. It is claimed that Sind pays already over Rs. 74,000 per annum as fees for examinations of Bombay University and "this should be an important element in the finances of the Sind University."

MYSORE

MYSORE UNIVERSITY'S REPORT FOR 1937-38

The institution of an employment bureau to explore avenues of employment for graduates; making the University extension lecture scheme more intensive by organising extension classes; the conducting of a dialect survey of the Mysore State and the transfer of some of the routine administrative work relating to accounts and stores from the Principals of colleges to the University office or a branch of it, both in Mysore and in Bangalore, so that the Principals might have more time for their academical duties were among the schemes under the consideration of the Mysore University, as revealed by the annual report of the Mysore University for the year 1937-38.



PUBLIC OPINION



PANDIT NEHRU ON THE DANGER OF STUDENT STRIKES

Speaking at the recent All-India Students Conference, Pandit Jawaharlal Nehru expressed himself strongly against students going on strike. He said: "I have felt very strongly that students in India are pursuing a wrong path and getting entangled in wrong methods by their too frequent recourse to strikes.

"There is no economic conflict or other conflict between the interests of the teachers and the students. It may be that there might be undesirable teachers. But there is no fundamental conflict between the functions of the two. Now the whole idea of education is based on the co-operation of the teacher and the taught; otherwise there cannot be any education. Therefore, this impulse to go on strike, except for very grave reasons is highly undesirable because I feel this would ultimately lead to the disintegration of the student movement."

HYDERABAD DIRECTOR ON DISCIPLINE AND NATIONALISM

That it was the duty of the teachers to see to the development of character among the students and inculcation in their minds ideas of broad-based nationalism, was stressed by Syed Mohammed Jaffer, Director of Public Instruction, who presided over the eleventh annual Conference of the teachers, held at the Nampalli High School on 10th December.

Mr. Jaffer, addressing in Urdu, condemned the present-day tendency of the boys to go on strike as an alleged protest against even imaginary grievances and said that there was a gradual deterioration of discipline among them. The sinister shadow of communalism was stalking the land and the trouble was spreading to the teachers also, thereby making them conscious of their Hindu and Muslim denominations. Neither the Hindus nor the Muslims could leave their motherland and the sooner both the

communities realised this fact the better it would be for them.

Mr. Jaffer added that he could not agree with the Dalton plan and the Kindergarten system, allowing the students more liberty of action, under the new-fangled notions that children should be left to develop their individuality unimpeded by compulsion and felt that the old system of education was more conducive to the development of the youngsters.

PROF. P. SESHADRI ON DISRUPTIVE TENDENCIES IN EDUCATION

In winding up the proceedings of the last A. I. E. C., Prof. P. Seshadri deplored the appearance of disruptive tendencies such as indiscipline and inter-communal bitterness in the sphere of education.

"It is a great misfortune," he said, "that during the last two or three years there have been numerous strikes not only in colleges but also in high schools and middle schools. The reasons for such strikes were often flimsy but whatever the reason was, it was a dangerous symptom and this aspect of the question should deserve the serious attention of the teachers. From Mr. Gandhi downwards all had condemned indiscipline among students. Whatever the condition of students might have been a few years ago when the civil disobedience movement was going on, they had absolutely no justification now to resort to mass indiscipline."

"The Congress is now ruling the majority of the provinces and they are most anxious that students should not lose their heads. It should be made clear to pupils that they could never command unless they learnt to obey."

Proceeding Prof. Seshadri referred to the existence of communal bitterness among students. "This is a dangerous position and if we do not strive to root it out and bring up our boys in an atmosphere of inter-communal goodwill, we are surely heading towards a disaster, the magnitude of which it is difficult to foretell."

Even in college elections, Prof. Seshadri added, he had found boys contesting and canvassing votes on communal grounds.

Foreign Currents

THE SHADOW OF THE EXAMINATION †

By Mr. Guy Kendall

AFTER visiting a number of schools of varying grades and types (from secondary to junior elementary and even to infants) one rather obtrusive contrast was striking,—the difference in character and mental atmosphere between the secondary and senior schools.* In the latter a lesson is planned according to the capacity of the children to learn, to open and develop their minds, and to endow them with some cultural benefit which may serve them in good stead in their future calling, in the occupation of their leisure, and in their capacity as citizens.

In the secondary schools one is aware of a different atmosphere, a narrower object. Even in the first year of a five-year course there broods over all the rather somber shadow of a distant examination,—the school certificate, the urgency of which is observable in every term and every year from the outset. Periodical tests must be applied to make sure that all have reached the given milestone. If the syllabus has been overcrowded, so must each lesson be.

There is no doubt about the presence of the shadow which must necessarily impair the joy of learning and the freedom to wander over pleasant and profitable by-paths. The examination ceases to be a means to learning and culture, and becomes an end,—ruthless, imperative, inevitable. There is, of course, another side of the picture. In a bright lesson children may answer questions eagerly and intelligently, but, if a test were set next day, the results might contrast disappointingly with the oral work. It does not always imply that solid and durable results can only be obtained where an external examination is in view.

As to the statement that *the schools themselves demand external examinations because*

† Condensed by 'World Education' from the *Schoolmaster and Woman Teacher's Chronicle*, July 21, 1938. Published in London.

* Senior schools in England are new types of post-primary schools for pupils from eleven to fourteen or fifteen years of age.

otherwise teachers would get slack, much depends on the school, on its head in particular, on the general quality of its staff, and on its prevailing morale. Only a long-term experiment could give a complete and reliable answer to the question whether the morale is high enough to dispense with external examinations without lowering the efficiency of the average. The best senior schools *can* undeniably produce results without external examinations, as good as any that could be produced by their aid,—better results, probably, because there is no pressure to cram the less gifted members and to sacrifice the "pleasant by-paths," with the preservation of which one should be chiefly concerned. They were the chief features of the "public schools" before the external examination assumed its present importance. They are now among the best features of the senior schools which are pervaded by a general atmosphere of intelligence, aspiration, and desire for self-expression. The intelligence, in literary matters at any rate, seemed even higher than among secondary school pupils of the same age. The cultivation of dramatic art, especially, had rid the average child of all self-consciousness, and had made him fully articulate and expressive in language.

If this sort of spirit can spread everywhere there will be little need of the external examination to keep teachers and students alike "up to the mark." An occasional internal test, duly scrutinized by inspectors, should be all that is required. Possibly in the best instances, not even that may be necessary. The shadow of the examination only becomes formidable when it is too heavy or too far-reaching. It is the heaviness and the length of the shadow cast, at present, by the coming event that is so utterly deplorable.

White Black-Boards !

The National Institute of Industrial Psychology in London proposes in its last annual report that the traditional black-boards should in the future be white. It is suggested that it is easier to read black writing on a white background than the reverse. Besides, a series of experiments has shown, that the constant change from the reflection of the white exercise books before the pupils to the black of the black-boards constitutes a serious strain on the eyes of the pupils.

PERIODICALS

EDUCATING AND ORGANISING FOR PEACE

Mr. H. N. Brailsford in an article to the current 'Peace Number' of the *Aryan Path* stresses the idea of educating for peace and advises that it be done right in the High Schools.

He says that "the first step in education for peace may well be the ruthless and sceptical analysis of all the ideas and assumptions on which we commonly act in our international life. Few of us know what they mean. Rarely in schools and not always in universities are they examined. In their vagueness they gather round themselves some of the most potent emotions of which men are capable. Rightly interpreted, these emotions will serve as the motive power for creative service: wrongly interpreted, they may drive us to destroy one another with a fanaticism that poses as virtue. The few critical intellects who have tried to examine the ideas with a sceptical detachment rank among the heroes of civilization. I am disposed, then, to begin my practical suggestions towards educating us for peace by suggesting that in every higher school and university the study of sociology should include the frankest examination of such ideas as these.

"It is, happily, beginning to be realised that one of the keys to peace lies in the hands of the teachers who instruct us in history. Very few of the text books of history commonly used in European schools make for peace. Some of them are gross incitements to warlike passion. Some applaud conquests as the proudest achievements of a nation, and ignore its progress in the arts of peace."

"Next to the sound teaching of history for the promotion of peace, we may rank the penetration of our educational systems by the habitual practice of international co-operation. Several schools exist in Europe, notably one in Geneva, that draw their pupils and their staffs from all over the Continent. The children learn each other's habits of thought as well as each other's languages. If as children we play

and work together, we shall find no difficulty in collaborating in after-life.".....

"So long as community of blood is the only cement that holds us together, we shall live in strife. It is on community of thought and culture that we must endeavour to build peace."

DISCIPLINE AMONG STUDENTS

The latest number of the *Hyderabad Teacher* writes editorially:

"It is unfortunate that while, on the one hand, efforts are being made all over India to reform the educational system, on the other hand, the tendency towards indiscipline among our students is increasing. Strikes for trivial reasons have become the order of the day and the contagion seems to be spreading steadily throughout India. In one or two instances they have even been attended with an exhibition of violence, compelling a temporary closing down of the educational institutions affected thereby. This is a serious state of affairs, and it is necessary that an end should be put to it speedily not only in the interests of the students and the institutions to which they belong, but in the interests of the country at large, for without discipline no progress is possible. Until recently the educational institutions in our State were happily free from unhealthy activities tending to disturb their peace. But, unfortunately, the happenings in other parts of India have had their repercussions upon some of our students and betrayed them into taking an unwise and hasty step which, we sincerely hope, they will retrace ere long.

"In view of the external influences to which our students are undoubtedly exposed to-day, the efforts of the educational authorities alone are not sufficient to secure discipline in our schools and colleges. We trust that realising that acts of indiscipline on the part of the students do even more harm to them than to the schools and colleges concerned, parents, guardians and the leaders of the public will co-operate with the educational authorities in re-establishing that harmonious relationship between the teachers and the taught which, though temporarily interrupted now, has long been the happy and distinguishing features of all our educational institutions. The students must be made to realise that once the opportunity they have as students is lost, it is lost for ever."

THE EDITOR

: ANSWERS :

TEACHERS are invited to send in their difficulties connected with their profession. Whatever the nature of the difficulty may be, the Editor will try to help them to the best of his ability. Teachers' co-operation will be invaluable.

Question: Schools tend to become unpopular and inefficient on account of cliques among the staff and lack of co-operation between the Headmasters and his assistants. A Headmaster writes asking for suggestions to mend these drawbacks.

Answer: Getting action from others is the business of the Headmaster. The secret of success here is to keep "morale" of his school at a high pitch. Good morale means more than willingness for duty; it means positive zest for action. Each teacher must feel that his work is noble and indispensable, and be so absorbed in the duties as to forget his own private concerns. The master-servant relationship is detrimental to efficient administration. In a co-operative enterprise there should be no room for superiority or inferiority. The teacher can be driven to a certain extent by fear and economic want, but better results can ensue only when he feels that he is fairly treated. Some responsibility and initiative must be delegated to him. When the headmaster insists on bossing over every detail continually interfering in the assistants' work, the assistant has the least possible chance of adopting the work as his own.

Again many headmasters are guilty of deep prejudices and partiality. In such cases the distribution of work and the time-table become weapons of tyranny. This is not conducive to the wholehearted discharge of duties. Equity of treatment, loving sympathy with all, trust and confidence in the assistants, and identification with the interests and prospects of the staff are needed conditions for their hearty co-operation.

Question: A student writes thus: "I am not lazy; I read my lessons well; but

the trouble with me is that I have a very poor retentive memory. Even when I know the answer to an examination question, I give the wrong answer in the hurry and worry of the examination; and the right answer comes up only later on when I have left the hall. Can you kindly tell me how I can retain the things that I have studied?"

Answer: Efficiency in every walk of life depends upon retentive memory. Not only is it the main burden of school work, but later occupations of all sorts entirely depend upon it for efficiency. The businessman has to remember names, figures and other details; the learned professions (of Law, Teaching, Medicine) are characterised by masses of facts and principles to be borne in mind. Here are some hints for memory-training.

First, cultivate a personal interest in the subjects studied. The fact that we like them helps to fix them permanently in mind. That is why the college athlete who is a dace at books exhibits a capacious memory for athletic records and is a walking dictionary of sporting statistics.

Secondly, develop faith in your power to recall. Fear paralyses recall and success depends on one's confidence in one's power of achievement.

Thirdly, note that the endeavour to recall is an endeavour to attend and learn more carefully, and learning is an essentially active process. Rote learning and cramming are futile. Critical and observant study is fruitful. When studying, look for relationships and groupings. The writing of notes and the putting down of points aids the memory. Re-read the chapter and ask yourself questions about it. Review its principal features and thus cultivate a feeling of mastery over it. Discuss

BOOK REVIEWS

PATHWAYS TO PROSE AND POETRY,
by Dr. G. S. Krishnayya and Mr. B. M. Mee-
mamsi, Books I and II. Oxford University
Press. Price As. 15 each.

These selections, it may be said at once, are eminently suitable for pupils of the Fourth and Fifth Forms of our High Schools. The fare provided is varied and interesting, and not without modernity of style and subject matter. The exercises on each lesson seem to be diverse and carefully planned. They are evidently useful and suggestive. A few brief notes throwing light on the subject and purport of each passage and explaining allusions would perhaps enhance the value of the books. The get-up is attractive.

Continued from preceding page

the subjects of study with others. This will strengthen and broaden your knowledge.

Fourthly, read through the whole task and not *part* by part; and repeat your efforts at regular intervals. You accomplish more by studying a subject an hour a day for a week than by devoting 6 hours to it at a stretch. The muscles profit more by exercise with intervals of rest, and therefore retains more permanently.

Fifthly and lastly, do not study when the body and mind are tired. The mind like the body requires rest and recreation. Exercise the mind with a few simple periods of concentration. The more healthy you are, the greater will be your retentive capacity. Therefore give attention to your health. The subjects are held securely when studied with the aim of retaining and using them. To retain well it is important to *will* to retain. Develop self-confidence and cheerful attitude at the time of recall, and avoid worry and anxiety.

WORLD EDUCATION—Vol. III; Nos. III, IV and V. Published by the World Federation of Education Associations, Washington. \$ 2.00 per year.

The main purpose of the association in issuing this bimonthly is to promote international understanding and goodwill through education. The chief means adopted for the realisation of this purpose are by promoting personal acquaintance among teachers and by revealing a knowledge of educational ideals and of the practice and experience of other countries.

They give valuable general information concerning educational happenings, changes or events of importance in various countries. They seek to give an idea of the dominant trends of educational thought and practice in various nations and to do this by giving a summary of a few leading articles from a number of prominent national magazines in the field of education.

The Editorial Board headed by Dr. Paul Monroe has been doing yeoman service to the cause of education by the publication of this Educational Encyclopaedia. We commend the publication with much pleasure for the perusal of all teachers interested in the progress of education.

THE ARYAN PATH—Special Peace Number—
January 1939. Annual Rs. 6. Published from Bombay.

This enterprising Theosophical magazine did a great service last year by publishing the Hind Swaraj number, popularising doctrines preached and lived by Mahatma Gandhi. Now again, while the world is still in the throes of an expected war, it has published a 'Peace Number' containing articles by eminent publicists on non-violence endorsing Mahatma Gandhi's long-cherished views. It finds its satisfaction in the fact that Madame Blavatsky's sentiments of half a century ago, that Christian nations seek to outvie each other in the discerning of better means for destroying human life to feed their peacock vanity and self-education, are being echoed everywhere. It offers this number as their 'humble offering on the altar of universal brotherhood'. Sir Norman Angell, J. C. Kumarappa, Richard Gregg, James Truslow Adams, Hamilton Fyfe, Gerald Bullet, Dr. L. P. Jacks, H. N. Brailsford and C. E. M. Joad are amongst the notable contributors to this Special Number.

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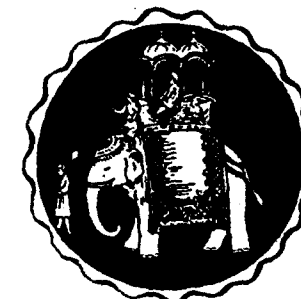
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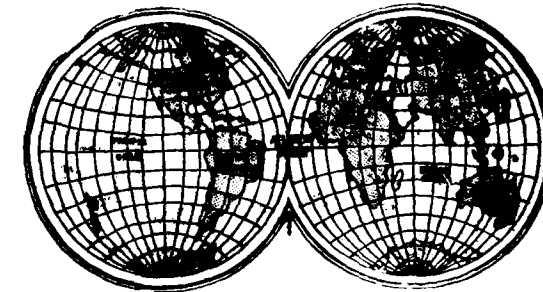
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MASULIPATAM

A SCHOOL OF ART AND ITS AIMS

By Mr. CHARLES GERRARD,

A. R. C. A., R. B. A., R. O. I., F. R. S. A.,

Director, Sir J. J. School of Art, Bombay.

MY subject, "A School of Art and its Aims" implies that the real purpose of a School of Art is not fully appreciated by the public generally. That, I think, is unfortunately the case. I,



therefore, sincerely trust that my few remarks may throw a little light on the question as to why an Art School exists, and what its function should be.

Very broadly speaking, a School of Art exists for the purpose of fostering good taste among the masses. A solution to this far-reaching problem can be achieved in various ways, each line of approach depending upon certain conditions and limitations, such as, for instance, the locality of the school itself, its general environment, and co-operation with its local

industries, which I consider most important. History shows us that art has flourished best in the capital of any country. Athens, Rome, Paris and London are but a few names of great centres of art and culture. In these modern times, the great centres of art as in the past afford facilities for the interchange of ideas. A large city forms as it were a general meeting ground for the intelligentsia of all the professions. We must not forget that a large city is the stronghold of commerce and industry, and consequently its wealth, not a small consideration for the encouragement of art patronage.

There are at least four main divisions into which the function of a School of Art can be divided, each closely related to the other, namely, a cultural centre, its co-operation with civic affairs, a training centre for Teachers of Art, and art as applied to industry. As a cultural centre, its main function should be for the development of the fine arts such as painting, sculpture, design and architecture. Its activities as a forum of culture should not be confined within the narrow boundary of its own locality. Art is too universal to be made a captive, and its policy should be broad enough to incorporate all methods, even outside its own environment. It is perfectly true that every country has her own ideals, her character, and her natural aspirations to express in her culture, but the highest achievements in art are attained as a result of a broad cosmopolitan outlook capable of assimilating the best the world as a whole can produce. For that very reason, not only the Indian art student but students pursuing other studies, are eager to go abroad for further studies. Such

experience, if carefully guided, should enable them to return to their own country, fortified with greater knowledge. In the case of art students, they should come back with a more comprehensive knowledge of what the world has accomplished artistically. Such knowledge, and I repeat, if carefully guided, cannot fail to make their own art more vital. If such students return to their own country denationalised, then they have indeed wasted their time, and it would have been much better had they not left their own soil.

A School of Art can play an important part in its civic responsibilities. It should co-operate with the affairs of its locality, no matter whether it be a large city, a small town or even a village. It can and should advise upon the many questions which arise in such matters as town planning, preventing ugly advertising hoardings from disfiguring the amenities of the locality. Even the question as to what colour the lamp posts should be painted, is a question well within the scope of an Art School; likewise the question as to how buildings can be decorated during celebrations, whether flood-lighting is better than spending weeks of labour and much money, studding little fairy lights all over a building, and then spending months to dismantle it. There are hundreds of ways a School of Art can help. We are quite prepared to accept film censorship, why not an art censorship? It would certainly be a help to the community, and who could advise better than an Art School? Moreover, such advice would cost nothing. The School of Art has a great responsibility in the training of its teachers. They are the missionaries who go out of the School to preach the gospel of good taste. Their work should amount to something more than teaching young people to paint nice pictures and pretty designs, which may have no connection whatsoever with the other subjects taken in the School. The teacher can so easily stagnate through boredom, and boredom will surely result if

a lifeless curriculum is followed year after year without a motive. The teacher should take an active line of thought, and be forever on the alert to utilise the students' keen interest which is shown in their drawing and painting, to compliment those otherwise dry bone subjects. Even the multiplication table can be made into an exciting experience never to be forgotten.

History should be a most agreeable subject if rightly guided by the art teacher. The art lesson in the average school will remain the cinderella of all other subjects, as it is at present, until the art teacher can convince his student that the art lesson can help him in his other studies, and that he is not attending the art class to become a great artist, then only will the art lesson fulfil its real purpose. It is my contention that every boy in India on leaving the primary school, should be equipped with a good working knowledge of one craft, and the craft selected should be one identical with the requirements of the particular locality in which the School is situated. Such a scheme would have the desired effect in not only giving impetus to the artistic crafts of India, but would equip the boy with some vocational knowledge, a valuable asset by which he could make a living.

Although I attach the greatest importance to the development of the fine arts, at the same time I refuse to let the matter rest there; because I believe there is tremendous scope for the artist to-day to utilise his talents in the new avenues opened up to him by modern invention, the progress of science, the new materials at hand, and the new social outlook which these forces have created.

In a large city such as Bombay, the artist is indeed fortunate in having facilities at close hand, which provide him easy access to all the important local industries, thus giving him that necessary technical knowledge which is demanded before the application of art to industry can really be understood. Bombay's cosmopolitan cha-

racter is a great asset, not only to the graphic artist, but to all those interested in the many branches of art. It gives that vital contact with the intelligentsia of all professions so essential to the creative artist.

The artist to-day can no longer stand aloof from the influences of this mechanical age. Even in the remote villages of India the craftsmen are already affected by some of the worst examples of mass production articles which have been imported wholesale into this country, and it is sincerely hoped that mass production methods will not remove the skilful Indian craftsman from his pedestal.

Mass production methods are gaining ground everywhere. The industrial revolution has changed entirely our social life, and art to-day must adjust itself with contemporary life. Greater opportunities for the development of the Art Schools have not come our way for at least a century, and the potentialities for a fuller co-operation between art and industry are now engaging the serious attention of Industrialists, Educationists, and artists throughout the world. It is a legacy of an industrial era, and it is not a question of take it or leave it; we have no choice in the matter. We have to take it, whether we like it or not; to ignore it would be foolish. In anticipation of further invasion of mass production in India, it is well to look ahead and learn something from the mistakes made by other countries, in order to avoid similar pitfalls. We should at the same time recognise and take heed of the best results which have been achieved by the machine. Even the machine can produce beautiful things occasionally, that is, when the artist works in close co-operation with industry. Until such times, it is hoped that the Indian craftsman will maintain his high artistic standard and not reproduce the worst characteristics of the machine made article. Let him continue to work for the pleasure he derives in the doing; for, the pleasure in the actual doing

of a piece of work is the vital thing, which is the incentive to artistic creation.

Let us not be content to be mere lookers-on, but try to give practical encouragement. Our first duty is to free the Indian craftsman from the strangle hold of vested interests, which is responsible for the pittance which they receive for their highly skilled work. It is a national problem, and must be tackled quickly, if the artistic tradition of India is not to be irretrievably lost forever.

The Bombay School of Art is now in its transitional stage, and is adjusting its policy to meet all the changes necessitated by modern conditions. One good move in the right direction has been the introduction of the Commercial Art Section which I introduced three years ago. This section is doing splendid work in preparing students for the ever-increasing demands which are made to absorb them for utilitarian requirements. Signs are not wanting to convince us that the relation of art to modern industry is a real thing. It is being sponsored by all the great art institutions throughout the world. In 1935 the Exhibition of British Industrial Art was organised by the Royal Academy in London, which body we all know as being most conservative, and only prepared to foster an art movement which has been fully acclaimed by experience as representing the best opinion of the day. Therefore its initiative and example is worthy of our consideration.

All these questions concern an Art School. A School of Art worth having is one which has grown steadily with the times, ever keeping abreast of present-day conditions. It takes many years for such a school to establish itself and to enjoy the confidence of the people. A school cannot build its tradition and reputation overnight. Experience has shown that a large art institution can develop best when it is in close contact with commercial and industrial interests. That is the great advantage enjoyed by the Bombay Artist. In Europe

there are hundreds of Art Schools scattered throughout the continent. The largest of them are situated in the chief manufacturing centres where they are in close touch with the ever-changing social conditions, and therefore a source of inspiration to the artist. I mention this fact, as showing the importance attached to Art Education in all the enlightened countries of the world.

When we consider the vast number of art students in every country of the world, we must not forget that only a small percentage ever become great masters in their profession. For the most part, we cannot expect more than a small percentage who, by sheer industry, acquire a reasonable facility in any of the many branches of fine art. But there are many other channels in which they can be absorbed. The same, of course, applies to any other profession. There are doctors who become great specialists, but there are vast numbers who never get beyond the status of a village practitioner; but nevertheless they all play their part in the general service of humanity.

Although the vast number of "would be" great artists seldom get beyond the mediocre stage; they do however produce

a good influence in the development of good taste in their contact with the masses. For the genius, I have little to say, for the simple reason that he will get on top anyhow and any where, in his own time and in his own manner. His line of approach to his subject cannot be governed by an organised system of teaching. He is too awkward to fit into any scheme.

We have the rank and file to consider and cater for. I am fully aware that nearly every art student considers himself a genius; perhaps it spurs him to greater things; may be it is a healthy enthusiasm. Sooner or later, however, he is compelled to give himself the right status in the artistic scale of values.

So far, I have given you a broad outline of the major consideration of a School of Art. In conclusion, let me say what I think of the Indian Art student. I have been deeply impressed by the keen industry shown by the average student. I have never before had such a talented, sincere and most respectful collection of students to deal with, and it is a source of great pleasure for me to be in daily contact with them.

POLISH SCHOOLS RETURN TO THE SOIL

A growing number of schools in the larger cities of Poland have acquired country homes in which each city class spends several weeks every year. Instruction is not interrupted during these visits to the country. On the contrary, the teaching of certain subjects such as geography, ethnology, natural sciences, and physical education, has greatly gained by the close contact with nature. Besides, the visits have helped to bring teachers and pupils closer together. In order to defray some of the additional expenditure incurred the pupils cultivate their own vegetables and rear domestic animals. For purposes of organization, all these "homes" maintain a central office at the Warsaw Educational Museum.

—World Education.

EXAMINATION RESULTS

By Prof. HENRY MARTIN, M. A. (Oxon.), O. B. E.

THIS is not a diatribe against examinations as such, but against an evil which in India is connected with the examination system. My subject is: The ruinous effects which an exaggerated emphasis on the importance of examination results has on Indian education. What are technically known as "results" are really the least important results of the activities of an educational institution; and to treat them as the most important is to strangle all real education. It is quite conceivable that a college or school that gets so-called "good results" may be, in all that makes for real education, inferior to one that gets what are called "bad results".

The whole worship of "Results" is vicious, and makes a sound system of education impossible. It is a kind of idolatry. Those who give it have expelled the true God, Education, from his temple, and set up in his place this pichbeck, trumpery idol, Results. And yet, so wide-spread is this false worship, that even those who know this sometimes find themselves carried away by prevailing public opinion to such an extent that, though they may not themselves bow down before the idol, they at any rate cater for its worshippers. And it is not unnatural for workers in schools and colleges to glow a little about good examination results; but if they do sometimes feel thus proud and elated, let them take upon their lips the words of Naaman the Syrian, when he became a convert to Judaism, and say: "And when I bow myself in the House of Rimmon, the LORD pardon thy servant in this thing."

What is the root of this idolatry? We may trace it, I think, to three causes. The first is the public's utilitarian valuation of university degrees and diplomas. The average Indian father sends his son to college, not to gain knowledge and culture,

but to get a degree; for the possession of a degree is supposed to be the "open sesame" to Government service, or, at any rate, a lucrative or respectable job. A university degree, or even a matriculation diploma, has, also, a commercial value in the marriage market; and even a "failed B. A." can make a better match than one who has never been to college. So, sending his son to college is a financial speculation on the part of the average father. (I say "average"; for, of course, there are fathers who are more enlightened than this). Like a cautious businessman, therefore, he wants to make the most advantageous investment of his hard-earned savings he can; and so he looks round for the college that has the best reputation for passing its students. His only way of judging this is by examination results. To him, the "best" college is the college that secures the highest pass-percentages. So there he will send his son. In the first instance, therefore, it is the wide-spread utilitarian valuation of education on the part of the Indian public that lies at the root of the false worship of "results".

In the second place comes communal rivalry. Many schools and colleges are private denominational institutions; and the whole community to which a college or school belongs takes a communal pride in it. It is uplifted when its own educational institution, whether Hindu Sanatanist, Arya-Samajist, Mussalman, or Sikh, gets good pass-percentages, and is depressed, ashamed, and even depressed, and even angry when its results are bad. Again, the sole test of efficiency applied is the test of examination results.

Thirdly, the local press takes the matter up. When the University results come out, the newspapers publish them, analyse them and write leaders on them, pointing out that College X stands, by its results, top of the

University, while College Z is at the bottom of the list. Then their correspondence columns are thrown open, and are daily filled with exultant or angry letters from pleased or disappointed parents, colleges, communal leaders, and all devout worshippers of the Great Idol, Examination Results. All this still further impresses on the public that the only test of educational efficiency is pass-percentages.

This public opinion, made up partly of the opinions of the average parents partly of communal jealousies, partly of press propaganda, presses upon the managing bodies of colleges and schools. They know that a bad examination result may mean a small admission; and a reduced admission will certainly mean a reduced fee-income. Hence, the managing committees, at any rate of private institutions, are great on "results". If the results are bad, the committee or board of governors very quickly meets; and then there is thunder in the air. The Principal is sternly called on for his report; but, whatever he may say by way of explanation, the only thing that has any weight with the committee is the fact that the results are bad. Whose fault is it? Of course, only that of the staff. Evidently, the Principal is no good, and the teachers are rotten. To make them less rotten, the committee may stop their annual increments, or dock their pay, or even go so far as to dismiss some of them. Even if they do not do any of these things, they make all the members of the staff very uncomfortable, and warn them that if this happens again they will get the sack.

In this way, by a natural shifting of incidence, pressure of public opinion is passed on to the teaching staffs. The members of the teaching staff soon realise that their bread-and-butter depends on "results". The poor teacher, with the sword of Damocles hanging over his devoted head, has, in self-defence, to descend to every trick and device known to the crammer to get his pupils through. He has no time for education; "education" does not pay.

He searches through old examination papers, and racks his own brains, for every conceivable question on his subjects, and dictates answers, stuffs his pupils' heads with notes, and drives them like a taskmaster. And the staff will adopt another method as well; namely, the "detention" system. Their employers demand from them good results; so, partly to make their students work, and partly to winnow the chaff from the wheat, they hold an annual test examination, and "keep back" all students who fail to secure a certain percentage of marks. In this way the weakest are weeded out, and only the most promising sent up to the university examinations.

Finally, the pressure descends upon the head of the wretched student. He is the unfortunate individual who has to bear the incidence of this frequently shifted tax, and finally has to pay it. He, driven by his teachers, and by his "average parent" at home, becomes equally feverish to pass. He resorts to bazaar cram-books, is eager for examination "tips", and loads his memory with everything that may conceivably be of use in the coming examinations. Any teacher of Indian students who has been tempted to stray by a hair's breadth from the prescribed courses of study in the lecture-room, and indulge in a little real education for a refreshing change, knows what it is to be pulled up by the question, "Please, Sir, will this be asked in the examination?"—and the look of blank indifference and pathetic boredom that comes over his pupils' faces when he has to answer, "No!"

So, the pressure of parents and public opinion on managing committees, and of managing committees on college and school teaching staffs, and of these again on the wretched pupils themselves, results in a vast system of cramming, which is the very antithesis of education. This is what the setting up of, and the bowing down to, the false idol of "Results" ends in.

It is not difficult to point out an evil, and not impossible to trace it to its source; but it is not so easy to suggest a remedy.

I suppose no cure will be found until Indian public opinion becomes more enlightened, and the people learn what true education really means. Then the people will require of schools and colleges, not "results" and "pass-percentages," but *Education*, in the truest and highest sense of the word. Then the best college or school will be the college or school that can best "draw out" the student's faculties and develop in him true culture, teach him to use his brains and think for himself, train him to be manly and honourable, and fit him mentally, physically and morally to play his part nobly in life. That is the work of real education; and what have examination "results" and pass-percentages to do with it?

Touchstone said there is "much virtue in 'If'"; so let me close with a few "if"s. If the average parent could have his eyes opened to the meaning of true education, and ceased to value it merely for its monetary results; if communal rivalry could take the form in education of competing honourably to produce the best kind of education

for each community; if the press could be censored and forbidden to publish examination results; or, better still, could be converted to the cause of true education, so that newspapers would educate public opinion on the matter on the right lines; if all college managing committees could be composed of broad-minded men of real culture, who know what real education means, and who would have the moral courage to refuse to bow the knee to Baal; if, finally, all actually engaged in educational work would set their faces against this idolatry of "results", and devote themselves in their own work to what they know to be sound education and not mere cramming—why, then, the millenium in things educational would come!

But these are very big "IF"s! Still, it is half the battle to know your enemy—to recognise what it is that hinders the progress of true education. Once the disease is diagnosed, a remedy may be found; which, if applied wisely and firmly, may effect a cure.

VISUAL INSTRUCTION FOR ADULTS

By Mr. N. S. ULLAL, B. A., B. T.,
Deputy Inspector of Visual Instruction, Bombay.

THE problem of the education of the vast illiterate adult population of India is a difficult and intricate one. The need of the adults for acquiring a sufficient knowledge of the 3 R's so as to be able to manage their own correspondence and accounts by themselves is, of course, great. The imparting of adequate literacy to our millions of brethren—and we know that about 90 per cent of the population of our country are illiterate,—is by itself a herculean task. Looking to the cost and trouble involved in this task and to the appalling poverty of the average man in our country, the end in view appears well nigh impossible, unless a large number of self-sacrificing

individuals come forward in every village and town and work towards it day and night and Government, Local Bodies and the public at large generously contribute and help towards the formation not only of Adult Education classes but also of free libraries and reading rooms to enable those who have acquired even a little literacy to keep it going. Thank God, our present responsible Provincial Governments in general and Congress Governments in particular are striving hard towards the end.

Looking, however, to the present international situation, in which the trade, industry and agriculture of our country cannot be free from reactions and competi-

tions from foreign countries, our traders, industrial workers and agriculturists badly need education in a great deal more than mere literacy. Unless they are made acquainted with and made to practise the most up-to-date scientific methods adopted by their compeers in foreign countries, they will soon get lost in the race. Again they must know the geographical conditions of foreign countries, geographically similar to theirs, as the Russians have done. It is said that the Russians have introduced hundreds of new varieties of fruits and vegetables. Similarly in those democratic days the masses must be educated in the principles of responsible Government and people have to be taught how to exercise their votes at elections. They are also to be taught the past history of our country as well as of England, so that they may properly understand their position in the political condition of the country. Thus History, Geography and Science have to be taught to our illiterate adult brethren and this has to be done as quickly and efficiently as possible. Now the adults whose education we have in view are mostly engaged in some walk of life. If they are to be educated, they have to be handled at a time when they are free and this time is night. But, having worked during the whole day, they come home tired in the evening and are more in need of rest and sleep than in need of a study of subjects like history, geography, etc., unless the subjects are so taught that they form a pleasant diversion as well as a means of instruction. The best means by which we can combine entertainment with instruction is visual instruction. Facts of history, geography or science, if shown and explained through the magic lantern slide or the cinema film, attain a concreteness and intelligibility which bring them directly home to the onlookers in such a manner that they will never forget them. Since the last great war, every nation has been striving to develop its natural resources to the fullest extent, so as to become economically self-sufficient and in its feverish

race for advancement, has been in search of the quickest and most efficient means of educating its pupils in schools, farmers in fields, workmen in factories and masses outside and visual instruction has undoubtedly been proved to be that means.

In the United States of America, which, like Germany, is the home of Visual Instruction, the Mines Department and the Department of Agriculture have produced hundreds of films, in addition to slides, posters and exhibits, covering all phases of the Mineral and Agricultural Industries. These visual aids are available for use anywhere in the United States at no cost except for transportation.

The big industrial firms in America use motion pictures, slides, film-slides, charts and exhibits, both for advertising and for teaching workers how to handle their machines. These visual aids show the complete details of manufacturing processes, as well as the history and development of any industry. By this means even an illiterate worker can learn the mechanism of the machines he has to handle. If the machinery itself is to be observed at work, only a few workers can be engaged at one time, while the several parts, especially the inner parts of the machinery, cannot be shown at work. But through the cinema a large gathering of workers can be taught the working of every part, as well as the whole, of any machine. The picture can be projected on a monster screen and the lecturer can speak through a loud speaker to hundreds of workers at one and the same time.

Thus in America, there are exhibits of silk and silk-worms, sugar in the various stages of refining, salt and salt-mining methods, spices for all parts of the world, the manufacture of linen, cotton and wollen goods, paints and pigments, pens and pencils and pottery. So also charts obtain showing the different meat cuts, the products of the various sections of the United States of America, the manner of preparing certain foods properly, balanced

diets for children of all ages, the arrangement of a model farm and so on. Not only are many of the leading industries of the United States of America graphically described by motion pictures for the benefit of the workmen, and people at large, but the cinema industry itself has now become one of the biggest industries of the country. From this point of view frequent industrial and agricultural exhibitions held preferably in hygienically model villages are of great use in adult education.

Let us now turn our attention to what other countries in the world have been doing in the use of Visual Instruction for adult education purposes. Russia or rather the Union of Soviet Socialist Republics, that great wonder of the present country, has used all types of Visual-sensory aids—excursions, museums, posters, maps, stereographs, slides, plays, pageants, motion pictures and the radio to combat the appalling illiteracy that existed among its people at the time of the Revolution. The progress made is phenomenal and within these twenty years mass literacy has been established in that country. It is said that the leading newspapers *Pravda* (Truth) and the *Peasants' Magazine*, have got 26 lacs and 30 lacs of readers respectively. In Moscow, there is a training school for Visual Instructors which runs a course of four years giving training in the construction and use of visual aids of all types. Signor Mussolini has introduced the poster, the motion picture, the slide and other forms of illustrative material in the education of school pupils and adults in Italy. He has given the former Kaiser's palace in Rome to the International Institute of Educational Cinematography as permanent headquarters.

The Canadian Government Motion Picture Bureau produces educational, industrial, and scenic pictures in slide and film form for distribution throughout the Dominion.

In England the wonderful British Museum offers its facilities of visual educa-

tion to all kinds of schools, while the Empire Film Library lends films free of charge.

In Germany excellent collections of paintings, photographs, slides, and motion pictures are extensively used at Berlin, Leipzig, Munich and other cities among schools of all types.

France has converted one of its military barracks into a production studio for the preparation of suitable educational films.

Even in hapless China, wireless sets are being harnessed with cinema machines as effective means of instruction in schools.

Japan has, of course, introduced education through the cinema in most of its schools.

A library of 16 mm. educational films has been maintained by the Union Government in South Africa, while a circulating film library for Departmental schools is maintained by the Educational Department in South Australia. Instances of this kind can be multiplied still more.

The experience of all these countries has been that education with visual aids becomes both quicker and more efficient than without them and especially so in mass-education.

In American schools careful experiments have been performed and it has been proved that education with visual aids is 40 per cent more efficient than without them.

Thus Visual instruction not only impressively teaches people within a short time how to do their work efficiently but also shows them what improvements in their own industry or what new industries have been introduced in other parts of their country or in similarly situated other parts of the world, and inspires them with a desire to imitate them. Mere verbal descriptions will not appeal to them so strongly or so quickly. Side by side with self-improvement this method of instruction produces a good moral effect upon the people. Their views are broadened and they begin to think not only in terms of their own town or district but of their whole country, nay of the whole world.

CO-OPERATIVE EDUCATION & RURAL WELFARE

By Prof. M. S. SRINIVASA SARMA, M.A.

THE Hon'ble Mr. C. J. Varkey, the Minister for Education, Madras, contributed a few months back a series of four articles to the "*Madras Mail*" on "Rural Reconstruction." He was then only a Parliamentary Secretary; but now that he is in sole charge of education, and therefore in a position to implement the proposals he had in view then, I shall point out in the present article the line of reform that is urgent and essential to effect lasting good to our rural folk.

Rural uplift is the burning topic of the hour; and rightly is it considered to be the sure panacea for all our social, economic and political ills of today. The salvation of our country depends on the production of a race of agriculturists who can adopt the most recent scientific and business principles to their affairs, and at the same time develop rather than lose their own rural instincts and traditions. The rural virtues are too valuable an ingredient of our national life to be lost; and as the urban factor tends to predominate, it becomes all the more necessary that the other should be strengthened to maintain the balance.

The futile cry of "Back to Villages"

There is everywhere the cry of "back to villages!"; "revival of village life", etc. Press articles and Convocation addresses call upon the young to undertake rural work. But the pathetic fact is forgotten that our University men do not know what to do in the villages, and are not trained for any kind of rural work. It is, therefore, a sin to preach to them their duty to village without supplying the knowledge of the needs of the villages, and equipping them properly for this task. The first step, therefore, in any scheme of rural uplift must be to emancipate the pupils from a system that turns them out

with a preference for the towns, and fit them for an agricultural calling and adjust their education to the facts of their psychology. Therefore, the existing text-books, the syllabus of studies and the method of training the teachers are absolutely useless and positively harmful. Provision should be made immediately for fostering a love of country-things.

Illiteracy, ignorance and incompetence reign supreme in the villages. Drink, debt, party-strife and litigation make the life of the villager miserable and wretched. Add to these the unclean and uncouth habits which breed and nurse plague, cholera, small-pox, etc., and you have a fairly full picture of the woes and ills of the villager. The root-cause of all this wretchedness is lack of right education and proper guidance. It is ignorance that makes beasts of men. Let us remember that the Government, like water, can never rise higher than its source, viz., the people, and that education and guidance properly designed and administered is one of the truest forms of wealth that we can create, and that money spent on this process is really money invested—even if we have to wait for a generation or two for the dividend.

The Aim of the Co-operative Movement

The co-operative movement in India is due to the Government, and was intended to make people thrifty, self-reliant and mutually helpful. Its ideal is the uplift of the peasantry who are the back-bone of the nation. In fact it is an important factor in nation-building. What constitutes the greatest benefit conferred by co-operation is not the raising of money at cheap interest, but the improvement of the moral tone of the members. The first principle of co-operation, as Prof. Marshall puts it, is the production of *fine human beings*. Co-operative societies, therefore, are highly

charged centres of common purpose. What they aim at is increased activity for public good, and the training of individuals to substitute public good for private advantage. Now how is this to be brought about? Nothing to the purpose is achieved by laying down a common plan and enacting the necessary laws. The plan and the policy will have to be implemented by effective agencies. The public good is *symphonic* in structure; it can be effectively served only by the concerted action of *everyone* of the members.

There is an appalling lack of co-operative skill among us. The art of interweaving our interests with those of our fellowmen and the acquisition of corresponding habits is indeed a difficult one which all of us need to learn and master. Were we as wise as the needs of our time require us to be, we would at once revise the curricula of our schools and colleges, and train the youth in the co-operative art of interweaving their interests with those of others.

The Analogy of the Legal Profession

The legal profession in our country is a splendid organisation which is an effective instrument of the administration of justice. The lawyers have always been ready to identify themselves with every movement for public good. This is because well-educated individuals with a definite aim in life undergo a strenuous course in the theory of law, and then get practical training in the art as apprentices. But the co-operative movement is not a success as the legal profession is, because co-operative education had not *preceded* co-operative organisations, and the members had not undergone a course of training in co-operative principles *before* they formed into a society and shouldered the responsibility of its management. That is why the Royal Commission on Agriculture stressed the need for co-operative education for putting down moral depravity and corruption. It pointedly says that "the only remedy for these unsatisfactory condi-

tions which appears to offer any sure prospect of success is the patient and persistent education in the principles and meaning of co-operation of the members of co-operative societies by teachers competent to perform the task efficiently under adequate supervision."

The Co-operative Department which is in daily contact with the masses should, therefore, contain enlightened men who have special aptitude for their work, and who have been properly trained to discharge their duties. A College of Co-operation with an elaborate course in Rural Science and the technique of co-operation should be started which will be open to all graduates who want to specialise in these subjects with a view to make rural service their mission in life, and those who aspire for Government service in the Co-operative Department. The study of the principles of co-operation and training in the various branches of it in the college should be as thorough and scientific as the courses are in the Law or Medical College. It is these graduates in co-operation filled with public spirit and patriotism who will raise the moral tone of the villagers, build up a new corporal village life, and even herald the birth of a truly rural culture and civilisation.

Wanted—A Govt. Co-operative College

Thus the effective agency for the uplift of the villages is the enlightend and public-spirited co-operator trained in the Co-operative Colleges. The working of the Co-operative College and its management, as in the case of the Law, Medical Agricultural and Engineering Colleges should be directly and immediately under the control of the Government for obvious reasons. We know how miserably local boards have failed, and how almost impossible it is to get private agencies to work successfully public institutions. Party cliques, selfish interests, jealousy, bribery, corruption—all play havoc in the working of these institutions; and all self-respecting men must hang their heads in shame at

the failure of our non-officials to rise above communal feelings and private gains.

In Japan the University professors give lectures on the principles and practice of co-operation. Manchester has a co-operative college. The Moscow University trains Co-operative Instructors and Secretaries. The French Government have created a chair of Co-operation in the College of France. Madras, which has led all India in the matter of Prohibition, Debt Relief, Public Health, etc.,—all calculated to relieve the distress of the poor villager—is eminently fitted to carry out this plan of

a Government Co-operative College. There is no dearth of capable men. The Education Minister and the Principal of the Central Co-operative Institute are experts in the economic and moral aspects of co-operation; both of them are young and energetic and public spirited; they are full of ideas, and are eminently fitted to lead the movement; and the present time is ripe for the fructification of this scheme. Will Madras add to its laurels by establishing a Co-operative College—the first of its kind in India—and lay the foundations for real and enduring good to the rural population?

GESTALT PSYCHOLOGY

Its Bearing on Methods of Teaching and Learning

By Principal K. S. VAKIL, M. A., I. E. S. (Retd.)

“GESTALT” is a German word meaning, ‘figure’, ‘form’, ‘shape’. It was introduced into Psychology by the German psychologist, Christian Ehrenfels, in 1890 to indicate the character of a perception as a unity. Gestalt psychologists hold that when we perceive an object or group of objects, we grasp it as a figure, pattern, or configuration standing out from a surrounding background and that a thing perceived as a whole is something more than the summation of its parts. For instance, the seeing of a square does not consist in seeing four equal straight lines enclosing four right angles, but is the perception of the square as a whole. This theory has been developed considerably by Kohler and Koffka the great European psychologists.

Spearman, the well-known English psychologist too, appears to hold the same opinion. According to his second principle of cognition, “The Principle of Relations”, whenever two objects (fundaments) are present to consciousness, we tend to see a relationship between them. We see more

than just two objects or fundaments. We see also the relation between them binding them into a ‘whole’ which is more than the objects or fundaments themselves.

Hence, if we present teaching material in a series of separate parts, the pupil’s mind has to build up these parts into a connected whole. The pupil must form his Gestalt before he can explore it further, or in Spearman’s terminology, must educe the relationships before he can apply them to fresh fundaments. When the material is presented as a whole, however, the various parts and their relative value can be more easily apprehended, since the goal is known. Further, the mental energy which would otherwise be expended in educing the relationships or forming the Gestalt, is available for use in further exploration of the field.

The Gestalt theory has given rise to the question: “Is it better to give a general view of the whole field first and then attend to details, or would teaching and learning be more efficient where the details are learnt first and then the whole

field placed together to form a well co-ordinated system of facts or principles?”

This question has engaged the attention of educational psychologists for a number of years and led to a number of experiments by them on the ‘part’ and ‘whole’ methods of teaching. Their general finding seems to be that the more the material falls naturally into a whole or well co-ordinated scheme, the more value there is in the ‘whole’ method of presentation. With material that has no definite thread of meaning running through it (e.g., mazes and nonsense syllabus), there seems little to choose between the two methods. With the ‘whole’ method the essential wholeness of the material is grasped almost immediately and with that as a background the pupil can explore the field further. The whole, once grasped even vaguely, can be readily connected with the pupils’ interests. With the ‘part’ method, however, the pupil has to build up a whole out of the disconnected parts before further exploration of the field can take place. The parts as such have little meaning, and without this can be of little interest to the pupil.

Sturt says, “The conception of a totality seized at once and then further defined seems to lend itself better to the theory of teaching than the widely current conception of an apperception mass of ideas. On Herbartian principles the business of the skilful teacher is to link new ideas on to the apperceptive mass already existing in the pupils’ mind”. But the idea of a whole

that can be apprehended immediately leads to another method. “The teacher first considers in what way the subject to be taught can be made to appeal most effectively to the pupil’s known interests; he then gives a general account of it with the central idea specially related to those interests; then he fills in the details, not elaborating fully any one part in isolation of the rest”.*

These recent developments in the field of Educational Psychology necessitate revision of a good many of the methods of teaching which still persist in the class-room, e.g., we still see some teachers teach reading from the alphabet or word; rather than from stories or sentences; a prose or poetry lesson paragraph by paragraph, verse by verse, or stanza by stanza, regardless of the unity of the lesson as a whole; grammar from parts of speech rather than from the sentence, the smallest unit of thought and speech; geometry from definitions, axioms and disconnected propositions, rather than from a central principle binding or applying to a whole group of propositions; Geography from boundaries, physical features, climate, etc., rather than from a general survey of a whole region; history by reigns rather than from dynasties, periods, movements, or representative personalities; drawing from straight lines and curves rather than from mass or whole.

* “Part and Whole Methods of Presentation” by M. M. Griffiths (Melbourne University Press), pp. 12-15.

ORGANISED GAMES IN SCHOOLS IN CITIES

By Mr. N. L. INAMDAR, M. A., T. D. (London)

Headmaster, New Era High School, Amraoti.

IN schools situated in busy towns, difficulty about spacious playgrounds in the surroundings of the School-house is generally felt. The present system of holding schools from about 10-30 A. M. to 4-30 P. M. at a stretch, is common to almost all schools. The proposals and recom-

mendations, very pressingly made to guardians to provide a mid-day meal to their wards in the long recess have proved practically of no avail. Again, it is agreed as a very good educational principle that the little pupils of the middle department (of classes V and VI and even VII,) need

not be detained for school-tuition for more than 3½ to 4 hours daily. (In view of the new Wardha Scheme, it is to be expected that book-education will be even lesser, and more work in workshops or laboratories will be demanded.)

Considering all the above circumstances, and having unsuccessfully attempted to popularise the idea of holding Schools in two sessions each day (morning and afternoon), it occurred to me that, rather than having to fix games-periods during the hot hours or leaving all boys to huddle in the small open space in our school-compound after school hours, it may serve our purpose (of seeing that every pupil plays some game or the other under supervision, after a little lunch at home), if boys of similar age and staying in the same locality are encouraged to form private clubs for a game like Football and are given accessories out of the games-fee-collection. This may induce them to play with more vigour and willing enthusiasm. As to organising them and providing supervision, I thought it would be a very good thing if the teacher staying in or near that locality takes up this pleasant duty of taking part in and supervising the games for at least sometime during the game, after he himself has had a brief respite after returning from School work.

With this view I made experiments from September 1937, and it will interest the reader to hear that they are still going on vigorously and are very popular. Eight Football clubs were started comprising most of the boys of our middle department with a neighbour-teacher and a captain to manage each club. Footballs purchased out of the games fund were provided for the use of these clubs. Two playgrounds in the school compound, and six convenient plots in different localities in the Amraoti Town and Camp were allotted to these clubs. Except two, all these small grounds proved convenient enough and

attracted players every evening. Sometimes it was found possible for one teacher to supervise more clubs than one. Boys used to be let off from school, whenever timetable permitted, at 3-40 p.m., and in any case, at 4-30 p.m. They went home, had something to eat, and hurried to their respective playgrounds. Except the loss of a football cover by the carelessness of a captain, the clubs behaved themselves quite well and satisfactorily, and games were played efficiently. Several inter-club matches were played with enthusiasm and a general arousing of sporting-spirit was in evidence throughout, which would not have been the case, if the practice seen in some schools which play, I may say, for the sake of the 'time-table' with empty bellies, and little or no enthusiasm, often in the scorching Berar-heat, with the deadly prospect of having to go back to book-lessons with perspiring bodies and panting mouths, had been resorted to.

It is true that this scheme, in the beginning, may not come up to the standard of those enthusiasts of discipline and organisation who have been used to, for many long years, to organising school-games during school hours, without any arrangement whatever, for a midday meal to children. But I hope readers will see the aim of improvement over the present state of things underlying it, and its advantages will eventually be realised. I have during my sojourn in Europe, seen some streets of big cities (which have no extensive play-fields) closed for traffic and reserved for school-games. Such 'grounds' are called "play-streets."

I hope School-managers will give a sympathetic consideration to this new scheme of mine which will commend itself, not only on account of the paucity of spacious playgrounds in Cities, but for the other two conveniences that are facilitated thereby, as mentioned above.

ADULT EDUCATION IN INDIA, 1938*

By Mr. K. S. VAKIL, M. A., I. E. S. (Retd.)

I AM glad to report that there was considerable activity during the year in the field of Adult Education, far more than ever before in the history of Education in this country—thanks to the frank recognition of its national importance by the new popular Ministries of the Provinces in which responsibility for Government has passed into the hands of members of the Indian National Congress. The Bombay Government appointed an Adult Education Committee at the beginning of the year and have as recommended by it, constituted, since October 1st, a Provincial Board for Adult Education and directed it to submit a three-year programme for the spread of Adult Education in Bombay Province; to conduct propaganda for the removal of illiteracy and other forms of ignorance among adults of both sexes in rural as well as urban areas; to encourage and supervise the publication of suitable literature for Adult Education; to consider schemes referred to it by Government or submitted by private bodies for the spread of Adult Education; to advise Government as to the best manner of aiding the existing adult education classes and of organising and extending the work of such classes on a voluntary basis; to advise Government as to the best methods of harnessing the enthusiasm and spirit for national service among the educated youth of the province for the drive against mass illiteracy; to suggest means for co-ordinating adult education among villagers with other forms of rural reconstruction; to advise Government on the question of implementing the various recommendations made by the Adult Education Committee; and to collect funds. The Government has also provided Rs. 70,000 for recurring expenditure

and Rs. 1,25,000 for non-recurring expenditure on Adult Education during the current official year so as to enable the Board to proceed actively with the work assigned to it. It is gratifying to note that the Bombay Provincial Students' Federation who carried out a literacy campaign in some villages of Gujarat, Maharashtra, and Karnatak last summer has been considering the question of co-operating actively with the Bombay Government in their Adult Education scheme.

In Bihar, in response to an appeal to them by the Minister of Education in March last to take up the work of Adult Education, thousands of teachers and students organised themselves, recruited voluntary workers, raised funds, prepared reading materials, and trained workers. This Literacy Campaign was launched on 26th April, 1938, and literacy centres were started in a number of places. The Provincial Mass Literacy Committee supplied books and charts to all centres all over the province free of charge, while local bodies met contingent expenditure in connection with them. In their current year's budget, the Government have provided a sum of Rs. 80,000 for the Mass Literacy Campaign. They propose to start 3000 adult school centres in Middle English, Upper Primary, and Lower Primary schools, to assist the organisation of voluntary centres by public associations or social workers, and to utilise the existing machinery of the Education Department in organising and supervising them till they appoint a special Provincial Adult Education Officer next year.

The Government of the United Provinces have inaugurated, as an experimental measure, a scheme of Adult Education, and appointed a special Education Expansion Officer to carry it out. They propose, under the scheme, to open 960 adult schools, 20

* Report as Secretary, Adult Education Section, All-India Federation of Educational Associations, submitted to the All-India Educational Conference held in Bombay on December 26—30, 1938.

in each district, in the course of the current year and have asked the district boards to encourage village school masters numbering about 1,00,000 to give some of their spare time to the teaching of adults in their respective areas and promised to reward the services of exceptionally good workers cash bonuses ranging from Rs. 15 to Rs. 50. They have also offered an honorarium of Rs. 10/- p. m., to all interested in the spread of literacy if they organise private schools for the purpose in suitable village buildings, and invited those who may not be in a position to give whole-time services to enlist themselves as part-time workers and offered them a remuneration of Rupee one for every illiterate turned literate. Further, to prevent adults turned literate from lapsing into illiteracy, they have sanctioned the organisation of 768 libraries and 3600 reading rooms and provided about 2½ lakhs of rupees for all these adult education purposes in the current year's budget.

The Government of the Central Provinces and Berar are proceeding with the scheme sanctioned last year for the establishment of Adult Schools by Local Bodies with the approval and assistance of the Education Department. These adult schools are held in the evening, usually in ordinary school buildings, and are closed during five months of the hot weather and rains and are aided by Government if they have been in existence for at least three months, have an enrolment of at least fifteen adults, and have been reported on by a Deputy-Inspector of schools as making satisfactory progress.

In the North-West Frontier Province, night classes have very recently been started at about a hundred places.

In Madras, the Adult Education class at Teachers' College, Saidapet, and the Devadhar M. R. Trust Adult Education classes at Feroke, Trisala, and Malappuram continued their work.

Orissa has only 2 night classes for Adult Education conducted by honorary organisers with aid from Government. Stu-

dents of secondary schools and training schools in this new province endeavoured during the last summer vacation to spread literacy among illiterate adults in villages.

In the Punjab, the Government measures for Adult Education having failed, Dr. Lauback's Method of "Each one Teach one" is being tried and is giving encouraging results in 12 centres. Mass literacy campaign has been started at Amritsar and the municipal teachers have volunteered to take up this work.

Sind has 24 schools for adults, 22 primary and 2 secondary (for clerks, peons, and the like) with 553 and 142 pupils respectively.

Among Indian States, Mysore stands first in its activities in the field of adult education. Mr. B. M. Sivaramaia, a pleader keenly interested in the subject, toured round the country and delivered 62 lectures (12 radio talks, 26 lantern lectures and 24 demonstration lectures) in 51 places in the State and South Canara.

In Cochin State, night schools and village libraries and reading rooms are the agencies through which adult education is attempted. There are at present 4 night schools and 23 village libraries are to be opened shortly.

In Travancore, in addition to the 60 rural libraries opened previously, 6 (5 Malayalam and 1 Tamil) were opened last year.

In Baroda, there are 35 schools for adults with 717 pupils, village libraries which have been established in all the villages of sufficient size and importance help the adults in retaining the literacy acquired by them at school.

The work of the Universities in the field of Adult Education consists in the organisation of Extension Lectures not only at the University centres but also, in some cases, at places situated far away. It may be observed, however, that these lectures are often far beyond the comprehension of most of the people to whom they are addressed.

Among the private agencies working in the field may be mentioned the Y. M. C. A., the Y. W. C. A., the Bombay Presidency Adult Education Association, the Bombay City Literacy Association, the Hind Gujarati Stree Mandal, Bombay, the Poona Adult Education League, The Saksharta Prakasharak Mandal, Poona, the Raiyat Saksharata Mandal, Satara, the Central Night Schools Association, Muzaffarpur (Bihar), and the Indian Adult Education Society, Delhi.

It is interesting to note that the subject of "Adult Education in India", "Its Present Position and Prospects" was discussed at a small meeting held in London in June last by the World Association for Adult Education. The meeting was presided over by Sir George Anderson, formerly Educational Commissioner with the Government of India, and attended by Mr. H. B. Richardson, President of the Indian Adult Education Society, Mr. Yusuf Ali, and Mr. E. Champness of the International Committee of the National Adult School Union of England. The World Association has continued to take keen interest in our work and it published a summary of my last year's report to this section in its occasional News Sheet No. 14 of April, 1938. "Educational Extracts", a monthly journal published in the U. S. A., also gave a summary of it in its issue for October, 1938, and "World Education", a publication of the World Federation of Education

Associations, published it in a condensed form in its recent issue for November, 1938. Ernest Champness in his leaflet entitled "A Venture in Indian Adult Education" published March, 1938, mentioned our Section as a section of the All-India Education Conference "which has been doing an important work for a number of years in keeping before Indian educationists the urgent need for adult work and the great desirability of its co-ordination".

All these activities and sympathetic references augur well for the future of Adult Education in India. The clouds of official indifference and public apathy that hung over and darkened the field are fast clearing away and bright prospects are now appearing on the horizon. It will gladden your heart to know that the Central Advisory Board of Education, at its meeting at New Delhi on December 3rd, felt that Adult Education was one of the most important problems to be examined on an All-India basis and accordingly appointed a Sub-Committee of five officials and non-officials, to examine this problem carefully and to report on it in due course. Let us hope that the Sub-Committee will soon begin its work and present its report and recommend adoption of effective measures for the liquidation of mass illiteracy which is the cause of much of our backwardness in various fields of public activity.

EDUCATIONAL EXPERIMENTS IN INDIA

Work of the A. I. F. E. A. Educational Experiments Section

By Dr. G. S. KRISHNAYYA, M.A., Ph.D.

A NUMBER of interesting educational experiments were described in the meeting of the Section on Teacher-Training, Research and Experiments held during the All-India Educational Conference which met in Bombay. The discussion provided much inspiration and guidance to those assembled and was an eye opener to many.

Mr. S. Moos, M.A., I.E.S., Deputy Director of Public Instruction, Bombay, presiding, pointed out in his opening address, the handicaps under which Indian Education labours and urged the need for clear thinking, careful investigation and energetic endeavour. He argued for the institution of research degrees in education in all the Universities.

The Secretary, Dr. G. S. Krishnayya, Vice-Principal of the Kolhapur Teachers' College, explained that as the Section had discussed Teacher-Training in Gwalior and Research in Calcutta, it would this year concentrate on a symposium on Experiments in Education—experiments with new methods, e.g. The Dalton Plan, The Wardha Scheme, etc., and with such educational techniques as "Intelligence Testing", "Diagnosis of Error", "Psycho-Analysis", "Vocabulary Control in Language, Teaching", etc., He reviewed the outstanding types of experiments being conducted all over India along the lines mentioned and indicated the need for better co-ordination of experience and greater encouragement of research and experiment. A new avenue for State aid and private philanthropy, he pointed out, would be the establishment, as in other progressive countries, of Trusts and Foundations for the study of specific problems.

Then followed a series of valuable papers most of them by men who are actually engaged in the experiments described. Mr. K. L. Srimali, Head of the Udaipur Balak Mandir, speaking on 'Psycho-analysis and the Teacher' showed how several problems of behaviour in the classroom might be solved with the help of a thorough knowledge of psycho-analysis, and gave the experience of his institution. He concluded saying that it was more important for teachers to be psycho-analysed than to be trained; Professor Nanavaty of Wadia College, Poona, dealt with the causes of backwardness of children and illustrated how many of them can be remedied. Dr. S. Brahmachari of the Child Guidance Clinic of the Tata Graduate School of Social Work, Bombay, read a thought-provoking Paper on Mental Health of Children and advocated the establishment of Child Guidance Clinics in large cities and the employment of school psychiatrists.

The Wardha Scheme was briefly explained by Mr. L. R. Desai, the Basic Education Officer of Bombay. He dealt with some of the misgivings, which he said

existed in the minds of many and advocated sympathetic experimentation.

Mr. H. Trivedi of Bhavnagar submitted an instructive paper on the Dalton Plan based on his personal experience in the Daxinamurti Bhavan. He emphasised the importance of careful preparation for the experiment.

Mr. Acharlu of Mysore, who for a number of years, has been working on the problem of the 'frequency of errors' in English in High School next dealt with how such work might successfully be undertaken, and based his suggestions on some of the experiments he had conducted. Opportunities for scientific investigation and effective improvement, he pointed out, were within reach of every teacher so inclined.

The subject of 'Economy in language Teaching' which is now being considered invaluable for adult educational work and beginners' readers was discussed in an interesting manner by Mr. M. Muthukrishna Ayyar, of the Saidapet Training College, Madras, a man who has done a splendid piece of work in Tamil and in phonetic script for Indian languages.

A Paper on 'Vocabulary Selection and Control' by Rev. E. W. Melzer of C. P. explained the value of studies along that line in the different Indian languages and described the remarkable work in Hindi that had been done by him and others.

A paper on 'Intelligence Testing' was sent in by Professor Maiti of the Calcutta University who has done much work in that direction. It contained several valuable hints regarding the pre-requisites for adequate programmes of testing and standardizing and a critical review of Indian experience with Tests and Measurements.

The Section passed some important Resolutions which urged the increased provision of research facilities, the opening of child Guidance Clinics and the special study of abnormal children.

NOTICE

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

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

EDUCATIONAL INDIA

Masulipatam, February, 1939

Educational Policy in Madras

"HAS the Madras Government an educational policy?" and "To what extent has it been put into operation?" For these two questions an answer was given by Mr. R. M. Statham, the Director of Public Instruction, in an address which he recently delivered at a Conference in Coimbatore. He made it clear that Government had a policy regarding mass education, that it was a sound policy, and that the efforts made during the last two years to give effect to it had been a remarkable success. There has been a certain amount of criticism that while in almost every other province energetic steps are being taken to reorganise elementary education, especially in the light of the new famous Wardha Scheme, very little has been done by the Madras Government in this direction. It is, therefore, a matter for gratification to be told that so early as December 1936 the Madras Government outlined its policy and that during the last two years much was done to put this into operation with the result that to-day the situation is much better than what it was.

It appears from the address of the Director that the main purpose underlying the policy of the Government is to make its expenditure on education much more effective than what it used to be. For several years large amounts of money have been spent by Government on elementary education. But this has not resulted in a proportionate spread of literacy. There was much stagnation and much wastage. As a stay of at least five years in school is necessary to give permanent literacy to a pupil and as the large majority of pupils left schools even before they came to Standard III and as many of them spent several years in Standard I and II, the money spent by Government in imparting instruction to them was found to have been completely wasted. Though there was an increase in the number of schools and in the total number of pupils attending them, literacy did not take a firm root. The conclusion, therefore, was naturally drawn that many of the schools were ineffective and that drastic steps should be taken to reform them so that a larger percentage of pupils might be found in the V and the higher Standards.

THIS is the central feature of the Government's educational policy in Madras to-day. The primary object is to see that pupils entering the school and sitting in the first Standard are given instruction in such a manner that all of them are promoted from year to year to the next higher class until in the fifth year after they join school, almost all of them are found in the V Standard. The aim is not an increase in the total number of pupils but an increase in the number of pupils in the highest Standards. No one can ques-

tion the desirability and the soundness of this kind of reform. And it is to this that the Director of Public Instruction drew the attention of the public. This reform has been carried out in accordance with a scheme laid down in December 1936. It involved the elimination of all uneconomic and ineffective schools, the building up of all lower elementary schools into complete schools with five Standards, the adopting of methods which would result in a much larger number of pupils reaching the higher standards, the reduction in the number of single teacher schools, the replacement of lower elementary teachers by higher elementary trained teachers, the adoption of new syllabuses and the strengthening of the inspecting agency. Rules regarding the giving of grants to elementary schools were revised in accordance with the new policy and the Director is satisfied that the results expected from the policy have been realised to a substantial extent.

THERE has been an increase in the total number of pupils reading at the fifth Standard and a diminution in the number of lower elementary teachers employed and in the number of single teacher schools. Many more have been promoted from Standard I to Standard II, thus indicating a perceptible fall in wastage and stagnation. The Director has observed that the fall in the number of lower elementary teachers is not quite satisfactory and that the substitution of higher grade teachers can only be gradual, since, "in ordinary common justice, lower elementary teachers with considerable service to their credit cannot all of a sudden be replaced by higher qualified teachers." Similarly, owing to the financial posi-

tion of the Province, it has not been possible to increase the number of teachers in the single-teacher schools as rapidly as could be wished. One drawback to which the Director has referred is in respect of Girls' education. The education of girls is not improving so extensively as that of boys and it is his opinion that special efforts should be directed in the coming years to bring about this improvement.

A GREAT deal of credit in the execution of the above policy goes to the inspecting staff of the Department. It is their vigilance, and an increase in the number of visits they paid to rural schools that are responsible in the main for the improvements brought about. At the same time an increasing interest in educational work was displayed by the teachers themselves. The strictness of the Grant-in-Aid rules has brought about this desirable change in the activities of the teachers and it is now to their immediate as well to their ultimate interest that more pupils are promoted to the higher classes and that schools are transformed into complete schools with all the five Standards. There has also been a great deal of propaganda carried on by the inspecting staff, the teachers and also some of the more enlightened members of the public. There is much truth in the observation made by the Director that propaganda should be carried on more vigorously by the public and especially by women in all these matters and that opinion in favour of the parents sending their children to schools and keeping them there for as long a period as possible should be created. No plan put forward by Government can be successfully carried out—however useful and

admirable it may be—unless public opinion is favourable to it.

THERE are two grave risks to which the above policy may become subject unless prompt action is taken to set them right. One is the possibility of promoting pupils from the lower to the higher classes simply for the purpose of satisfying the departmental requirements and claiming a large grant. Within eighteen months after the inauguration of the new policy the percentage of pupils studying in the fifth Standard to the number studying in the first Standard has increased from 9.5 to 23.5. The total number studying in V Standard in 1936 was 108 thousands and in 1938 it rose to 20 thousands. How much of this was genuine and natural and how much of it was due to mere manipulation it is hard to say. Much, therefore, depends on the control exercised by the inspecting and supervisory staff if the progress is to be real.

THE other risk is that in its attempt to make expenditure more effective than what it has been in the past, Government might be forgetting the need for quantitative expansion of elementary education. It is true that in a poor country like India every pie that is spent should be spent with a view to maximum advantage. But at the same time it must be recognised that in point of literacy we are so far behind all other countries in world that it becomes the duty of government to find more funds for the spread of education. The present policy is a very narrow one and though it is necessary in its own way it is not the only thing that has to be pursued. A more liberal outlook is what is required on the part of government and it is hoped that

more funds for the expansion of education will be made available in the near future. It has to be recognised that all other efforts made by government for improving the lot of the masses will not bear fruit unless they become educated enough to understand and appreciate the work of government. In this sense education is the only foundation for national development.

Educational Reorganisation in U. P.

THE recommendations made by the Primary and Secondary Education Reorganisation Committee constituted by the U. P. Government are characterised by a remarkably wide and liberal outlook. They take as their objective the making of the whole man who is to fit himself into a national democratic society. It is from this standpoint that the Committee has made its recommendations in respect of all aspects of education. So far as elementary education is concerned it has accepted the Wardha Scheme. It recommends that there should be a uniform system of compulsory education for all children, both in rural and urban areas and that it should extend for a period of 7 years and that it should be carried on through concrete life situations and correlated with one or more forms of manual and productive labour. Such a scheme can be put into effect only when there are adequately-trained teachers. The Committee has, therefore, recommended the opening of a new type of training centres for men and women teachers—a type that will provide for instruction and training in handicrafts and in the principles and methods of co-ordinated teaching. The teachers should also be trained to adopt the newer methods of

discipline—different from the authoritarian discipline to which pupils have been subjected for ages. A self-imposed discipline is what a democratic society requires and this ought to be kept in mind in imparting basic education. It is in this connection that all extra-curricular activities become significant. It is in carrying on such activities that pupils develop a spirit of initiative, of organisation for common purposes and for self-imposed discipline which after all is nothing else except the regulation of their lives for achieving the common purposes.

AS regards secondary education the Committee has recommended the introduction of varied forms of training for life and employment to suit the varied interest and abilities of pupils. Here again the emphasis is on courses which are more realistic and practical than what obtain at the present day.

IN respect of text-books its recommendation is rather new so far as our country is concerned. It proposes that that the publication of text books should not be in the hands of private concerns whose sole object generally is the making of as much profit as possible. The publication should be under the control of government itself. It should entrust the writing of text-books to competent authors, get these books revised from time to time and that alternative sets of books should be published on each subject. We are afraid that such centralisation under government control may result in weakening the motive for experimentation in the field of text-book writing.

AMONG the other recommendations the two that are of an outstanding character are those relating to women-teachers and communal schools. The

committee insists on the employment of a large proportion of women teachers in all basic schools and the payment of higher salaries to them than to men teachers. Some such attraction is absolutely necessary in the present-day conditions of the country if we are to get a sufficiently large number of women teachers to serve especially in the out-of-the way rural areas. The committee is also emphatic in condemning segregated schools for special communities and the imparting of religious instruction in public schools. National outlook among the youth of the country cannot be developed so long as there are communal schools and it is hoped that the U. P. Government will have the courage to accept this recommendation and put it into operation.

Dr. Reddi on Students and Social Service

WE have referred on several occasions to one sad feature in the life of our students today in consequence of which they misdirect their energy and enthusiasm into channels which are injurious to themselves as well as to the wider public of which they form a part. Much of this is, however, due to the fact that the life they have to lead in colleges and Universities is so narrow and limited in its outlook that it does not afford any healthy outlet for the superabundant energy that they possess at this period of their lives. It is the absence of better opportunities for making themselves useful that is really at the bottom of all that indiscipline and rebellious spirit that has come to characterise them at present. The remedy lies not so much in repressing their

activities and compelling them to confine themselves to work in the class-room and to merely preparing for soulless examinations, as in creating for them new avenues of useful service. This truth is now recognised by all educationists and it is in this connection that we heartily welcome a scheme recently formulated by Dr. C. R. Reddi, the learned Vice-Chancellor of the Andhra University, to give training to our students in social service.

THE scheme is based on the experience he gained in this respect while he was student in the Madras Christian College and Principal, later on, of the Mysore Maharaja's College. It is this that gives added value to it. Colleges are generally located in towns and there is ample field for social service in such areas. There are two kinds of social work that students may take to without much difficulty. One is the giving of instruction in night schools. The problem of illiteracy requires, as every one knows, immediate handling. Students to whom patriotism has become an article of faith will best fulfil their patriotic ideals if they start night schools, work as teachers in them in small batches, make their neighbours literate and dispel from them the ignorance which darkens their minds today. In Dr. Reddi's scheme 'Night Schools' occupy a very prominent place. Another way in which students can become really useful to the society at large is by organising lectures for working classes in the evenings. Students in the higher classes of the University are specially competent to do this kind of work. There is need for imparting instruction in History, Geography, Science and other subjects of general

knowledge as well in welfare subjects like Hygiene, First Aid, nutrition, etc. Students of Arts and Sciences, and medical students will do well to take to this kind of organised work. Dr. Reddi draws pointed attention to this aspect of social service.

WE are also hearing now-a-days of "Rural Reconstruction". In this field the object is to enable the people of the rural areas to have better ideas of living and to show them the way to such living. Here also is a wide field open for our young men. Instead of merely talking on rural reconstruction they can take active part in accomplishing that task. This can be done in the term-time as well as in vacations. A village in the neighbourhood of their College or University may be selected for intensive work during the term-time and during the long vacations students living in the same village or in a group of neighbouring villages might start an organisation for carrying on educational work in their areas consecutively for a period of five or six weeks. As Dr. Reddi puts it, work of this sort has a two-fold value. "It would be a test of the reality of the patriotism professed by the students and train them in habits of patriotic conduct. They would come into touch with the realities in the country, which might form an important corrective of the general ideas gathered from text-books. It would enable them to become citizens capable of leadership."

WE commend the scheme to the attention of all students and of the authorities of Colleges and Universities and we hope that ere long organised work on the lines outlined by the learned Vice-Chancellor will be undertaken at least in the headquarters of the

Andhra University and in some of the colleges affiliated to it.

The All-Hyderabad Teachers' Conference

THE second annual Conference of the All-Hyderabad Teachers' Association that was held in January last under the distinguished presidency of Nawab Mahdi Yar Jung Bahadur was a great success. Much of this was due to the fact that, as pointed out by Mr. Sajjad Mirza, the Chairman of the Reception Committee, the previous conference had laid down a programme of work for the succeeding year and appointed committees for preparing reports on such important subjects as Adult Education, Extra-curricular activities, women's education and secondary education. The reports submitted by these committees were thoroughly discussed and important decisions were arrived at on them.

IN this connection we wish to invite the attention of our readers to that part in the speech of Mr. Sajjad Mirza where a reference is made to the problem of teaching languages. As he has put it, every son and daughter of Hyderabad has to learn three or perhaps four languages—Hindustani, the mother-tongue, Arabic or Sanskrit and English. The success with which this can be accomplished depends entirely on the devising of a scientific method for the teaching of languages. He pointed out how the Osmania Training College has been conducting experiments in the method of teaching Hindustani—the common language of the country—and compiling a rational list of basic Hindustani vocabulary on the lines of the vocabulary devised for

"Basic English." This experiment will be watched with interest by all teachers in India and we hope that by the time the Conference meets next, substantial results will be forthcoming. It is because of the absence of scientific methods of teaching languages that we have not yet been able to tackle the problem of mass illiteracy in the country, and it is time that training colleges devote more attention to this subject.

Personal Notes

PROF. F. T. BROOKE, F. R. S., Head of the Department of Botany, Cambridge University, has been appointed special Reader of the Calcutta University. Prof. Brooke has made important discoveries regarding the connection of fungus with plant diseases.

SIR ALLADI KRISHNASWAMI AIYAR, Advocate-General of Madras, has been appointed as Tagore Law Professor of the Calcutta University for the ensuing year. The subject of the lectures is "The Law relating to Statutory and other Powers".

DR. C. A. BENTLY, M. B., D. Sc., has been appointed a delegate of the Calcutta University to the Health Congress of the Royal Institute, London, which will be held at Scarborough from July 3 to July 8 next.

DR. RADHAKAMAL MUKHERJI, Professor of Economics and Sociology of the Lucknow University, has accepted the invitation of the Bihar Government to serve on the Bihar Labour Enquiry Committee. It is learnt that he has been co-opted as a member of the National Planning Committee.

DR. N. R. DHAR, Assistant Director of Public Instruction, United Provinces, has been appointed as an additional member on the Primary and Secondary Reorganisation Committee, U. P.

PANDIT AMARNATH JHA, Vice-Chancellor of the Allahabad University, Prof. R. D. RANADE and DR. D. R. BHATTACHARYA have been appointed by the University Executive Council as delegates to the Fourth Quinquennial Conference of the Universities to be held at Bombay in March next.

THROUGH different PROVINCES

DELHI

INDIAN UNIVERSITIES CONFERENCE

The fourth quinquennial Conference of the Indian Universities will be held in Bombay on March 1, 2 and 3, and will be attended by representatives of all Indian Universities and the Government of India. H. E. Sir Roger Lumley, Governor of Bombay, will open the Conference on March 1 at 1 p. m. The Inter-University Board, which organises the quinquennial Conferences will meet in Bombay on February 27.

TERM "VERNACULAR" TO BE DROPPED

The Government of India, it is understood, have decided that the term "Vernacular" should not in future be used in official publications and correspondence.

STUDENTS' LITERACY CAMPAIGN

The Delhi Students' Federation has launched a literacy campaign. A large number of students and teachers are taking part in the campaign, and have signed pledges. The Federation has decided to establish teaching centres in different areas in the province.

SCHOLARSHIPS TO INDIAN STUDENTS

Some time ago an announcement appeared in the Indian press that Sydney University, New South Wales (Australia), was prepared to accept students from India and remit the payment of fees.

As the announcement was only in general terms, the Vice-Chancellor of Sydney University has again addressed the Indian universities, asking them for assistance and co-operation in the proper selection of students from India. The Vice-Chancellor, in his letter, says that he is prepared to grant exemption from fees to three students from the Indian Universities in any one year.

This concession would be available only to those students who would pursue post-graduate study. The departments which offered the best opportunities for Indian students, he stated,

were the departments of agriculture, economics, veterinary science, tropical medicine, zoology and physics.

MADRAS

TALUK COMMITTEES TO REPLACE DISTRICT COUNCILS

In view of the proposed abolition of the District Educational Councils for which a Bill amending the Madras Elementary Education Act has been given notice of, the Government are considering a proposal for the constitution of a committee in each taluk, consisting of prominent men, which would act as an effective means of spreading elementary education.

SELECTION OF YOUNG MEN FOR COMMERCIAL CAREERS

The City Sub-Committee of the Madras University Employment Bureau met on the 18th January to interview thirty young men who were aspirants for business and commercial careers, and examined and classified them suitably to the aptitudes shown by them in the course of the interviews. Six were found unsuited to any career.

The Committee intends to get in touch with the business and commercial world and to recommend the young men it has interviewed for suitable places.

It is stated that several district committees have been constituted and will function on the same lines as the City Sub-Committee.

PROVINCIAL COMMERCIAL MUSEUM

The proposal for the establishment of a Provincial Commercial Museum may be said to have taken a definite shape, following conferences which the hon. Mr. V. V. Giri, Minister for Industries and Labour, held on the 18th and 19th January.

The management of the Museum will be in the hands of a board, which will consist of nominees of the Government, the Corporation of Madras, the Southern Indian Chamber of Commerce, the district museums and Commercial bodies who will all contribute to its

maintenance. A proposal to vest the control of a Museum in the hands of the Corporation or the Southern Indian Chamber of Commerce, it is learnt, has been dropped.

The constitution of the board and the site for the location of the museum in the City will be decided in due course.

ADULT EDUCATION CONFERENCE

The South Indian Adult Education Conference (Local Boards Section) met last month at Madras under the presidency of Mr. J. L. : Roche-Victoria. The Conference was opened by Mr. K. Venkataswami Naidu, Mayor of Madras.

The Conference directed its attention to some of the numerous questions concerning the liquidation of illiteracy among the adults. The proceedings revealed the very poor results achieved so far in this department of educational activity. Stress was laid in the course of the speeches and the discussions on the necessity for the preparation of suitable books and the need for enthusiastic capable volunteers to take up this kind of work. The cinema, the radio and the magic lantern were suggested as effective agents for the promotion of adult education. The Conference outlined in considerable detail the part that should be played by the local bodies, the Government, and unofficial agencies.

BENGAL

BOARD OF SCIENTIFIC RESEARCH

The setting up of a Board of Scientific Research under the Department of Industries is, it is understood, under contemplation of the Government of Bengal.

The Board will consist of ten members including the Director of Industries, an industrial engineer, the Secretary of the Industrial Survey Committee, an industrial chemist, one representative each from the Universities of Calcutta and Dacca and one representative from each of the local Chambers of Commerce.

The functions of the Board will mainly be to advise the Industries Department on matters relating to industrial research, co-ordination of the existing research activities and indicating new lines of research. The Board will also examine various proposals for research in and outside Government institutions and advise the Government as to their merits.

BOMBAY

ADVISORY COMMITTEE FOR BASIC EDUCATION

The appointment of an Advisory Committee of six for organising and introducing Basic Craft education in the Province of Bombay, in accordance with the Wardha Scheme, is announced in a Government resolution, published on the 8th inst. Mr. Narhari D. Parekh of the Sabarmati Ashram, Ahmedabad, will be its Chairman.

The functions of the Committee will be to advise the Government on questions relating to the training of primary teachers under the new scheme; on all matters regarding the location of the Basic Craft schools, which are proposed to be started in certain compact areas in Gujarat, Maharashtra and Karnatak with effect from June, 1939; on the modifications, if any, that may be required to suit local conditions in the syllabus of studies prepared by the Zakir Hussain Committee for imparting Basic Craft education in primary schools; and on any other matters connected with the scheme that may be referred to them.

GOVERNMENT GRANT FOR LITERACY DRIVE

Liquidation of adult illiteracy in the Bombay Presidency will soon be accomplished. The Government have granted Rs. 40,000 for this purpose and the same has been placed in the hands of the Director of Public Instruction to be distributed as grants to adult education classes.

The Government have invited applications from those desiring to be registered as teachers. It is open to any primary school teacher to get himself registered as an adult education worker and to start and conduct an adult education class in the school in which he is employed, provided he has obtained the previous permission of the School Board and the Administrative Officer.

The secretaries of village panchayats, co-operative societies and other organisations are also eligible for such work.

The application must be accompanied by a list of the illiterate men and women in the village, above 14 and below 50 years of age, and a letter from the village leaders, expressing readiness to assist in the work.

The Government will sanction in the case of such adult education classes an equipment grant and also a maintenance grant and the teacher will be granted a bonus of Rs. 25 for every group of fifty adults that he may have made literate in the course of one year.

SIXTY SCHOOLS ON WARDHA LINES

It is learnt that the Government of Bombay have decided to open sixty schools in Gujarat, Karnatak and Maharastra shortly to impart education on the lines of the Wardha Scheme. The Government have already deputed fifteen teachers to Wardha for training in the new scheme of "basic education."

U. P.

REDUCTION OF VICE-CHANCELLORS' SALARIES

As a measure of economy, it is understood, that the United Provinces Finance Sub-Committee has recommended to the Government that the Vice-Chancellors of the Lucknow and Allahabad Universities should draw a salary of Rs. 500 monthly each. Various departments are being further tapped with a view to effecting further retrenchment in a general cost of provincial administration without involving efficiency of work.

"LITERACY DAY"

In pursuance of the province-wide observance of the "Literacy Day" arranged by the Provincial Government, an elaborate programme was gone through, beginning with a Prabhat Pheri (morning processions) and door to door canvassing for the signing of the literacy pledge—promising to make at least one person literate during a year or to pay Rs. 2 towards the cost of educating one person.

H. E. Sir Harry Haig, Governor of U. P., the hon. Pandit G. B. Pant and other Ministers and prominent persons all signed the pledge to undertake personally to teach the Three R's to as many illiterates as possible.

A net-work of 960 adult schools, 768 Circulating Libraries, each with five branches and 300 books in Hindi and Urdu, and 3,600 free reading rooms supplied with two weeklies and one magazine, involving an expenditure of over a lakh and a quarter of rupees will play a prominent part in this venture. The money

realised by way of the pledges will go to a fund out of which bonuses will be paid to voluntary teachers who assist in making one literate adult under the 'Rupee literacy scheme'.

C. P.

BASIC EDUCATION CLASS OPEND AT WARDHA

A basic education class organised by the Hindustani Talimi Sangha, was opened at Wardha recently. Eight delegates from the Government of Bombay, 22 inspectors from the Central Provinces, 7 delegates from the States of Aundh, Sangli and Jamkhandi and a few more from Meerut and other private and national institutions, attended the class. Rao Saheb Mohoni, Special Officer of the C. P. Government, welcomed the delegates on behalf of the Education Department. Kaka Kalelkar addressed the gathering explaining the basic education scheme.

FIRST VIDYA MANDIR IN BERAR

The foundation stone of the first Vidya Mandir in Berar was laid on the 26th January at Jarang, a village in the Pandharkawada taluk, by Dr. Tembe, President of the District Congress Committee.

PUNJAB

PRESCRIPTION OF TEXT BOOKS

Text books containing obscene passages or tending to create communal hatred would no longer be prescribed for the study in the Punjab University. Under the direction of the Vice-Chancellor, the members of all the boards of studies and of the School Board of the Punjab University have been requested not to recommend text books for being prescribed which in any way tend to create any inter communal hatred or contain obscene or otherwise objectionable passages. The editors and proof readers of all the University publications have also been asked to see that the University publications are free from all obscene passages.

BIHAR

INTRODUCTION OF VERNACULAR MEDIUM

The Director of Public Instruction, Bihar, has issued a circular to all Inspectors of Schools

and heads of educational institutions in the province, with reference to the regulations relating to the medium of instruction in high schools, in which he has directed that the teaching of non-language subjects through the medium of Hindustani, Bengali or Oriya, as the case may be, should be started at once in class VIII, so that the first Matriculation examination through the medium of a vernacular may be held in 1943.

ORISSA

EXPERIMENTAL SCHOOLS ON WARDHA SCHEME BASIS

The Basic Education Committee appointed by the Government of Orissa has, it is understood, selected the Bari area for starting experimental schools, based on the Wardha Scheme of education.

The area is about twenty-five to thirty square miles and in all, about twenty-five schools and one training school will be established.

The population of the area is about forty thousand. Primary education for children will be made compulsory in the area. The question of extension of the scheme will depend on the results of the working of the experimental schools.

ASSAM

HINDUSTANI THROUGH ROMAN SCRIPT

A decision of far-reaching importance is reported to have been arrived at by the Government in Assam with regard to the introduction of the Roman Script for Hindustani.

It is gathered that after a careful consideration of the question of introducing Hindustani in the hill tracts as a compulsory subject in the schools, for the present upto class VI, the Ministry has come to the conclusion of propogating the same through the Roman script and not through either the Devanagari or the Urdu script.

HYDERABAD

EDUCATIONAL EXHIBITION

The Educational Exhibition organised in connection with the second session of the All-Hyderabad Teachers' Association Conference,

which commenced on the 2nd instant with a meeting of the Council of the Association, was declared open by Lady Hydari.

The various sections of the exhibition consisted of about 2,500 exhibits contributed by 76 schools of the City and Dominions.

The exhibits were judged by a committee of twenty and 111 certificates were awarded to various pupils in different sections. The highest number of certificates, 22, were given to Madrasa Alia.

MYSORE

NEW APPOINTMENTS TO INDIAN SCIENCE INSTITUTE

H. E. the Viceroy, in his capacity as Visitor, Indian Institute of Science, has approved the appointment of Dr. H. K. Sen, D. Sc., F. I. C., now Director of the Lac Research Institute, Ranchi, as Professor of Chemistry in the Department of Pure and Applied Chemistry.

The Viceroy has also approved the appointment of Mr. R. P. Bahadur as the Registrar of the Institute in succession to Mr. C. E. W. Jones.

The Viceroy has also been pleased to sanction the continuance of Mr. Venkatesachar as Officiating Director till 30th June 1939 or until the appointment of a permanent Director whichever date is earlier.

BARODA

CO-OPERATIVE SOCIETY TO AID HIGHER EDUCATION

An interesting central institution on co-operative lines has been recently registered to function in Baroda District to give necessary financial help in furthering studies to promising youths of the area known as Kanam, Vakal, and Chorasi, comprising Karjan, Sinor, Dabhoi, Baroda, Waghoda and Sankheda talukas, according to a press note issued by the Information Officer, Baroda.

The objects of the society are (1) to give financial help to deserving students for higher education in Arts, Commerce, Industries, etc., in India and abroad, (2) to financially help students during training or apprentice period in various industries, (3) to help them in India or abroad with necessary finance or find them suitable employment, (4) to work as an information bureau and (5) to run students' homes at important centres.



PUBLIC OPINION



DR. J. C. GHOSH ON THE RESPONSIBILITY OF THE UNIVERSITIES

Dr. J. C. Ghosh of Decca, presiding over the 26th session of the Indian Science Congress held at Lahore on the 2nd January last, in the course of his address referred to Universities and said:

"The universities of India have a great responsibility to discharge at this juncture. If the process of industrialisation is going to be a forced march in this country it will not do for them to take up an attitude of *laissez faire*. The forces of nature are the enduring wealth of mankind, but for the solution of India's economic problems and the prosperity of her 380 millions, it is necessary that brilliant young men should be trained up in ever-increasing numbers, who are capable of tapping these sources of wealth. The modern young student of science must realize that while fundamental theoretical work must continue to be the basis of all scientific advance, his subject would lose much of its importance, if this training did not fit him for tackling large-scale problems which arise in industries. Simultaneously with the development of industries, there arises in every country a great demand for a well-trained personnel to man these industries. Prof. Philips recently estimated that 12,000 graduates in chemistry are employed in industrial pursuits in England. Lord Rutherford even complained that the demand in England for well-trained researchers in physics had out-run the supply. Dr. Hamor, Assistant Director of the Mellon Institute for Industrial Research, has estimated that in 1937, America spent about 100 million dollars in scientific and industrial research; and though the expenditure is high, the results have more than fulfilled expectations, even if for a time, some of them may be kept secret. Such a consummation may be long in coming to India, but every effort should be made to prepare the ground in advance. A very good example of what the Indian universities can do in this direction has been shown by Bombay, where under the inspiring leadership of Mr. Chanda-varkar and the able guidance of Dr. Forster, an

Institute of Textile Chemistry and Chemical Engineering has been established, which in equipment has few equals. Already successful students have so proved their worth, that, I am told, there is an advance booking from the millowners for the products of this institution.

Referring to the value of Research, he said: "It is a welcome sign of the times that the Indian industrialists are not all blind to the value of research as a means of improving production, and in consequence, of increasing the demand. But when one recalls that most of the industries in India are now sheltered by a tariff wall—call it revenue tariff or protective tariff as you like,—and that a substantial part of the income of the Indian business magnates accrues to them because of this tariff, one has a right to expect a much wider recognition on their part of the need for co-operation between science and industry, and a greater readiness to endow industrial research with a view to cheapening production. Such research is considered, in all enlightened countries, as an insurance against the dark days: and to-day when the world seems so much out of joint, the enlightened industrialists should do well to consider themselves only as servants of society—essentially moral beings whose main dividends are the benefits, which they confer by providing employment, and by manufacturing commodities essential for the national well-being."

NAWAB MEHDI YAR JUNG ON MASS EDUCATION

Presiding over the All-Hyderabad Teachers' Conference on the 3rd inst., Nawab Mehdi Yar Jung, Member for Finance and Education, Hyderabad State, said that one of the greatest problems of the day was Mass Education. It was a well-known fact that the proportion of literacy, which varies in the different Provinces and States, could nowhere in India be compared with that attained in other civilised countries. Times, however, had changed and it was being realised more and more that one of the most sacred duties of any administration was

to educate the masses of the people in a way suited to the requirements, social, economic and educational, of the country.

"The difficulty that besets our path in this colossal undertaking," he continued "are chiefly due to the vast number of pupils to be educated, the limitation of our financial resources and the paucity of suitably qualified teachers in the primary schools of instruction where the imparting of knowledge is no longer confined to the three R's. The cost of compulsory education would be prohibitive and any Act passed could only be applied to small portions of the State at a time and even then it might lead to special taxation."

For the present, therefore, the President added, it would be more practical to see how far they could advance towards the goal of general Primary Education on a voluntary basis before resorting to compulsion. The idea that Primary Education could be made self-supporting might at once be dismissed. It would, therefore, be useful to consider how a division of resources and of labour could be arrived at between the two so that the best and most effective use, both of money and of personnel, could be made. A first step in this direction, he declared, was that Primary Education should be State-controlled. This principle had been accepted and acted upon in most civilised countries. In British India the Congress Provinces had also decided in favour of this principle.

SRI N. S. SUBBA RAO ON VOCATIONAL TRAINING

"There is need for diversified courses of study both at the High School and the University stages, and these courses should be adjusted to the expanding and changing economic needs of the community on one side and the talents and temperaments of the pupils on the other," thus observed Rajakaryaprasakta N. S. Subba Rao, Vice-Chancellor of the Mysore University, in one of his utterances at Mangalore in December last.

He said that the High School was the great dividing stage, the water-shed of youthful talent. Every effort should be made at this stage to ascertain the bent of mind of pupils as well as their capacities and encourage them to pursue according to their aptitude and ability either what might be called bookish studies lead-

ing to the present degree courses in the University on the one hand, or realistic course of study either in the High School stage itself or immediately after on the other. He was not one of those who believed in the limitation of admissions to the University but he was emphatically of opinion that every effort should be made both to provide alternative realistic courses in the Universities themselves for pupils, whose bent of mind lay that way and also to effect a further diversion from the present degree courses in Arts and Science by providing in the High School stage itself appropriate vocational courses leading definitely to one occupation or another.

PROF. YEGNANARAYANA AIYAR'S PLEA FOR SOCIAL PLANNING

Mr. S. K. Yegnanarayana Aiyar, in the course of his presidential address at the Secondary Education Section of the All-India Educational Conference, giving out his constructive suggestion for the unemployment problem, said, "Hitherto the school was attracting the classes and the products of our schools somehow fitted themselves in the Society. The Law of Diminishing Returns has begun to operate and simultaneously with that, there is an awakening among the masses. More and more of them want to come to our schools though the classes that had the school education are not over-enamoured of the system. There is only one way out of it; it is social planning on a nation-wide scale."

Proceeding he observed, "The State must give up the policy of indifferent detachment it has been following hitherto and must realise its great responsibility to the society. It must realise the wisdom of Ruskin's words that the greatest wealth of a nation is its human wealth which is in many respects more valuable than its natural resources and it must take steps to conserve and develop both these forms of its wealth. An agency has to be created of experts who would help every individual to follow the line of his or her natural development and not waste his energies by following one course for a time and giving it up in favour of another, more attractive for the time being. If this is done efficiently and on a nation-wide scale, much of the money now spent in maintaining courts, jails and hospitals would be saved and would then be available for constructive scheme."

Mr. SAJJAD MIRZA'S PLEA FOR BASIC LANGUAGES

[The following is an extract from the Welcome Address of Mr. Sajjad Mirza, Principal of the Osmania Training College, Hyderabad, to the Second Annual Conference of the All-Hyderabad Teachers' Association held on 3rd Feb., '39 at Hyderabad.]

EVEN though an illiterate person in our Dominions often speaks two languages and although most of our countrymen have an aptitude for languages, still the problem of language teaching is daily becoming more and



more difficult and complicated in our schools. And this is due to more than one important reason: the importance of a western language like English, the incessant demand for some classical language like Arabic or Sanskrit, and for one of the vernaculars other than the mother tongue, the ever-increasing number of subjects in the curriculum, the restrictions about the allotment of time in each stage of education—all these factors present difficulties unparalleled in the history of our own or any other country. A cursory glance at any school time-table will prove the truth of my statement. Disproportionate time is given to languages at the cost of such important subjects as Nature Study, General Science, Hand-work, etc., which are all so necessary to the intellectual, moral and material development of every country.

So far, I am not aware of any official, semi-official or private institution in India which is engaged in the solution of the problem of

language teaching in Indian schools, but I feel a little proud to say that a beginning has been made here. For the last few years, some members of the Osmania Training College have been tackling this very complicated problem. To start with, they selected Hindustani, the common language of India. They wished to find out the best method of teaching it, both as mother-tongue and as an additional language. In their experiment, they were mainly influenced and guided by the pioneer work done by Thorndike and West, but they soon found themselves in difficulties, too numerous to be enumerated here. To compile a rational list of Hindustani words became as difficult as to climb Mt. Everest. They reached a stage where confidence was giving place to doubt, hope to depression, and despondency to despair. This critical moment in their work coincided with the visit of Mr. Myers to Hyderabad. He proved a veritable Messiah. His exposition of the scientific way to English as devised by the Orthological Institute proved most helpful, illuminating and ingenious. In a flash, it was realised that elimination of words by Panoptic Conjugation was the only way which could lead one out of the Cimmerian darkness.

The more I ponder over the various educational problems confronting us in India, the more I am convinced that there is no country in the world, with the solitary exception of Russia, which needs an Orthological Institute so badly or so urgently as India.

One may or may not agree to confine oneself to 850 words of Basic English—and I do not think, the authors of Basic prohibit the learning or the use of more than 850 words. But one thing is certain: not even the severest critic of Basic has found fault with the method propounded by the Orthological Institute. And I can say without fear of contradiction that this method can be safely and effectively used for the teaching of all languages in our schools.

For the promotion of a better understanding between the various communities inhabiting this country, it is necessary that they should learn each others' languages. This ideal cannot be achieved unless the process of learning another language is made easy. I therefore look forward to the day when our State will formulate Basic vernaculars, and thus pave the way for the evolution of a common script as a symbol of toleration in an enlightened and united India.

Foreign Currents

CO-EDUCATION *

Miss M. McLarty

TO me the principle of co-education seems to be implicit in any modern theory of education,— I say modern advisedly, because education is an integral part of the society in which we find ourselves, and, as the conditions of our society change, so education must be ever-changing and adapting itself to those conditions as they arise.

I am assuming that we wish to educate the children of this country in such a way that they will be able to take their places in and make their individual contribution to a democratic state and not an authoritarian one; moreover, a democratic state in which women are the equals of men in their status and responsibilities as citizens.

The function of education is to provide the environment, in which the individual may develop his natural powers to the utmost of his ability and so become equipped for adult life. The individual can only be equipped for life by living it and experiencing it, and the community of the school should be of such a nature that in it he gradually learns to make the necessary adjustment between his own personality and its claims and those of other members of the community. If, for some arbitrary reason, during certain years of his development, and those often the most important, one of the most vital of these adjustments is omitted, that of learning to understand and co-operate with members of the opposite sex, then I submit that that education is incomplete.

It is noticeable that objections are not as a rule voiced to co-education at the nursery school or primary school stage. A democratic state system of compulsory primary education does not make any distinction between the sexes; and, in Scotland, in Scandinavian countries and in America, where strong democratic principles

prevail, the practice of co-education is to be found, as a rule, at the secondary school stage also. The separate school, at the adolescent stage, in England, for example, is largely to be accounted for by the history of the foundation of the schools, to which the privileged classes have usually sent their children. Many of these were monastic in their origin and, in the centuries when general education was not considered necessary for women, no particular hardship was felt. With the demand of women for education, in the early years of the last century, the only course open was the foundation of girls' schools on the same lines as the public schools for boys. And so, this idea of separate education during adolescence came to acquire something of the prestige due to the ruling class are caste.

If education is to be for a life in which there are still rigid class distinctions, with a ruling oligarchy and obedient and not very enlightened masses, a life in which women are kept in their proper place, the house (so the saying goes), then it is probably satisfactory enough to educate children in particular social groups and to segregate the sexes. But our society has advanced beyond that stage and education must build for the future, not for the past.

So much for the general principle. Let me now deal with specific arguments which are often raised in objection to co-education during adolescence. We are told that boys become effeminate by being educated with girls and that girls become coarsened by their contact with boys. The truth, as I see it, is that their very differences have a mutually improving effect. Boys, for instance, are more frank and honest in their attitude; girls are more sympathetic and conscientious. Here each has a salutary effect on the other: girls acquire a more robust outlook and greater physical fortitude; boys acquire something of the sympathy that is to a large extent instinctive in a girl.

In a world that would appear to be slipping back into barbarism where might is the only right, it is essential that boys should be open to these influences. It is natural for women to hate war and destruction; if men can in any way be led to feel the same horror, it should be counted not a work of effeminacy but rather of an advance in true civilisation.

FOREIGN CURRENTS

Then there are the specialized educational objections, for instance, that the different rate of development in girls and boys makes for difficulties. I do not think that these difficulties are any greater in a mixed school than in separate schools. There are equally marked differences between different members of the same sex and organisation of any school has to make provision for these. Girls progress more rapidly in the early teens when boys are constitutionally lazy. Any superiority that a girl feels at this stage is soon dissipated in the later years when the boy, with his greater powers of concentration, often challenges her.

A similar objection is that more differentiation of curriculum is required than can be given and girls, consequently, suffer. Good schools in any case allow considerable differentiation in the curriculum. I have not found any marked differences in the ability of boys and girls to learn the ordinary school subjects. A more important objection is that of strain. There is an idea that girls cannot compete with boys. Actually the competition is there so long as they are taking the same examinations. I have always objected to the incidence of our examination system as it affects girls; but this happens whether they are in separate or in mixed schools, and I think the less anxious attitude of boys to examinations—the almost care-free way in which they will approach examinations—is the very best antidote to the strain that girls often feel when faced with examinations.

A common argument against the co-educational school is that there is preoccupation with sex. The dawning awareness of sex in the adolescent is there, whether the boys and girls are in separate schools or in the same school. To shut one's eyes to it, or to hope that it is not there, does not obliterate it. If, during these difficult years of emotional stress, boys and girls meet in the daily round of their common pursuits, this problem falls into its proper place as one of the factors that add to the richness and diversity of life. Young people learn to manage, and control their emotions and solve this problem in an atmosphere of mutual understanding,—all the more satisfactorily because the solution is largely subconscious.

Then, too, in dealing with this aspect of adolescent education, we must remember the changed conditions of home life. Smaller families now prevail; home life has declined.

There are fewer opportunities for adolescent boys and girls to meet those of other families in the normal conditions of home life; and, so, that mutual understanding which comes from daily contact in shared circumstances has little opportunity to grow.

I remarked at the outset, that education had to meet the need of changing conditions. Life today, with its concentration of the population in large towns, where conditions are becoming increasingly artificial, where the leisure hours of our young people are being influenced by the popular cinema, and the popular press, leading to conceptions of life that have little contact with reality, it is more than ever important that education should do nothing that will add to this artificiality, but rather should offer the benefit of a training that is natural and helpful in preparing boys and girls for the life they will have to lead together.

STANDARD PLANS FOR KINDERGARTENS IN U. S. S. R.

STANDARD plans for kindergartens, nurseries (*yasli*) and maternity wards have been approved by the Council of People's Commissars in an effort to simplify and economize on construction, thereby making possible an increase in the number of buildings erected. One major change is the elimination, wherever possible, of isolation wards and their replacement by special children's hospitals, serving large districts. These standard plans are to be used not only by the commissariats of health but also by the industrial commissariats in the construction of new residential sections for factory workers and for the nurseries and kindergartens directly attached to industrial enterprises.

PRESS REPRESENTATIVES ATTEND CLASSES IN GERMANY

THE Management of the "Gau" Franken of the Association of National-Socialist Teachers, with the consent of school authorities and party officials, have asked that representatives of the German press be allowed to visit the schools to see for themselves the new principles of education in action and the part which the school plays in National-Socialist Germany. In a great number of articles compliments have been paid to the school by the press.

—World Education.

* Condensed from the Transvaal Educational News, May 1938. Published in Johannesburg, South Africa.

WOMEN'S ROLE IN ADULT EDUCATION*

By BEGUM MIR AMIRUDDIN

In the advanced West, by the term Adult Education is meant supplementing an imperfect education and extending and enriching the possibilities of life. But, with us, the problem of adult education is essentially the removal of illiteracy prevalent among the masses.

We learn in history that in the reign of Asoka, about 60 per cent of the inhabitants of this land were literate. To-day, however, barely 10 per cent of the people are literate, of whom women constitute not even 3 per cent. And it is the monster ignorance, which has been devastating the land for a long time past that has given birth to the evil conditions which are undermining the strength and sapping all potentialities for good inherent in the nation. India's appallingly high death-rate, epidemic diseases, poverty, social evils, a high rate of crime are all to be traced to ignorance. Thus adult education aims to strike at the root of the country's ills.

No one can deny that the need for adult education is as great for women as for men. When we educate a man, we educate but a single individual, whereas when we educate a woman we educate a whole household, for no literate woman ever allows her children to remain illiterate or lapse into illiteracy.

In this Presidency, the falling of strength between class and class, called wastage, is distressingly heavy and stagnation is marked in our primary schools.

So long as these evils continue, any increase in the number of institutions, or of children at school cannot be taken to signify a corresponding improvement in the extension of literacy. And it is chimerical to hope to tackle these problems without concentrating our attention on women's education.

The Women's Role

It is generally regarded as an axiom that it is an obligatory function of the Government to provide education for the masses. We must request the Government to do all they can to fulfil this supreme obligation. But at the same

* An address at the Women's Session of the S. I. A. E. Conference held in Madras on 12th January, 1939.

time we have to be practical and consider whether having regard to their commitments like Prohibition and its financial limitations the Government will be able to meet the situation by themselves. It seems to me that it cannot do so.

In the circumstances, the spirit of public service and the philanthropy of the citizens must become active and potent forces in liquidating illiteracy in the land. All women's associations must direct their immediate attention to this matter and launch an attack by two methods, namely by holding adult classes and by organising intensive propaganda for checking stagnation and wastage in girls' schools.

Adult education should also become a part of the maternity and child welfare movement. Women who are connected with this movement should organise adult classes at the centres with the assistance of the health-visitors.

Harness and Organise Available talent

But while the Government may find it difficult just at present to bear the entire financial burden involved in a scheme of mass literacy, the adult education movement, I think, will receive great impetus if the Government harness and organize all available talent and service for the purpose.

This can best be done by the appointment of a Central Committee of educational experts assisted by a small body of social workers, men and women, with branch committees in each district for the collection of funds and for devising a widespread scheme of mass-education. The committees should hold an Adult Literacy Day every year when flags or flowers should be sold, and, should formulate a five-year plan of work.

A census of all educated women who have leisure should be taken and all such women required to devote a few hours a week to the teaching of adults. Girls who are aspirants to University Degrees should be compelled to do adult education work for three months as a condition precedent to their receiving their degree.

In China, thousands of women have been converted from illiteracy to literacy by the

efforts of students. Why should not Indian women do what the women of other countries similarly placed have done? Such work of the teachers should be taken into consideration by the Government and the local bodies when deciding their promotions and confirmations and that of the students when they seek an appointment.

Classes for Women Employees

But the problem of adult education will not be solved merely by a large supply of teachers. There are many other factors that have to be considered. Women usually find it inconvenient to attend classes because they have children to look after at home. Hence, wherever adult classes are organized, it will be necessary to have women volunteers to arrange for the collective care of small children while their mothers are receiving instruction.

The only hope that can be entertained with regard to the education of women who are employed in industrial places and who have to give all available time after working hours to the care of the home is to have classes held in the premises of the industrial establishment where they are engaged. So an appeal should be made to the industrialists to regard the eradication of illiteracy among their labourers as a social and moral duty and arrange classes for them in the company premises, during working hours.

It is comparatively easier to launch an attack upon the illiteracy of the urban women than on that of rural women because of the paucity of educated women in rural areas to teach adults. Women teachers from towns find it unsafe to live alone in the villages. Two methods by which women teachers from the towns can be secured for rural work is by establishing a sort of settlement in the village, where a teacher, a health-visitor and a midwife may live together and work as a team. This, I understand, has been done in some parts of the Punjab and has proved a success. The other method is to have for rural work married couples with the necessary training, so that both the husband and wife may serve in the educational programme.

Preparing the Way

In the villages, before launching a campaign the adults will have to be convinced that literacy

will result in social and economic benefit to the family, and that the process of learning besides being easy is within their reach. Thirdly, it will be necessary to do what is possible to relieve their economic distress. Hence rural reconstruction should proceed alongside with a campaign of mass education.

In the adult schools for women, sewing classes or the teaching of some simple cottage industry should precede the actual classes to encourage women and induce them to attend regularly. Music, too, should be provided as recreation. In the olden days, in this country, knowledge used to be imparted to the people through music and song, and through the narration of stories. No wonder it attracted the rustic mind. Only when the adult school is run more or less on the lines of a community centre than on those of a school will it succeed in attracting the women.

Another point to which I wish to draw attention is that mere literacy should not be the object of the adult education programme. Education also depends upon the true understanding of the facts of life. The women's range of information should be widened by talks and magic lantern lectures, and wherever possible, by the cinema and the radio which in Russia have proved of immense value in eradicating illiteracy.

Another urgent requirement is a library in every village. In regard to the establishment of libraries, apart from necessary funds, the creation of suitable literature in the local languages is a pressing desideratum. I hope educated women who have leisure will take up the work of writing simple books in Tamil, Telugu, Malayalam and Hindustani on matters of interest to women. I also hope that rich citizens will continue to help the creation of libraries. What we need in this country is a number of Andrew Carnegies and Passmore Edwards.

To make India literate is a stern challenge to intensive work on the part of all well-wishers of the country. Shall we not rise up to that challenge?

The success achieved by Russia and the Far East indicates that the problem is not beyond solution.

REORGANISATION OF EDUCATION

U. P. COMMITTEE'S RECOMMENDATIONS

A complete overhaul in outlook and approval of the Wardha Scheme of Education are, it is understood, recommended by the Primary and Secondary Education Reorganisation Committee, constituted by the United Provinces Government, under the Chairmanship of Acharya Narendra Deo, M. L. A., and Mr. Karan Singh Kane, Parliamentary Secretary to the Minister for Education.

The Committee views that the existing system of education in India has failed. Its objectives have been anti-national and anti-social. "If true democracy is to flourish, we should give the right direction to train up young children to be free and self governing individuals, so that they may try to follow in their lives, the high principles of freedom, self-government, peace and co-operation. Studies should be humanised and active methods of teaching should be introduced. All knowledge should be integrated and children should be told the social effects of the various forms of knowledge which they receive. Authoritarian discipline in schools should be replaced by new forms of discipline which teach respect for humanity and are conducive to democratic government. The children should be given a national outlook. Narrow sectarian and communal outlook should be discouraged, civic sense should be developed and primary education should aim at education and not mere literacy."

Training Centres

It is understood that the Committee recommend that without delay steps should be taken to establish training centres for men and women teachers provided for instruction and practice in the handicraft chosen as one of the main centres of education and in the principles and methods of co-ordinated teaching. The Committee in laying down principles, says that in the primary stage, education should be carried out through concrete life-situations and should be correlated with one or more forms of manual productive work and with the social and physical environment of the child. The Committee desires establishment of such teachers' training centres in every district. The Committee also

recommends that recruitment of women teachers and members of Scheduled Castes should be especially encouraged.

Text-Books

Regarding text-books, the Committee is stated to be of the opinion that production should not be solely left in the hands of publishers. Further that a body of literature on pedagogy should be created and a central pedagogy library should be established at a suitable place. Writing of text-books should be entrusted to most competent authors available and Government should shoulder the responsibility of inducing really good and capable authors to write books for children. Text-books should be brought up-to-date and pupils should be introduced to conditions and problems of the world in which they live. The Committee do not like that there should be uniform set of books for the whole of the province and suggest alternative set of books.

Basic Education

"Basic Education" received special attention of the Committee. The Committee declares that division of schools into vernacular and Anglo-vernacular is unnatural and urge its abolition. It thinks that education should be coupled with some kind of practical work. In this connection the Committee has, it is understood, enunciated three principles: (1) there should be a uniform system of compulsory education for all children, both in rural and urban areas, (2) compulsory primary education should be provided freely on a nationwide scale and should extend over seven years, and (3) throughout this period education should be as far as possible carried on through concrete life situations and should be correlated with one or more forms of manual and productive labour and with the social and physical environment of the child. The choice of the craft should be made with due regard to their educational value and to the environment.

The Committee also recommends co-education upto the age of ten in rural areas and nine

in urban areas. The medium of instruction shall be Hindustani. English will not be taught in basic schools. Elementary agriculture and spinning on takli will be taught as compulsory crafts during the first five years in basic schools.

Secondary Education

The Committee is of the opinion that the present system of secondary education suffers from the defect that it does not provide varied forms of training for life and employment to suit the varied interests and abilities of the large number of pupils. The system of secondary education should be a complete and integrated whole. The courses should be self-sufficient and constitute a unit by themselves. The secondary stage will last for six years. The Committee recommends that experts should be invited to draw up syllabuses for the various types of courses keeping in view that they are more realistic and practical and that the teachers should leave more initiative to the students. English will be compulsory as also a short course either in Hindi or Urdu, and physical culture and general knowledge.

The Committee recommends that technical and professional colleges should be established in Engineering, Medicine, Agriculture and Industrial Chemistry.

The Committee, it is understood, lay emphasis on extra-curricular activities which include development of initiative enterprise and a spirit of self-reliance; training for leadership in democracy; participation in social activities and to cultivate fairplay, self-discipline, subordination of individual to group interest and good manners.

Examination System

Regarding examinations, the Committee is of opinion that examinations do not furnish adequate measure of achievements of pupils and that they are not tests of skill or capacity. Efforts should be made to devise more valid and reliable test; "Intelligence tests," however, cannot be accepted as complete substitutes for the traditional examinations.

The Committee draws special attention to the expansion of girls' education and desires that satisfactory conditions of service should be established for women teachers. In the opinion of the Committee at least 25 per cent of teachers employed in Basic schools should be women.

To attract women teachers, they should be given higher salaries, provided with free quarters, married couples should be employed as teachers in the same school and more scholarships be awarded.

No Communal Schools

The Committee recommends a uniform system of education for all communities so far as possible and feels convinced that the existence of segregated schools for special communities has actually accentuated their educational backwardness. All schools receiving aid from Government should be open to all communities and no new institutions not open to all should be recognised. Provision for imparting religious instructions should not be made in the school building either during school hours or outside. In the recruitment of teachers due care should be taken that Muslims receive a fair representation in the cadre of teachers employed and provision should be made for the teaching of Hindustani with Urdu script for the benefit of Muslim boys and girls.

Administrative Control

The Committee recommends constitution of Provincial Board of Education with two auxiliary boards, one for Basic and the other for College education. The final authority will rest with the Minister for Education.

Dealing with discipline, the Committee feels that the present discipline in schools and colleges is of an authoritarian character. Discipline should not be imposed from without but should come from within. Corporal punishment should be abolished and coercive methods should not be used to repress the child and exact passive obedience from him. A new code of discipline which may be conducive to the harmonious growth of the faculties of the child and may be helpful in development of conscious discipline in him should be adopted.—*The Hindu*.

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Correspondence

KURNOOL DISTRICT TEACHERS' CONFERENCE

Mr. K. N. Pasupathi, B.A., L.T., Secretary, Kurnool District Teachers' Guild, writes from Nandyal thus:

The half-yearly Conference of the Guild was held in the S. P. G. High School, Nandyal, on January 28, Mr. Deshpande Subbarao, B. A., Pleader, presiding. A large gathering of delegates representing seven constituent associations and many prominent citizens attended.

Mr. G. I. Abraham, B.A., L.T., Headmaster, S. P. G. High School, welcomed the delegates.

Archdeacon P. B. Emmet, in declaring the Conference open, laid stress on the great opportunity the teachers had to inculcate in boys respect for one another's religion and opinions and a strong sense of discipline.

President's Address

Mr. Subba Rao, in the course of his presidential address, referred at length to the difficulties and grievances of teachers and urged them to organise themselves and agitate for redressal of their grievances. He then explained the Wardha Scheme, which, he thought, would be of the greatest service to the education of the future. He also referred to the question of uneconomic schools which, he said, did not arise in their district. Out of a population of ten lakhs, they could not boast of even one per cent of high-school-educated boys in this district, in spite of the generous Mission bodies. Proceeding, he said that he did not want to notice the anti-Hindi agitation in the Tamil Nad, egged on by interested people. He congratulated some teachers of Nandyal, who, in their leisure hours, were teaching Hindi, having learnt it themselves within a short time. The progress made so far was indeed encouraging; and if only it had been introduced in high schools where there were Hindi-knowing teachers, this language would have made good an appreciable progress.

Mr. Subba Rao pleaded for a comprehensive programme of education which would rehabilitate national life. The time had come to shift

the centre of gravity of the village and town from the temple as in old times to the school at present. "The school should be a social centre, the parents should be enthused to go and see the work of their boys in debating societies, dramatic performances and fine arts exhibition. The school should be the Village Industries Exhibition with possibly a co-operative book society at least and a night school for the Adults. In short, the modern school should be reconditioned and take the place of the Temple as in old times; and then Democracy will be spiritualised."

This was followed by two lectures; one in English, by Mr. K. N. Pasupathi, on "A Glimpse into the Ancient Indian University Life," pleading for a remodelling of modern Indian education on the noble and lofty ancient Aryan ideals; the other in Telugu by Mr. K. Setu Rao, B.A., L.T., Deputy Inspector of Schools, Kurnool, on "Elementary Education in our Province," explaining the Government's policy to eliminate wastage and stagnation and improve the efficiency of elementary schools.

Resolutions

Resolutions were passed congratulating the hon. Mr. C. J. Varkey on his appointment as Education Minister, supporting the amendments suggested by the S. I. T. U. Executive Committee to the contract between teachers and managers in Aided Secondary Schools, urging that the adoption of minimum scales of salaries for teachers and the application of the Fundamental Rules regarding leave and allowances be insisted upon by the Government as a condition of recognition and aid and suggesting the desirability of constituting District Secondary Educational Councils on the lines of Taluk Educational Councils to promote the interest of Secondary Education, and requesting Government to give adequate representation on them to teachers.

The Guild requested the Government to take up the publication of suitable text-books in the various languages of the Province for subjects under Group C of S. S. L. C. scheme in view of the extension of the mother-tongue medium in Form V next year. It urged on the S. S. L. C. Board the desirability of re-introducing Non-detailed Study in the High School Classes and requested the Government to modify the existing scale of Rs. 45-2/2-75 of Pandits and Munshis under local bodies by increasing biennial increment of Rs. 2 to Rs. 3.

BOOK REVIEWS

NEW MODEL SELECTIONS OF PROSE AND POETRY for Form V. Published by Messrs. Macmillan & Co., Ltd. Pages 223. Price Rs. 1-2-0.

In reviewing the earlier volume of this series—*New Model Selections for Form IV*—in the pages of this Review we said that a more satisfactory book from all points of view we have not come across for a long time. The present volume goes one better than its predecessor. The selections both in prose and poetry are without exception incomparably the best specimens that can be placed before pupils of Form V. The excellent features of the earlier volume which make it eminently suitable for adoption as a text book in our High Schools are found in this volume also. A short introduction on the author, luminous without being voluminous, grammatical notes and exercises, notes drawing special attention to important words and phrases and exercises for written composition accompany each prose extract and in the case of the poetical selections there is a short critical comment which should afford excellent training in literary appreciation. Nothing but the perversity of Text Book Committees and their being swayed not unoften by extra-academic considerations can stand in the way of its being universally adopted in our High Schools as a detailed Text for Form V.

FIRST ENGLISH COURSE by Menezes and Salgaonker. Published by Messrs. Macmillan & Co., Ltd. Pages xii + 417. Price Rs. 1-8-0.

The number of books on Grammar and Composition for the earlier stages of linguistic instruction in English is legion and there must be special reasons for adding to their number. The present volume provides instruction in grammar and composition in one volume, which is not often the case. As the editors truly say in their preface, economy and convenience are not the only features of this volume. An attempt has been made to render the teaching and learning of grammar more of a pleasure than a

toilsome and irksome task to the teacher and the pupil respectively by effecting a more than usually close relation between theory and practice. Copious exercises in grammar and composition are given at the end of each chapter to stimulate thought and give scope for independent work on the part of the pupil. The chapters on Punctuation and Appreciation of Poetry deserve the special attention of the pupil.

ACHIEVEMENT by J. H. Mair, M. A. Published by Messrs. Macmillan & Co., Ltd. Pages 148. Price Re. 1/-

This volume is a series of vignettes of heroes and heroines of all nations who by their remarkable achievement have carved a niche for themselves in the temple of Fame. Socrates, Garibaldi, King Alfred, Abraham Lincoln, Asoka, Mustafa Kemal—these names are enough to show that the authoress with a catholic and wide outlook has chosen the subjects of her biographical sketches from all climes and ages. The book is of special interest to the Indian pupil as it tells him of Asoka and Ahalya Bai, Akbar and Ashutosh Mukerji, Sarojini Naidu and Mahatma Gandhi. The blighting touch of Dryasdust which is never far from historical and biographical sketches is kept at a distance of leagues. The sketches are light and also give light. They are all written in a limpid and flowing style. The book is an ideal text book for Non-detailed study in the higher forms of our schools.

—V. M.

HERE AND THERE SERIES By C. A. Parkhurst. Published by Messrs. Macmillan & Co., Ltd.

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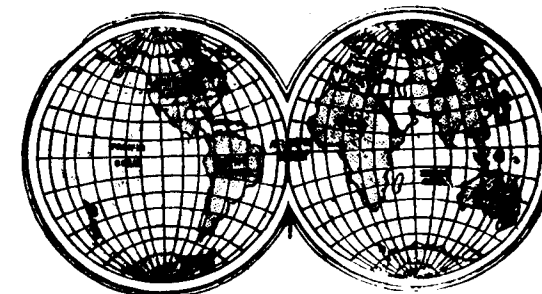
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UNIVERSITY EXTENSION LECTURES AND EVENING CONTINUATION CLASSES

By Mr. M. T. VYAS, M.A. Education (Lond.)

THOUGH the institution of continuation Classes and Extension Lectures is a common feature in the West and in America, and though our education systems here are largely based on them, we do not

any career whatsoever and hence does not call for undivided attention or full time work.

Academic training in arts colleges is a continuation of secondary education of a more advanced type. For secondary education full time devotion may be ideally necessary, but in countries where the percentage of literate is comparatively low and that of the educated is still lower, even part time studies in night school has to be encouraged. Besides poverty which compels one to earn one's livelihood at a very early age, life in the topics is comparatively short and hence to devote the same number of years to education as in the West may be out of proportion.



seem to have followed them up to a logical conclusion. Considering the conditions of education in India and the general poverty that prevents an unrestricted pursuit of higher education, continuation classes are more essential here than in the west.

It is a mistake to divorce University Education from the earlier education of the students. University education is definitely a continuation of secondary education, in spite of the fact that it may be more academic and may tend to move in the direction of specialisation. Undoubtedly the original notion of a couple of centuries ago, of all University education being purely professional, in fact a training for a Church career, has disappeared long ago. It is now supposed to give a training in the liberal arts and sciences on broad lines. A B. A. degree is not an apprenticeship for

Secondary education ends with the Matriculation Examination. Apart from comparative standards and the much discussed question as to the value and the justification of the Matriculation Examination, it is obvious even to a superficial observer that the Matriculation standard cannot be considered to be sufficient as a general equipment in life. In India where education is kept going by coaxing methods, the matriculation standard may not be too high, and hence it can hardly be considered as sufficient equipment to launch out a young person in life. The question of where secondary education ends seems to be still unsettled, and Intermediate Colleges seem to cover a transition period. In spite of the mass production of graduates and even the unemployment amongst them, we still acknowledge that education in this country requires a greater push, in the interest of the general uplift of the country. It is a noted fact that intelligent undergraduates or matriculates often get on better in life than graduates; with the

least opening an undergraduate is willing to start off in life, instead of devoting more time to higher education, not because such higher education has no value but because the time spent on graduation is proportionately too long, considering the general span of life prevalent. To a bright undergraduate who makes an early start in his wage earning-career, a chance of further studies in his spare-time would prove of great value, but as matters stand today it is unfortunately not available.

There has been a big drive for Adult Education through India during the last few months. Should adult education be restricted to the very elements of knowledge? The true idea of adult education is to prepare the student and raise to the stage from where he can advance and progress by self-help. Adult education itself is a beginning on a very modest scale, but it prepares the ground for further expansion. If adult education is to go beyond the elementary stage, as it should, if the Universities are to play their part in the movement, Extension Classes are absolutely essential, particularly for non-professional degrees and qualifications. Today, we consider adult education in terms of literacy, but when literacy has spread, we will have to look forward to an extension of the system, and unless an early start be made to introduce a higher Adult Education system we will be caught unprepared and our organisation will prove as deficient to cope with the work as it has today in the literacy drive.

The B. A. Courses in different Universities in India though apparently widely divergent, are more or less identical, when probed below the surface. The first two years aim at broadening the outlook by a rather casual study of some special subjects; and the third and the fourth years give a better chance for specialisation and scope for attempts at original thought. The courses are in fact very simple, but for a young mind of say 15 to 20 years, it may be advisable to full-time

control and guidance at a Day college. But the more adult mind of about 22 to 26 years probably feels himself restricted and handicapped in his studies by attending a Day college. The four years college course consists of subjects on which the adult mind requires general guidance and not detailed direction; in fact it would hardly be incorrect to state that a large number of intelligent younger college students would be better off with less teaching and spoon-feeding although they have to submit to it in the interests of the less intelligent who form a drag on the whole class.

Continuation classes would not merely solve the difficulties of the poor but intelligent clerk who desires to work his way up in life but lacks opportunities, but they will also prove invaluable to the older students who may not have had opportunities for some reason or other to prosecute their studies in their youth, and who would naturally be reluctant to join an ordinary collegiate Institution, to sit and study with immature youth, and who, at their age in life, would be more likely to progress with guidance rather than actual teaching.

The argument that University education is not meant for those who have already taken to some wage-earning occupation, hardly holds good as mentioned earlier in view of the nature of the courses and the conditions in our country. On the other hand it may be argued that besides studies, college life has some thing more to offer; it is supposed to create a certain cultural atmosphere that has a greater value than the tutorial aspect; that this may be so in some Universities in the West where the richer classes only lead a leisured University life, gain a particular accent like the Oxford accent, or devote themselves almost exclusively to the gaining of a Blue on the play ground cannot be denied, though the value of such "culture" may be questioned. In India generally that atmosphere is non-existent, and hence the argument does not hold good. The atmosphere

created in some of the better schools is in no way inferior to that created in colleges, whose influence on the mental or other development of the student is on the whole negligible compared to what is claimed for it, in the West, and is it not true that very few colleges have so far succeeded in creating their own traditions!

Another possible argument against Evening classes is the possibility that the majority of the students will make a rush for such classes to the detriment of Day College classes. This may be a possible danger in the beginning, but it can easily be avoided. In the long run, when the novelty of idea has worn off, few would give the option, prefer to join continuation classes instead of ordinary day colleges with its advantages of a more thorough system of tuition. It may be necessary in the outset to impose certain restrictions or limitations on such classes as a certain lower age limit, a certification of genuine employment, longer duration of the classes etc., and if the fees charged be the same or even a little higher, the danger of continuation Classes, proving more attractive to the average students would automatically disappear.

The ordinary Adult Education Classes in existence today offer little incentive to

the average man, who undoubtedly places the bettering of his position and the increasing of his earning capacity first. Besides, these adult classes are few and far between, with lectures once a week on an average. A graduate in employment who may desire to make a more intensive study of any particular branch or subject has absolutely no facilities to do so. The establishment of Extension Lectures in various subjects, as regular one or two year courses with a definite syllabus followed by some kind of test would be a move in the right direction. The granting of some kind of Diploma or certificate would enhance the value of the course and grant the student due recognition of his work. Courses could be instituted in a variety of subjects and as a matter of particular suggestion the following may be considered:— Journalism, Banking, Certain branches of Commerce, Statistics, Commercial Law, Commercial Art, Education, Literature etc.

Big city Universities like Bombay, Calcutta and Madras have unique opportunities to make a start in the matter of the Continuation Classes, and Extension Lectures are bound to prove exceedingly popular and beneficial in big industrial cities where they are needed most.

Schools Can Save the Nation

IN his presidential address at the Annual Conference of the National Federation of Class Teachers held at Cardiff in September, the President, Mr. Philip Matthews, concluded with the following statement: "Every true teacher works for peace at home and abroad. One of the most hopeful documents of recent years has just been issued. It is an account taken in 27 countries in the interests of children, and is published by the League of Nations. It is described by the newspapers as a 'New Deal for Children,' and it gives new hope to one, for surely nations that take so much care of their future citizens will hesitate before they rush into destruction and war. The national conscience is awakening, and the need to conserve and preserve child life is becoming more and more recognized. ... The Schools shall save the Nation—let the Nation save the Schools."—*The Schoolmaster & Woman Teacher's Chronicle*, September 29, 1938.

THE MAKING OF PRIMARY EDUCATION In Relation to the Problem of Literacy in India

By Mr. R. V. PARULEKAR, M. A., M. Ed. (Leeds),
Secretary, Municipal Schools Committee, Bombay.

THE purpose of this Paper is to ascertain numerically the capacity of the Indian Primary Schools to produce literates—literates judged as such by the Census standard of literacy. For this purpose, an attempt will be made to correlate the Census literacy statistics and the Educational statistics of British India during the decade 1921-1931.

Having ascertained this, the failure or wastage (as it is generally called) of the Primary School system to produce literates, will be further investigated statistically. My findings on both these vital topics materially differ from the views now current in the country.

Incidentally I shall refer to only two of the many administrative measures which deserve consideration in any discussion on the improvement of the primary system. They are—(1) the promotions of pupils and (2) the age of admission to schools.

In British India (excluding Burma) the following figures show the position of literacy in 1921 and 1931.

	1921	1931
Population (in lakhs) ...	2338	2568
Literates (in lakhs) ...	150	181
Percentage of literacy ...	6.4	7.0

The apparent gain in the number of literates was 31 lakhs. This number is the net increase. The gross increase must be far greater. From the 150 lakhs of literates of 1921, some must have died during the decade, and their places must have been filled up by an equal number of new literates. The death rate among literates of all ages for a decade, is 23 per cent. Out of 150 lakhs, therefore, 35 lakhs must have died during the decade. The gross output

of new literates living in 1931 must, therefore, be 66 (31+35) lakhs. In order to find out the total output of new literates during the decade, account must be taken of those new literates who must have died during the decade. The death rate among new literates in a decade comes to 5 per cent. Therefore the total output of new literates during the decade 1921-1931 would be $69.5 \frac{(66 \times 100)}{95}$ or say, 70 lakhs.

Nearly the whole of this number of new literates (70 lakhs) must have been the product of the primary schools. For there were hardly any extra-school agencies which could contribute substantially to the output of new literates during the decade. These 70 lakhs of new literates sent out by schools must have completed the course of a particular primary class which must be the minimum test for literacy as laid down by the Census standard. What may be that class?

Various opinions are expressed regarding the class the completion of which gives literacy as defined for Census purposes. Some hold that it is the fifth year class. The official opinion in Bombay adheres to this view with remarkable tenacity. Others and their number is large, consider that it is the fourth year class that gives literacy. While yet a few have vaguely hinted that it may be the third year class. In order to ascertain which of these three views is nearer the truth, it would be necessary to find out the number of pupils who have been able to complete the course of each of these three classes during the decade. From the annual reports on Indian Education it is possible to find out the number of pupils who were on the rolls of each of these classes for each of the years in the decade. It may be assumed that those who were

rendered literate in the year 1921 were counted in that year's census and similarly those who became literate in 1931 were counted in the 1931 census. It is, therefore, necessary to take the figures of the ten years, from 1922 to 1931.

But the total number on rolls of a particular class in the decade, contains many names which are repeated for two or more years. The number of such repeaters is very large in Indian schools. The number of repeaters is not available. Hence it is necessary to have recourse to the figures of pupils 'promoted' from each of the three classes, to the next higher class during the decade. The number of promoted pupils does not contain 'repeaters,' for the name of a pupil who is once found fit for promotion from a class is never repeated on the rolls of that class. Even the figures for 'promoted' pupils are not available for British India. They are, however, available for Bombay for most of the years of the decade 1922-1931. They are as follows:—

Class	No. on rolls in the decade (000)	(Bombay) No. promoted in the decade (000)	Percentage of Promotions.
5th year class ...	925	477	52
4th year class ...	1150	697	61
3rd year class ...	1468	845	58
2nd year class ...	1716	1017	59

These Bombay percentages are applied to the figures for British India (excluding Burma) in the following table.

Class	No. on rolls during the decade (in lakhs)	No. of promoted in the decade (in lakhs)
5th year class ...	42	22
4th year class ...	73	45
3rd year class ...	109	63
2nd year class ...	150	89

A glance at the above table shows that the only figure which is the nearest to the figure of new literates (70 lakhs) deduced from the census statistics is the one (63 lakhs) which is yielded by pupils who had com-

pleted the 3rd. year class. Other assumptions, viz., the 5th or the 4th year class being the test of census literacy, are not borne out by the above investigations. It may be argued that the application of the Bombay percentages of promotions to the figures for British India may not be quite correct. While admitting the force of the contention, it is necessary to state that the Bombay percentages on the whole being on the upward level, there is good reason to believe that the application of the Bombay percentages will not materially vitiate the conclusion reached, viz. that the completion of the third year class gives literacy.

Many high-placed officials have tried to prove by a comparison of the Census and Educational statistics, that the passing or completion of the 4th year class gives literacy as judged by the census standard. In attempting to do so, however, they have neglected to properly account for deaths among the literates or have taken no proper account of the equally important factor of repeaters. And yet they seemed to be satisfied with their conclusion simply because it happened to coincide with the view which they held to be uncontestable.

Having arrived at the conclusion that the completion of the course of the third year class gives literacy as assessed by the census standard, it would be pertinent to enquire what that definition is. The Indian Census definition of literacy is the ability to read and write a letter. In all the countries of the world whose census definitions of literacy are available, the Indian definition is the strictest one. It is shared by two other countries only, viz., Ceylon and the Straits Settlements, all three under the rule of the British. In all other countries including the British Dominions, the definition is very simple, viz., the ability to read or write or to read and write. Even the simplest mastery over these arts is enough for census literacy. In the U. S. A. for instance, a literate person is one who has the slightest chance of schooling. When India is compared with other nations in point of literacy this fact must not be lost sight of.

The next question to be enquired into is to see how far pupils who join primary schools do go up from class to class till they are able to complete the course of the third year class and thus acquire literacy. This brings us to the most important question of *Wastage* in primary schools.

The following table shows the number of pupils in the first three classes in British India (including Burma) in the year 1934-35.

Class	(in lakhs) Pupils	Percentage.
1st Year	52	57
2nd Year	22	24
3rd Year	17	19
	91	100

The above table shows that out of 100 pupils in the three classes, only 19 are reading in the third year class and thus will have a fair chance of acquiring literacy. In a perfect system of schooling there ought to have been 33.3 pupils in that class instead of 19. The system is, therefore, 43 per cent wasteful. According to this method the Wastage in Indian primary schools, as they are at present conducted, would be 43 per cent.

Another method of calculating wastage representing pupils who leave schools before acquiring literacy may here be considered. In 1922 there were in British India (including Burma) in primary schools 4,750,000 pupils of 5 to 10 years of age. Nine years later i.e. in 1931, the Census statistics revealed that there were in British India 2,300,000 literate persons of 15 to 20 years of age. Now, out of the 4,750,000 pupils, death must have removed about 9 per cent in the nine years, leaving alive in 1931 about 4,320,000 persons. Out of these 4,320,000 however, 2,300,000 were found to be literate in the 1931 census. This means that out of 100 persons reading in schools in 1922 about 54 became literate and 46 did not. The wastage here comes to 46 per cent.

The first method gives wastage at 43 per cent, while the second method places

it at 46 per cent. In any case Wastage in Indian primary schools from the point of view of acquisition of the Census standard of literacy, need not be taken beyond 50 per cent. And yet when the question of wastage is discussed in official reports its percentage is often carried to a figure which is round about 80. Bad as the system is, I have only to submit that it is not as bad as it is made out to be. The situation is not hopeless. It is easily amenable to improvement.

The causes of this Wastage may be several and they are often correctly analysed and remedies for improvement prescribed. I do not propose to enter into their enumeration here. I would, however, pick out one cause only and discuss it here. That cause is the tendency to failing pupils and thus making them repeat a class for a year or even more. Calculations show that taking pupils in the first three classes, schools in British India fail more than 50 per cent of the pupils annually. The percentage is the greatest in the first year class. This is indeed the most discouraging thing in Indian education. It is, I believe, at the root of the whole question of wastage of which so much is now-a-days heard. The question is of the utmost importance and it is worthwhile to hear what a weighty Commission of Enquiry into the Philippine system of education said about it in 1925. The Commission found that in 1924, the failures in the Philippine primary school system amounted to about 34 per cent (while our percentage today is more than 50.) They were so much struck with that high percentage of failures that they made certain observations which we in India would do well to take to heart. They wrote:

"The story of progress of pupils through the elementary grades is the story of non-promotions. Schools are established in order that children may be taught, not that they may be failed."

"Can this administrative situation be condoned? It is the emphatic judgment of

the Commission that it cannot. That an adequate defence be found for any school system that fails more than 10 per cent of its pupils is extremely doubtful."

"Should there be any 'failures' at all in a school system—failures in the sense that children must repeat the work of a grade or a considerable part of it. The answer of the Commission is "No."

Lastly a very pertinent remark may be quoted.

"Children should not be allowed to repeat school grades indefinitely. Repetition does them little good. It does others much harm. *Children are frequently promoted when not prepared.*"

Failing pupils seems to have been a characteristic tendency of the Educational Administration of this country since its very inception. In good old days the view was often expressed by Indian Educational Administrator that every pupil who entered the first year class was a potential matriculate if not a graduate, and at every rung of the ladder he must be very firmly set up. Whatever may be the value of this view, it did not matter much so long as the schools catered mostly for 'classes'. Now that the 'masses are coming to schools, the outlook must be entirely changed. In fact it is the first principle of mass education that every child who enters the school must be enabled to go up from class to class in the shortest possible time. Every part of the administrative machinery must be made to serve this most fundamental principle of mass education.

The evil of non-promotions is at its worst in the first year class where, in some provinces, hardly 33 per cent of the pupils are promoted from that class. Competent observers say that when once a pupil is promoted to the second year class, he generally sticks to his schooling. If, therefore, by any means we can improve the situation and send on pupils from the first year class in large numbers to the second year class, much of the wastage will be automatically

eliminated and the capacity of our schools to send out a larger number of literates will be very much enhanced. Here again the causes of this hopeless mess of the first year class are several and remedies are not far to seek. I shall, however, confine the discussion to only one factor which I consider to be the most potent. I mean the age of admission of pupils to the first year class. Although 6 is the age which Compulsory Education Acts have prescribed for admission, Indian Schools have not given up the long-established practice of admitting pupils of lesser age to schools. Even today in the first year class 25 per cent of the pupils are of ages below 6. This serves as a great handicap to the proper handling of the first year class pupils. Modern education is 'mass education' and in its very limitations which are mainly financial, it precludes individual attention which is so very necessary for very young children. In the absence of facilities of individual teaching, the only course left open to the Educational Administrator is to admit only such children to the public primary school as will easily profit by the kind of mass teaching which is available in the schools. The pupils must be sufficiently developed both mentally and physically before they are admitted to classes where sufficient individual attention can not be given to the beginners. What is then the age at which a child is fit to be admitted to such a school? Various considerations point out that India should adopt 7 years as the age of admission to a public primary school. Six is not the proper age and to admit children below six is very improper. Some of the reasons which lead one to prescribe seven as the age of admission to school are given below.

If we take a survey of the various countries of the world and examine the age of admission to school prescribed by each, we find that countries with economic and social background like that of India have prescribed 7 or 8 as the age of admission. India should not set aside these precedents. Children of 7 or 8 are so much mentally developed by the natural process of learning

through environment that they can learn more quickly and with greater certainty of retention the traditional knowledge given in schools. This view finds ample support in the findings of a Committee in Switzerland who have recently pronounced very emphatic views on the question, after careful investigations. They say:

"All those competent to judge emphasized the point that in many cases children are not yet ripe for schools at the age of 6."

"The development of the organs of the senses is still incomplete in the six year old child... The seven year old child is from every point of view superior to the six year child... In the medical point of view the age of six is, therefore, to be described as definitely too early for admission to schools."

These views of the Committee which investigated the question scientifically were shared by the Swiss Pedagogues who embodied their experience in the following words: "The experience gained every year with six year old children confirms the fact that they are generally not yet fit for school. They tire quickly both physically and mentally and it frequently happens that a child who has started too young and has been described by its parents as very forward, fails after a short time and is overtaken by other children."

An American educationist, Mr. Washburn, writes in this connection "we have conducted experiments as to the most efficient time for children to begin reading and have found that it pays to wait until the child has reached a mental age of 6½ years."

Mr. Chaturvedi (of U. P.) in his Educational Survey of a District, after a very careful study of the "Infant" class pupils, observes that in that class the progress of

boys below seven is extremely precarious and that older boys fare much better.

The Indian child enters on a new phase of life when he is above 7 and nearer 8, from the point of view of his physical well-being as will be seen from the following figures of mortality.

Age.			Mortality per cent.
4	...	...	2.74
5	...	...	1.93
6	...	...	1.45
7	...	...	1.15
8	...	...	0.94
9	...	...	0.83
10	...	...	0.79
11	...	...	0.81
12	...	...	0.84

This resistance to disease and death is definitely strengthened when he has passed the age of 7. The age-period 8 to 10 is the best part of an Indian child from the point of view of his physical vigour and consequent mental alertness.

Another confirmation of this psychophysiological fact in the case of Indian child is supplied by the Hindu Scriptures where it is laid down that a Brahmin boy should begin his education at the age of 8 from conception i.e. after he has passed the limit of 7. Would it not be true to say that the ancient writer of the Scriptures must have based the age of formal learning on extensive observations and experience? The cult of learning in India among certain classes and communities has been carried on uninterruptedly from times immemorial.

It is important to note that the Zakir Hussain Committee on the Wardha Scheme of Education reiterates this ancient Indian practice in the matter of the age of admission to schools.

EDUCATION must become again in intention and spirit religious, the impulse to devotion, to universal service and to a complete escape from self, which has been the common underlying force in all the great religions of the last five and twenty centuries—an impulse which ebbed so perceptibly during the prosperity, laxity, disillusionment and scepticism of the past 70 or 80 years—will reappear again, stripped and plain, as the recognised fundamental structural impulse in human society.—Wells,

EDUCATING THE MASSES

By Mr. M. V. APTE,

Hon. Secretary, Adult Education League, Poona.

BEING myself a worker in the field of Adult Education, I intend to express here, a few of my own experiences in the line and the methods utilised, at present, for carrying on the propaganda work of educating the Masses in general.

I have first to congratulate all the Institutions and individual workers in this field and also the Masses, as the present Government have directed their attention to this most vital point and have themselves undertaken the problem of Adult Education. The efforts made by the Educational Department to educate the Adults, were, up to now, of a trifle nature, in as much as they were simply located in encouraging a few Night Schools, teaching the Three R's, educated by some enthusiastic persons. In addition to this, the Hon. Mr. Sharp, the then Director of Public Instruction, Bombay Presidency introduced a line of Visual Instruction, by giving a few Lantern Lectures on Geographical and Historical subjects, intended both for the young and the old.

As a means of Adult Education, the experiences of the Night Classes are com-

pletely discouraging and the Lantern Lectures on subjects having no connection with the every day life of the Adult Masses, however fine and instructive they are, proved nothing but a mere show and especially so when delivered by an outsider.

When our new enthusiastic and learned Educational Minister, combined with the authority of the Prime-Minister first declared the appointment of a committee to make recommendations as to the ways and means of educating the Adults, we had great hopes to secure some suitable solid methods, which when supported by the Government, can easily satisfy the urgent needs of the country and help to improve the present position of the Masses. But we

are sorry to see that the recommendations of the committee, are of no use to satisfy the present urgent needs of the Adult Masses. The Report is generally based on the ideas gathered from books, specially written to suit the circumstances of foreign countries. Besides, it takes for granted that literacy is the first and only thing necessary for a man to acquire any



sort of knowledge and to bring it into practice. Hence, it is no wonder that full stress has been given on the point of making the Adults literate.

But experience shows that the attempts directed to make the Adults literate, are a complete failure. On the other hand, we see several persons even forgetting their once acquired knowledge of letters after a lapse of years, they having no time, energy, necessity and funds to keep it alive on account of their necessary work.

Literacy can only be taken as one of the means of acquiring knowledge. We see every Adult acquiring knowledge through Apprenticeship system, by practical experience, from his father, brother, neighbours or masters and it would be foolish to call him uneducated simply because he is unable to write in some particular characters. Not only this, but the knowledge acquired by him in agriculture or any other industry will be found more valuable than his ability to write letters alone. It is true that he would occasionally require the help of a writer and he will take it on payment, as he is expected to take the help of a Doctor, a Lawyer or an Engineer. Several firms are doing such sort of work.

In short, though literacy has some important value in man's life, it is no use to make the Adult only literate. I may say that it should be made compulsory to children with due regard to the difficulties of their parents. It is useless to ask the Adult to wear a child's coat.

Thus the aim of Adult Education must not be only literacy but it should be the spread of up-to-date knowledge of the useful subjects of their every day requirements. The Adult may not know the theory of Geology, Electricity, Radio and Accountancy but he must be able to know how to lead a good family life, how to ensure satisfactory hygienic conditions, how to improve methods employed in his normal business and how to cut his coat according to his cloth. Moreover, the Adult franchise

being at his doors, every Adult must have the knowledge of all the political working systems of the country from Gramapanchayats, Municipalities, and Local Boards to the Provincial and Central Legislative Assemblies.

In this sense, the scope of Adult Education is extremely wide and is very closely connected with every part of the country, cities, towns and rural areas alike. The mass uplift schemes, therefore, must be closely and inseparably linked up with Adult Education.

To expect to get the Adult acquainted with the knowledge of all these subjects, through literacy, is a question of time. Similarly, the institution of public libraries provided with cheap and popular books on various subjects dealing with the individual needs of the Adults and capable of creating taste amongst them, is a thing for which we shall have to wait for years to come. The lectures, with or without radios, impress only on ears and have a mere temporary effect. Moreover, the difference in the colloquial languages is also a great drawback.

The good museums have some educative value but they also will take several years for their development. However, the Masses will not get time to have occasional visits to them on account of their poor economic circumstances.

The Cinema Film and the Talkies *especially prepared* to suit the Indian circumstances, will be of great value but they also will have to be discarded, at present, being the costly means of spreading knowledge. They will even be unadoptable owing to the variety of local, social, geographical and economic conditions of the Masses.

The use of suitable Magic Lantern Slides, dealing with lectures on different subjects, concerning the millions of Adults in India, is the only method which is reliable, effective, cheap, ready at hand, and capable of considerable adaptability. With the help of these we can easily have suffi-

cient spread of knowledge and bring about the uplift of the Masses. We have, therefore, while building up our system of Adult Education, to depend much on this method and gradually add to the list, when time, circumstances, and money permit.

The Adult Education League of Poona, which is founded for the very purpose of stamping out ignorance and increasing knowledge of the Adults, useful for practical affairs, has adopted this method. It has prepared a number of slides on different subjects concerning the Rural and Urban problems of the people and has also invented a Portable and cheaper variety of a Magic Lantern, called the "Adult Educator." It is designed to suit the particular needs of the country and the slides are either sold or lent to any worker throughout India. Demonstrations

are also given to show the advantage of the system and thus induce the expected worker to undertake the work. In the future scheme of Adult Education, therefore the Magic Lantern will play an important part and will ceaselessly demand a band of enthusiastic workers to spread the rudimentary knowledge of human life and make the life of the teeming millions happy and contented.

Finally, I hope that the Present Government will tackle this vitally important problem in the political, cultural, social and economic life of India and start in right earnest to build up a sound machinery for the propagation of Adult Education, stamping out the general appalling ignorance of the teeming millions and diffusion of the treasures of knowledge to them to make their life happy.

DEVELOPING ORIGINALITY

By Mr. E. M. ABRAHAMS

"THE mother or father who laughs at a youngster's 'foolish' ideas forgets that those ideas are not foolish to the child," said the mother of Prof. A. Compton, Noble Prize winner in Physics. "When Authur was ten years old he wrote an essay taking issue with experts on why some elephants were three toed and others five toed." These words were uttered in the presence of her celebrated son, who said:

"If you had laughed at me that day you would have killed all my interest in research."

To laugh at a child is almost always fatal. But alas, how many ignorant parents and teachers commit this folly! Such laughter dwarfs originality. It kills it. Nay, it murders it in cold blood.

The intelligent child is quite as alert for criticisms, as its elders, and it reacts to them in the same way. Children are not,

as many grown-ups seem to believe, a race apart. They have the same faculties, the same tastes, the same reactions as their seniors, and they respond to suggestion and influence far more readily.

It is indeed a lamentable fact that many teachers and parents ignore these facts. In this article we will treat of how teachers and parents can develop originality in their children.

A proper understanding of child psychology and a certain amount of sympathy are two important things necessary in parents and teachers who aspire to develop originality in their children. Acquire these two necessities, and half the battle is won.

To do this, parents and teachers must realise that success is a tonic which every child requires: Failure always retards development. Take an instance of a boy who is writing an essay on, "Town vs.

Countryside." This is his first attempt in essay writing. He has probably not read anything about the countryside or the town. He thinks and thinks; bites the end of his pen; scratches his head; and at last after an ordeal of one full hour produces a composition of two pages. The teacher reads through the essay. Tells the author of the essay that his ideas are "hopeless" and "fantastic" accompanying these remarks, perhaps, with a sinister smile. But in fact in the essay there is an idea or two which would have redounded even to the credit of the teacher himself, had it been developed properly and expressed adequately.

Had the teacher been sympathetic he would have gone about the matter in this manner: "Look here, Henry, this idea is really good, and that one too. But you must try to express correctly. You must study your words and grammar more closely, and I am sure you will write a fine essay."

The boy would feel happy. He would feel that he is not a failure after all and that he has something in him. It would give him confidence, which would urge him to further effort in original thinking.

On the other hand, if a child meets with constant failure, he develops an inferiority complex which is a condition leading to many varied forms of maladjustment to the normal conditions of life.

So, a teacher has jealousy to guard against being unsympathetic, and realise that "the ideas are not foolish to the child." When a child says that her love for her mother is "as much as the world," she is trying to say that she loves her mother passionately. Or when a child says that she saw you a "hundred times," she means that she saw you often. In such cases the teacher should realise that the child is struggling to be original; she is trying to use original figures of speech. Let the child struggle in such cases. But suppose the child says that her big doll is as big as the house, then obviously a cor-

rection is called for. Here the child is not trying to be original but foolish and fantastic.

Thus in addition to being sympathetic, a teacher must cultivate a nicety of discrimination. He must train him correctly to find out when a child is struggling to be original and when not. In the former case he must let the child feel that he is succeeding or is successful. In the latter he must tactfully tell the child that his ideas are wrong.

How is a teacher tactfully to tell a child that his ideas are wrong? In criticising a child I have always found the following method admirable. First praise the child. Remind him of the fine essay he wrote the other day. Point out to him some of the fine ideas in the essay under criticism. And then, when you have fully prepared him, point out his mistakes and short comings. If this method is followed the teacher will find that the child tries consciously to correct his mistakes. But tell him bluntly all his mistakes one after another, and you are for evermore his enemy. But that is not all. You will make him his own enemy too. He will rarely, if ever, try to improve himself.

In dealing with children, as in dealing with people, we must remember one thing, that a bitter pill should be sugar coated.

But teachers and parents must be sedulous to avoid one folly. It is possible that a teacher or parent aiming at developing originality in children may be indiscriminate or over enthusiastic or both. He should avoid surfeiting a child with success. This will have as bad an effect as surfeiting him with failure. In the former case an "ego complex" is developed. In the latter, "Inferiority complex." Limited failure is needed as an antitoxin. So also limited success is needed as an incentive.

It is for the teacher to administer a judicious mixture of both. A teacher who has an insight into his children will

ADULT EDUCATION IN INDIA

By Mr. K. N. PASUPATHI, B. A., L. T.

Importance of Adult Education

THE importance of Adult Education is keenly realised to-day when every adult is expected to contribute to the public life of the country and bring to its service a capacity for sound judgment and a sense of civic duty and thus help in setting up a true democracy. So Adult Education is an urgent national need without which the masses of our population can hardly shoulder the political responsibility that, under the growing democracy, will devolve on them. While everyone has been alive to the necessity for spreading literacy, a practical programme has not been so far put in action. This is perhaps due to the baffling nature of the problem in our country with its very wide area and vast millions of illiterates, and the consequent need for various agencies to work together and shoulder the responsibility.

Rural Reconstruction - Benefits of Adult Education

The question of adult education cannot be isolated from the greater question of rural reconstruction. That our rural population with its notorious poverty and

Continued from preceding page

experience little or no difficulty in compounding such a mixture.

But when all is said and done, we must remember that a child's chances for developing originality can be helped or hindered by the number of successes and failures he meets. Let me remind you of some success which made you happy and which gave you zest in your life. May the remembrance of it make you decide to do all you can to give any children in your care the chance to achieve success and develop originality.

economic backwardness, insanitary and unhealthy surroundings and stark illiteracy, is, when compared with that of other lands, the most ignorant and the most unenterprising in the world, is a well-known fact. Thanks to our popular Congress Governments, attempts are being made to-day to improve the economic lot of our villages. But this cannot be successfully done unless ignorance and illiteracy are banished from them, as ignorance is ultimately the cause of poverty. And any satisfactory scheme of adult education should aim at spreading useful knowledge among the masses and improving their moral and material condition. If a comprehensive plan on a large scale is launched, it will help to remove the dreadful illiteracy of our population in a short period of time. The villager's mental horizon will be broadened considerably by his education and as a result he will be enabled to make his land yield more by employing new and improved scientific methods of farming and industry, and take an intelligent interest in the civic life of the country.

Progress of Primary Education

While the benefits of adult education to the illiterate adults are quite obvious, its reaction on the progress of primary education in the country is also bound to be wholly good. It will speed up the spread of primary education to the children of our land and help to make elementary education compulsory, as educated adults will appreciate the value of education to their children and also guide them in the acquisition of knowledge. Under such conditions, the sad phenomena of "wastage" or "stagnation" in elementary schools that are witnessed to-day will become things of the past. The literacy gained at the primary stage by children could be maintained by them with the help of their

parents when the latter are themselves educated and eager for more and more knowledge.

Aims and Curriculum

In framing a curriculum for adult education, one must bear in mind its chief aim which is to improve the moral and material condition of the people. Hence a knowledge of reading, writing and arithmetic, will not alone answer the purpose. A diffusion of general knowledge on the various questions vitally affecting life in the villages which will help the people to follow the events happening around them and take an intelligent interest in the village life in all its phases and in relation to the national life and progress, such knowledge is absolutely necessary. The aim of adult education must be, in short, to train the masses for democracy by laying the foundations of true citizenship. It must educate them in their rights and duties and develop their civic consciousness and civic spirit, without which democracy is bound to be a failure ultimately. It must give them a certain form of discipline and behaviour in their daily life and conduct and make them appreciate the changes going on around them and readjust their life and activities in relation to the changing forces. Moreover it must cultivate in them a capacity to organise and conduct movements for the good of the whole community.

Course of Instruction

To achieve these aims, the scheme of adult education must be such as to attract the adult pupils and induce them to go through the course of instruction with sustained interest and enthusiasm. On what lines may a scheme of adult education be organised? It may consist of the regular evening classes or night schools in which the three R's will be taught; it may also include talks and lectures aided by magic lantern or cinema shows, the publication of Adult Newspapers, the planning of excursions, the staging of village dramas, the starting of village reading rooms and libraries, etc. In the night classes the

adult scholars must be taught very much more than what is done in a primary school, in view of their greater age and mental range, worldly experience and knowledge. Subjects like Geography, history, civics, general and everyday science, moral and religious instruction—these can be well taught to some useful purpose and in greater detail to adults than can be done in the primary classes to children. Lectures on subjects of practical value and closely related to the life of the people will serve much useful purpose. And "Harikathas," "Bajanas," "Village dramas"—these will be the best means of imparting religious and moral instruction. Talk to adults on their civic duties, personal and social hygiene, sanitation and public health, the evils of drink and the benefits of prohibition, the improved methods of agriculture, the value of co-operation, the development of cottage industries, etc., these will prove immensely beneficial in any programme of adult education. Teachers of schools in every locality, other educational workers, Government officials and leading non-officials may all volunteer themselves to deliver the lectures. Occasions like the Health Week and the Education Week may be utilised to take stock of the work done and the ground covered in the field of adult education and keep alive the public interest in the question. Rural libraries and reading clubs must also play a great role in the wiping out of illiteracy and preventing the people from lapsing into it after a few years. Special libraries suited to adults must be started to create the reading habit in them and stimulate and sustain their interest in education. And the radio which is fast becoming a powerful instrument for the spread of knowledge, holds out immense possibilities in helping to wipe out illiteracy and carry light and knowledge to every nook and corner of our big country.

Conclusion

Our success in the field of adult education is bound to quicken the national

progress of our country. For one thing, democracy which has come to stay, will become a successful experiment in our land, if the people who compose it have a high level of intelligence and a true sense of civic and national duty. And there will be real progress in every sphere, political, economic and cultural, and our land will take its worthy place among the nations of the world. To achieve this great end, every man and woman of means and education in India must come forward to offer his or her services to fight the demon of

illiteracy and spread light and literacy. It is the sacred social duty and privilege of every educated person to help his ignorant and illiterate countryman and countrywoman and lift them from darkness and show them the path of light and knowledge. Surely, in the immortal words of Thomas Carlyle, "this right of the ignorant man to be guided by the wiser is the indisputable. Nature herself ordains it from the first; society struggles towards perfection by enforcing and accomplishing it more and more."

CORPORAL PUNISHMENT IN SCHOOLS

By Mr. A. S. VENKATARAMAN, B.A., L.T.,

Headmaster, Board High School, Kalahasti.

IN the mind of the teacher, the pupil as well as the parent, the conception of discipline is narrowed down so as to be equated with the time-honoured system of rewards and punishments. To a student of modern psychology it looks deplorably old-fashioned, if not primitive. It might also be said that 80% of the teachers, 50% of the pupils and 90% of the parents do not favour discipline which is not based on punishment and coercion.

From the point of view of history, discipline has aimed at bringing individual tendencies into harmony with the ideas and plans of a leader or a teacher.

In practice, the individual will has become subservient to some one possessing greater strength, knowledge and experience or authority armed with the power of rewarding and punishing those under him. As this cannot be done without recourse to repressive measures, the association of discipline with punishment has become inevitable. Without it, it is an empty concept. I believe that on this very conception its supporters as well as its critics rely for arguments. People aiming at discipline find in corporal punishment a short cut to their success.

People who condemn discipline attack it because of its association with corporal punishment, and its negative aspect implying a series of commands, 'don'ts' is the very cause of its odium, unpopularity and failure. Percy Nunn (*Education, its date and first Principles*) observes, "..... the proper aim of education is positive, to encourage free activity, not negative to confine or repress it."

In the past the rod was favoured as an indispensable instrument of education. The words of Solomon, "Spare the rod and spoil the child" were typical of the attitude of many a school master and many a parent. Flogging was a valuable adjunct to education. In Sparta where an iron discipline was in vogue, it was held that the boy who received the largest number of stripes was eligible for a prize because it qualified him to receive the best training in the bigger school of life. In the Book of Proverbs, a free use of the ferule is recommended. The Romans freely and frequently resorted to scourging. It became a general practice in the Middle Ages. The rod figured in the lives of St. Augustine, St. Louis of France as it did later in the lives of Milton and Lord Tennyson. It is with interest that we

read of a great Saint who in his boyhood prayed that he might not be whipped at School.

In India too, the rod has commanded an allegiance by no means negligible. We are familiar with the policy envisaged in the words, *Sama, dhana, bheda, danda*, in which discipline rises by stages from persuasion, through charity and separation to punishment. We have read harrowing tales of pupils' sufferings due to merciless caning and inhuman methods of punishment—practised on them by teachers.

Its supporters have been many but its detractors too have been several. Montaigne emphasises its chilling effect on the child's desire for learning. John Locke avers, "It breeds aversion to that for which it is the teacher's business to create a liking. It is a slavish discipline and makes a slavish temper." Erasmus too is equally vehement in his denunciation of the 'bloody birchen rod.' And now the humanitarian tendency of the present age has restricted, if not abolished the use of the rod.

Here let me refer to certain notions, old and erroneous as they are, underlying the use of the ferule. Dr. W. H. Kilpatrick enumerates 3 old notions :—

- (1) Each wrong doing must be punished.
- (2) Children are naturally bad; our aim must be to curb them break their spirits. John Wesley, 'Break the will of your child.' As against this there is the doctrine "Children are naturally all good".

- (3) Childhood is not a time of real living but at best a preparation for later living.

"Education is primarily for adult life, not for child life. Its fundamental responsibility is to prepare for the 50 years of adulthood, not for the 20 years of childhood and youth." This is hardly reconcilable with the view, "Childhood is not a vestibule through which we pass into adulthood. Childhood is an intrinsic room in the mansion of life."

Without doubt, the main idea was this. Without the rod, discipline cannot be maintained. As discipline is the outcome of fear, fear should be engendered by the use of the rod. Fear can assuredly produce conformity to laws or customs but whether such conformity is real or permanent is open to argument. The reactions of such a discipline may be baneful and there is a possibility of boys harshly treated, developing into hardened criminals.

What is the right view regarding punishment? When we examine how criminal tendencies develop in children, we are surprised to find that there are in most cases causes beyond the teacher's control, the remedies for which can neither be sought nor prescribed by him. If a child is incapable of following his lessons, and is nervous and obdurate, it is more often due to under-feeding or ill-breeding or some illness. The refractory nature of some pupils may be due to wrong diet or other similar causes. A specialist is more competent to deal with such cases. Again there is always a self-corrective tendency on the part of children which requires to be exploited. If a boy, for example, having broken the school furniture, is asked to repair the damage, he detects the causal connexion between the offence and the punishment and realizes his wrong. The instinct of self-correction must be encouraged and developed.

Now it is for us to investigate the possibilities of corporal punishment. It is plain to the simplest understanding that ideal conditions do not obtain anywhere, and corporal punishment too has a place in school discipline. Members of the School *body-politic* are guided by passions, prejudices, whims and caprices, and there is a necessity for the creation of good habits and rational conduct by curbing their animal instincts by means of punishments, if necessary by corporal punishments. It must be admitted that there are several cases for which the ferule alone is a suitable prescription. There are pupils

who are wantonly mischievous, confirmedly lazy, incorrigibly dishonest, grossly insubordinate and studiously obstinate or rude. It may be that the methods of suasion, conciliation, separation have been tried and have failed. Then the last weapon in the armoury of the teacher is corporal punishment. He must readily use it, not only for correcting the case but for protecting others from harm. Corporal punishment may be, and is, an evil but it is a necessary evil. It is like a surgeon's knife; and the teacher like the surgeon is cruel in order to be kind.

The letter of the Government of India dated 31st December 1887 wrote, "But it must be clearly understood that caning was to be an exceptional form of punishment, that it was to be administered by the Headmaster alone and that it should be administered, so as to inflict pain only without bodily injury." In their notification No. 1570 A of 1909 the Bombay Government state, "Parents or guardians who send their boys to Government Schools must understand that by so doing they agree to delegate to the Headmaster and the Educational authorities the control which they are entitled to exercise over such boys in all matters connected with such cases and that in all questions of school discipline both inside and outside the schools, the decision of those authorities is final."

The Government of India letter referred to in the above paragraph throws some light on the manner in which the corporal punishment should be inflicted. It should be an exceptional form of punishment. While inflicting pain, it should not cause bodily injury. It should be moderate and reasonable. It should not be excessive, violent or unlawful. It cannot be administered in a fit of anger, irritation, resentment or revenge. It should be direct, immediate and so adopted that the pupil himself is convinced of the *rationale* and the *raison d'être* of the step. It is advisable not to employ methods of public thrashing save in the case where an example is to be made,

because a vice is prevalent and where the object is that the severity may be a cure to all who practise it and a deterrent to those who do not. It must be so adroitly administered as to prevent the danger of the boy's assuming an air of bravado or mock-heroism.

The manner of dealing out the punishment is not the only determining factor in its effectiveness. Much or more depends on the choice of cases also. There is a danger of hardening the boy if the case does not deserve the punishment, and the result may be something unexpected. While we should cure criminals, we ought not to make them. It ought to be restricted to cases where we require our pupils not to do an act. It is not advisable to extend it to cases of positive behaviour which a child has to learn nor to elderly youths in whom the habits have been more or less formed. As Dr. W. M. Kilpatrick observes, "It is psychologically possible to use punishment occasionally to advantage. If a child is to learn not to do a simple thing, we may, if it be a young child, use a certain mild amount of punishment to advantage. However, if it is a complicated thing that the child is to learn positively to do, it is almost certain that the punishment will do more harm than good. The older the child, the more likelihood there is, the punishment will do harm." A dull, stupid boy cannot be subjected to corporal punishment any more than a clever boy can be rewarded. Should this happen (it does happen in most of our schools) the pupils' sense of justice and fair-mindedness receives a shock. Not only is merit is not rewarded but dullness is punished! A double reward for a single act, a double punishment for a single offence!!

Regarding the justice and the ethics in the matter of school punishments, a few issues require clarification.

It is open to question how far the methods of conventional justice can apply to cases of offences at school. It is axiomatic that where delinquency results from the same causes, each delinquent is amenable

to the same penal treatment. This doctrine is being criticised by the modern science of criminology. Much less is it applicable to matters of school discipline. "Each child," says Beatrix Ensor in *The New Era* "needs individual treatment, and every day may demand a readjustment of that treatment according to the reactions of the child himself."

To quote from R. A. Brotemarkle's *Clinical Psychology*, "Every boy or girl must be treated as an individual. Mass treatment cannot take the place of personal attention." Perhaps the master may be puzzled between the demands of justice and the individualization of treatment urged by clinical psychology. It is better however for the teacher to give up the role of a judge and a speculative philosopher and be content with the humble role of the educator. S. Isaacs writes in *The New Era*, "The detailed study of individual delinquents in recent years has made it quite clear that delinquency spring from definite conditions of mind or body or circumstance. It can in each case be remedied by finding out what specific conditions led to it, and changing these positively and constructively. Corporal punishment is thus in the vast majority of cases either (or both) (a) beside the point (b) injurious (since it tends to confirm the psychological causes." Thus it will be seen that from the point of view of modern psychology, conventional justice and uniformity of treatment should be tabooed.

Again when we punish a child, we are not sure of the resultant good on harm. If the child regrets he has done wrong, he is not likely to do it again.

If he regrets having been caught, he is less likely to get caught again or having stayed at home, he might feel he got the punishment in which case, he might run away from home. Therefore the good or harm that results is dependent on the location of the regret.

Again there are a number of attitudes, that go with what a child does, his attitude

towards the thing, towards the parent, towards the teacher. Unless we are convinced that the balance of good and evil is on the side of good, we cannot be sure of the result of punishment.

Experience shows that a public censure or a corporal punishment almost invariably fosters an obstinate attitude in a child which in a more mature and vigorous individual, may express itself in an open rebellion and anti-social behaviour. To quote from C. Burt's *The Young Delinquent*: "Excessive punishment imposed by a parent may at once call forth some challenging counter stroke — either by assault or instant flight from home, or by devious ways and hidden mental processes, as in reactions more indirect, like theft, embezzlement or a dissolute life."

Judging things as a whole, one cannot resist the conclusion that coercion and punishment are better adapted to secure immediate and outward conformity than they are to securing the practice of those inward attitudes which constitute so large a part of the good character. One wonders if character is not sacrificed at the altar of uniformity and outward conformity. To quote from F. A. Craddock's *The class-room Republic*: "Real character-forming can only go on from within. The Teacher can impose a set model of conduct, he can insist upon certain things being done in a certain way, he can suppress certain activities during certain stated hours, he can fashion the outward seeming of a boy, but it is absolutely false to say that he has developed the child's character on the lines which the highest type of education demands."

The main objection to corporal punishment is that it outrages the sense of modesty by producing feelings of degradation. This argument cannot stand a close examination.

Bosencrantz observes, "Reprehensible is the false sentimentality which assumes that the dignity of humanity is affected by a blow given to a child and which confounds self-conscious humanity with child humanity

to which a blow is the most natural form of re-action when all other forms of influence have failed." The famous Dr. Arnold pertinently asks, "At an age when it is almost impossible to find a true moral sense of the degradation of the guilt or faults, where is the wisdom of encouraging a fantastic sense of the degradation of personal correction?"

It will be seen that those who adduce the argument of degradation read only their ideas into the boys' behaviour. Child-life is so regardless of inviolability of body whether in play or earnest or in fun or anger that only theorizers of mature age can entertain the notion of almost any form of bodily correction being in itself degrading.

Those in favour of corporal punishment express a view that coercion is a necessary stage in the education of every individual. This has determined the practice of many a parent and many a teacher. We cannot agree with this view unless it be our aim to manufacture mechanical mummies instead of developing efficient and vigorous citizens. At best this view is only a popular dogma lacking scientific justification.

Critics of corporal punishment raise the objection whether there are other modes of punishment. They expatiate on the virtues of expulsion. One can find a ready answer. A habitual substitution of expulsion for corporal punishment is a public confession of weakness and an abdication of his functions by a headmaster. Punishment is a method of training but expulsion implies no training. Of course he is an ideal headmaster who manages his school with an irreducible minimum of corporal punishment; but no headmaster can be successful unless he is prepared to inflict corporal punishment when the occasion warrants it. A wise headmaster, however plays the role of a Director of Public Health preventing diseases rather than of a doctor curing diseases. By a good system of school governance, he minimises the chances and occasions calling for punishment. Any frequent resort to corporal punishment is

a symptom of the diseased school body-politic.

There are methods of punishment, other than corporal. A loss of privilege, a deprivation of opportunities may be more suitable in some cases, but it is for the headmaster to consider devices of individual treatment rather than to adopt methods of mass correction and treatment.

Copying, habitual late-coming, talking to other boys in the class-room, failure to produce home exercises, lying or equivocation, pilfering, breaking the furniture, bullying, rude behaviour—all these are offences which require far different modes of punishment. At any rate, corporate punishment cannot be an effective remedy.

Fining and detention are among the remedies which are often suggested. But the incidence of fines is on the parent, and the pupil cannot detect the causal connexion between the offence and the punishment, and the parent suffers vicariously for the misbehaviour of his child. Detention on the other hand is ineffective, unless there is proper supervision; but then it is more a punishment for teachers than for pupils.

One may ask whether we can conceive of schools where there is no room for corporal punishment. In a Residential school, with limited numbers, with a close programme of healthful activities and with no class room instruction corporal punishment has no place. But in day Schools, the larger the number, the greater are the chances of disorder and indiscipline: In them corporal punishment can no more be ended than the waves in an ocean.

There are educational thinkers who advocate the creation of opportunities for developing the positive side of school discipline. Students' representative councils, court of honour, students' parliament are among the devices suggested. This cannot be the panacea anywhere and everywhere. The time and the condition of things also should enter into our calculations. One wonders whether we are not forcing the pace

of progress in our eagerness to thrust ideas of honour and responsibility on immature minds. Are the reactions likely to be healthy? Ideals of adult life cast their lengthening shadows on free, healthy and happy children growing in nature's surroundings, and one fears whether under the chill blasts of discipline, the budding mind of the child is not likely to wither. This is a view which it is as well that we ponder over.

I may be excused for making a reference to the case of a pupil, who was at first insubordinate, obdurate and incorrigibly dishonest, having developed copying as a fine art. Warnings without number were of no avail. Corporal punishment could have been tried but was not. An intimation to the parent brought a stream of visitors not connected with the pupil, illustrating the adage, "Spmathy is with the suffering, deserved or undeserved." The father would not come again because he had met the headmaster on a similar errand before. Between the school and the home the pupil spent a few days, growing sadder and possibly wiser too. The headmaster felt more and more convinced that no amount of caning would have any effect, much less the intended effect. He did not mean to rusticate the boy either, though he could have done so and washed his hands of the pupil. He diagnosed that the boy was seized with a disease, which he would call, "copying-maniac." Slowly but perceptibly the boy improved. What was the punishment? He was asked to stand before the school assembly and read out his confession. With tears in his eyes rolling down his cheeks, he read and from

that day he became a changed boy. Not only that, he gladly and publicly acknowledged his conversion, and what is more, his sense of gratefulness for the headmaster's *kindness*. I felt I had not wasted my time on the boy's account for I had made a discovery, the inapplicability of methods of conventional (legal, technical) justice to matters of school discipline.

It will be of some interest to refer to the public and legal attitude of some countries on the use of corporal punishment in schools. From the survey of conditions in 43 countries made by S. Isaacs in her *Corporal Punishment*, we learn that in 11 countries it was either unknown or illegal, in 9 countries it was practised in spite of its illegality and in 17 countries it was legal and was practised. In Argentine Republic, Czechoslovakia, China, Egypt, Finland, France, Greece, Italy, Norway and Rumania not only was corporate punishment declared it legal but there was also a strong public feeling against it.

The position with regard to corporal punishment may be summarised in the words of the famous physiological psychologist, Dr. E. B. Holt of America (*Animal Drive*) ".....the Corporal Punishment method is a blunderbuss business, though perhaps necessary at times. It does discourage the action in question (though only temporarily) by breaking up the motor posture and substituting therefore a sort of motor chaos: but it contributes nothing towards forming any desirable habit, and it produces a very undesirable motor shake-up. Any frequent resort to corporal punishment spells failure."

IN order to have more peace we must have more Educators than instructors. If human beings want to be taken as machines, what will be the consequence? We shall have a machine society and not a human society. There cannot be a better society without better human beings.

From *The Biosophical Page*, N. York.

NOTICE

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

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

EDUCATIONAL INDIA

Masulipatam, March, 1939

Conference of Indian Universities

UNDER the auspices of the Inter-University Board the fourth quinquennial Conference of Indian Universities was held at Bombay during the first week of this month. All the Indian Universities were represented by those responsible for their administration and resolutions were passed on some topics which have been agitating the public mind for several years.

AT the meeting of the Inter-University Board held a few days earlier, Mr. V. N. Chandravarkar, the Vice-chancellor of the Bombay University emphasised on the need for all Universities to stand together and do everything in their power to avert the catastrophe of University education being sacrificed by the present day provincial governments, in view of the precariousness of provincial finances. No one can deny that such a risk is now threatening the Universities. Provincial governments are now embarking on a policy of prohibition and the reform of the land revenue system. These are sure to result in a decrease of their income and in a policy of retrenchment. It has become a fashion with some politicians to say that ele-

mentary education is a more urgent necessity than University education. It will not therefore surprise any one if retrenchment is extended to the Universities and the grants made to them are reduced. It was therefore timely that the Bombay Vice-Chancellor drew the attention of his colleagues to the seriousness of the situation that they may have to face in the years to come.

IN matters like these, it is not enough to merely invite the attention of the public to the needs of Universities. Better purpose will be served if practical suggestions are put forward for discovering ways and means for improving the financial position of Universities. In administering a province the government has to distribute its limited financial resources among the multifarious requirements of the people. It is not an easy thing to measure the importance of each one of these requirements and take it as the basis for distribution. Under these circumstances the Inter-University Board would have been well-advised if it went more deeply into the question of finances and put forward authoritative views in regard to the new taxes that provincial governments may be called on to levy and the new directions in which economy might be practised so that more resources might become available for University purposes. The economic departments attached to various universities may be called on to go into these questions and the University Board be ready with some practical schemes of financial reform. Those who make demands on government have always a tendency to ignore this aspect of the matter.

IT is now becoming more and more clear that in years to come, universi-

ties have to attract private benefactions and endowments to an increasing degree if they are to continue to develop. Success in this direction depends mostly on their capacity to convince the industrialists and the commercial magnates as well as the other wealthy sections of the community that the work done in the Universities has a direct and intimate bearing on the growth of the country's prosperity and general well-being. There are two stand points from which the training given at the Universities may be looked at. In the first place it must be a training in character. In the view of His Excellency the Governor of Bombay who inaugurated the conference the University should primarily be a school of character. The graduates coming out of a centre of higher education should show a sense of responsibility, a keen appreciation of the value of a disciplined life, a spirit of self-reliance, balance of judgment and steadiness. Men of this type are required in all walks of life and they are indispensable if large scale production and business are to be carried on. Universities therefore will be able to get the support of business men in the country if the latter become convinced that real attention is being paid to character training in all educational institutions. It is therefore a matter for regret that the conference does not seem to have discussed in detail the measures that should be taken to combat the unrest that is now passing over the student world — an unrest that makes real work impossible in the Universities to-day. This should have been a fit subject for consideration at a gathering of the representatives of all universities but no resolution has been recorded on it.

REFERENCE may be made now to the second stand point from which University training should be looked at. Its object should be to provide business houses and industrial concerns with young men and women who possess the necessary technical and technological skill to handle the modern processes of production, distribution and exchange. At present the Universities do not take the trouble of finding out for what kinds of skill there is effective demand in the country. There is therefore the over-production of certain kinds of training for which there is no market resulting in the serious problem of unemployment. It may be that the universities do not exist to create employment for their graduates but they will be failing in their duty if in providing courses of technical and commercial instruction they ignore the economic limitations of the country. The conference seems to have gone into this question and recorded a resolution to the effect that universities should establish contacts with commercial and industrial organisations. Here again what is required is not the mere passing of a resolution like this but the actual taking of steps to put it into effect. For, this is not the first time when such a desire has been expressed by responsible educationists; not is it a matter of a controversial character. But so far very few universities have taken the trouble to establish substantial contact with business houses. What the country requires today is the taking of immediate action on the lines suggested in the resolution.

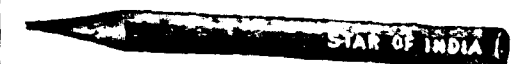
MR. RANGANADHAN, the Vice-Chancellor of the Madras University and the President of the Conference referred to the question of co-ordinat-

ing the activities of the various universities and the specialising of the individual universities in certain subjects. This again has been before the public and the authorities of universities for several years, and opinion to this effect has been expressed at almost every gathering of university men. But it is a pity that nothing has been done to give effect to this idea. If the limited finances at the disposal of the Universities should be put to the best possible use, the kind of specialisation referred to by the president becomes a matter of urgent importance. It will also help a great deal in checking the over supply of graduates in the same subjects which is inevitable when unnecessary reduplication of the same courses is being resorted to by all universities. The Universities Conference and the Inter-university Board should have gone thoroughly into this question and laid down clearly which of the several subjects should be specialised in each of the existing universities. This is the important issue to-day. Every one seems to agree with the principle of specialisation, but, when it comes to its practical application, innumerable obstacles seem to exist. A conference, representative of persons who are actually administering the affairs of universities and who are not mere academicians interested only in debate, should have formulated a practical scheme of specialisation keeping in mind all the issues involved in it.

It is this lack of practicality that characterises the work of the Board and the conference in other respects also. For instance there is the resolution on the medium of instruction. People have been expecting to get a definite lead from this All-India body

on this subject. But the conference resolved that the medium of instruction at the different stages of education upto and including the degree course should, *as far as possible*, be the mother-tongue of the student; but where this was not possible, owing to the existence of different mother-tongues in the same school or *for other special reasons*, the medium of instruction should be English or any other modern Indian language. A resolution like this is very little helpful in the matter. It advocates the *status quo* practically. Expressions like 'as far as possible', and 'for other special reasons', result in vagueness. In the face of a resolution like this no university will have the courage to take the initiative in making the mother-tongue the medium of instruction in the degree courses. It will await the action on

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the part of every other university. The conference should have resolved on the introduction of the mother-tongue as the medium in all universities after a period of four or five years from to-day and suggested methods for maintaining a high standard of proficiency in English—for, it is the fear of a fall in this standard that stands really in the way of the adoption of the proposed medium of instruction.

UNIVERSITIES are fairly autonomous in our country. There are many measures of reform for the prosecution of which no money is required. What is needed is courage of conviction. And a conference of practical administrators will be serving a most useful purpose if it lays down a practical programme of work instead of stopping with the passing of pious resolutions.

Personal Notes

SIR S. RADHAKRISHNAN has left for South Africa by air on the 11th inst. on a lecturing tour of the Union at the invitation of the Cape-town and other Universities. He will be returning to London by air on the 21st April.

CAPTAIN W. E. Gladstone SOLOMON, formerly Director of the J. J. School of Arts in Bombay, arrived in Bombay. He has been doing much work in England to arouse public interest in the scheme for organising an exhibition of Indian art in London.

MR. RUSTOM PESTONJE MASANI, M. A., will be appointed Vice-Chancellor of the Bombay University, in succession to Mr. V. N. Chandavarkar with effect from April 1.

MR. K. V. ANANTARAMAN, second Member of Council, is appointed by the Mysore Government, as Chairman of the Committee constituted to investigate into the present state of Elementary Education in the State, in the place of Rajamantrapravina S. P. Rajagopalachari.

BASIC ENGLISH

Sir Akbar Hydari's lead

Sir Akbar Hydari's recent statement regarding the introduction of Basic technique for the teaching of English and other languages in the Secondary Schools of Hyderabad State is given below for the benefit of our readers :

"For a long time educated India has been vacillating between the system existing since the days of Macaulay and the more arduous task of adapting education to the needs of the country. It was reserved for Hyderabad to give a lead to the country by substituting the mother-tongue, whichever it might be, for English as the medium of primary instruction and by adopting Urdu as the medium of instruction in higher education.

"At the same time, with the vernacularisation of education as a whole, the claims of a Western language like English, rich in every field of human thought, have not been neglected, and English has been made a compulsory second language even in the Faculty of Theology.

"As long ago as 1925 I urged that our entire educational system should be reorganised so that, instead of having three different stages of Primary, Secondary and University education (each merely a preparation for the next) we could have three distinct classes of education—Essential, Vocational and University—each self-contained and having a well-defined goal in accordance with the country's actual needs.

"In the same way, I think, there is an Essential (Basic English) and what we might call a University English. There is an Essential Hindustani leading to a literary Urdu or Hindi. There is Essential Marathi leading to the literary language, and so on. The value of the 'Basic' idea, applied to any language, is that while it provides a nucleus more or less complete in itself, it also provides the best introduction to the literary (University) language for those who need it and are fitted for it.

"I am glad that a Basic Hindustani, modelled on Basic English, has already been worked out by our educational experts and will provide a technique for the teaching of Hindustani in the schools in the near future, and that a Basic Marathi and a Basic Canarese are on the way.

"In thus facilitating the teaching of Hindustani as a potential *lingua franca* for the whole

of India and the teaching of other languages, including English, which are used in India, Hyderabad is once more, I feel, doing pioneer educational work and giving a lead to this country."

Basic English is a scientific selection of 850 simple English words with which, with the help of 250 common idioms and a simplified grammar, it is possible to express ideas for which a vocabulary of 25,000 words is normally used. After a short 'Basic Way' course lasting for from six months to two years (according to the circumstances under which instruction is given), the learner finds waiting for him, in addition to works of fiction, a large number of books on a large number of different subjects, ranging from folk-lore to philosophy, all written in this simplified English.

SCOPE FOR VERNACULARS

In view of the great saving of time and energy which it makes possible, it is not surprising that Basic has been accepted most readily by educational authorities who are anxious to introduce the mother-tongue as the medium of instruction instead of English as hitherto.

Mahatma Gandhi's Views on THE SCRIPT QUESTION

On the controversy that has been raging for some time past on the selection of script, Roman or Devanagari for learning Hindi, Mahatma Gandhi says :

"I understand that some of the tribes in Assam are being taught to read and write through the Roman script instead of Devanagari. I have already expressed my opinion that the only script that is ever likely to be universal in India is Devanagari, either reformed or as it is. Urdu or Persian will go hand in hand unless Muslims of their own freewill acknowledge the superiority of Devanagari from a purely scientific and national standpoint.

"But this is irrelevant to the present problem. The Roman cannot go hand in hand with the other two scripts. Protagonists of the Roman script would displace both. But sentiment and science alike are against the Roman script. Its sole merit is its convenience for printing and typing purposes. But that is

nothing compared to the strain its learning would put upon millions. It can be of no help to the millions who have to read their own literature either in their own provincial scripts or in Devanagari. Devanagari is easier for the millions of Hindus and even Muslims to learn, because the provincial scripts are mostly derived from Devanagari. I have included Muslims advisedly.

"The mother tongue of Bengali Muslims, for instance, is Bengali as is Tamil of Tamil Muslims. The present movement for the propagation of Urdu will, as it should, result in Muslims all over India learning Urdu in addition to their mother tongue. They must, in any case, know Arabic for the purpose of learning the Holy Quoran.

"But the millions whether Hindus or Muslims will never need the Roman script except when they wish to learn English. Similarly Hindus who want to read their scriptures in the original have to and do learn Devanagari script. The movement of universalising the Devanagari script has thus a sound basis.

"The introduction of the Roman script is a superimposition which can never become popular. And all superimpositions will be swept out of existence when the true mass awakening comes, as it is coming, much sooner than any one of us can expect from known causes. Yet the awakening of millions does take time. It cannot be manufactured. It comes or seems to come mysteriously. National workers can merely hasten the process by anticipating the mass mind."

ANDHRA UNIVERSITY

The following election results have been announced in the contests that took place on 18th March, 1939, in the Senate and the Academic Council of the Andhra University.

Vice-Chancellor

Dr. C. Ramalinga Reddi, M. A. (Cantab), Hon. D.Litt., M.L.C.

Registrar

Dr. V. S. Krishna, B.A. (Oxon.), Ph.D. (Vienna).

Syndicate Members

Mr. Lakkaraju Subba Rao, B.A., B.L. (from the Senate), and Dr. C. Abbu, M.R.C.S., L.R.C.P., D.O.M.S., (from the Academic Council).

INDIAN UNIVERSITIES' CONFERENCE

DISCUSSIONS AND IMPORTANT RESOLUTIONS

At the meeting of the Fourth Quinquennial Conference of Indian Universities, the possibility of greater co-operation between the University and the broadcasting authorities for organising educational programmes was discussed.

While it was agreed that there should be such co-operation, the details regarding the extent to which the colleges in affiliated Universities will be prepared to make use of the radio for Inter-Collegiate lectures and the time and duration for such broadcasts, as well as the necessary financial arrangements etc., will be forwarded to the various Universities and their replies considered by the Inter-University Board.

* * * *

There was also a prolonged discussion on the question of the length of degree courses and the following resolutions were accepted by the Conference:—

"This Conference is of the opinion that where intermediate courses are controlled by the Universities, no reduction in the post-Matriculation course is desirable unless and until the secondary system of education is reorganised suitably."

"This Conference is further of the opinion that pending such reorganisation of secondary education, where such intermediate courses are not controlled by the Universities, such instruction should be brought under the purview of the Universities."

* * * *

The Conference also unanimously passed the resolution about the 1851 Exhibition scholarship. It held that more of these scholarships should be available for Indian research scholars. It also requested the Tata Charities and other similar organisations to render greater aid to Indian research scholars.

The introduction of aeronautics into the University syllabus was also discussed.

It was resolved that the medium of instruction at the different stages of education upto and including the Degree course should, as far as possible, be the mother-tongue of the student: but where this was not possible, owing to the existence of different mother-tongues in the same school or for other special reasons, the medium of instruction should be English or any other

modern Indian language. The literature of the respective Indian languages should be suitably enriched. Instruction and work in all research institutions should be in English, except where modern Indian languages had been used for a special purpose.

Another resolution allowed special subjects of study suitable for women as an alternative at the Intermediate and Degree stages, provided they did not cover more than one-third of the course; and that each University should have an advisory body for women's education.

* * *

Military science and training as optional subjects for the Degree course was thought desirable; the conference requested the Government of India to provide greater facilities for such military training by offering the services of Military Officers for the U. T. C., which should be extended to all colleges and Universities.

It was further resolved that B. Com. Degrees should be recognised as one of the qualifications for the B. L. and LL. B. courses in Indian Universities as well as for L. T., B. T., or B. Ed. courses.

It was recommended that political science should be given greater importance in the I. C. S. examination and should be given a place in competitive examinations for the Accounts, Police and Customs services.

* * *

The conference considered the question of the parity of University examinations to facilitate the migration of pupils from one University to another. It was resolved that, as the Wardha scheme had not so far taken a definite and final shape, it was not possible to pronounce an opinion as to how it should be correlated to University courses of study.

To make the technology courses a success, there should be planned schemes of economic development and the Universities should establish close contacts with the commercial and industrial organisations in this country.

It was resolved that it be represented to the Government of India that recruitment to the Indian Medical Service should be only by competitive test and Indian Medical degrees should be given the same status and recognition as degrees of British Universities.

THROUGH different PROVINCES

DELHI

INDIAN UNIVERSITIES CONFERENCE

Under the auspices of the Inter University Board the quinquennial Universities Conference was held on March 1, 2, and 3. His Excellency Sir Roger Lumbley, Governor of Bombay inaugurated the Conference. It has brought together Educationists from all Indian Universities, and representatives of the Government of India for the discussion of the academic problems and the proposing of new plans and schemes for the next five years period. The proceedings of the conference and the resolutions passed are printed elsewhere in this number.

MR. SARJENT MEETS GANDHIJI

Mr. Sarjent, Special Educational Commissioner with the Government of India, had an hour's talk with Gandhiji, on 19th Feb. on educational problems.

Gandhiji explained to Mr. Sarjent the Wardha scheme of basic education, and the latter expressed his appreciation of it, and showed keen interest in various aspects of it. He visited the educational institutions and saw students at work.

ROMAN SCRIPT Vs., DEVANAGIRI

Some members of the committee of the Central Advisory Board of Education, appointed to consider the Wardha Education Scheme have suggested the desirability of the adoption of the Roman script in India. In accordance with the decision of the Board, copies of the report of its committee will be forwarded to Provincial Governments for consideration and it is for them to take such action as they may consider desirable on this suggestion.

But Gandhiji thinks otherwise. He says that sentiment and science alike are against the Roman script. He prefers Devanagari. Gandhiji's views on the question are given under public opinion for the benefit of our readers.

MADRAS

HEALTH EDUCATION IN SCHOOLS

A Departmental Conference was held on 19th February at the Secretariat, to discuss

plans for imparting instruction to pupils in elementary schools on matters relating to health and hygiene and to formulate a suitable scheme of medical inspection in Educational Institutions. Some fundamental points in regard to the problem were examined.

It was agreed that a committee should be constituted, composed of the Surgeon-general, the Director of Public Health and the Director of Public Instruction to suggest schemes in the light of the discussions. On the receipt of the Committee's Report, it is expected that the Government will lay down a definite policy in regard to these matters.

NEW RULES AND G. O'S.

It is announced by the Minister for Education that new Rules and G. O's. regarding Elementary Education and the New Syllabuses would come into operation from 1st June, 1939.

A New scheme of compulsory Elementary Education is now being examined by the Government whereby the rich persons would have to pay and poor need not pay.

ELLORE'S MUNIFICENT GIFT

The Registrar of the Andhra University announces that the Ellore Municipality has contributed a sum of Rs. 360 per year to the Andhra University for the award of a scholarship for research in Science. The Vice-Chancellor has thankfully accepted the contribution.

BENGAL

INDUSTRIAL RESEARCH

The Government have constituted an Industrial Research Board with ten members. The Director of Industries is the Chairman of the Board.

The functions of the Board, which will be an advisory body, will be to advise the Industries Department in matters relating to industrial research, to co-ordinate existing work and to indicate new lines of research and to advise the Industries Department where particular lines of industrial research can best be carried out and endeavour to secure the active

co-operation of the universities and technical institutions.

MEDICAL DEGREES AND BRITISH RECOGNITION

The University of Calcutta, has sent a representation, through H. E. the Governor of Bengal to the Secretary of State for India, requesting him to urge the General Council of Medical Education and Registration, Great Britain and Ireland, to give retrospective recognition to the medical degrees conferred by the University during the years 1930—36.

The University has taken this step in view of the sense of resentment prevailing among medical men in the country against non-recognition of the medical degrees of the Calcutta University from 1930—36 by the General Council.

FACILITIES TO EDUCATED UNEMPLOYED

The Government of Bengal have decided that henceforth the firms supplying stores to the Government must offer proper facilities to Bengali educated middle class apprentices either in their offices or their factories. Government officers, who purchase stores on behalf of the Government, have been informed of this decision and asked to see it is carried out.

GRANTS TO YOUTH WELFARE SCHEME

Replying to a question in the Bengal Council on the general health of the students, the Hon. Mr. A. K. Fazlul Huq, Premier said that Rs. 2,55,000 had already been allotted under the youth welfare scheme, for the improvement of the health and physical welfare of young people. This sum would be repeated in 1939-40. Of the sum, Rs. 1,50,000 was recurring and the Government were considering the question of increasing this recurring grant.

THE SYSTEM OF GRANT-IN-AID

The *Teachers' Journal* refers to the extremely unsatisfactory system by which grants are made to the Secondary Schools. It appears the personal predilections of the Inspectors of Schools weigh much in the matter of sanction of grants. It says "to leave the sanction of such a large sum of money to the good or bad wishes of a single individual, subject to human weaknesses, is very undesirable," and hence recommends that a Committee composed of Official and Non-official members for every

division, as pointed out in the Government draft Bill for Secondary Education, be formed to decide the grants.

BOMBAY

CHANGES IN EDUCATION

The Bombay Government has decided to convert some of its High Schools into Junior Vocational Schools with effect from June next. The instruction in these schools would consist of general education, with a vocational bias, up to the fourth standard and specialisation in vocational subjects, with general education in Standards V to VII with possible addition of an eighth standard.

The intention, a communique issued by the Government explains, is that these schools should serve a dual purpose. It should be possible for a boy, on the completion of the course, either to seek employment or to proceed with his vocational education by obtaining admission to professional colleges or to the University diplomas in technical subjects, which are proposed to be instituted. The School Leaving Certificate will be recognised by the University as equivalent to matriculation.

The Government proposes to make a start with five Government High Schools in the first instance. To advise the Government in this behalf, a representative board has been constituted.

LITERACY CAMPAIGN

A literacy campaign, involving the opening of some 500 training centres and requiring the services of about 2,000 volunteers is to be launched in the Bombay Province from May next in the campaign for the liquidation of illiteracy. The Government of Bombay have evinced their active interest in the solution of the problem of adult education, especially that of liquidating illiteracy in the Province, and with that object in view they have appointed the Provincial Adult Education Board. So far as the City and Suburbs are concerned, the work of spreading literacy has been entrusted by this Board to a local Committee called the Bombay Adult Education Committee. This Committee has prepared a scheme for a literacy campaign in the City and Suburbs of Bombay with the object of arousing public interest in the literacy problem and making a practical beginning in its solution.

SIXTY BASIC CRAFT SCHOOLS

Sixty *Basic Craft primary schools* will be started in the Province of Bombay from June next on the lines of the Wardha Scheme. At present Government have made arrangements for three training centres in Gujerat, Maharashtra and Karnatak to train 150 teachers for these schools. In order to guide the work of the schools and afford technical help to the teachers, special supervisors and crafts supervisors will be appointed. It is also proposed to encourage isolated schools in other districts run by local authorities on the lines of the Wardha Scheme. The Government have made a provision of Rs. 34,000 in next year's budget for grants-in-aid to those schools.

UNITED PROVINCES

BASIC EDUCATION

The Basic Education Scheme will be launched by the Government of the United Provinces during the next financial year and that an additional provision of Rs. 5 lakhs has been made in the next budget.

COMPULSORY PHYSICAL TRAINING

The syllabus Sub-Committee appointed by the Physical Training Committee, has recommended that physical training should be made a compulsory subject for all school students. This would serve as a basis for military training, which the Government is trying to introduce in intermediate sections.

The Committee has appointed another Sub-Committee which met on 20th February for framing a common terminology for imparting physical training.

PUNJAB

SETH MUKUNDLAL'S TRUST FOR RURAL UPLIFT

With a view to carrying on rural uplift work on the lines of the All-India Village Industries Association and educational work on the lines of the Wardha Scheme, Seth Mukundlal of Mukund Iron and Steel Rolling Mills, Ltd., has announced his decision to create a trust.

For this purpose Seth Mukundlal has bought seventy bighas of land in his own village (Radaur in the district of Karnool). A magni-

cent building costing Rs. 20,000 has been erected on the portion of the land. The total assets of this trust amount to Rs. 55,000. In addition to this, Seth Mukundlal has promised to give a further Rs. 150 per mensem as long as he feels that there is a necessity. The trustees will be Seth Jamnalal Bajaj, Dr. Gopi Chand Bhargava, Seth Sudharshan, M. L. A., Seth Jagannath, Seth Ved Prakash, Seth Jai Prakash and the donor himself. Dr. Gopi Chand Bhargava recently visited the place.

GOVERNMENT SCHOLARSHIPS TO INDIAN MILITARY COLLEGE

Ten scholarships have been offered by the Punjab Government, subject to the vote of the Provincial Legislature, to cadets in the Prince of Wales Royal Indian Military College and the Indian Military Academy. The Government of India have agreed to supplement the scholarships with four additional ones to be financed from the Central Revenues. The total value of the scholarships granted by the Punjab Government is Rs. 600 per annum.

THE MODEL SCHOOLS

"Model Schools" in twenty-eight different parts of the Punjab will shortly come into existence with the following among their equipments—radio sets, implements and tools needed for agricultural farms and gardens, a milk bar for the supply of milk to necessitous children, provision of proper medical inspection and equipment for the teaching of rural science.

CENTRAL PROVINCES

SETTLEMENT REACHED BY MUSLIMS ON VIDYA MANDIR SCHEME

An agreement has been reached last month on all controversial issues regarding the Vidya Mandir Scheme between the Premier and the Secretary of the All-India Muslim League. The conference has formulated certain proposals on the various points raised, which the Premier has promised to place before the Government for careful and sympathetic consideration.

ORISSA

GOVERNMENT'S LIES ON LIES D-ING COMMISSION OF C. T. I.

The Government have introduced a Bill in the Orissa Legislative Assembly...

the municipalities of the Province, including the notified area of Angul, with effect from April 1, 1939. Necessary funds are being provided to help the municipalities in putting the scheme into effect.

WARDHA SCHEME

As the financial condition of Orissa was unsound the Government proposed to start, as a first step, 25 schools all over the Province and a training school for the purpose would be started in May next on the return of the seven students from Wardha after their course of training.

DOCTOR-TEACHERS FOR SCHOOLS

The Government of Orissa, at the instance of the Director of Public Instruction, has sanctioned a scheme for the inclusion of an L. M. P. doctor-teacher in place of a trained graduate in high schools of the Province.

Besides doing the work of an ordinary teacher, the doctor is expected to develop the preventive and positive side of the health of students. In view of the findings that most of the students in high schools are suffering from malnutrition and deficiency diseases, the experiment of appointing a doctor as a teacher, it is stated will be watched with interest.

BIHAR

THE EDUCATION SUB-COMMITTEE

The Primary Education Sub-Committee of the Bihar Education Committee met on 25th February to consider the draft report prepared by Prof. K. T. Shah, President of the Sub-Committee. It is understood that the meeting has finished consideration of the greater part of the draft report. The report will be presented to the main Committee at Patna on March 17. The meeting was attended by Prof. K. T. Shah, Dr. Zakir Hussain, Babu Rajendra Prasad and Mr. Mukherjee.

SIND

PROVISION FOR GIRLS' EDUCATION

Extension of compulsory primary education; grants to local bodies for education of girls; facilities for education of Harijan children; opening of additional agricultural institutes at Malir and Sakrand; provision for a family budget inquiry among the working classes of Karachi; and grants to institutions doing

considerable social and medical service—these are some of the items for which provision has been made in the Sind Budget for 1939-40.

HYDERABAD

BASIC ENGLISH FOR SCHOOLS

It is announced that Basic English will be introduced into the Hyderabad State Secondary Schools in the coming school year from June.

In order to ensure that the system is taught and used on the right lines, Mr. Adolph Myers, who represents the Orthological Institute in India, will give courses in Basic and the Basic technique to about 120 selected teachers in Hyderabad in May, and will later tour the State in his capacity as Adviser.

The Right Hon. Sir Akbar Hydari, President of the Nizam's Executive Council, said that the adoption of the Basic technique for the teaching of English and Hindustani and other languages used in the State was a natural corollary to the State's linguistic policy, which aimed to give free scope to all the vernaculars current in it.

TRAVANCORE

EDUCATION IN 1937-'38

Statistics relating to education in Travancore during the year 1937-38 clearly indicate the steady progress of education in the State among both sexes, says the Government of Travancore, in their review of educational progress in the State during the year.

The percentage of pupils under instruction to the total population during the year was 15.1, against 14.6 in 1936-37 and 13.7 in 1935-36, thus showing a progressive increase. There has been similar increase in the number of women students and their percentage to the female population. In 1935-36 the figure was 11.2, in 1936-37, 12.0, and in 1937-38, 12.2. The expenditure on education is one-fifth of the total revenues.

Among the features of the year were the establishment of the Travancore University, the extension of the departmental rural libraries scheme, modification of fee concession rules so as to benefit more backward communities, and more intensive work among backward classes. There was all round improvement in Mahomedan education.



PUBLIC OPINION



SIR ROGER LUMLEY ON THE UNIVERSITY EDUCATION

Inaugurating the Inter-Universities Conference on the 1st March, His Excellency Sir Roger Lumley, Governor of Bombay emphasised "the important and decisive part" which Indian Universities would have to play at this "most interesting and vital period of Indian history."

Dealing with the functions of the University, the Governor expressed the opinion that it should primarily be a school of character, from which benefits flowed freely to the community and to the world at large. With such a leavening of character, the knowledge and the learning which a University existed to disseminate, achieved their best and fullest purpose. "In these changing conditions," continued His Excellency, "let us be sure what a University should be and for what it should exist. It must, I would say, remain a seat of learning and culture, a centre for co-ordinating knowledge and the results of learning in its broadest sense."

Continuing, His Excellency said that the University was a bulwark that preserved what had been done and sought to adapt easily and without too much violence, what was most beneficial in the doctrines that came from the world of action. "The modern world, whether or not it escapes the more violent catastrophes, has to face continuously the no less formidable threat of the speed and bustle and helplessness of life. All the more essential, therefore, to guard Universities as refugees of broad and independent thought."

Eighteen universities are represented at this Conference. They include Calcutta, Bombay, Madras, Punjab, Allahabad, Benares Hindu, Mysore, Osmania, Patna, Aligarh and Delhi.

MR. NARHARI PARIKH ON THE THAMNA EXPERIMENTAL SCHOOL

Mr. Narhari Parikh, member of the Wardha Education Board has started an experimental school on the lines of the Wardha

scheme at Thamna, a small village in the Kaira District of Gujarat. There are now 155 boys of different castes in the school. In the course of his quarterly report Mr. Parikh refers to the courses and says:

The new courses were introduced with some changes from the second standard. The English classes were abolished and spinning and cording were introduced. Corporal punishment was abolished and Hindustani was introduced in the first three upper classes. Two hours and forty minutes were devoted to industrial classes every day in two instalments. Students were supplied with extra books two times in a week to improve their general knowledge, while a music class was attached to the school which was taken advantage of by students after school hours. Personal attention was given to the students' cleanliness, their method of work and behaviour in classes and physical fitness. The cleaning work of the school was done solely by the students and the teachers, while one day in a week both attempted village-cleansing programme with remarkable success.

Spinning has been introduced with advantage, the three months' net profit of the school from the sale of yarn etc., amounting to Rs. 63 which went to support the theory that the scheme could be made self-supporting. It is hoped to clothe the students in Khadi manufactured by them within the next three months.

The students attend the industrial classes quite cheerfully and do not consider them as a burden on their courses. The medical examination of the pupils revealed a distinct improvement in general health, which is attributed to the supply of milk to the pupils and the nature of the training imparted.

SCHOOL AND THE COMMUNITY

There has been a surprising change in the general conduct of the students. They have also been helpful to their parents in their household work and that is why the village parents are attracted to the scheme.

The people of the village are fully co-operating with the conductors of the Wardha experiment, and help them by the grant of free

buildings and other financial aid. Remarkable improvements are noticeable which are directly the result of the introduction of the school. Mass prayers are recited in the open, in the evening after which the school teachers acquaint them with the news of the day. Lectures are arranged, off and on, on subjects generally useful to villagers.

SIR TEJ BAHADUR SAPRU ON THE NEED FOR DISCIPLINE

Addressing the students of the Osmania University on the occasion of their convocation on the 7th inst., the Rt. Hon. Sir Tej Bahadur Sapru stressing the need for discipline, said that greater the measure of freedom the students enjoyed while their cultural life was in the process of formation, the better it would be for them, but young men had to recognise, and must be made to recognise, that there was no affinity between a university and an industrial concern, and strike against the university or against the teachers was, in his humble judgment, strike against knowledge, culture and good manners. He strongly deprecated hunger-strikes and added that perhaps this much could be said in their favour, that men who ought to have known better had placed before them (students) in the past false ideals of independence, self-respect and self-sacrifice and when these young men worked under the influence of those ideals, how-so-ever they might condemn them they could not excuse those who were in the main responsible for encouraging such false notions.

MORAL STAMINA

Sir Tej Bahadur Sapru gave a word of advice to the departing students by saying that it was not their intellectual gifts alone which would enable them to master difficulties and achieve success, as more necessary than their intellectual gifts would be the moral stamina that they possessed which would enable them to tread their path with firm steps.

HON'BLE MR C. J. VARKEY ON THE WARDHA SCHEME

Referring to the dissatisfaction that was being expressed both from the platform and in the press, with our present system of education, the Hon'ble Mr. C. J. Varkey, Minister for Education, Madras Government said that there was legitimate room for such criticism and

sufficient background for the general mental stir which they found to-day.

When the country was passing rapidly through a period of political transition, Mr. Varkey observed, it was but natural that the pace of change must be more rapid than the slow and painful process of 'evolution.' That was why, according to the Minister, Mahatmaji turned himself into a leader of education and devised the "Wardha Scheme of Education". The central idea of the scheme was to learn and earn by doing. With regard to the self-supporting aspect of the scheme, Mr. Varkey said: "If education or the three R's are to be placed at the door of the boy or girl, if literacy is to be the birthright of every citizen of this country, this poor land and the impoverished Government cannot find the crores for them. So at least if a certain amount of the money required for the introduction of free and compulsory education could be found in one way or another in the school itself, it would be possible to introduce free and compulsory education without burdening the tax-payer who is already adequately burdened. The innermost idea underlying the Wardha Scheme is to inculcate self-reliance in our future citizens and self-respect—that precious gift of every nation which we lack to-day."

MRS. HANSA MEHTA ON THE WARDHA SCHEME

Referring to the criticisms of the Wardha Scheme, Mrs. Mehta, Parliamentary Secretary to the Premier of Bombay said, in one of her recent addresses at Dharwar, that it was unfair to say that the cost of the scheme would be prohibitory before even giving it a trial. She declared that the idea underlying the theory of self-sufficiency was only to teach the children through some creative activity or craft and not to make them work to finance the schools.

MR. C. RAJAGOPALACHARI ON THE CHANGING METHODS IN EDUCATION

Presiding at the College Day celebration of the Teachers' College Saidapet, on the 4th inst. the Hon. Mr. C. Rajagopalachari said:

It was possible that the theories current to-day might disappear in future as the theory of the ferule of the past had done. While, therefore, they followed the methods in vogue,

Foreign Currents

The Examination Evil †

THE Press can depend on a liberal flow of contributions on the subject of examinations, but, although the effusions seldom reveal anything with which teachers are not familiar, the accumulation of evidence points to the seriousness of the situation. There is a confusion between two distinct types of examinations: (1) a "qualifying" test which seeks to ascertain whether a pupil has satisfactorily completed a particular stage of education and is able to proceed to the next; and (2) a "Competitive" examination to select the few who are intellectu-

Continued from preceding page

let them not do so as fanatics, but let them be prepared to change. "Do not become cast-iron in your outlook," the Prime Minister urged them, "and do not quarrel with any man who holds a different view." Some people used to say that without grammar, it was not possible to learn a language. There were others who said that they should not even look at grammar in learning a language but should learn directly—drink directly from the river without using a pot. Perhaps it would be well to drink directly and also take something in a pot while returning from the river and resorting to the pot as often as one wanted. A combination of the direct method and grammar would certainly be of advantage. In anything pertaining to methods of teaching, he would suggest that they should never be fanatical but should be prepared to change. Nor need they be very dogmatic as to under which group any particular subject should be taught. There seemed to be a practice of "imprisoning subjects and classifying them into A, B and C" (Laughter) and great battles often raged among teachers as to whether a subject should be put in one or another of the three. Here again he would plead for a little elasticity and readiness to change.

† Condensed from The Scottish Educational Journal

ally gifted and show promise of successfully scaling the heights of Parnassus. Differences, both in type and standard, are, therefore, not only justifiable but desirable, and criticisms of the one might be quite inappropriate if applied to the other.

From letters to *The Times* dissatisfaction is rife with both types of education. The General School Examination (taken in England after four years of secondary education) is condemned as a curse, hampering in every direction the work and life of the individual and the community. Despite the frequent statement that this examination, like the Leaving Certificate in Scotland, should be taken by boys and girls in their stride, the element of strain has by no means been eliminated.

One writer suggests that pupils be examined in all the subjects that they have been taught and be given a certificate stating just what they have done. This would relieve all the "hideous pressure" and reveal the truth about each candidate. Another writer deplores the ever-rising standard set by competitive examinations for certificates and scholarships, and the constant cramming for them, but states that the examination system is continued because it is impersonal and holds the balance as fairly as possible between candidates from different schools. The alternative would be to leave to the schools the decision as to a student's fitness to go to a University and the choice of the best for scholarships. Would schools take the responsibility? Would parents agree to it? Would the universities leave it to them? Finally, would it be possible to collate the opinion of several hundred different head teachers?

The existence of the examination evil is universally admitted, its deleterious effects acknowledged and deplored, but, so far, no feasible alternative has been forthcoming. The "qualifying" examination is capable of modification but reform of the "competitive" type would be met with numerous and weighty objections. The evergrowing dissatisfaction, which exists among those who have the power to shape educational policy as well as those who have merely to submit to it, augurs well for some amelioration of an admittedly unsatisfactory situation.

—World Education

Compulsory education in U. S. S. R.

Education is compulsory in the U. S. S. R. 30 million children attend school. There are three types of schools: the primary school of 4 school years (ages 8 to 12), the incomplete secondary school of 7 school years (ages 8 to 15) and the full secondary school (ages 8 to 18).

The curriculum for the first four years in each school includes the mother tongue, arithmetic, natural history, geography, history, drawing, singing and physical education. To these are added in the higher classes literature, algebra, geometry and trigonometry, physics and astronomy, a study of the constitution of the U. S. S. R. and one foreign language.

School work is not confined to lessons in class. There is quite a varied and interesting amount of work done outside school. Each school has a library of 12,000 books and a reading room. Each class-room has a record of current events on its walls. The pupils also belong to a number of clubs, the favourites being the dramatic circles and the clubs for sports, music, drawing and training in special subjects.

Education in United States

The Advisory Committee on Education was appointed by the President of the United States on September 19, 1936, initially for the purpose of making a study of the experience under the existing programme of Federal aid for vocational education. The report now issued by this Committee characterises the general situation of the public school system as follows:

"Glaring inequalities characterise educational opportunities throughout the Nation. The education that can be provided at present in many localities is below the minimum necessary to preserve democratic institutions."

"Public education is one of the largest of all public business. By 1930 the people of the United States were spending on public schools the impressive sum of \$ 2,300,000,000 a year. The value of the property of the public schools had reached \$6,675,000,000. "Those expenses are influenced very largely by the general economic trend and were drastically cut during the early years of the depression."

The Committee now pleads in favour of a general federal aid for elementary and secondary education to be started with relatively small grants. The amounts recommended for the 6 years beginning July, 1, 1939, are as follows:

1939/40 \$ 40,000,000	1942/43 \$ 100,000,000
1940/41 60,000,000	1943/44 120,000,000
1941/42 80,000,000	1944/45 140,000,000

Such a programme would give equal opportunity for all children of the United States independently, whether they live in a rich or a poor State. This policy would also permit to spend larger sums to rural schools.

Exchange of School Children

The plan for an exchange between Danish children of 11 to 15 and English children of the same age was carried out. Over 100 Danish school children left for England in different groups; spent a few days in London and then were divided out among the families of English teachers. They stayed for some weeks and when they went back to Denmark, their young English friends went with them to their homes. The arrangement was mutually most satisfactory. The journey and incidental expenses worked out at 80 crowns per child.

Norwegian schools are making arrangements for similar exchanges among Scandinavian countries at a cost of not more than 40 to 60 crowns per child.—*Norsk Skuloblad*.

The Backward Child

In one of a series of lectures given at the St. Andrew's Summer School Mr. Guy H. Pocock, Director of Education in Dr. Barnardo's Homes, expressed the view that backwardness in children and poverty were part of the same problem. The causes of most educationally retarded and mentally dull children were overcrowding and malnutrition. Such children showed signs of lack of sleep, emotional strain from living in a crowd, and a lack of ordinary life experiences. They must be reached as young as possible and treated individually. Classes must be as small as possible and not more than 20. Teachers should get to understand the home environment of the child. In teaching backward children subjects should not be kept in watertight compartments; reading, writing, and arithmetic should flow naturally into one another, and the feeling of being in school and out of school should be broken down. A great deal should be made of singing, dancing, and games. Real and concrete things would be found of value in dealing with backward children, who should be encouraged to connect words with actions and things.—*The Scottish Educational Journal*.

Correspondence**HEALTH AND PHYSICAL EDUCATION DIRECTORY**

Mr. G. F. Andrews, M.A., Ph.D. Secretary, Health and Physical Education Section of the All-India Federation of Educational Associations writes:—

Health and Physical Education is a subject which has yet to come into its own in India. Co-ordinated efforts on the part of all workers in the field of Health and Physical Education and all interested in it are necessary. To this end it has been found urgent to compile a directory of such persons. The Health and Physical Education Committee of the All-India Federation of Educational Associations is engaged in this work and the Hon. Secretary of the Committee will be glad to receive the names and addresses of such persons with details of their educational and technical qualifications and their work and activities. Communications may be addressed to him at Saidapet, Madras.

KURNOOL TEACHERS' CONFERENCE

A conference of the Kurnool District Teachers' Guild was held on Saturday the 11th instant, at Kalwa, under the presidentship of Rev. B. J. Rockwood, M.A., B.D.

Mr. K. N. Pasupathi, Secretary of the Guild welcomed the delegates. There was a lively discussion on "The utilisation of class-library periods" in schools.

Mr. N. Sundaresa Iyer of Cole's High School deplored that the achievements of the library periods were not up to their expectations, owing mainly to the pressure of the curriculum and rigour of examinations. Suggesting a few remedies for neutralizing the difficulties, he said that teachers should do a little propaganda work in the library classes to impress on the pupils the value of extensive reading, and that teachers themselves should study the books in leisure to enable them to give their brief outline to students.

Mr. K. N. Pasupathi regretted that at present, an attitude of indifference was generally shown to library work by the management, department as well as teachers though every one was profuse with lip-sympathy for

the cause of library work. He suggested that managements must find more money for purchase of attractive books which would appeal to children, and give more leisure for teachers handling library classes.

The President in winding up the discussion observed that the library hour must be made a time of recreation. The library must be like the foot-ball field, a joy in anticipation, a place one liked to be in, even though one did not do more than wander about the shelves. The only hope of interesting boys in books rested on the infectious enthusiasm of the teachers.

The conference adjourned for tea. Re-assembling, it was addressed by Mr. K. N. Pasupathi on "The Wardha Scheme re-examined." In his concluding remarks, the president, Mr. B. J. Rockwood, observed that no one but a Gandhi could have aroused such enthusiasm for the Wardha Scheme in so brief a time. It was a revolutionary plan in education, and a revolution might destroy rather than create. While approving heartily of the principles involved in the Wardha Scheme, he said that an insuperable obstacle to its success was the utter indifference to and a general dislike for manual labour on the part of Indian pupils and parents, and an inability to appreciate the value of manual arts.

MADRAS PHYSICAL EDUCATION CONFERENCE

Mr. G. F. Andrews, Secretary, Madras Provincial Physical Education Association, Saidapeta, Madras writes:—

The Executive Committee of the Madras Provincial Physical Education Association resolved at their meeting held last week to hold the Provincial Physical Education Conference at Madras during August 1939.

It was also resolved at that meeting that all the Physical Directors and Physical Training Instructors in Madras, Saidapeta, Guindy and Tambaram be requested to serve as members of the Working Committee of the Conference. Among other things the Committee will be in charge of the programme of the Conference which will include addresses, discussions, exhibition and demonstration.

Those interested in the Conference and who intend to participate in the same are requested to communicate with the Hon. Secretary, Madras Provincial Physical Education Association, Saidapet, Madras.

BOOK REVIEWS

DESK WORK, BOOKS I, II, III,—by J. P. Rose, published by Macmillan Co., Price 6 as., 6 as., 8 as.,

This series of books, suitable to the pupils of the middle forms contain a collection of exercises in practical English Grammar and Composition, with space provided for answers. The books are of the exercise note-book size. The price is low, the print is clear and bold, and the whole get-up, attractive. The three books contain 62, 68 and 82 exercises,—enough to engage the pupils during the whole school year. Each exercise has a number of questions of the New Type, based chiefly on the new principles of selection and completion and needing short, definite answers which may be written down in about thirty minutes. The Books, written on the Concentric Plan, with exercises well graded, are intended to give a practical knowledge of every-day English.

The Books form a necessary supplement to the Grammar Text book and can be placed with advantage in the hands of pupils of the middle forms; and the work may be done during the periods set apart for oral and written composition and practical grammar. The exercises offer good assignments for home work. The chief merit of the series is that pupils have before them suitable, ready-made exercises in clear print with space provided for answers. Pupils receive an incentive to self effort in a pleasant and attractive way, work at their own pace under the guidance of teachers or parents and acquire that amount of knowledge in practical English which is essential to their age and class.

D. J. A.

A CLASS BOOK OF ELEMENTARY MATHEMATICS. By B. S. Yegnarama Ayyar, M.A., L.T.,—Vol. I for Forms IV and V Pp. 453 + xxviii. Rs. 1-8-0, (1937). Vol II for Form VI Pp. 218 + xiv. Re. 1.

This is a welcome addition to the already numerous publications on the subject. It is prepared in accordance with the new syllabus in Elementary Mathematics and it serves the

purpose of an exhaustive text book on the subject. Plenty of oral examples are given to facilitate oral work which is very useful in learning the principles. Problems not related to life situations and mainly intended for the sake of disciplinary value of mathematics may be weeded out and the size of the book made handy.

The treatment of the subject is commendable. Principles are discussed and summarized under each topic. The concentric method is followed in developing the subject with the logical and the psychological in view. Correlation between algebra, arithmetic and geometry is a special feature. Symbolism, the essence of Mathematics is freely employed so that the pupil may be trained in its use. In the chapter on Directed Numbers a good attempt is made to illustrate the rule of signs. The application of graphs to all kinds of arithmetical problems is clearly brought out. The book may be tried as a text book in schools using English as the medium of instruction.

ELEMENTARY SCIENCE—Book II (in English) by H. R. Mills & E. R. Menon. Published by Macmillan & Co., Ltd., Pp. 255 Price Re. 1.

The requirements of General Science for forms V & VI of the Madras S. S. L. C. Examination are very well met with in this text book. The authors have taken great care to select examples from every-day life. The diagrams are neat, simple, explanatory and original. The questions and exercises given at the end enhance the value of the book. At the first sight one may doubt whether the reading matter would be sufficient for a two years course, of 3 periods a week and that for one of the main subjects under (A) Group.

But the authors are to be congratulated for having brought the whole course in such a short compass. The price is cheap and hence should meet with utmost favour.

WOMEN OF MODERN INDIA: By Diwan Chand Sharma, M. A., and Esther Chawla, B. A. (Oxon). Published by the Oxford University Press, 1. Panditha Ramabai (As. 2½), 2. Ramabai Ranade (As. 3½), 3. Sister Nivedita (As. 3½), 4. Annie Besant

and Sarojini Naidu (As. 4½), 5. Toru Dutt, Begum of Bhopal and Maharani of Travancore (As. 5).

The books are well written in clear and idiomatic English and they may be conveniently prescribed for general reading in all Girls High Schools, so that the examples of great women may be a source of inspiration to girls in moulding their characters.

THE HIMALAYAN READERS: Primer (As. 6), Books I & II (As. 7 each), Book III (As. 8), and Books IV & V (As. 10 each). Published by Macmillan & Co.

These are an addition to English Readers now in use in our High Schools. They have been prepared to meet the growing demand for books suitable for use as text-books in English in the Middle and High School forms. Many English Readers in the field are either too simple or too difficult for the classes for which they are written. The Himalayan Readers seems to be carefully planned. The lessons are well graded. The topics range over a very wide field. The get-up is excellent; the illustrations, apt and well-chosen. Messrs. Macmillan & Co., are to be congratulated on bringing out this excellent set of Readers, which we trust will be largely patronised by the teaching world.

NATIONAL RECONSTRUCTION—Edited by Jnananjan Pal, M. A., and published from Calcutta. Annual Rs. 3/- Foreign Sh. 6.

Volume I No. 6 of this monthly with a mission is before us. It is a special number—the 'Rural Hygiene' number. It opens with a message from Sir Malcolm Watson, Director, Ross Institute of Tropical Hygiene, London, that "after peace within her boundaries, the greatest blessing that can be bestowed on India is the uplift of the people who live in the country and who form the vast majority of the people of India." Sir Watson is quite sure that with proper guidance, great advance can be made at a cost which the people of India are capable of bearing economically. Dr. K. P. Mathur, Director of Public Health, U. P., Mahadeva Schroff, A. B. Hon. Cornell University, America, Lt. Col. A. C. Chatterjee, Director of Public Health, Bengal are some of the distinguished contributors to this number.

We heartily welcome this monthly to take its rightful place in the national reconstruction activities of modern India.

THE BEHAR HERALD: A weekly published from Patna. Edited by Sri Manindra Chandra Samaddar. Price As. 2/- per copy.

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We highly commend it to all who want to be abreast with the modern trends of political thought.

HERE AND THERE

NATIONAL ART GALLERY
Patiala Maharaja's Plea

The scheme for a National Indian Art Gallery at the Imperial Capital was supported by His Highness the Maharaja of Patiala in opening the ninth Annual Exhibition of the All-India Fine Arts and Crafts Society on 9th inst. The scheme, said His Highness, was sponsored by the Society and would constitute a permanent exhibition of the best and most representative achievements of the different schools of Indian paintings through the ages.

PRE-HISTORIC POTTERY
Dr. Gravely on Madras Discovery

Dr. F. H. Gravely, Superintendent of the Government Museum, Madras, writes to say that in a well that has just been sunk in Kilpauk, ancient pottery has been discovered at two levels, one about 4-6 ft. below the surface and another about 10 ft. below this. In this well clay extends to a depth of about 20 ft., when water-bearing sand is reached.

As the conditions under which pottery is found are of the utmost importance, Dr. Gravely would be much obliged if intimation could be given to him immediately on discovery, with details of the approximate depth below surface, so that the site might, if possible, be inspected before being further disturbed.

MEMENTO

Passages from the Commonplace Books of

Prof. E. E. SPEIGHT

People in America are demanding that Education shall not only educate girls and boys in making a living, but in making a life.

— C. W. Thwing.

Nobody ever receives any Education from a man whom he did not care for.

— Xenophon.

If thou livest in the world, make thyself feared and respected. Do not injure anyone, but be not at the same time injured by anyone.

— Sri Ramakrishna.

Lecturing is easy. Teaching is always hard, when you draw your materials in great part from the class.

— Prof. L. C. Miall.

He who knows the truth is not equal to him who loves it. He who loves the truth is not equal to him who finds joy in it.

— Confucius.

If God is, then a great stream of loving life, mightiest of all forms of energy, is flowing through time.

— Charles F. Dole.

I am absolutely convinced that no wealth in the world can help humanity forward, even in the hands of the most devoted worker in this cause. The Example of great and pure character is the only thing that can produce fine ideas and noble deeds.

— Prof. Einstein.

The equivalent of everything that ever was is, or Ever can be made to happen, is not far

off, or in some other life, age or place, but within and about us.

— Dr. J. Stanley Hall

I have long held an opinion, almost amounting to certainty, in common I believe with many other lovers of natural knowledge, that the various forms under which the forces of matter are made manifest have one common origin, or, in other words, are so directly related and mutually dependent that they are convertible, as it were, one into another, and possess equivalents of power in their action.

— Michael Faraday.

The most beautiful witness to the Evolution of Man is the mind of a little child. The stealing in of the inexplicable light—yet not more light than sound or touch—called consciousness, the first flicker of memory, the gradual governance of will, the silent ascendancy of reason—these are studies in Evolution the oldest, the sweetest, and the most full of meaning for mankind.

— Henry Drummond.

Once upon a time the Emperor Yuen Tsung, of the Tang Dynasty, had imperial ink call Dragon Fragrance. One day he saw in the ink little Tacist priests like flies floating about. They called out to him: 'O King! Live for ever! Your servants are the Spiritual Essence of the ink, the ambassadors of the black pine. Whoever in the world has literacy powers must have twelve of us dragon guests in his ink.

— Chinese Legend.

'Do you see, my son,' exclaimed the holy Mael, 'that madman who is biting the nose of the adversary he has overthrown, and the other one who is pounding a woman's head with a big stone?'

"I see them," said Bulloch. "They are creating law; they are founding property; they are establishing the principles of civilization, the basis of society, and the foundations of the state.

— Anatole France.

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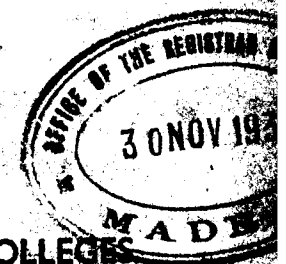
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FREEDOM AND DISCIPLINE

By Prof. ANJILVEL V. MATTHEW

ONE of the key-words in modern education is freedom. Mental health, progress in studies, adjustment to the demands of social life—all imply the freedom and spontaneity of the individual. Physical growth is impossible where the free movements of the child's limbs and body are hampered. Even the uterine life of the baby is characterized by activity; and, when the child begins his life as a separate person, his needs and scope for freedom are immensely extended. Similarly intellectual growth is not possible except where the child has the freedom to think, investigate, experiment and generalize for himself. So too, if his emotional life should develop normally, if his wild instinctive urges should be converted and consolidated into stable sentiments and emotion patterns—he must have the joy and satisfaction of expressing his own feelings in ways appropriate to himself. He cannot grow into a well adjusted member of a social group unless he is free to meet and enter into the life of his friends and playmates. Take thus any aspect of life, and we find development inevitably associated with freedom. The old systems of education stressed the importance of restraining the activities and will of the students. They were not all useless or ineffective systems—but they succeeded in so far as they failed to carry out fully the implications of their ideology. Human life is too vital and dynamic to be entirely cramped and suppressed by even the most authoritarian educational doctrine or practice. If life however cannot be entirely suppressed, it can certainly be hampered. Modern educational theory recognizes this fact, and cheerfully concedes to the child his right to be his natural self and to express himself in ways most appropriate to himself.

Freedom by its very nature can never be unqualified; for complete freedom

implies, negatively, absence of interference from outside; and, positively, it means a willingness and ability on the part of the person concerned to maintain an internal balance and harmony between his various urges, desires, interests and motives. Complete absence of interference from outside, however, is an impracticable proposition. There are restrictions placed on every one by nature—rain, storm, heat, cold, physical barriers and distances, there is no end of restrictions on a man's freedom. There are social restrictions—laws and regulations, and the more pervasive and often times more powerful and profound conventions and traditions and customs, which cannot be set aside or ignored by even the pronounced social freelance. Again there are restrictions placed on each individual by economic circumstances: no man can carry out all his schemes of social or aesthetic self-expression without the necessary economic means. What is true of adults in these respects is particularly true of children. Their freedom is still more restricted by the fact of their inexperience and immaturity.

The wise man not only recognizes the existence of these limiting factors, but even regards them as aids in the greater expressiveness of his own personality. A great poem is not a riotous expression of feelings, but is an expression of moods and feelings and attitudes with restraint and dignity and with a sense of internal harmony. The same is true of the grand poem of life: when it is an expression of every passing desire and impulse and whim and prejudice, it does not bear the mark of poise and dignity. Obstacles there are—both external and internal—which evidently seem to cramp a man's movements and choices, but the free man—the one that is truly free—regards them as circumstances the tackling of which gives him scope to

realize his own creative and dynamic energy. What is inevitable he accepts, but his reaction to it is determined from within. Thus in dealing with nature's forces and agencies, in dealing with the rules and conventions of society, in dealing with economic circumstances, he seems to follow his own pattern of life. Equally purposive and discriminate—why, even more—is he in the expression and satisfaction of his own wishes and fancies and impulses: he controls them and regulates them and allows them to be expressed only in so far as they are not incompatible with what he holds dear and important in his best moments. His sense of self-respect, his idea of the best that is expected of him, his discrimination between what is useful or pleasant only for the time being and what is useful or conducive to happiness in the long run—all these help him to exercise discipline. Mere conformity to the rules and regulations of society does not ennoble personality, if the person who conforms does not choose of his own accord to do it. Some schools put up elaborate rules for the conduct of life of its pupils, evidently believing that progress depends on the wisdom and elaboration of commands and prohibitions. Even if children conform to these rules and regulations, it does not mean that they accept with their own will and judgment the principles underlying them. All our effort should be to help children appropriate within themselves those principles of thought and conduct which should be useful to them in real life—within the school and outside it. The best of rules are but external factors: and these external factors tend to be internal, apart from the effect of individual judgment and reflection, only to the extent that those who uphold them are respected by the young, and to the extent that these laws are honoured in the co-operative life of the young by themselves. Until laws, which are external, are thus interiorised by the individual himself, they do not ennoble and uplift his personality.

Those who are entrusted with the

management and administration of institutions for the young cannot be indifferent about external order. For they know that though true discipline is self-discipline itself is made easier where the environment is so regulated as to make the true and the beautiful and the good more lovable, and where whatever that militates against these great ideals are generally disapproved of and discouraged. It means that the external ordering of the environment is desirable and necessary. This is especially so where the social environment is predominantly an environment of young people as in a school. Hence the great importance of what is usually recognised as discipline—the right ordering of the social environment under the leadership of recognised authorities. As a matter of fact most people think of this social ordering whenever they talk of discipline.

Even in this latter sense of the term discipline, i. e., the creation and maintenance of the conditions that are essential to the orderly progress of the work and the kind of life for which the school exists, there are two phases worth considering: (1) positive and (2) negative. The positive aspect has reference to whatever that is conducive to efficient life within the school by raising its tone and by increasing the devotion and pride of the students towards the school. Common activities and enterprises that create a sense of solidarity and oneness on the part of the many that attend the school are of great use in this respect. Their usefulness is increased when the young folk concerned not only participate in these activities, but help in planning and administering them. This is why go-ahead schools make provision for "self-government" within the school. It is true that self-government cannot be complete in schools whose members are necessarily handicapped for want of knowledge and experience and maturity of judgment. But those who have tried the experiment with discretion and commonsense as well as with enthusiasm and faith feel that the effort is worth making. Young folk

develop an amazing sense of responsibility when they are entrusted with the management of live problems of controlling and regulating their common life within the schoolroom and in the playground. Even smaller children are capable of understanding the importance of maintaining the rules of common life, but the adolescents are able to enter into the spirit of it much better. Regulation of conduct in the playground, order in the classroom, the planning of extra-curricular activities, management of a school-store and its sales, enforcement of penalties for the violation of their own regulations—all these can be and have been successfully attempted by teachers who believe in co-operation as method of discipline rather than intimidation, who have patience and hope and know that goals that are worth striving after cannot be reached in a day. Such a teacher should have courage and audacity to face opposition, fear and suspicion of other teachers and of even some of his own students. Neither is it assumed that he will never be obliged to exercise his own authority and that he will never be obliged to punish. He may have to meet all these contingencies; nevertheless he does not forget or set aside his ideal of being a leader and friend of his pupils in a co-operative enterprise rather than being a dictator and an enforcer of discipline through a graded system of rewards and punishments.

Rewards and punishments are supposed to be the stock in trade of the strict disciplinarian. Punishments certainly are—but many disciplinarians care not much for the giving away of rewards, unless we take it that failure to punish is a sufficient reward. To give a reward for doing a kind deed or for not doing an evil one or for doing one's lessons may be a form of bribe, and bribetakers do not wish to do much good unless they are paid for it. They do not know the satisfaction of doing good for the sense of right-doing they themselves enjoy, or for the joy that they can thereby give to others. To condition a good deed with the expectation of a reward is there-

fore bad psychology and worse morals. For only that conduct can elevate the character and the intrinsic worth of a person which is the natural, voluntary expression of his own choice and judgment. What is done through fear of others or with the expectation of receiving favours from them cannot strengthen the moral fibre of the individual concerned. In this respect the frequent use of either punishment or rewards is equally detrimental in the development of personality—but this may be said about those who resort to the latter means as against the punishers that they believe in recognizing something that is praise-worthy when such a thing exists. To convert this recognition and appreciation into a system of bribery is wrong, but to appreciate the efforts of one who endeavours to do better in the realm of conduct or intellectual or artistic achievement is certainly to help him forward in his line of progress. It is certainly a good thing that those who care for discipline sometimes take note of the fact that the young folk make praise-worthy progress, rather than to be always on the lookout to find fault and to punish.

Turning now to punishment, the most important negative factor in maintaining discipline, let us consider the theoretical justification for punishing. First of all punishment is said to vindicate justice. The offender against natural and moral laws must be punished in order that it may be known that laws are sacred and cannot be violated with impunity. Suffering according to this *vindictive* view of punishment is the natural consequence of offence. Nature is relentless in exacting its penalty; but it is hard for man to establish what is called the discipline of natural consequences. For one thing some of the consequences of violating natural laws are so dire and drastic that it is sometimes hard to believe in a moral order in nature that cares for the individual, as for example when an innocent and lovely child who climbs a mango tree to pluck fruits, slips his foot and falls down and dies or becomes a life-long cripple. How can a teacher or a

parent copy this way of enforcing discipline? Again there are those who try to meet offences against rules of discipline by an inevitable series of graded punishments. It is impossible to arrange a thoroughly satisfactory gradation in pain-giving reaction to offences, and even if it were possible, the uniform application of such result ends without reference to the motive or the personal history or the possible effect upon any individual would be grossly unjust. Whatever be the purpose of natural laws, the purpose of rules and regulations in the home and the school is to help forward the healthy development of the young; and where such a purpose prevails, we cannot think of mechanically vindicating laws for the sake of vindicating them. If we do we care more for laws than for the persons for whose benefit the laws are supposed to exist.

Punishments are said to have a *deterrent* purpose. If a boy is caught telling a lie, he must be so punished that other boys may not tell lies in the future. But is it right to punish one boy in order that the morals of others may be improved. Judges sometimes proclaim that they are giving deterrent punishment in some case about to be disposed of by them. What they mean is that they intend giving a punishment which they themselves believe could have been lighter if the particular individual's case alone had to be considered. The school disciplinarian also sometimes announces a similar purpose. But is it right to except one boy to bear the consequences of the offences of a number of persons—most of whom perhaps have some reasonable grievance or other against the school or the master, a grievance which they ventilate in the form of some offence against discipline? Again the moral that clever neighbours draw from the deterrent punishment given to one of their classmates may be that the offender should be so skilful that he may not be caught by the authorities. There is more reason in giving *Protective punishments*—punishments such as segregating the individual for a while in

order that he may not disturb other people in their pursuits. Even in attempting to protect the rights of others, the offending individual's needs and his ultimate good should always be kept in view by the one who punishes.

The chief purpose of punishment should always be the *reform of the offender*. We are not talking of the existence of reformatory schools—but of the reform that must be aimed at in every school and in every home of those young people who show by their misdemeanour that they find their own internal harmony and social adjustment a task too difficult for them to achieve. This is the root cause of offences: the offender has not attained sufficient self-poise within himself and cannot get on well with his social environment. Too often these two difficulties, i.e., of internal and social adjustment occur together, and the consequent emotional tension lead to an outburst of offence against the generally accepted code of behaviour. Punishments cannot by themselves help any offender to get over this difficulty of ill-adjustment. But punishments may be helpful to show the offender that his activity is disapproved of by others, by those who have his interest at heart and whom perhaps he respects in certain matters if not in all. If those who administer punishment not only show their disapproval by their punishment but make it a starting point to understand the offender better and to help him more effectively to attain a desirable life-goal then punishment can be of some real value.

Whatever be the ostensible aims of education, many teachers and parents actually punish not because they care for the sanctity of laws nor to help the offenders or their friends into right ways, but because they take disobedience on the part of the young as a challenge to their own authority. "My father's word was law in his time, and so shall be mine," is their attitude. They want to be obeyed, and do not care whether they are right or wrong in

what they insist upon. There are many who punish out of sheer peevishness. They are troubled over something, and they cannot bear any noise or self-activity on the part of the child to disturb them further. Many persons punish their helpless little ones for doing something the error or folly of which they are too small or inexperienced to understand. A small child set fire to a grass field in fun, and the irate parent beat him. The day previous to the writing of these lines the writer happened to go to the quarters occupied by the workers of a certain mill. A cycle was kept there. Two children one of about six months and the other of about three years—from neighbouring houses played with it. The smaller child's finger was hurt with the cycle-chain, and she cried. The mother of the older child came out and oh, the beating she gave her! What the ignorant mother did for fear that she might be found fault with is being done in the same or a different way—but equally cruelly and foolishly—in numberless homes and educational houses. There is no doubt whatever that punishments are often inflicted upon helpless boys and girls when the latter do not deserve any punishment at all. Even when children are really offenders and may be supposed to have deserved punishments, they are often punished more severely than the occasion justifies; and very often the kind of punishment given is unsuitable, stupid and cruel.

Offences that are recognized as such may broadly be classified into two groups: (1) moral offences and (2) offences against rules and regulations regarding orderliness, routine and work. Lying, theft, destructiveness and sex-offences come in the first group; late-coming, irregularity, failure to do work, noisiness, shabbiness and disrespectfulness belong to the second. The offences of the latter group may be easier to deal with, and punishments may show better results with them; for, what is sought to be rectified here is non-conformity with accepted norms or standards of behaviour. Even this kind of behaviour

difficulties may have their origin within the offender himself and his emotional complexes. This origin of behaviour problems are still more in evidence in offences of the first kind. Tactless, unsympathetic and ignorant punishment in such cases are not only useless, but add to the very troubles which originally caused the offences. It is the teacher's duty to find out as much as possible—without trying to psycho-analyse the child, that is the work of specialists, not his—the possible causes of behaviour problems, and to encourage the child to encourage himself in those spheres of activities where he is strong.

Even where the teacher is compelled to punish, he should recognize that it is a painful duty that he preforms. For a teacher to giggle over the punishment he inflicted is to betray the fact that he is least fitted to inflict it—his punishment may be a form of sadism and perhaps betrays unsolved conflicts within himself. It is said that Oliver Cromwell went out after the execution of Charles I to the place where his decapitated body lay, and muttered to himself: "Cruel necessity!" The same spirit should characterise the teacher who is obliged to punish, and he must be able to admit to himself that it is a pity that he should punish, that there should be occasion for him to punish. For a good teacher is ready to confess that to the extent that he has been obliged to punish, his effort at truly educating his pupils has failed; and that if punishment must follow all failure on the part of a person to live up to the standard expected of him he himself deserves to be punished. In other words, it is the ideal of every noble teacher to share to some extent the guilt and the shame of his offending disciples. Of a great world teacher it is said:—

He hath borne our griefs and carried our sorrows;
He was wounded for our transgressions,
He was bruised for our iniquities.

THE BACKWARD CHILD

Mr. JAL J. NANAVATY, B.A., T.D. (Lond.), M.R.S.T. (Eng.)

Nowrosjee Wadia College, Poona.

NO scheme of educational reorganisation can neglect with impunity, the problem of the backward child.

In the past, crude and curious attempts were made to assess human intelli-



gence in England and U. S. A. Quackery was the beginning of nearly all branches of science, and, no wonder, that quackery was also the beginning of educational psychology.

They say today that the barbar is the pioneer of surgery. The phrenologist, the physiognomist and to a certain extent the palmist can, in the same way, claim kinship with the professional psychologist.

The backward child in our schools, like Oliver Twist, is unmercifully buffeted and knuckled about. I may be guilty of making an over-statement. Nevertheless, I feel that there is a core of truth underlying the statement.

From personal experience, I may be permitted to state my case.

In not a few schools of ours, backwardness is judged on empirical basis.

Intellectual deficiency is hastily identified with backwardness. In other words, if a child fails to register progress in this or that subject of the curriculum or in a number of subjects, some of our teachers, without realising what harm they are doing to the child, censure him in the presence of other pupils and even in the presence of strangers.

Unless, therefore, we change our angle of vision with regard to this very vital problem, we shall be marking time, if not wasting it, no matter how often we reorganize and overhaul our system of education.

Sympathy and a psychologising attitude must be the *sine qua non* of a modern teacher. As an eminent educationist would say: "The teacher — the ideal teacher — must know Latin as well as John, because without knowing John he cannot expect to teach him Latin". John, therefore, is as much and as interesting an object of study today as Latin or Geography or History.

In studying a child, the wise teacher must hold impartially a retrospective inquiry into his past.

He must then study the existing environments of the child and upon the basis of the past and the present work out his future. This may sound a counsel of perfection, nonetheless it is absolutely essential to aspire after such an ideal.

Backwardness is not as obnoxious a bug-bear as school-masters make it out to be. According to the old-fashioned teacher with antiquated and distorted ideas about the theory of education, there is no salva-

tion whatever for the backward child. He is always a target of ridicule and contempt.

A systematic and scientific approach to this very delicate problem would go a long way to furthering the welfare of the child who is the cynosure of an ordered and healthy society.

If we are permitted to hit upon a tentative classification, we may divide backwardness into two classes.

- (i) Remedial Backwardness,
- (ii) Irremediable Backwardness.

Researches have shown that there is a connection between some glands and the intellectual growth of the child. For example, the child whose thyroid gland is inactive, shows signs of listlessness and is inclined to display a lack of intelligence all around. Such a child may be fed on sheep's thyroid under medical advice. In many cases, the child quickly improves. Cretinism, thus, can be combated to a certain extent.

It was Thring of Uppingham who in the last century, religiously maintained that "there was no such person as a stupid boy." Thring was a great enthusiast, and it would be reasonable to say that in making the statement he was carried away by his enthusiasm. His statement would appear to be purely one sided in as much as he would be too willing to put the blame on the teacher. It is the teacher, he would say, who by not understanding his pupils compels them to be stupid. Carried to an excess, it would be verging on madness to maintain such a proposition. And yet teachers have been responsible for stifling their students' intelligence. This harm may reach his students in a variety of ways. The orthodox teacher, relying on the rod, has more often than not jumped to absurd and dogmatic conclusions.

Very often it is noticed that those members of the class who ordinarily are capable of showing their paces show inevitable signs of stagnation. The impulsive

teacher attributes this to carelessness, lack of effort and what not. What happens actually is that a good many students in the class have reached a stage during which their sub-conscious minds are not working. The discreet teacher will realise that this is an inevitable stage in any process of learning. The conscious mind cannot function properly without the aid of the sub-conscious. So many of us remember wrecking our brains over a difficult problem in Arithmetic, Algebra and Geometry without any success. We "sleep over" the problem and the next morning we are able to solve it with ease. Our sub-conscious mind has performed this miraculous feat. So that when our classes appear to mark time, we would do well to ask ourselves a question like this:—"Have I overstuffed the minds of these little ones?" We have no right to enter, at random, the names of those of our pupils who ordinarily work well, into our imaginary "Dunciad."

Adenoids and recurring catarrh very often retard intelligence. Lack of proper breathing tells upon a child's health, and even undermines it to some extent. Catarrh on the other hand gives rise to nasty headaches. Consequently, under these circumstances, the thoughtful and sympathetic teacher, with the assistance of the doctor, must do the needful. Many children improve quickly after their adenoids have been removed.

Backwardness in the class is also the frequent result of emotional disturbances. In this particular instance, a careful study of the child's history is absolutely indispensable. Two children were brought to Dr. Cyril Burt, the great psychologist, for examination. In the case of the first one, the listless behaviour of the child was due to an over-sensitive and intolerant teacher, and in that of the second there was an over-indulgent mother. There was nothing wrong whatsoever with both the children.

Sensitive children show signs of backwardness when there is apparently a transfer of affection at home. Very often, the one and only child of over-indulgent parents is

pampered and spoilt, but with the advent of a tiny stranger, the one who was the apple of his parent's eyes, presumably, is relegated into the background. Such a child is inclined to brood over such an event very much, with the result that at school his behaviour takes the form of nasty reactions such as pestering his fellow pupils, disobeying his teacher and not taking any interest in his work. The teacher, who according to Freud, is a "parent substitute" should sympathise with a case like that, and by means of gentle persuasion bring the boy round to his normal self.

Amongst other cases of emotional disturbances, is the case of the child who broods too much over his sexual misdeeds. Sexologists are of opinion that untold harm is done by a young sexual delinquent to himself by brooding too much upon its consequences. Now, it is not grief that undermines a mortal so much as worry. A child who shows strange symptoms such as keeping aloof from his fellows, going about with a blank look in his eyes and so on—should be carefully watched. This would be a true test for the psychologising teacher who must, in a case such as this, feel the need for a retrospective inquiry.

Thus we see that backwardness, in so far as it is remedial, far from being a matter of despair and hopelessness, tends to become an interesting subject for the psychologising teacher.

With regard to the other type of backwardness—the irremediable type—we cannot afford to be very optimistic. It is necessary however, to point out that snap-shot judgements are always to be regarded with suspicion. In the nineteenth century, phrenology was a craze both in England and America. Even the poet Browning had his bumps felt, and Lamb seriously thought that there was something wrong with his friend who asked him "Sir, was Milton a great poet?", and wanted to feel his bumps. Neither a prominent bump nor the size of the head nor the shape of one's nose is the

index of one's intelligence, character or temperament. A long nose is not necessarily a sign of a choleric temper, nor does a small head indicate small intelligence. At one time it was thought that there was a correlation between the texture of a man's skin and his intelligence. Various types of men from various nationalities were tested by means of an instrument which resembled a pair of dividers, and it was ascertained finally that to be thick-skinned is not necessarily to be thick-headed.

The Italian School of Criminology under the leadership of Cætare Lombroso enumerated a number of stigmata or malformations. A child with fingers curved inwards was supposed to have thievish propensities. All these external signs are not much relied upon today, but an inverted V-shaped palate is invariably a sign of mental deficiency. This stigmata of all is the most reliable.

Before deciding that a particular case is that of irremedial backwardness, the pains-taking teacher should exhaust all possible resources within his reach. Intelligence tests would come to his rescue. But, it must be remembered that one or two types of tests will not entitle him to form a judgment. The application of sensory tests, reading tests, writing tests, arithmetical tests and reasoning tests, and the correlation of the I. Q. obtained from the one with the other will enable him to come to a definite conclusion.

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THE INDISCIPLINE IN SCHOOLS AND COLLEGES

By Mr. K. RAJASEKHARAM, M. A., B. Ed.

TRUTH is naked; and it must be told in unequivocal terms, however bitter it might be. It is really a sorry and ugly state of affairs in schools and colleges that the poor teacher is obliged to face now-a-days. The purity and sacredness of these institutions, where love, faith and respect should reign, is being defiled by the dominating influence of hatred, suspicion and disobedience. The temple of learning is being converted into a place of worship of Bellzebub and Satan. Whatever the causes, overt or covert, direct or indirect, remote or immediate might be for this unhappy turn of events, it is high time for all concerned—politicians, statesmen, educationists, educational authorities, managements, parents and teachers—to concert measures to combat this growing disease of indiscipline and eradicate the evil.

It should be an eye-opener to one and all to see how matters are drifting. The energy of the youth is being dissipated and diverted in wrong channels, when it is to be conserved, strengthened and disciplined to be made use of in times of need. A painful and pathetic feature it is to find, the columns of newspapers filled in by, and platforms thundering with, either denunciations and deprecations of the growing tendency or acclamations and appreciations of the aspirations of the youth. The modern young man who has all thirst for knowledge, and who is enthusiastic to learn how he should play his part in this wonderland of the creator, is between the devil and the deep sea, not knowing what to follow,—either the old, conservative model set before him or the so called revolt of the youth.

2. The honest conviction is daily gaining ground that innocent urchins are unfortunately being made pawns in the game of politicians, only to serve their own

purpose. Almost every house has become a centre of revolt, and peace and happiness are gradually disappearing. As an illustrious son of India said the other day, nowhere in the world is to be found such indiscipline attended with strikes among students for silly and manufactured reasons.

3. The strike, as Mahatmaji says, is a sacred weapon; and it should be wielded only by a true Satyagrahi, who knows the real implications of its use and efficacy. If its power is not properly made use of, it does devour the striker himself as is the case with "Brahmastra." Also, the weapon of strike should be rarely and sparingly used, only when found unavoidable. If it results in unfortunate defeat, moral degeneration sets in among strikers proving to be a great set back in the progress of the nation, especially when this happens among the future citizens of the country. However much we say that failures are but the stepping stones to success, failures which lead to demoralization should be treated as unwelcome guests.

4. It cannot but be pointed out at this stage that the relations between the teacher and the students stand entirely on a different level from those between an employer and an employee. In the latter case the relations are more of monetary and commercial nature than of love and sacredness. The cult of trade-unionism has no place as between a teacher and his pupils. The tie is here sacred and heart to heart, akin to that of a father and his child. The mutual obligations of a teacher and his pupil are not few and far between and hence take the course of influencing the life of the young and thus the life of the Nation itself. Hence to encourage such a tendency to revolt and strike and yet say that the weapon is only against a rotten system and not aimed at any individual, is nothing short of shortsightedness.

5. It is often said even by responsible persons that strikes are only protests against a particular system but not against particular individuals. But personal element has its own play in every activity of a human being, and as such the revolt though against a system, when carried on by individuals or groups of individuals, cannot isolate the machinery from those working it to play its own mischief, and it is only persons like Mahatma Gandhi who can restrain themselves from being carried away by such elements. Hence disobedience to and rebellion against an established law and authority, especially in the sacred temples of learning, should be discouraged by one and all who have the well-being and ordered progress of the Nation in their hearts. All congratulations to the Congress Government upon their achievements so far,—however small it might be in consideration of their all-embracing activities and obligations,—in the field of education.

6. Apart from denouncing the extra-curricular activities of students resulting in undermining the discipline of educational institutions, it is to be closely examined what several other factors are contributing their quota for these unhappy and undesirable state of affairs. The responsibility cannot be laid at the door of this or that section of society. The fault is not entirely of innocent but yet misguided youths. It lies with, to a large extent, nay almost the whole, the system of education, politicians, educational authorities, statesmen, educationists, managements,—parents and last but not the least the teachers themselves.

7. Times without number have we heard of the system of education we are having as not being suited to the needs of modern India, as it has become more or less a machine to manufacture clerks and clerks alone. Past ages were quite indifferent to the cry, perhaps due to indifference or helplessness. It is only recently that eminent educationists have been endeavouring to give a new orientation to the system

of education which has been in vogue ever since the establishment of the British rule in India. A thorough re-organisation of the system of education to suit the growing needs of the modern world, consistent with the spirit and traditions of this country, is essential and any amount of energy and money spent towards that end cannot be reckoned a waste at all.

8. Let my first appeal be made through these columns to the heads and hearts of politicians of our country with a request not to play their game by making use of the innocent, but yet emotional beings whose flame is ready to be fanned at the slightest movement. Apart from the teacher, it is the duty of the politicians to place before the enthusiastic youth great ideals and prepare them to fight the real coming battle in life, both individual and national. As has already been pointed out, it is really a dilemma for these young men who are at a loss to understand as to what course to take, when, similar ideals, but with different paths of approach, are placed before them. One asks them to go to school every day, read his lessons carefully, be dutiful and obedient and pass examinations creditably, bringing name to himself, to his parents and to his institution. The other shows him the grand picture of the moving world with rapid strides, and lets loose his emotions to play their part, decrying the so called rotten system, iron discipline and time-honoured principles as ante-diluvian, deserving to be entirely condemned. One is rigour, undiluted and unadulterated; the other is revolt, unauthorised and unqualified; and both are extremes. The modern world can never compromise itself with the old principles. "The old order must change, yielding place to new, lest one good custom should corrupt the world." Change there ought to be, but it should be a change to suit the modern tendency. The modern youth should be taught not only to learn but also to do. He should learn the necessity for rigorous discipline through his extra-curricular activities. He should be

taught to serve the humanity at large. Service to humanity is the best form of teacher to inculcate the spirit of self-discipline, first and foremost. Rural reconstruction work, agricultural activities, apprenticeship in industrial institutions give him not only physical, mental and moral culture, but also discipline. There should be co-ordination of curricular and extra-curricular activities which will provide theoretical and practical fields in gaining knowledge and putting to use the knowledge gained. The going into the world while yet young, under the able guidance of stalwarts, gives him the necessary qualification and fillip to become a real and useful citizen. Active part in politics should be far from the view of the young mind. It is only, as a Minister of U. P. said recently, when there is a national crisis that the youth might be required to temporarily suspend their learning-activities; but in ordinary times, it is up to them to watch the progress and contribute their mite to the constructive side of the prosperity of their motherland. I believe this appeal to the politicians will not go in vain.

9. The statesmen and educational authorities who are to guide the destinies of education in their own sphere of activities are to girdle up their loins at once and find a solution for the growing evil, which, if left to itself, might sap the lifeblood of the Nation. It is imperative on their part not only to call for a conference of responsible and experienced members of the teaching profession, who are actually in the field, but also to invite the co-operation of the public too to deliberate upon the way in which the situation is to be tackled. The real pulse is to be felt and the root cause of all this agitation and excitement in the heart of the young enthusiasts, showing itself in indiscipline and disobedience, is to be found out. The remedy lies with the Government who should sympathetically visualise the growing tendency and try honestly and sincerely to remove the weeds and clear the path.

10. The roll of the parent is great. It is a pity that the modern parent feels his duty finished the moment he puts his little boy in school. He believes that it is only the teacher that is responsible for the orderly growth of the child, both morally and intellectually. The poor parent is really to be pitied as he honestly finds little time, among his multifarious duties and several obligations in this world, to attend to his own boy, and gets relieved when a major part of his responsibility is, somehow or other, shifted to the shoulders of the poor teacher. It should not be forgotten that the intellectual growth alone is looked to in school to the neglect of the physical and moral side. Hence there is every need of the co-operation of the parent with the teacher, and it is time for parents to rise to the occasion and set their homes right, before it is too late to mend.

11. The next factor that contributes to this unhappy feature is the indifferent attitude of managements. It is an unfortunate thing, especially in India, that education is viewed with a commercial purpose and is valued in rupees, annas and pies. No doubt the financial aspect is an important aspect; but the management should take a more generous view. To expect in return the money spent is preposterous. The return will be only an abstract one and that also too indirect. The unfortunate thing is that the managements are generally growing indifferent in looking to the ordinary needs and amenities of the institutions, and this indifference has become a cause of the revolt of youth. Though sometimes it is felt that the number of demands and grievances put forward by students is swelling, yet it cannot be denied that the indifferent attitude of several managements to the bare necessities of their institutions has become an anxiety to these boys. Hence the managements are requested to be more generous and philanthropic.

12. The last but not the least responsibility lies with the teacher. In one sense it can be well said that the entire responsi-

bility lies with him. The poor teacher, of course, becomes a target of criticism at the hands of every one, the simple reason for this being his being the man on the spot. The school is the first institution where mental, physical and moral activities of the child begin to be disciplined. The teacher is the living force, controlling the growth of the child both in the class room and the play ground. The need for the teacher to be exemplary in character, becomes greater and greater as the pupil learns to discipline himself more by the example set by the teacher than by the precepts taught by him. A teacher may be an intellectual giant and a physical stalwart, but if he is a moral wreck, he falls very low in the estimation of his pupil and this naturally leads to indisciplined life of the student.

13. The ideal of the teacher should be that of the Buddhist Monks of the past. Love of service to humanity and a life of purity and simplicity should be the guiding motives of a teacher. This does not mean that the teacher should be prevented from enjoying the benefits of modern civilisation. Any amount of effort to approach these ideals is laudible as it leads to greater and greater affinity between the teacher and his pupil. The teacher should never be under the impression that his duty comes to an end with his cramming into the heads of the young urchins something of literature, history, mathematics or science. His first and foremost duty is character building. He will be failing in his duty if he forgets this aspect and is satisfied with his teaching only. He is morally, though not legally, bound to raise the level of not only the intellect but also physique and character as well. He should get the co-operation of the parent of the child and see that the child develops into a perfect being. No opportunities should be lost by the teacher to achieve this object. He who thinks teaching to be a commercial concern and takes his service only as if it were an agreement between an employer and an employee is committing an inexcusable sin. He should think that

he is morally responsible for the happy and well-ordered growth of the child.

14. A word about the much talked of freedom of the child. Any amount of freedom desired by the child is welcome, only when it leads to help the child to progress. But if freedom is taken as license, it should be curbed at any cost. Institutions can grow and build glorious traditions, only when there is discipline in them. Devoid of this, they collapse immediately. The teacher should, therefore, be a man of grit and independence, inspiring awe, however sober and kind he is. But these characteristics alone do not help the growth on healthy lines. Much depends upon the sympathetic attitude of the teacher towards his pupil, more than teaching and other factors. A word of kindness, a look of affection and a genuine attempt on the part of the teacher to find and solve the difficulties of pupils, go a long way in maintaining discipline and perfect harmony, more than the scaring away of the boys by means, methods and powers, all within the reach of the teacher. He should also cultivate a spirit of not standing on false notions of prestige and dignity, while at the same time, demanding strict obedience and loyal submission to the dictates of law and authority of the institution, which form the fundamental pillars of order and discipline. He should take a lenient and sympathetic view of the growing aspirations of the child and lead them on, while proving an effective check upon the flippant tendency due to causes internal and extraneous. The teacher who is expected to be exemplary in character and in maintaining high standards of self-discipline may more often than not, be criticized for any deviation from the path leading to the ideal. He should not under such circumstances get disgusted and discouraged, but on the other hand should have self-introspection, believing in the theory that every word of criticism is a lesson given him by God to rectify himself and go a step nearer to salvation.

THE WARDHA SCHEME

By Mr. K. N. PASUPATHI, B.A., L.T.

MOST people in our country realise the necessity for a re-orientation of the prevailing educational system. The Wardha scheme seeks to answer this necessity in a remarkably original and novel way. It breaks altogether new ground and departs from many of our traditional and accepted notions and theories of education. But it certainly makes a practical contribution to the problem of national education in India. The genius of Mahatma Gandhi has evolved a practical scheme taking into account the present economic and financial difficulties involved in launching on a nationwide scale a scheme of free and compulsory education.

A revolutionary plan

The Wardha scheme has been before the public for over a year and a half. It has received prominent attention both in the press and on the platform. The reception given to it was at first somewhat unfavourable as critics generally failed to understand the deeper, educative values and implications underlying it and as they saw only its apparent defects. But public opinion is now crystallising in its favour, thanks to a better appreciation of the life-giving and creative ideals inspiring the scheme.

The Wardha plan aims at infusing in school children a dignity for manual and productive labour and laying the firm foundations for true citizenship with a love for social service. It proposes a radical change in the whole educational atmosphere, a

Continued from preceding page

15. Let me conclude this with a humble appeal to all concerned to make honest, sincere and immediate efforts to wean away the young, innocent boys from the growing tendency of indiscipline and save the future from disintegration, disruption and demoralisation.

change in the school, in the curriculum, in the text-book and above all, in the teacher. Hence it is a revolutionary plan.

Manual training conduces to mental development

A fundamental feature of the scheme is that throughout the period of seven years when a child is at school from his seventh to his fourteenth year, the process of education must centre round some form of manual and productive work, and all teaching in the various subjects of general knowledge should be integrally related to the central handicraft taught to him. The importance of manual work for mental development is amply proved by modern psychologists. The practice of crafts or manual training, they say, aids so effectively in developing the motor and sensory nerve-centres that it leads finally to brilliant intelligence and a well-balanced mind.

Critics fail to realise this psychological principle underlying the scheme. They say that an undue emphasis is laid on manual training and its economic values, while all the emphasis must be laid on the educational values of manual training. The Wardha plan is nothing if it does not exploit the resources implicit in craft-work for *educative* purposes. That it seeks to develop the whole personality of the boy and girl through the vocations taught at school and that its core of emphasis is not the "occupations" but *education* through manual training, must dispel the unjustifiable fears entertained by hostile critics that the plan could reduce school children to the position of factory boys and girls or that it neglects the educative side under the obsession of giving undue prominence to crafts.

Self-supporting Feature

Another fundamental principle of the scheme is its self-supporting character. This

has come in for a good deal of adverse criticism. Everyone knows that the ideal aimed at by Gandhiji in this respect is difficult of realisation. To meet all the salaries of teachers by the sale of pupils' manual products may not be quite a practical proposition. But this feature of the scheme is due to the impossibility of finding the many crores of rupees needed to introduce free and compulsory education. When our national finances improve and when more money is available for education, teachers can hope for decent salaries. Gandhiji is convinced that at present there is no other way to carry education to crores of India's children. Education, however, could never be made at any time entirely self-supporting. Liberal state aid is essential. In countries like Japan, forty percent of the total revenues is spent on education.

Omission of English

Under the Wardha plan, a seven-year course of education is to give the pupil all that the present system of elementary and secondary education does with the addition of thorough instruction in a basic craft chosen. The emphasis on the mother-tongue and the inclusion of Hindi, the national language, in the curriculum are other good features of the scheme. But it is to be deplored that English finds no place whatsoever in the Wardha School curriculum. A Wardha trained pupil, thanks to this omission, will be totally out of the rest of the world from the stand-point of cultural contact. Some means must be devised to give English, which has done comparatively more good to us than English rule, the importance it deserves, at least in the last three years of the Wardha school.

Correlation of subjects to the basic crafts

Another important consideration is the correlation of all subjects to the central crafts taught to pupils. The scheme envisages a high standard of general knowledge and culture and it looks somewhat a puzzle how to attain it in the manner in

which it is sought to be done. Beyond a certain degree, it is clearly impossible to make the basic craft the centre of instruction in all subjects. To give a whole view and an accurate view of a subject will be hardly possible by means of the haphazard correlation that is inevitable.

Cult of Non-violence

The cult of non-violence underlying the scheme is another fundamental feature which is based on the Gandhian philosophy of life. The struggle between capital and labour and the exploitation of the poor by the rich must be avoided in our country and the Wardha Scheme aims at this noble object. If every citizen in our land takes the vow of encouraging only hand-made, indigenous products for his daily use, the lofty ideals of our great leader could be realised in practice.

Supply of Teachers

The training of proper teachers for Wardha schools is an important condition for the success of the scheme. Men imbued with the Gandhian ideal of service and sacrifice, men filled with patriotism and enthusiasm, men who understand the new educational ideology inspiring the scheme—such people are needed in thousands to train themselves and work the scheme. It is really a problem that baffles solution. To find large numbers of well-equipped and cultured people ready to work on low emoluments is indeed a difficult task, in a realistic world where idealism only temporarily captures the imagination of people. It is feared by practical people that to expect thousands of teachers to work in a spirit of self-sacrifice is a short-sighted policy for the state. Moreover, the problem of what to do with the large army of Elementary teachers when the present schools are gradually turned into Wardha schools, is another difficulty to consider. To fit them into the new scheme may be impossible without running the risk of failure; to wipe them out of existence will be a social calamity.

Conclusion

In conclusion it must be borne in mind that the principles and objects underlying the scheme are educationally sound. The scheme has the lofty aim of achieving the literacy of the whole personality of the pupil and not mere production of craftsmen like weavers or carpenters. So it behoves teachers and the lay public to study the scheme sympathetically and discover its bright features. Mahatma Gandhi who has

evolved the scheme is a practical genius whose deeds always surpass his words. There is little doubt that, when worked out, the scheme will prove a success. It is primarily intended to teach our boys and girls to fit in with their own native conditions, with an emphasis on the economic impulse of Indian life. The scheme certainly deserves the whole-hearted support of all those who think in terms of the national welfare of our motherland.

THE TEACHER—HIS RIGHTS & RESPONSIBILITIES

By Mr. D. KRISHNAYYA

If we work upon marble it will perish; if upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds, and imbue them with principles, with the just fear of God and love of our fellow-men, we engrave on those tablets something that will brighten to all eternity.
—Daniel Webster

REALLY, this grave responsibility rests upon the shoulders of the teacher. This may really seem to be quite ambitious, but certainly it is a fact, in the hands of teachers worth the salt.

A teacher is one who sincerely works for the progress of the children in his charge, with a keen catholic interest, as a judicious gardener. A true teacher is always wedded to his profession and is illuminated by (a) knowledge (b) sacrifice (c) idealism (d) truth and (e) Love, — the five lamps of education, in the words of Principal Seshadri.

From the cradle to the grave, a teacher must always be in pursuit of knowledge as the busy bee. No amount of knowledge acquired by him gives him the satisfaction and so he will ever be acquiring the same in the company of the mighty minds of all ages, all the world over, just to place his treasure chest of knowledge for the use of mankind. To him, the world itself is an open book of knowledge from which he gains and imparts. He gains by every experience and imparts at every true opportunity possible.

Terrible is the sacrifice of a teacher. He sacrifices himself for the progress of

mankind. With a loving sacrifice, he offers all that is best in him to bring out, 'the best in a boy or girl,' and to stamp out the appalling illiteracy of the country. With the loving sacrifice of a mother for her children, a teacher works for the progress of the children in his charge.

A teacher is really optimistic in his ideals and his peep into the future is never gloomy. Even in the so called dull child, he can see a ray of hope for the future. With an optimistic Divine sense in him, he works for the progress of the child. Even in the most troubled circumstances a teacher never loses his heart; for if despair sets in him, woe is unto the lot which is entrusted to his care. With hope as his guiding star, a teacher marches on and on taking full care of those who follow him. In Divinity his confidence is richly centred.

Truth succeeds while all things fail. This is the truth which a teacher gains from the immortal story of Harischandra. A teacher always clings to truth with an ardent zeal. Even through ordeals of the highest kind, he carries the torch of truth to illuminate the path. He zealously plants

the seedling of truth in his pupils and makes them gain shelter under its shade.

'Come, let us live among and love our children,' is the call of a teacher to his comrades. No inch of life a teacher can move in peace, if he does not love his children. How can the minute follies, funs and mischiefs of children be forgotten except by Love which is the Divine element in man.

Those who merely come to occupy the ranks of a teacher, have in reality no responsibilities to feel or shoulder. Such teachers merely count the number of days in a month and wait eagerly for the Pay day. The preliminaries connected with school life they practise and feel school life as mirth. They like the rolling stones, leave no moss on the shores of time. It is the anxious doubt of many parents whether many of the so called teachers feel and realise at least a few of the grave responsibilities shared and borne by the true teachers of mankind. The answer is rather paradoxical. There are teachers who have shaped the destiny of mankind. Teachers like Plato, Socrates — Dr. Arnold, Dr. Skinner, Dr. Miller and even in our own days gleaming stars like Sastri, Seshadri, Radhakrishnan and a host of others, the world can never forget: at least our country can never afford to do so. Really, teachers who enter this ring of service with a serious and sincere purpose of doing noble service to mankind, have very grave responsibilities to shoulder at every moment of their life. Their responsibility extends far beyond space and time. Educating innocent children on true lines of the harmonious development of the mental, moral and physical aspects on humane basis and pulling them higher and higher and preparing them fully for true citizenship of national and international nature, is no ordinary responsibility. Illuminating the country with his divine lamp of knowledge, is the main responsibility of the teacher. He must dispel ignorance and darkness surrounding him. Responsibility of the

gravest nature like the sword of Damocles, will ever be hanging over the head of a teacher, worth the name. Willingly sharing the burden of parents in the right education of children is an ever increasing responsibility of the teacher. Character formation in children is no ordinary responsibility.

The future of the country lies in the children and shaping them to this expectation is the work of the teacher and is this responsibility a slight one if only a teacher ponders deep and long? A teacher in one word can make or mar the country and this responsibility is far graver than any or all of the responsibilities shared by the members of other professions. Hence it is that the teachers' profession has come to be truly called the most noble and sacred.

Though a teacher has a claim for the maximum rights when compared with the grave responsibilities he has to shoulder, a true teacher claims only the minimum. He has a right for the true support of the public to keep him above the necessities of life. He has a right for a decent place in the social and economic ladder of life. He has a right to be remembered by the posterity as the true benefactor of mankind. He has a right for security of service while in service and the benefit of pension or the provident fund when he retires. He has a right to be heard and a right to have his wrong set right when he is aggrieved. He has a right to be consulted in all matters concerning country's progress. He has the right of asking the lay man not to tinker with the problem of Education. He has a right to be heard as he is the main cultural agency of the country—nay the world.

With plain living and high thinking, a teacher leads a simple but self-sacrificing life for the true progress of mankind. He willingly shoulders the gravest responsibilities of life in shaping the cultural progress of the country and claims in return the minimum rights and looks to the Nation for hearty support.

LEAGUE OF NATIONS

INTELLECTUAL CO-OPERATION

MONTH by month and indeed week by week Governments of the different countries send their representatives and experts to Geneva to work together on the many projects with which the League deals—political questions, financial, economic, health problems which occupy medical doctors, public health officers and social workers the world over. International co-operative work thus proceeds over a wide field.

But the League of Nations has made provision for extending contacts and working together even beyond this. Most of its work in political, economic and humanitarian fields is carried on by delegates or experts who speak for their Governments. The organisation for Intellectual co-operation seeks to call forth this spirit, and by establishing close relations between the intellectual activity of different countries to direct the spiritual forces of the world towards the mutual understanding of peoples and nations.

It has another important task—the task of overcoming the various obstacles to intellectual life. Some of them are due to inadequate international protection for the work of scholars and artists; some to lack of contacts.

The Organisation for Intellectual co-operation was set up within the League to provide a meeting ground for the thought, the intellectual impulse, of different parts of the world. In its Committee meet, not diplomats, but philosophers, historians, artists, scientists like Madame Curie and Einstein, men of letters; people who are concerned with the life of the mind and the spirit; people who are concerned with creating the kind of world in which the genius of mankind may flourish.

Obviously for such people national frontiers have no meaning. Music, painting and literature have long since thrown down

all such barriers; they exert their appeal and bring their wisdom to all men everywhere.

But there do still exist certain barriers and impediments which handicap the work of scholars and artists today. The Organisation for Intellectual Co-operation seeks to overcome these and so free intellectual and artistic work. I am going to describe what the League does in this respect, very briefly, under three headings: (1) The League's services to scholarship; (2) The League's services to artists and students; (3) The League's impulse to study on a universal (a wider than national) plane.

The League's services to scholarship: under this heading I should tell you about the excellent catalogues of libraries and museums that have been made for the first time, making accessible to scholars of every country the riches of art and of thought which have been accumulated in some of the famous centres of the Old World. Most of these collections have grown by private bequest, and the mere publishing of records of their contents has infinitely increased their value to students of archaeology, of history, science and art and to lovers of art. This work further encourages countries to preserve their historical monuments, folk art and culture, and keeps alive appreciation of local arts and customs which are in danger of disappearing before the swift advance of modern mechanism.

Now as to the League's services to artists and students themselves. One of the greatest handicaps that a writer, a composer or a scientific inventor has to face today lies in the fact that laws of copyright do not sufficiently protect them. The Organisation for Intellectual Co-operation constantly emphasizes the need for adequately safeguarding the legal rights of authors and inventors. It collaborates in all efforts

being made in the different countries for protecting artistic and literary property and for securing the recognition of journalists' copyrights. There exist already two partial conventions designed to protect authors' rights, and the League is studying the possibility of combining these in order to make a universal statute of authors' rights.

Intellectual co-operation has tried to assist students who wish to go abroad by publishing a comparative index of degrees of the leading universities, so that students may know in advance what qualifications they must fulfil before applying for entrance to schools of advanced study outside their own country.

Finally, Intellectual Co-operation has itself furnished a real and valuable impulse to study on a wider than national basis. In the sphere of education it has suggested to teachers (particularly in the primary and secondary schools) that geography, history, literature and art may be presented to children in such a way as to open doors to an appreciation of the problems and achievements of other countries as well as their own. These subjects may be employed to erect the barriers of a narrow localism about the child's mind, or to enlarge his understanding and quicken his sympathies to embrace mankind.

On November 24th of last year the Committee of Intellectual Co-operation drew up a Declaration on the Teaching of History which called for a revision of school text books in order to take out of the books placed in the hands of children any inaccuracies or unfavourable comments on other countries. This Declaration, which still remains open for signature, implies that the development of friendly relations between nations depends ultimately upon our success in school teaching.

The League has kept abreast of modern life by giving a good deal of attention to the cinema. Here the Organisation of Intellectual Co-operation departs from the assumption that more effective and

useful than merely the application of censorship to undesirable films is the promotion of the production of interesting and entertaining scenarios. This subject is studied as a matter of child welfare by another Committee of the League of Nations, the Advisory Committee on Social Questions. Both Committees are very much interested in the production of the so-called "educational" films — documentary and instructive films — but beyond this continue to urge the authorities in each country to apply their power of censorship in a constructive way — not merely to ban undesirable films but to promote the production of good ones and to increase the audience for really interesting cinematograph.

While they are concerned with the "intellectual good health" of young people — the kind of teaching they are given in schools and the kind of cinemas they attend — the members of the Committee on Intellectual Co-operation — since they are a Committee of the League of Nations — must finally concern themselves with the study of the matter with which the League itself deals — international affairs. Their studies on problems of present day international relations have been notable; they have been made in co-operation with scholarly institutes for the scientific study of international affairs in many countries; they have brought together famous scholars and outstanding public men; their conclusions reflect some of the soundest and most far-seeking thinking of our time. Annual meetings of the Conference on Higher International Studies have been held since 1928 in different capitals — Berlin, Copenhagen, Milan, Paris, London, Madrid and Geneva. The Conference has published the results of its studies on: The relation between the State and Economic Life, the Collective Organisation of Security; Peaceful Change; the Teaching of international Relations in different Universities and Economic Policies and Peace.

You will have noticed that many different national bodies have taken part in these joint schemes of study. The essence of Intellectual Co-operation is that it draws forth such study from existing groups; it encourages their work and helps to enrich it by widening their contacts. It does not imply standardisation in any sense. Rather it exists to help each national or local body to develop its particular approach to a problem, to cultivate its special characteristics, but in addition to understand the spirit of intellectual activity in other countries. Not a dull standardisation but a comprehension of variety of expression, and an enrichment of intellectual and spiritual life by collaboration.

Since so much interesting study is constantly being pursued in Geneva — and the libraries of the League of Nations and the International Labour Office are becoming unique sources for such study — it has followed naturally that students flock to the home of the League of Nations in ever increasing numbers. Particularly at this

time of year, the holiday season for Universities, the Court of the League of Nations and the Walks about come to resemble a University "compus". A number of summer courses on different aspects of international relations are arranged by voluntary institutes and organisations and these attract students of law, politics, history and economics.

A short time ago a meeting of the Major International Organisations, among which are included university and student organisations, met in the League building under the auspices of the organisation for International Co-operation to discuss problems common to students and educationists of different countries.

Indeed at this moment the League of Nations seems not so much an association of Governments as the home of scholarship. The organisation for intellectual Co-operation has created a community of thought — surely a true foundation for the building of good relations and co operative enterprises among the different nations of the world.

PRE-SCHOOL TRAINING FOR CHILDREN SUCCESS OF DELHI EXPERIMENT

What is known as the Happy Education scheme, for children below the age of 12 with special arrangement of pre-school training for the very young came in for revaluation when the sixth anniversary of the foundation day of the J. K. Happy School here was recently celebrated at Delhi. Sir Girja Shankar Bajpai presided.

Mr. Padam Chand, the Director of the School, submitted a short account of the work during the past year. The number of children in the Happy Nursery department was very encouraging. Since the popular belief in India holds that it is monstrous to think of imparting any education to children between the ages of two and six, one would be interested to know how they received such an encouraging response.

It was through the organisation of the "Mothers' Meeting" and the practical demonstrations with the help of nursery, sensory and other material that they were able to impress

upon them the value of good pre-school "happy" education.

A new feature was also introduced this year. On Sunday mornings, parents were invited to the school in small groups to have a talk with the teachers-in charge, which created a link between the home and the school.

The children took keen interest in handicrafts. The finished work of the children was put for sale in the school exhibition. Handicrafts and active occupations in a school curriculum had justified themselves by the results obtained, in arousing constructive thought and in helping children in *learning by doing*, without any economic bias. The children of Happy Nursery department were entirely free from examinations in any shape and form.

New ideas created new problems. The school staff although qualified, needed training in modern methods of education, on the lines of their scheme. To fulfil this need a training class was started in January 1938.

NOTICE

During Summer recess, the next number of 'Educational India' will be a Double Number for May and June as usual and will be published on 20th June.

—Editor.

EDUCATIONAL INDIA

Masulipatam, April, 1939

The Education Debate in the Madras Assembly

THE debate in the Madras Legislative Assembly on the demand made by the Education Minister for educational expenditure for the year 1939-1940 makes very interesting and instructive reading. It gives an insight into the working of the mind of the critics of the present Government and the kind of policy they would adopt in case they happen to constitute the ministry at any time. It also enables one to understand the standpoint of the Government today and the extent to which the ministers are prepared to go in satisfying the demands of the opposition. The speech delivered by the Prime Minister in reply to the debate is worth a careful study as it goes into the very heart of some of the educational problems that are now agitating a section of the public.

THE Minister for Education deserves to be congratulated on his proposal to spend more money this year than in the last, in spite of the urgent need for general retrenchment. This increase amounts to nearly four lakhs and with that amount he has provided for the employment of additional teachers in Panchayat Schools infused with the

Wardha spirit, for opening compulsory Hindi in more schools and for building grants to colleges and secondary schools which have not been forthcoming in recent years. These are really welcome features of the budget and it is a pity that very few of the speakers had to say anything in praise of these achievements of the Education Minister.

MOST of the critics of Government that spoke from the opposition side gave unfortunately a communal turn to the debate. They demanded that more money should be spent on opening additional communal schools intended specially for muslim boys and muslim girls; that better provision should be made for religious instruction in schools—especially in muslim schools; that muslims should be provided with additional facilities for receiving instruction through Urdu; that the Government should be cautious in introducing the Wardha Scheme; and that similar caution should be displayed in regard to the introduction of compulsory Hindustani. In the opinion of the Opposition it is these features that require to be stressed upon at the present day; otherwise perhaps they consider that the present educational policy is sound.

IT is becoming clearer now that too much is being made of communal differences in the country and of the absolute impossibility of the different communities living together peacefully as members of a single body politic. What we are now engaged in is bringing into existence in our country a psychological change among the people, a change which would make them see that behind the differences which divide them there are common interests that bind them together. The question

before every well-wisher of the country is whether he is in favour or against bringing about this psychological change. It is not that the preservation of the cultural individuality characteristic of each community is of no significance. That significance is great, but the danger lies in thinking that situated as we are in this country there is nothing else of value in our public life and that everything has to be subordinated to the maintenance and development of the sectional cultures. There is therefore a real fight between those to whom the community of which they happen to be members is the highest end and those who believe that if India is to live and live honourably a higher social organism constituted by these several communities has to be consciously evolved. It is true that the latter are engaged in an uphill task but it is on its successful accomplishment that the existence of India with all its spiritual and cultural traditions depends.

IT ought to be the definite policy of Government to encourage only non-communal schools; because these are the most effective agencies in the creation of the new social organism. Education in the sense of training the children of the land to adjust themselves to the human and physical environment around them will be a total failure if public funds are spent on maintaining institutions the inmates of which have no opportunities whatever of rubbing shoulders with persons of different faiths, creeds, classes and castes. It is true that we started with separate schools, but it was done when a Government representative of the people was not in power. There is now therefore no reason for continuing the old policy. It ought to become a

definite rule that in future no new communal schools will be recognised for purposes of government grant and help and that every school maintained out of public funds should be open to all Indians.

THIS is all the more necessary in the present economic conditions of the country. The amount raised by provincial governments through taxation is limited and the demands made on it are of a diverse character—each important in its own way. What is made available for purposes of education should be utilised to bring about the maximum advantage; and this cannot be achieved if funds are to be spent in maintaining uneconomic schools involving unnecessary duplication of buildings, equipment and the teaching staff. As the Hon'ble Mr. Varkey pointed out, it is a matter for serious consideration whether Government is justified in spending Rs. 400/ per student which is inevitable so long as separate institutions have to be provided for. It will certainly be a sounder policy to provide additional scholarships for members of the communities which are educationally backward but provide them with education in non-communal institutions.

THE only objection to this policy is that it will not give facilities for instruction in religion. In non-communal institutions there is no possibility of teaching any particular religion of a sectarian character; and those who demand such instruction cannot conceive of a non-sectarian universal religion. The Prime Minister has been able to answer this objection by stating that there is no better solution to this problem than to recognise that the

home is the proper and the only place where we can expect to give religious instruction to our boys and girls, and that the state cannot deal with this problem satisfactorily or even peacefully or in any manner with practical efficiency. Parents who are really religious themselves and who are genuinely interested in imparting a knowledge of their religion to their children will certainly do all that is necessary for this purpose in their homes. They will not depend on schools or colleges; and as a matter of fact what generally goes by the name of religion is learnt not so much through formal teaching as through the example set by the parents and the other members of the family.

It is also unfortunate in our country today that even those who are really convinced at heart of the utility of any educational scheme begin to attack it in public for fear of losing their standing in their community. The attack made on the Wardha Scheme and on compulsory Hindustani falls into this category. One member condemned the Wardha scheme though "he did not know anything about it or as to how Muslims would be affected by it." Another opposed it though, "he agreed that there was much to be said in its favour." Similar were the remarks made by them in regard to Hindustani. It would be of immense advantage if responsible persons on the opposition strengthen the hands of the ministry at least in matters in which they agree with the ministerial policy.

NOW that the Prime Minister and the Minister for Education have given expression to their convictions in regard to communal schools, religious instruction and the Wardha scheme it

is best that they strictly adhere to these convictions and do all that lies in them to put into effect what they consider to be the only sound lines of educational development in our country.

Taluk Education Committees

THE Government of Madras has taken the very important step of abolishing the District Educational Councils and constituting what are known as Taluk Education Committees. The District Councils existed for about twenty years; they had a large proportion of members elected by local boards, municipal councils and managements of private elementary schools; their presidents and vice-presidents were also elected. They had the final word in recognising schools and in distributing grants among them. The grants were not the result of any taxes they levied on their own responsibility but of funds passed on to them by the Provincial Government. It has been the opinion of the education department as well as of the general public that the Councils were not much of a success. Elections created the usual factious spirit; presidents were accused of nepotism and some worse evils; the substantial work of planning out elementary education in the district was neglected or done with indifference; and it was found that elected bodies and presidents were not best fitted to give a final decision on questions of recognition or grants, influenced as they were bound to be by personal and party motives. Without much of opposition the Madras Legislature was able to abolish these councils. The Government then gave an undertaking that representative committees of a more useful and less objectionable

character would be created soon and that it was never the policy of the Government to ignore local public opinion in educational matters. It was in pursuance of this assurance that a government order was passed recently for bringing into existence Taluk Committees.

IN three ways they appear to be an improvement on the old councils. They do not consist of any elected members. Some of the members are ex-officio—as for example the members of the provincial legislature who happen to be residents of the area; others are nominated by the Collector of the district. The president also is to be nominated by the collector. There is thus less room for the display of party spirit. Several of the ex-officio members are bound to command public confidence as they are persons returned by election to some higher bodies. Secondly, the powers of the committees are mainly of an advisory character. Schools will not be recognised or grants distributed without previously consulting them but the department has final say in these matters—in some of which an appeal lies to the Director of Public Instruction and even to the Government. In the past, the departmental officers gave advice and the council took action on the advice given. Now the committees are to give advice and the departmental officers are to take final action. Friction is bound to arise but it cannot be avoided. The committees are expected to use their influence in getting help from the local people for housing and equipping schools; for those who are really interested in public work there is much scope for service. We hope that these committees will have a more successful future before them than the old councils.

Vocational Education in Bombay

THE Bombay Government deserves to be congratulated on its decision to convert some of its high schools into Junior Vocational schools from June next and on constituting a Board of Secondary Education for the Province. The question of Vocational Education has been before the public for several years and the Report of the Abbot and Wood Committee gave a thorough analysis of the whole problem and the practical steps to be taken to make vocational education a reality. Until schools are actually established and worked for some years, it is not possible for any one to say which type of vocational education will suit the conditions of our country. Experiments have to be made in these and kindred fields in order that we might achieve substantial progress. Mere academic controversies will not carry us far.

THE courses in Junior Vocational Schools to be started by the Bombay Government do not provide only for technical training in a specialised field like agriculture, commerce, carpentry etc. In the first four standards of the high school, instruction consists of general education with a technical bias; and in the higher standards it is specialisation in certain vocational subjects combined with general education. It is this harmonious combination of general and technical instruction that characterises the Bombay scheme and this is bound to make it popular. In the second place it does not debar a pupil passing out of these schools from entering the University. The Bombay Government expects the University to recognise success in these courses as equivalent to its matriculation. This is certainly an improvement on the

scheme put forward sometime ago by the Madras Government under which there was to have been a complete bifurcation of high school courses into a technical and an academic category without any possibility of interchange between the two. The Bombay scheme is certainly more elastic and flexible.

Personal Notes

DR. P. K. SEN, Some time Judge of the Patna High Court, was appointed Tagore Law Professor for the year 1939 on an honorarium of Rs. 9,000 to deliver a course of lectures on "Penology."

DR. K. S. KRISHNAN, Professor of the Indian Association for the Cultivation of Science, Calcutta, has been invited by the International Institute of intellectual Co operation to read a paper on some "aspects of magnetism" at a study meeting organised by the Institute to be held at Strasburg from May 21 to 25 this year.

DR. N. R. DHAR, Deputy Director of Public Instruction U. P. has been appointed as an additional member on the Provincial Universities Committee in his personal capacity.

MR. B. S. NAHAR'S offer to present to the Asutosh Museum of Indian Art of the Calcutta University the collections of his late father, Mr. P. C. Nahar, consisting of Indian paintings, sculptures, terracottas and other objects of Indian antiquity, was accepted. The value of the collections is about Rs. 40,000.

SIR SHAH MUHAMMAD SULAIMAN, DR. K. N. BAHU and DR. SHRI RANJAN have been appointed by the Council of the National Academy of Sciences to represent the Academy at the 7th International Congress of Genetics, to be held at Edinburgh from August 25 to 30, 1939.

THE MAHARAJA OF HOLKAR has donated Rs 30,000 to the Allahabad University for the building of a Swimming Pool and HIS HIGHNESS THE MAHARAJA OF INDORE has donated Rs. 5,000 to the Allahabad University in response to an appeal by Pandit Amarnath Jah.

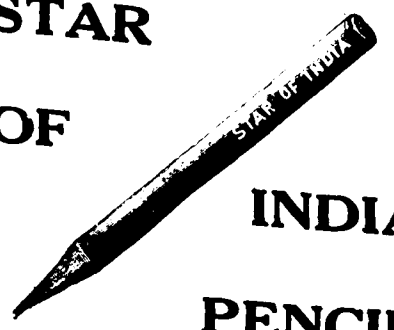
PROF. JAI CHAND LATHRA, Professor of Botany, Punjab Agricultural College and Research Institute, Lyallpur, has been elected President of the Section of Agriculture, Indian Science Congress, for the session which is to be held at Madras in January, 1940.

DR. C. KUNHAN RAJA, Head of the Department of Sanskrit in the University of Madras, has been elected President of the Sanskrit Section at the session of the All-India Oriental Conference to be held at Hyderabad in December 1939.

MR. ANIL CHANDRA GANGULI and MR. NRIPENDRA NATH CHATTERJEE, who are now in England, have been nominated by the University of Calcutta for selection as Seminary Scholars by the Students' International Union, Geneva.

DR. FREDERIC B. ROBINSON, President of the College of the City of New York and an eminent economist is now on a tour in India. He delivered a course of lectures on "Public Education in the United States" at the invitation of the University of Calcutta, on March 19, 20 and 21.

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THROUGH different PROVINCES

DELHI

PROGRESS OF WARDHA SCHEME

Srimati Asha Devi, Joint Secretary, Hindustani Talmi Sangh, told in the course of a press interview, that the Sangh desired to see that the Wardha Scheme was introduced throughout the length and breadth of the country as early as possible. Nine centres had been opened till now in the country to provide training to teachers. In the Central Provinces, the Government opened a centre at Wardha, the Government of Bihar had opened a centre at Patna, the Government of United Provinces had opened a centre in Allahabad and the Government of Bombay had opened centres at three places, namely, Ahmedabad, Poona and Dharwar. In Delhi, a centre was opened under the supervision of the President of the Sangh itself and in Masulipatam one was opened by the authorities of the Andhra Jateeya Kalasala. In Kashmir the State itself had started one centre. About 160 students had been trained so far in Wardha and the second batch was undergoing training. All the 160 teachers were absorbed by the Government of the Central Provinces themselves.

INDIAN HISTORICAL CONGRESS

The next session of the All India Historical Congress will be held in Calcutta in November this year. Prof. H. C. Ray Choudhuri and Prof. S. N. Sen have been appointed Honorary Local Secretaries of the Congress.

The University of Calcutta has recommended a sum of Rs. 750 to be set apart to meet the expenses of the Congress.

MADRAS

SPECIAL SUMMER COURSES

A summer course on Wardha Education will be conducted by the Sree Ramakrishna Mission Vidyalaya, Coimbatore from the middle of May. Mr. Aryanayakam and Sri Asha Devi, Secretaries, Hindustani Talmi Sangh will be in charge of the course of instruction which will last twelve days.

Another Summer School for rural reconstruction is proposed to run in Conjeevaram in May on the lines of the Birla Scheme. This is intended for Teachers employed by Local bodies and for the Rural workers.

ANNAMALAI SCHEME FOR EDUCATED UNEMPLOYED

Regarding the Sri Nataraja Agricultural Colonisation Co-operative Society Ltd., Annamalaiagar, the Registrar of the Annamalai University writes:

The Annamalai University has assigned about 100 acres of wet and garden land for cultivation by the educated unemployed. Ex-students of the University and other educated unemployed are eligible for admission. Applications will be received till May 1 from students with a strong physique and willing to do all kinds of manual labour. Selected candidates must take shares to the value of Rs. 100 payable in 5 equal instalments at intervals of two months.

Two students, one a B. A., and the other a B.Sc. Honours joined last year and lived in the farm with their families without remittances from their homes. The hearty co-operation of the Revenue, Agricultural and the Co-operative Departments of Government have already been secured for the scheme.

AUDITING OF ACCOUNTS IN AIDED INSTITUTIONS

On the question of recognising persons for auditing financial statements of aided educational institutions, which have been under their consideration for some time past, the Government have issued a comprehensive order consolidating and modifying their previous notifications on the subject.

In future, it is stated, only such auditors will be recognised, as are registered accountants, holders of restricted certificates or have done hitherto satisfactory work in the opinion of the Director of Public Instruction and are not actually teachers in any institution. However, in every individual case, the approval of the Director is made necessary in appointing auditors.

RECOGNITION ACCORDED TO ANDHRA MEDICAL DEGREES

The Medical Council of India at its meetings held on 3rd and 4th April decided *inter alia* to recognise the M.B.B.S. Degree of the Andhra University, and to hold a further inspection of the Medical College, Vizagapatam, at the end of two years, with special reference to the progress of the extensions and improvements which the Council considered necessary so as to place the facilities for teaching on a more satisfactory basis. The Council will then consider whether such further progress as might have been made justifies the continued recognition of the Andhra Medical Degrees.

THE 30TH MADRAS PROVINCIAL EDUCATIONAL CONFERENCE

The 30th Madras Provincial Educational Conference will be held in Madras on the 8th, 9th and 10th of May next. Mrs. Radhabai Subbaroyan, M.L.A. (Central), has kindly consented to preside over the Conference.

In connection with the Conference, it has been decided to organise an Educational Exhibition. It is the idea of the Reception Committee that the Exhibition should demonstrate to the public how the work of the schools is being carried on. It is also to indicate clearly the many devices which teachers adopt in the class-room to make learning interesting and worthwhile.

It is also proposed to arrange for a symposium on Elementary Education and on Adult Education.

BOMBAY

GRANTS TO AIDED SCHOOLS

A resolution of the Government of Bombay issued on March 31 states:

After a full investigation of the position, Government has come to the conclusion that there is no justification for aiding the primary departments of English-Teaching schools on the same basis as ordinary secondary schools. Under rule 21 of the Grant-in-aid Code standards I-IV of English-Teaching schools are treated as primary standards, and Government is now pleased to direct that the primary departments of English-Teaching schools (standards I-IV, including classes maintained below standard I) should from next year be treated as "Primary" and recognised and aided by the Local Authorities concerned in the usual

manner. They should cease to receive aid directly from Provincial funds as secondary schools. The question of the amendments in the relevant rules in consequence of these orders is being considered and orders will issue separately. In the meantime the Director of Public Instruction should be requested to instruct the managements of the English Teaching schools to take steps to approach the Local Authorities concerned for the recognition of their Primary Departments.

NEW RULES FOR ACCOUNTANCY DIPLOMA

The Government of Bombay with the previous permission of the Government of India have recently revived certain portions of the old Regulations for the award of the Government Diploma in Accountancy, which prior to 1936 used to be awarded by the Government of Bombay on the recommendation of the now defunct Accountancy Diploma Board. These regulations have now been revived in the modified form with a view to avoiding hardship in the case of those persons who had entered on a course of studies for the Diploma but who were unable to obtain it on account of the changes introduced in 1932 in the system relating to the theoretical and practical training of persons who wished to qualify themselves for the accountancy profession.

According to these revised regulations which are to remain in force up to 31st March 1943, it is now open to all those, who have before 31st December 1934, passed either the G. D. A. Examination or the B. Com. Examination of the University of Bombay with Advanced Accounting and Auditing as their special subject, to qualify for the Diploma by undergoing the period of practical training in accordance with the revised Regulations.

BENGAL

CALCUTTA MEDICAL DEGREES

The Medical Council of India accepted the recommendation of the Executive Committee, that the further consideration of a letter received from the Registrar, Calcutta University, regarding retrospective recognition of the Calcutta degrees by the General Medical Council be postponed till the next meeting of the Committee, as the Committee had requested the President to visit the Medical Colleges in Calcutta as soon as it is convenient.

U. P.

LIEUT. COL. WEIR RETIRES

Lieut. Col. Weir, Director of Public Instruction, United Provinces, who was responsible for the introduction of the Basic System of education, is proceeding on leave, after 27 years service, prior to retirement.

Col. Weir said that the Wardha Scheme of education with certain modifications had been incorporated in the Basic Education Scheme, which was being tried in that Province. While the Wardha Scheme laid stress on spinning and weaving, the Basic System included the teaching of other fundamental crafts also. The Government were training about 2,000 teachers; and 75 teachers, including 30 women, were receiving their diplomas this month.

U. P. BUDGET AND FACILITIES FOR HARIJANS

The United Provinces Assembly passed the demand for education for Rs. 2,13,68,919, the highest ever presented in the province.

In the course of the discussion, the Minister announced that he had written to all institutions of the province that, unless restrictions against Harijans were removed before July next, the Government would stop the grants to them.

RURAL DEVELOPMENT SCHEME

Several schemes, legislative and otherwise, including consolidation of small holdings and a Rural Development Bill are being introduced. Rural development scheme makes provision for medical relief, improvement of communications, water-supply, provision of 10 lakhs for adult education and extension of literacy; a five year road-programme costing one crore 2½ lakhs for Basic Education Training College, Rs. 1,25,000 for a Jail Training School to be built in Lucknow, Rs. 17,000 for adult education libraries in jails, Rs. 4,000 for radio sets for juvenile prisoners, 1 lakh for the reclamation of criminal tribes, 13 lakhs in the first year for giving relief in the matter of pay and pension to inferior servants, including orderlies, Jamadars, police, 2 lakhs for the removal of deficiencies in hospitals and dispensaries.

ORISSA

TEACHING OF HINDI

In the course of a communication the Government announced its decision to introduce

Hindi compulsorily in schools. The communique states: "It is the intention of the Government that Hindustani be made a compulsory subject for teaching in the two top classes in the Middle Vernacular and Middle English Schools and in the two lowest classes in the secondary high schools, that is to say, 6th, 7th, 8th, and 9th classes in North Orissa and 2nd, 3rd, 4th, and 5th forms in the ex-Madras area, as well as in the training schools with effect from January, 1941. In the schools, where there are Muslim pupils, provision will be made for the teaching of Hindustani in the Parsi-script.

ORIYA AS THE MEDIUM OF INSTRUCTION

The Government of Orissa has appointed a committee to "consider problems connected with the introduction of Oriya as the medium of instruction in high schools in North Orissa." The functions of the Committee will be to consider the specific problems pertaining to the introduction of Oriya as the medium of instruction in the non-language subjects in the high schools of North Orissa in particular and to offer an authoritative solution of all questions that may arise in this connection; to compile a dictionary of technical terms in Oriya for the use of authors; to examine and approve textbooks, to arrange to have textbooks written and to arrange to bring out a grammar on modern lines.

PUNJAB

LITERACY AMONG ADULTS

In furtherance of the scheme to promote literacy among adults, the Ludhiana District Board has decided to pay school teachers a bonus of Rs. 6 for each adult illiterate they educate, provided they educate at least five adults.

SIND

SIND EDUCATION CONFERENCE

The Governor of Sind opened the Educational Conference at Karachi on April 1, to consider schemes to revolutionise the Educational System in the Province. The conference was attended by eighty educationists from all over Sind. Pir Elahi Bux, Education Minister, presided over the conference.

Resolutions touching Wardha and Vidya Mandir Schemes, seven year plan for universal free

compulsory education, physical instruction for boys and girls and medical inspection of school children were passed.

MYSORE

GOVERNMENT SCHEME FOR MOVING DISPENSARIES

With a view to provide facilities to almost every village in the Kadur District where the villages are situated at distances, the Government have, under consideration, a scheme of itinerant dispensaries housed in four-wheeled bullock carts with rubber tyres with a trailer attached, in which medicines could be stocked.

The cart will be under the charge of a public health nurse or a trained midwife. The programme of this itinerant dispensary will be so fixed as to enable it to move within a radius of five miles, rendering it accessible to every village.

PUBLIC INSTRUCTION IN 1937-38

An increase in the percentage of literacy in the State, in regard to both males and females, greater expenditure from State funds to education than in the previous year, and provision for the study of Sanskrit language and literature on traditional lines in three institutions of the college grade—these are some of the salient features of education in Mysore during 1937-38 as gleaned from the administrative report on the working of the Department of Public Instruction during the year 1937-38 just published.

The average cost of education per head of the population was Rs. 1-0-9 of which Rs. 0-13-2 (0-13-3) was met from State Funds.

HYDERABAD

TECHNICAL AND VOCATIONAL EDUCATION

In pursuance of the 25 lakhs' scheme drawn up by the Government for the expansion of technical and vocational education in the State, in accordance with the recommendations made in the Abbott Report, a beginning has already been made through the establishment at the Osmania Technical College of an Electrical Trades Course and a Commercial Course.

In the Districts, the Department has decided to reorganise the existing industrial schools at Aurangbad and Nizambad which are being expanded shortly. In addition, the Government

have sanctioned the establishment of four new industrial schools.

The next stage in the programme is the establishment of Vocational High Schools.

CENTRAL SCHOOL OF ARTS

Mr. Abbott's recommendations for the establishment of a Central School of Arts and Crafts has also received the careful attention of the Government, who propose to establish such a school in Hyderabad City with branches which will be opened gradually as part of the vocational high schools in the districts. The latest budget provides a sum of two and a quarter lakhs for technical education during the current year.

An element which gives practical soundness to the whole scheme is that these institutions which are being established will work in close co-operation with industrial concerns, whether they be Government or private, which would help the authorities to regulate the demand supply of technical labour.

TRAVANCORE

AN INTENSIVE SCIENCE COURSE

The first meeting of the Faculty of Arts and the Faculty of Science of the Travancore University considered syllabuses and text-books. A joint meeting of these two faculties was also held. The joint meeting *inter alia* recommended that the question of instituting an intensive Science course with a reduced syllabus under Parts I and II should be taken up by the University at an early date.

COCHIN

PROGRESS OF UPLIFT WORK

Cochin occupies a foremost place among Indian States for her achievements in the matter of uplift of the Depressed Classes and the Administration Report of the Uplift Department for 1937-38, just published, shows that the Cochin Government have spent during the year a sum of Rs. 66,353 which compares very favourably with what is being done elsewhere considering the limited extent and resources of the State.

As a result of the special encouragement given in the shape of liberal grants, stipends, scholarships and other inducements the depressed classes in recent years have taken to education in large numbers.



PUBLIC OPINION



MR. S. E. RENGANADHAN ON THE PROBLEM OF HIGHER EDUCATION

"In view of the fact that you are getting this education largely from public funds it is very necessary that your future life should provide scope for you to be useful and efficient citizens and you cannot be useful and efficient citizens if you become misfits", said Dewan Bahadur S. E. Renganadhan, Vice-Chancellor of the University of Madras, addressing the student-inmates of the Paddison Hostel, Royapeta.

As regards, taking up University Education, Mr. Renganadhan said that no student should seek to go to the University unless he felt that he had special abilities which would enable him to benefit by such a course. At present there were large numbers of educated unemployed in the country and the cry was that University education itself should be made more practical. There were various proposals for reforming secondary education and for introducing a more diversified system so that those who were not fitted for a literary course of study could take to vocational training. That appeared to be a sound reform but the Government as yet had not made up their mind as to how the secondary school system should be bifurcated and whether vocational training should be introduced in the existing secondary schools or in separate institutions.

It was unfortunate that in this country there was no machinery for providing suitable psychological guidance to students as to future careers. That was being done to a very large extent in America and to a limited extent in England and was working satisfactorily. Still, young men ought to think for themselves about these things and be able as far as possible to assess their own abilities. If they were not particularly brilliant in their school course, that was a thing of which they need not be ashamed because it was not every one that had a particular kind of mental ability. They should really learn to feel that they would find opportunities for using whatever talent they had in the direction in which it lay. They must not

think that because they had to go to the School of Technology after their high school course, they were selecting a type of education inferior to that of a University.

DR. C. NARAYANA MENON'S PLEA FOR DISCIPLINE

"Have the students who do not wish to study a right to prevent those who want to? This is the major issue. Mahatmaji has said 'No.' Such coercion is not only not nonviolent, but positively violent." Thus writes Dr. C. Narayana Menon M. A., Ph. D., Professor of English, Hindu University, in the course of an article to the Hindu.

He cites a typical incident which occurred in Benares. "For two months a boy had been doing an experiment, which needed the recording of measurements and the readjusting of apparatus every twelve hours. The leaders of the Students' Association declared a day's strike. This boy wanted to record the measurement at least but volunteers, who blocked the passage by lying prostrate, prevented him. There was no time to repeat the experiment; and the student, unable to complete his thesis, lost one year.

"As a desperate measure against capitalistic exploitation, a strike is understandable; but are professors capitalists, and are Universities factories for making money?"

Then he urges, "The standard of a University is set by the students, as well as by the teachers. The presence of a single evil genius among them can ruin the University, even as a single disobedient player can ruin a cricket team. He who enters a University accepts a discipline; and a strike is a defiance of it. It may profess to be a demonstration of indignation of grief, but generally the only visible manifestation of that grief is increased attendance at coffee hotels. It is significant that there are strikes to protest against selection tests and 'slaughter' at examinations. The students of a college in Lucknow went on strike because a student was punished for copying at the examination! And responsible public men helped

the students to establish this right! They did this, I suppose, to destroy the prestige of Universities. It is a pity that students play into their enemy's hands."

MR. K. S. VENKATRAMANI ON ESSENTIALS OF RURAL UPLIFT

The immediate need of a well-planned rural reconstruction campaign in Bombay and the other Provinces with a view to improving the condition of the rural population was stressed by Mr. K. S. Venkatramani, at a meeting held at the Congress House in Bombay, the Hon. Mr. B. G. Kher, Prime Minister presiding.

Mr. Venkatramani said that the five essentials that should guide a planned campaign of rural reconstruction should be education, the establishment of village panchayats, the starting of medical dispensaries in every village, the revision of land tenure and the starting of multi-purpose co-operate societies. Mere talk of rural reconstruction was not going to lead the people anywhere nor was it going to improve the condition of the people. It was necessary that there should be legislation and the various Governments should draft and bring forward legislation to enforce the plan. It was necessary that thousands of educated young men should be trained in rural reconstruction work by experts and each should be put in charge of a village.

Particular stress should be laid on the training in dairy and farming. If this work was carried on consistently for five years, he had no doubt that the village life of India would be rejuvenated.

REV. H. A. POPLEY ON THE NEW SYSTEM OF EDUCATION

In the course of an interesting lecture delivered at Salem, under the auspices of the City Teachers' Union, Rev. H. A. Popley observed that the "Project Method" which he was working in the London Mission Community Training School at Erode was not entirely a novel one.

The ancient Gurukula system had such a kind of education which modern India had however forgotten. The forgotten ideal of learning by doing appeared to people to be new or even revolutionary. Mr. Popley stated that Gandiji's Wardha Scheme had much in common with

the Project Method, but there were also certain important differences between the two types. The Wardha Scheme was craft-centred, but the Project Method allowed the pupils to do things as they chose and to learn thereby, without concentrating on handicrafts. On the whole, the two systems made education centred in the child and were bold departures in educational theory and practice.

The Wardha system, the speaker continued, expected more from the teachers than the Project Method. They would consequently expect better salary and prospects. He hoped that the Government would appoint such teachers, on a better pay, as they would be trained in arts and crafts. He appealed to the teachers to be progressive and to shake off their slavery to any one system of education but to adapt and assimilate the best features of all the systems.

BEGUM MIR AMIRUDDIN ON THE WARDHA SCHEME

Presiding over the annual meeting of the Old Boys' Association of the C. M. S. High School, Tinnevely, Begum Mir Amiruddin referred to the Wardha Scheme and said that a careful examination of it would show that it was the only scheme that provided a practical solution for tackling the compulsory primary education of the masses on right lines, though some alterations were required in the syllabus. For instance, she said that the period of three to four hours was too long for craft work and this should be reduced and the time for the culture studies should be increased. She defended the compulsory study of Hindustani on the ground that it had now been universally accepted, that it was bound to be the common language of the land and, therefore, of the Central Legislatures and the Government. She pointed out that compulsory study of Hindi would not affect the mother-tongue in any way. In Switzerland the boys learned three languages compulsorily without any difficulty. The speaker also pleaded for reform in the University education. She said that the extension of the S. S. L. C. course by one year and the reduction of the degree course to three years seemed a reasonable reform though the Madras University authorities had not favoured it, as it involved the abolition of all second grade colleges.

THE BASIC VALUES IN EDUCATION*

STATE CONTROL AND RELIGIOUS BIAS

Mr. Sampurnananda's Address at Gurukul

STATE CONTROL OF EDUCATION

There is one question which has assumed great importance of late, the question, namely, how far education should be controlled by the State. In so far as control means merely seeing that accounts are properly kept and that the institution is doing the work for which it was started, there cannot be two opinions. The State represents the public and must see that all bodies to which public money is contributed work properly. All institutions, registered and unregistered, aided and unaided, those whose degrees are recognised and those whose degrees are not, must submit to State control to this extent. No institution which derives advantage from the orderly conditions created and maintained by the State should grudge the State this power of general supervision. But control to-day means much more than this.

Look at what is happening in Germany to-day. The State determines not only the age at which education should begin, the numbers of those who shall be educated but also shall teach, who shall study, how teaching shall be given. Teacher and taught must be pure Aryans which means that they should be able to prove non-Jewish ancestry at least up to their great grandfathers and great grandmothers on both sides.

We, in this country have some experience of the results of such teaching. The history we learnt at school was, designed to create the impression that Hindus and Muslims are utterly alien to each other, that the people of India have almost always been a subject race and that they never knew real peace and concord before the advent of the British. We lost all confidence in ourselves as a nation. Where the State undertakes such a regimented teaching in an organised manner, the results are bound to be striking. A man with a peculiar attitude to life is being created. And we must remember that the same attempt is being made,

*Extracts from the Convocation Address delivered by Mr. Sampurnananda, Minister for Education, United Provinces, at the 37th Anniversary of the Gurukul University, Hardwar.

with more or less success, in every totalitarian country. This is bound to lead to an intensification of national pride and prejudices, and consequently to wars and tearing up of treaties. But is this to be allowed to go on? Is there to be no standard of values common to all civilised mankind? Are truth, virtue, morality, to have a different meaning in every country, in every continent? If so, how will commerce and cultural exchange between peoples be possible? Are culture and civilisation doomed to perish to-day.

SCIENCE AND RELIGION

Analogous, and equally important perhaps is the question how far education is to be regulated by the tenets of any particular religion. For instance, you, here, look upon the Sruti as revelation. Whatever does not seem to accord with your interpretation of the Sruti must necessarily be wrong, for the word God is self-evident Truth: all else requires demonstration. Science is every-day studying phenomena and framing hypothesis which in some cases may appear to come into opposition with scripture. In such a case, one of two things happens. Either an attempt is made to distort scripture and its interpretation and make it to convey meanings which will somehow embrace the results of scientific research or to denounce outright the theories of the scientist. We have seen both things done. The first is unfair, to scripture, the second to science; the first degrades religion, the second stifles the advance of knowledge. We know that even in advanced America, the teaching of Evolution is taboo in some institutions and I shall not be surprised if, nearer home, some educational institutions try to subject their staff and students to some kind of a searching religious inquisition. The result can only be hypocrisy and cant. Essentially of course Truth is one and, if scripture is really revealed knowledge, truth in the laboratory and truth in the pages of Holy Writ cannot be different things. But I submit that no attempt should be made at arbitrary reconciliation and what is worse, on *a priori* grounds, to sacrifice one at the altar of the other. This would be bad both for science

and religion. But having said this, I must hasten to add that I strongly feel that while knowledge and the spread of knowledge i. e., education, in a broad sense, should not be tied down either to the chariot wheel of the State or to those of a religious dogma, it should not be aimless, as it is to day. The great defect in modern society is that life has no aim, no goal.

FREEDOM OF THE INDIVIDUAL

The individual works for his self-aggrandisement and theoretically he puts no limits to the bounds of his ambition. This is equally true of nations and States. We see a perpetual war of each against each and of each against all, unbridled competition is the law of life. This accounts for the fact that in spite of all the tremendous advance in knowledge made in recent years, we have not been able to banish disease and poverty from our midst. Ages ago, the Aryans of India devised a scheme of life, which, whatever its shortcomings in the world of to-day, was a complete and self-consistent scheme. There was a work for every man and a man for every work. The life of every individual and of every group fell into its place in this scheme and was regulated by it. A man had the greatest freedom of thought and action—no one bothered, for instance, about other peoples' theological beliefs—consistent with the Varnashram Dharma. To-day, the leaders of Socialist thought—Marx and Engels and Lenin—have placed another scheme of life before us. These two schemes are different from each other in a hundred different ways but they have this in common that they substitute order and co-operation for anarchy and the law of the jungle. They teach that a man's worth is to be measured by the sacrifice he makes in the service of others, not by the money he earns. It is absurd to talk of the individual as entity apart from society. Society consists of individuals and the life of the individual finds its functions and completeness only in society.

ENDS AND MEANS

It is absolutely necessary, therefore, that we should have a complete picture of the kind of society, the kind of man we want and education should then proceed to mould men accordingly. Such a picture cannot be based on the efforts of imagination of a brilliant thinker alone; it will have to be based on a philosophy of life by which all the activities of men and groups of men will be co-ordinated. The Aryan had his

Vedanta and his doctrine of Karma; the socialist has his theory of dialectical materialism and his materialistic interpretation of History. The truth may lie in either or both or neither of these systems of thought but mankind must get itself to the task of evolving a rational scheme of life based on a rational, comprehensive philosophy. It is the absence of such a basis of conduct that permits the man of science to sell his knowledge to the selfish capitalist and allows intellectual and material resources which could convert this earth into paradise to be used for purposes of wholesale destruction. The man of science must realise that he is the Brahman of to-day: he must not prostitute his knowledge for base ends or else it will destroy him and the world in which he lives. This is the greatest problem of to-day, if culture and civilisation are to be saved and the responsibility of those of us who have anything to do with education is great indeed.

ADVICE TO STUDENTS

I should like now to address a few words to the graduates who are leaving the Gurukul to-day, after taking their degrees. I wish you all a long life and all happiness and prosperity, the fullest realization of the four Purusharthas. May no sorrow or failure cross your path in any corner of the universe. There is advice which can be given to graduates in all ages and times. In the words of the Upanishad, speak the truth, practise Dharma, show reverence to your parents and your preceptors, repay the trifling debt to the Gods, the Rushis and the fathers. Work not for reward but out of a sense of duty, for the service of humanity. All this is sound advice and you have to take it to heart but you will have to interpret it according to the circumstances in which you find yourselves to-day.

India is very near the attainment of Swaraj and I speak with all the sense of confidence of which I am capable that no power on earth can keep us in bondage much longer. But there are still impediments and they will require sacrifice and tapasya to overcome them. The measure in which you give evidence of these qualities will be the measure of the extent to which you have utilized your stay at the Gurukul. But the preservation of Swaraj will require greater sacrifices, it will demand higher self-discipline and greater strength of character. I hope none of you will be found wanting in this hour of trial.

SECONDARY EDUCATION IN ENGLAND†

EDITORS'S NOTE: The Consultative Committee of the Board of Education in England was invited in 1933 "to consider and report upon the organization and interrelation of schools, other than those administered under the Elementary Code, which provide education for pupils beyond the age of 11+; regard being had in particular to the framework and content of the education of pupils who do not remain at school beyond the age of about 16." The report of the Committee which is now referred to as the "Spens Report" after its chairman, Sir Will Spens, is the fourth in a series of reports prepared by the Committee under Sir Henry Hadow and looking to the reorganization of education in England—*The Education of the Adolescent, The Primary School, and Infant and Nursery Schools*. The following is a condensation of the Summary of the "Spens" recommendations.

GENERAL CONDITIONS—Parity of conditions in all types of secondary school—grammar, technical high schools, modern schools—administered under one Code of Regulations. Maximum size of classes in grammar and modern schools to be the same, e. g. 30 and not to be exceeded except with the concurrence of the Board of Education, and never to exceed 35. Building requirements, including playing fields, gymnasiums, dining-rooms, and common rooms to be the same. Abolition of fees as soon as national finances render it possible, with 100 per cent special places in the meantime in all but direct grant-aided schools.

Curriculum—The curriculum in all types of secondary schools should foster free growth of individuality, be based upon national tradition, cater for the needs of children through the stage of adolescence, be thought of in terms of activity and experience rather than acquisition of knowledge and facts, represent conservative and creative activities of the community and be in closer contact with the practical affairs of life. For the first two years there should be a common curriculum for all types of secondary school.

Grammar Schools—These should provide suitable education for pupils likely to proceed to a university and encourage pupils to stay after the age of 16. The schools should be left as free as possible in the selection of studies and their content; the school certificate examinations should follow not determine the curriculum. For all grammar schools the curriculum for the first two years should contain English

subjects, including English itself, Scripture, history, geography, mathematics, science, music, art, handicraft or domestic science, and physical education, and one foreign language. A careful review of pupils should be made at the end of the second year in the light of observations of their progress, tastes, and general development. Specialized vocational training should come only at the end of school life. No homework should be given to pupils below 11 *plus*, less to younger pupils than to older, and that given for a week-end should not exceed that given on other days. Organized school activities should not occupy all the time spent outside the classrooms. The internal organization of the corporate life of school for specific purposes should be left to the pupils.

Country grammar schools should take full advantage of the opportunities afforded by rural environment in framing syllabuses. Local authorities are to be strongly urged to plan, on a regional basis, grammar schools with an "agricultural bias," or technical high schools. These schools should begin more specific training at about 15 with specialist teachers, a school farm, more extensive equipment, modified timetables, and a longer school day but a remission of homework.

The First School (Certificate) Examination—This examination (at the end of the first four years of the course normally) often adversely affects courses of study, methods of instruction, and the physical health and mental outlook of the pupils, as well as intensifying the tendency toward uniformity in the curriculum. The demands of and preparation for it and the importance attached to it by employers have caused overstrain and excessive anxiety in many pupils. The conjunction of

†Condensed by 'World Education' from the Schoolmaster and Woman Teacher's Chronicle, December 30, 1938. Published in London.

BOOK REVIEWS

EDUCATIONAL RECONSTRUCTION —
Published by Hindustani Talimi Sangh,
Segaon, Wardha, C. P. Second Edition
(revised) 1939 Price Rs. 1/4.

This is a collection of articles on the Wardha Scheme contributed by Mahatma Gandhi, Desai and Mashruvala to the 'Harijan', and contains The Zakir Husain Committee Report, and their Detailed Syllabus, along with a summary of the proceedings of the All India National Educational Conference.

For nearly two years the Wardha Scheme first put forward by Mahatma Gandhi in the Harijan dated 31-7-1937, has been before the public — in India as well as abroad. It has attracted widespread attention and is now occupying the central place in all attempts made in different provinces in our country at Educational Reconstruction. The book under reference enables one to get a complete grasp of the fundamentals underlying the whole scheme, the evolution through which the ideas of Mahatmaji and his collaborators passed from time to time and the practical shape which it has assumed at the hands of the Zakir Husain Committee. No one can be said to understand the full significance of the scheme and all its implications unless one goes through this book and it therefore amply repays a careful and close study.

In this collection there is an effective reply given by Mahatmaji himself to all the criticisms levelled against the scheme. Two facts boldly come out from the discussions. While among the friends of the scheme real doubts are entertained regarding the possibility of making elementary schools self-supporting, Mahatmaji has unbounded confidence in such a possibility. He has not given up his original ideas on this point. A deep study of the question makes him more convinced of that possibility. In a poor country like ours where it is not easy to raise crores of rupees required for education through any system of taxation and where all the same the need for universal education is urgent, it is necessary that our statesmen and responsible ministers should ponder more and more over

the extent to which schools might be made more self supporting; and in doing this no book will be more useful to them than this on "Educational Reconstruction." A second fact that comes out from a close perusal of the book is that there is no rigidity whatever in regard to the craft that is selected in a school or locality as the medium of education. It need not necessarily be spinning or weaving—although these have advantages not possessed by other crafts—it may be carpentry or agriculture or any other craft suited to the region where the school is located. The significant point is that education should be imparted through a craft and not through books and books alone.

The Zakir Husain Committee Report has a special value of its own. It explains in a clear and lucid manner the philosophy underlying the scheme in a language with which modern educationists trained in the educational theory and practice of the advanced countries are familiar and gives detailed courses and syllabuses in all the subjects to be included in the Wardha Elementary schools. The courses are conceived in a broad and catholic spirit and the syllabuses are highly realistic and inspiring at the same time. The syllabuses in social studies are specially attractive. It will be of very great use if publishers undertake to publish books in accordance with these syllabuses. They are bound to give a new orientation to all subjects of study in elementary schools.

Every well-wisher of the country and especially of the children of the land should study the book.

— M. V. R.

MEMENTO

To change men is far more difficult than to change institutions. Man cannot be forced to be good; he can only be trained and persuaded and cajoled into seeing the folly of his ways.

* * *

Of Socrates and of a few others—Jesus and St. Francis for instance—it can be truly said that their lives and individualities have moulded the shape of our innermost being and are still the inspiration of the best that is in us.

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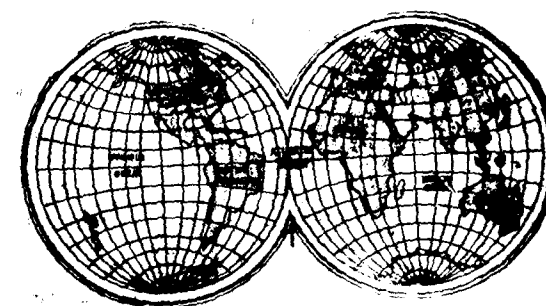
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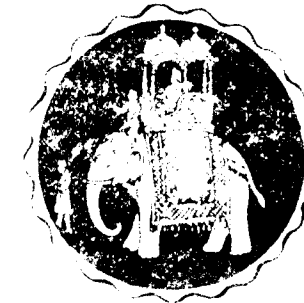
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A MEMOIR

Born in 1865, the late Rajagopal Krishna Rao had his early education in U. P. and the Nizam's Commission and later in the Madras Christian College. After taking his M. A. degree in 1891, he served as Professor in the Pachappa's Madras and Noble College, Masulipatnam; as Headmaster of Mahood College, Hyderabad, and as Principal of the P. R. College, Coimbatore.

He was the first elected Vice-Chancellor of the Madras University. He was awarded the title of Rao Bahadur and Dewan Bahadur and was recipient of the Kanchi Hind Gold Medal before he was finally knighted in 1924—the first educationist in Madras Presidency to be knighted. He was awarded Honorary D. Litt. by the Andhra University in 1926 and the Hon. LL.D. by the Madras University in 1932. The title of Rajagopal was given to the Madras and South Indian Teachers' Union. He was a member of the Madras University Council in 1932.

Mr. Venkateswaram was a staunch worker in the field of the Indian National Congress in the Eighties and Nineties and presided over the Theosophical Conference in 1900. He was a strong supporter of the progressive ideas in religion and education. His religious character, plain living, high thinking, noble deeds, his social purity and anti-caste party work were remarkable. As organiser of the South Indian Brahmo Samaj, he proved to be a great man and was conferred the title of "Brahmarshi". He edited the "Personal Friend and Fellow Worker" and the "Brahmo Prakasaka".

NEW-TYPE TESTS FOR DIFFERENT USES

By Rev E. W. MENZEL, M.A., B.D.

[There are numerous books on the subject to be had from England and America but these are just a little "foreign" for use in India where such thorough readaptation of all teaching material has to take place. It is therefore very gratifying to learn that the learned author of this article has written a book entitled "Suggestions for the use of New-Type Tests in India" which will be published very shortly by the Oxford University Press. In this book the different varieties of tests are explained and numerous examples are given.—Ed., E. I.]

NEW-TYPE tests are often mentioned as an improved way of conducting examinations in schools that offer suggestion of relief from some of the worst evils of our present examination system.

The criticisms of the traditional way of examining are of two types, namely:

1. the present type of examinations are inefficient from the standpoint of fairness and dependability.
2. the present examining system places too much weight on the examination so that pupils study to pass examinations and teachers work mainly to get the pupil over the examination hurdle, both pupil and teacher thus becoming satisfied with a goal that is too far short of the only acceptable goal of education, namely, a preparation for a socially useful, well adapted, and culturally rich life.

On both counts the verdict on the old-fashioned examination is "guilty." There are few educationists with a higher ideal for the school than that of a mechanical

diploma factory, who do not agree. Practically all discerning laymen join in the condemnation. Examinations as commonly conducted are extremely unfair and unreliable and have done much to stifle

initiative on the part of pupil and teacher. They have also encouraged a view of education by pupil, teacher, and general public which is tragically inadequate. This is so well known a fact that further discussion is unnecessary.

But what is the way out of the examination muddle? New-type tests are frequently mentioned as a help. In America and England new-type tests have been developed to a surprising degree. In America especially some very extravagant claims have been made for them and commercial publishers have not been backward in trying to make a "regular racket" of printing them. What is the sober



truth about new-type tests? Are they any more reliable and fair than the old type? Do they avoid the evil of narrowing the objectives of teachers and pupils to a mere examination passing? Do they tell us anything about the development of the student

that the old-fashioned examination does not tell us? Are they on sure ground or are they still only in the experimental stage? Are they usable by the average classroom teacher or only by a few experts? Are they usable only among small children or in the higher classes also?

In India there has been a good deal of talk about new-type tests but little besides talk. A few articles, brochures, and even booklets have appeared but "trying-them-out" is still rare. For a fair trial we have to know what has been done outside of India.

The many questions regarding the value of new-type tests enumerated above cannot be answered for all varieties of new-type tests with one and the same answer. Before one talks of the value of such tests one must describe the type of test and the purpose for which it is to be used for there are many different uses for which new-type tests are constructed and the usefulness, of course, depends upon what one needs the test for. Some new-type tests are meant only for use by the expert. Some are meant for use by the ordinary classroom teacher.

By types of tests we do not mean different types according to form, such as the true-false, multiple choice, completion, matching tests, etc. Our reference here is to different types according to the purpose for which they are to be used no matter what the form of the examining devices.

The most commonly mentioned new-type test in India is the *intelligence test*. In fact whenever new-type tests are mentioned in a group, someone is sure to blurt out "oh, you mean intelligence tests, don't you?" Sometimes intelligence tests are meant but far oftener than not intelligence tests are not meant. Intelligence tests are of very little use to the teacher unless the teacher is somewhat of a psychologist. Intelligence tests are NEVER used for ordinary examination purposes. A teacher will no more use an intelligence test for ordinary school purposes than he

will use a Snellen eye-testing chart to examine reading ability, or use a medical examination report to evaluate ability to play football. Of course an eye-testing chart is of some value as a test in reading because the teacher knows that if a pupil has very defective eye sight he cannot learn how to read and the medical report tells whether or not a pupil is in proper physical condition to attempt such strenuous play as football but there the usefulness of these two examinations ceases for the testing of reading and ability to play football. An intelligence test is more or less a physical examination of the way the brain reacts under certain conditions. It indicates what he ought to be able to learn to do rather than what he has learned to do.

An intelligence test is not supposed to judge school work. It is supposed to judge inborn mental ability and not training. It does not assume that the pupil has had no schooling or training but that the schooling and training is about the average for a person of a certain mental age. Actually the intelligence test assumes that all the pupils have had, proportionate to their age, about the same opportunities and that therefore the great differences found in ability of the pupils of a certain age is because of the great difference in natural endowment of these pupils at birth (or even parentally). Of course some pupils work harder and have greater interest in their work than others. This, the intelligence test more or less ignores excepting as after comparison of the score in the intelligence test and the school marks they say in certain cases. "This pupil has more natural ability than his class work shows. He is probably not putting forth his best effort". The purpose of an intelligence test is more or less to neutralize the effects of teaching and see how pupils compare in learning in spite of the teacher rather than because of the teacher. A pupil who can learn well in spite of the teacher may be assumed to learn easily the things a teacher teaches. An intelligence test aims at testing in new situations, under unusual condi-

tions. Intelligence is the ability to do new things, face new situations, intelligently. A dullard may become very skilful in doing certain well-practised things but is helpless as soon as an unusual situation arises.

Most of the new-type tests standardized in India thus far are intelligence tests and therefore not for school room use excepting in the way that the physical director uses the doctor's certificate in planning out the kind of physical activities the student should engage in. Intelligence tests are very valuable in helping to decide whether a pupil is doing his best work or not, in locating boys and girls suffering from distraction, in choosing those who should have the best opportunity of going up for higher education, in advising a student who is having trouble in his studies what to do etc., but are not meant for ordinary classroom use. They belong to the student advisor's and principal's office rather than to that of the teacher.

What is usually meant when people refer to ordinary class room examinations of the new type as "intelligence tests" is that the form of the test is like that employed in intelligence tests. Intelligence tests and school room tests of the new-type have many things in common. Sometimes whole sections of a classroom test may appear in an intelligence test and vice versa but the results are used in an entirely different way.

The most useful to the teacher of all the new-type tests are the classroom tests, achievement tests, or school-subject tests as they are sometimes called. These may be very elaborate or very simple. Any halfway intelligent teacher can make up simple new-type tests that his students like to take, and which are efficient. More elaborate tests are usually standardized so that one can compare results of a certain class or an individual pupil with those of thousands of other pupils and see at a glance just what the standing of the class or individual is.

There is no longer any shadow of doubt that a wellmade new-type test is far more efficient, comprehensive, scientific, and practical than the old-fashioned examination. There are a few things the essay type of examination does that the new-type does not do but this is not nearly as significant as critics of the new-type tests would have us believe. It is sometimes claimed that new-type tests are good for small children but that in higher education they have little to offer. No one should make such an assertion before he has examined the Manual of Examination Methods by the Technical staff of the Board of Examinations of the University of Chicago. Whether the course is English, Art, Mathematics, Biology, Architecture, or Musical theory, the questions are of such a searching and comprehensive nature that no matter how much or little the pupil knows he is given credit for what he does know but no more. The examinations cannot be "mugged" up like the old type. There is no difference in the marks of different examiners. Cramming and coaching and last-minute-study are of comparatively little value.

Of course there are some examinations put forth that are not nearly as good as they pretend to be. There are some quite defective ones put forth. But that a far superior examination in viewpoint of fairness, comprehensiveness, and freedom from undesirable pedagogical effects and practices is easily possible from kindergarten to Ph. D. grade there is no longer any doubt. New-type tests are no longer experimental. Every individual examination is experimental until it has been perfected through trial but the method of measuring educational effects through new-type tests is definitely proven to be far superior to the old method although not displacing the old method entirely. The more the regret that this type of test which is far more usable than the intelligence test is so much neglected in India where the need of reform is greater than it ever was in England or America, where the examination never dominated the educa-

tional system as thoroughly as here. And it is not true that such tests are impractical for public examinations. Neither are the dangers of irregular practices "leaks" etc., greater. After two or three years experience such tests can be run off as smoothly and with no more irregularities than the present type and the superiority and greater fairness would be appreciated by pupils, teachers, and general public alike. It is also not true that the expense is prohibitive. In quantity, test papers covering ten times the ground covered by the old-type examinations could be printed to cost no more than the blank booklets the pupils now use to write their answers in. A printed paper is not always necessary though in most cases highly desirable. Of course the cyclostyle can also be used to good effect.

Of growing importance in school use is the *Diagnostic Test*. This type of test is not interested in the results of the pupil on the test but in the pupil's method of work. It seeks to find out not how much the pupil knows, but, if he has difficulties, what his difficulties are. The object in finding out the difficulties is that they may be remedied. Of course every good teacher is always on the lookout to find out not only how many mistakes his pupils make but what the mistakes are. Often a very little fault ruins the pupils entire work. Diagnostic tests try to find out the little things which if straightened out will put the pupil back on the right track. Almost any work the pupil does may be used this way and will be used this way by a good teacher. But diagnostic tests go at locating the pupils' difficulties systematically and find out a good deal more than the teacher will find out working in the ordinary way.

For instance, assuming a pupil has difficulty in learning to read, there are all sorts of ailments that may give him trouble. He may have a visual defect. He may very commonly confuse such small words as 'of,' 'if,' 'is,' 'as,' 'on,' 'no,' 'so,' etc., which change the meaning of the sentence enough to disturb the reading process very much.

Or the pupil may not have learned to phrase as he reads, his vocabulary may be defective, or his phonetics weak. A diagnostic test attempts to locate the specific trouble and give the teacher help on the specific treatment needed in this case. Of course diagnostic tests presume that the teacher doesn't only lecture to his pupils in mass production style but gives at least some individual instruction where needed. Some of the most notable pedagogical advances in the last 15 years have been made along this line.

There are also *mechanical aptitude tests* to be had. These should be of help in selecting those who are to go up for technical training of certain kinds. Handicraft and industrial training schools have a large wastage each year from trying to train those who are unfit. Mechanical aptitude tests are helpful in determining fitness without such costly try-outs. They are not infallible by any means but in the hands of the examiner who knows what he is doing are undeniably helpful. They should not be used by the average teacher. In a province two or three central bureaus headed by an expert could do the examining for all the institutions needing such help.

One of the latest developments are *prognosis tests* which attempt to find out in advance the prospects of a pupil getting much out of a certain course. For instance, not every pupil can profit from studying Geometry. Why plague a pupil with the subject if Geometry is the subject he is temperamentally, and mentally least fitted to take? If it could be found out in advance of taking the subject just what the pupil's prospects are, it would be most helpful. Prognosis tests aim to do this but are as yet not too successful. They are still in the experimental stage. There is hope that they will develop into something really helpful but up to the present only a very limited success has been achieved. There are tests of this type which seek to tell a pupil's aptitude for teaching, as well as aptitude in other professions.

Can character be appraised? Can one measure prejudice and social attitudes? Can one measure emotional stability responsibility etc. Here again one cannot acclaim fool proof measuring sticks but undoubtedly considerable progress has been made in the last 20 years. One can expect a much more reliable appraisal of the more subtle aspects of ability and personal qualities to become generally available than we have had in the past although such means of measurement will always need extreme care in handling and can function only in a limited field. But notable progress has been made and we can now venture forth carefully and conservatively in fields which were only a short while ago a paradise for the pure "guesser" because he could make any guess at all without any fear that someone could find out something reliable about it.

This does not exhaust the variety of new-type tests now in constant use but gives a fair idea of the various types. For

school room use there are standardized tests in all subjects from the three R's to stenography, art interpretation, and all the sciences. These are the most useful for the teacher and offer a wealth of suggestion for the improvement of teaching. Of less direct value and yet of considerable value to the school administrator are the intelligence tests, mechanical aptitude tests, prognosis tests, etc. For those working to develop character and personality there are tests that may conservatively be pressed into service.

In India unfortunately the attention has been confined almost entirely to intelligence tests. A few school subject tests have been standardized but all too few. These are the most eminently useful and a progressive teacher cannot afford to be unacquainted with them and should not neglect to try them out in his own class room.

EXAMINATION PAPERS

Problems of Valuation

By Prof. D. S. GORDON

THE summer vacation in India is a period during which many persons connected with the teaching profession are usually engaged in the work of valuing answer papers of examinees. The duties to be performed in this connection are as onerous and distasteful as they are important. They are important not only because the whole future of a candidate may well depend upon the result of an examination, but also because every student is entitled to a just and proper estimation of his performance. There is thus a heavy moral responsibility upon the examiner to exercise the utmost possible care in the valuation of answers. He has to remember that he is judging the fruits of a labour which has extended over a whole year or more.

And yet stories are sometimes told suggesting light-heartedness on the part of certain examiners. It is to be hoped that these stories have no foundation in actual fact. They were possibly invented by disgruntled candidates who have been unsuccessful at examinations. Perhaps a little fun at the expense of examiners may be forgiven when so much has been lost by the concocter of the story. But whatever may be the origin of the anecdotes it cannot be denied that there is a certain element of chance in all examinations. This, however, is not the same as saying that examinations are a lottery in which the lucky people draw prizes and the unlucky ones draw blanks. Such a belief is not only untrue, but its prevalence among

students will be most unfortunate for the cause of education.

Defects in Examinations

The value of an examination depends upon the precision with which it does its work; but there are many circumstances which interfere with the attainment of this aim. At the very outset one is confronted with certain inherent defects common to all examinations. Psychologists and educationists have freely admitted that evaluation of answers is far too much a matter of subjective estimate which may differ from person to person; that they are not often valid tests of achievement; and that they can only attempt to measure the intellectual side, and never sum up the total personality of an individual. On the whole, therefore, they are not very reliable guides in the practical affairs of life. And yet they are not abolished because education as it is organized and conducted at the present time, cannot do without examinations. Learning has got to be tested from time to time. Hence the only alternative seems to be that what cannot be ended must only be mended. This is exactly what the new examiner tries to do. In place of the small number of 'large' questions demanding essay type of answers, he substitutes a large number of 'small' questions requiring definite, pointed answers. In this manner greater objectivity in valuation is achieved, but the other defects are left untouched.

Factors affecting Valuation

There are, however, certain circumstances which specially affect the process of valuation. Among these the state of the weather may be regarded as one. It may be wondered what the weather has to do with valuation; but when one remembers that the season during which valuation work is done is by no means an ideal one, the connection becomes perfectly clear. Summer, indeed, is the worst part of the year. Its heat reduces physical and mental energy to the lowest ebb, and brings on fatigue all too soon. The languorous

drowsiness of the afternoons can hardly be said to provide the best atmosphere for keen judgment of answer papers. But people say that it is as useless to complain about the weather as it is useless to protest against the heavenly bodies. This is very true. But examinations are not in the same unalterable category; they may be held at a more favourable season, to the great advantage of both examiners and examinees.

The number of answer papers which may be assigned to each examiner is equally within human control. Excessive numbers must naturally lead to slipshod work, however conscientious one may be. Human nature cannot endure more than a certain amount of drudgery. Realizing this, some care is already being exercised in the distribution of papers, but this is done at present on the basis of subjective estimates. It would be better to conduct a scientific investigation into the matter with a view to determining the approximate or reasonable number.

The fact that several persons co-operate in the execution of a single task in all examinations where large numbers of candidates appear, is another cause for differences in the standards of valuation. In order to minimize these differences as far as possible, it is customary to adopt certain safeguards. Sometimes examiners are asked to value a few papers at random and submit the results for co-ordination. Sometimes a preliminary meeting of the examiners is also held in order to ensure uniformity in marking. And finally, when the whole work has been completed, the various marks lists are compared with a view to eliminating any further discrepancies which may be discovered.

Errors in Judgment

These and other precautions undoubtedly go a long way in protecting the interests of examinees. But they attempt to remove only errors due to collaboration; they do not touch errors of individual judg-

ment. The great problem in this connection is, how to arrive at a just estimate of the marks which an answer deserves. When an examiner starts on the answers of the first few candidates there is an element of freshness in them, and therefore he may be inclined to give more marks than what is deserved. But as he proceeds further, and finds the same answers repeated again and again, this freshness wanes and he is inclined to be more stingy in his marking. This is borne out by experience and psychology.

Perhaps this 'staling effect' is most easily perceptible in higher examinations where long essay-type answers are usually expected. Here it generally happens that large numbers of candidates from a single institution, who have studied under the same teaching staff, present themselves for examination. Naturally their answers have much in common, under such circumstances. Any variation from this routine is bound to shine by contrast. Hence it would appear that if the answer papers were mixed up and sent to examiners, they might stand a much better chance of reasonable valuation.

Apart from extraneous factors which may influence one's judgment, there may of course be honest differences of opinion. Since all persons are not made in the same way, one cannot expect identity of judgment. Experiments have shown that it is possible for an answer paper to receive anything between thirty and sixty marks out of a hundred at the hands of different examiners. This indicates a range between utter failure and a pass in the first class. The story is often told in this connection, of how a model answer paper, prepared by one of the examiners, got mixed up with those of the candidates by chance, and was valued along with them. The result was by no means flattering to the examiner when the mistake was found out. It is thus obvious that judgments differ very widely. In order to neutralize this difference, two examiners are sometimes asked to value the same set of papers,

and the average is struck. Two heads are better than one.

Standards of Performance

When an examiner first sets out to mark his papers he is like a sailor without his bearings. He does not yet know what level of performance he may reasonably expect from the candidates. Hence, if he begins marking straightaway, there is the danger of his discovering, later on, that he has been either too strict or too liberal. The better way would be to go through the first few papers without marking, until he is able to gain some idea of what the average examinee may be expected to do. In this manner a norm is obtained; and experience shows that the norm in any system of valuation is not something previously determined, but it is always something which is derived from the average performance of the group itself. It is true that examining authorities frequently set down their requirements beforehand, but this can hardly be done *in vacuo*, without any reference to the capacity of the average pupil at that age-level. Under ordinary circumstances, therefore, the results of an examination tend to approximate to what is called a 'normal curve' in which the largest number of candidates will occupy a middle position, while the best and the worst will come at the flanks.

Units of Marking.

Another factor which may profoundly affect valuation concerns the choice of a proper unit of marking in respect of each answer. Here again experience shows that it is unwise to choose either too big a unit or too small a one. In the former case the tendency is to award less marks for the candidate; and in the latter case the inclination is all the other way round. When the unit is small, the probability is that examinees who do not deserve to pass may yet succeed, owing to the continued accumulation of small overestimates. It has been found in the case of essay-type of answers that anything well over ten marks

for each answer may work detrimentally to the candidate's interests; while anything much less than five marks may lead to mis-judgments in favour of the candidate. The safety zone is thus within these limits.

In common practice, however, one finds various distributions of marks in contravention to these limits. And what is even worse, fractional marks are often assigned and awarded for answers. This practice seems hardly defensible, except for very small answers in the new type examinations. In all other cases valuation is merely a subjective process liable to considerable error. What actually happens then is this: The mind receives certain general impressions as to the quality of an answer, and this it tries to translate in terms of numbers. Under such circumstances it is hard enough to arrive at a whole number

which might truly reflect the judgment of the examiner; but to descend to fractions such as one-half and one-third seems to go beyond all reason. The mind is not exactly a yardstick or a sharp-edged knife. Most things connected with it are just matters of approximation.

The realization of this fact in England and America in recent years has led to a system of marking with letters of the alphabet in place of the usual arithmetical numbers. Under this system the best answer receives an A, the next best a B, and the next in order a C, and lastly failures a D. Intermediate stages of merit are sometimes distinguished by the addition of a plus or a minus to these letters. This would appear to be a more rational system of valuation since it agrees more closely with the processes of the mind.

THE WARDHA SCHEME

Confusion of thought as to what is revolutionary in it and what is not

By Prof. N. KUPPUSWAMI AIYENGAR

PEOPLE who talk in season and out of season about the great revolutionary nature of the scheme, the difficulty of making people understand it, the difficulty of finding suitable teachers, etc., etc., are doing a positive disservice to the cause, be they ministers, laymen or educationists. It is due either to some confusion of thought or to want of courage to oppose the scheme openly. I have not only studied the scheme carefully, not only had an opportunity to take an active part in intensive course of training given at Wardha but also to discuss the matter in all its aspects with some of the authors of the scheme and listen to the answers given by Gandhiji to the various objections and doubts raised by the officers and teachers assembled there.

To the layman, everything may look revolutionary. He knows no better. Edu-

cation, what it is? what it is for? and how it is done?, have never been, to my knowledge, a serious study with the layman. To him, especially if he has been 'successful in life', i. e., made some money or name, anything which is different from the training he himself underwent, is an object of suspicion, is revolutionary. To the ordinary parent, the only relevant question is "Can my son get a better start in life?" Very many officials and those that live in town including Congressmen welcome the Wardha Scheme with relief. They believe it would keep away the villagers from competing with them.

But to the Student of Modern Educational Theory, there is nothing really new about the Wardha Scheme excepting the self-supporting aspect of it. Not that I mean that in every other respect Modern Educationists would recommend the

Wardha Scheme in all its details. But no educationist of standing can find fault with the ideology and the basic principles of the scheme. That is why the scheme is being supported by all educationists. Gandhiji pays a very poor compliment to educationists when he says that he did not expect many of them to bless his scheme.

The average teacher and the administrator occupy a position somewhere between the layman and the educationist.

Now, Educational Problems are of two kinds (1) Problems about the aims and (2) Problems about the method of achieving these aims.

Aim of the Wardha Scheme.

What is Revolutionary in it?

The main aim of the Wardha Scheme of education is to bring about a *new co-operative social order* in place of the present competitive regime. In the mere statement of the aim, there is nothing revolutionary. From the beginning of the world, people have always been aiming at a co-operative social order. In Old Greece, they aimed at perfect cooperation—The slaves to work and the masters to enjoy. The schools for the slaves were different from those for the masters. European democracies, especially, England, are trying to give scientific perfection to this system.

"The Scientific rulers will provide one kind of education for ordinary men and women, and another for those who are to become holders of scientific power. Ordinary men and women will be expected to be docile, industrious, punctual, thoughtless and contented. Of these qualities probably contentment will be considered the most important."

It is exactly this kind of cooperative social order the Government of India Circular on Educational Reconstruction aimed at.

What really revolutionary in the Wardha Scheme is that, instead of contenting themselves with the general enunciation

of the aim to be interpreted by individuals in their own way, the authors had gone on to explain in detail the nature of the co-operative society they contemplate, and, what is more, devise a method of achieving it.

(1) In the new social order there is to be no class or caste superiority or inferiority. Education in the words of Gandhiji himself is "to bring about an *equalisation of Status* between the son of a weaver, of an agriculturist and of a school master." If he does not include the son of a Collector, a Minister, the industrial magnate and the merchant-prince, it is not because he does not mean it or want it but for other reasons into which I need not go here. Suffice it to say that he means it and wants it.

(2) In the New social order, there are to be no "drags and parasites—whether rich or poor—." Every one should be a *worker* "who will look upon all kinds of useful work—including manual labour, even scavenging—as honourable, and who will be both able and willing to stand on their own feet."

(3) In the New social order, every individual should realise that, as a member of the society, he has not only rights but also *duties and obligations*. He must be both willing and able to repay in the form of some useful service what he owes to it as a member of an organised civilised society. The motive of social service must dominate all the activities of every citizen of the New State.

This description of the new social order, though not new to the modern educationist, has never been clearly defined as the sole or even the main aim of education. At any rate, no country except, perhaps, Russia, has ever accepted this social order as a practical end to be worked for. Therefore the acceptance of this aim is the real revolutionary part of the Wardha Scheme.

The Method of Wardha Scheme

Once you accept the aim, the method of the Wardha Scheme necessarily follows.

Experience all over the world proves that the first aim—Equality of status and real Democracy—can never be achieved by separating learning from labour, by giving literary education to one class of people and vocational education to another. As early as 1652, Terrard Winstanly taught that there should be no special class of children brought up to book-learning only. "For, then, through idleness, they spend their time to find out policies to advance themselves to be lords and masters over their labouring brethren, which occasions all trouble in the world. Therefore it is necessary and profitable for the common wealth that all children be trained to labour and to learning."

Even Englishmen have begun to recognise this. Lord Percy, in his book, "Education at the Cross Roads" acknowledges it and pleads for a uniform system of education for all. Modern educationists realise that "No system of education can be satisfactory if one section of pupils is to be led, even subconsciously, to assume an air of superiority over other sections," and that the remedy is that all pupils, rich or poor, rural or urban, should be educated in the same kind of schools.

Years ago Ruskin said,

"Every one, from the king's son downwards, should learn to do some thing finely and thoroughly with his hands."

Why? Not that he may earn his living thereby. It is to make him realise what work means, and thereby to create respect and sympathy for the manual worker.

This is the reason why, to the question, "what kind of education would he recommend for the urban population?" Gandhiji replied "The same kind though the crafts may differ."

As a first consequence of our accepting the Equality of status aim,—the democratic aim—it follows that we must have only one system of Education for all rich or poor, urban or rural, and that Manual Work should form part of the education of everybody.

Education through a Craft

If manual work is to form part of the education of everyone, and if we accept the second characteristic of the new social order, i. e., that there should be no parasites and that everyone should be a worker, the manual work should be productive; it should be a handicraft. If every one is to spend sometime in learning a craft, the total amount of time available for general education will be reduced. It is here Modern Psychology comes to the rescue. There is practical unanimity among psychologists that education through practical manual work is the most effective form of education. Therefore it is not only science, economy and commonsense to educate through a craft but not to do so is a criminal waste of time. Thus educating through a craft has to become the main aspect of method.

There is nothing revolutionary about it so far as teaching methods go. Every Training Institution that is worth anything teaches teachers how to teach through practical work. The Technique is not different if the practical work turns out to be a craft. The difficulty is that the present day teachers have not learn any craft. But any intelligent teacher with the help of an expert in the handicraft chosen, can pick up in a short time sufficient knowledge to teach through the craft, and at the same time acquire skill in it.

Can all the Subjects be taught through a craft?

This is one of the most irrelevant of the questions that are often asked about the Wardha Scheme. It assumes that all the pieces of knowledge that are now taught in all the present day school subjects have to be taught in any system of education. It does not realise that the real function of education is not to cram pupils with knowledge or develop subjects but to develop boys and to make them understand what life is and how they should behave in it. Any piece of knowledge that

Curriculum Construction

does not help in this is not educative and therefore may profitably be omitted from the School Curriculum.

Here again modern psychology is on the side of the Wardha Scheme. It says not only that practical work is the best form of education but that any piece of knowledge that has no practical value, that cannot be applied to life situations, has only a *negative* value. It stiffens the mind and makes it lose its power of critical thinking. We teachers, know that the present syllabuses contain a lot of matter that has no real practical value and at the same time excludes much that is useful. Naturally therefore the Wardha Syllabus excludes a good deal of what is now taught and includes other matter that is not now taught in our schools. The relevant question, therefore, is not whether all the subjects can be taught through a craft but

- (1) 'What are the pieces of knowledge that are necessary for this education?'
- (2) How much of this can be taught through the craft?
- (3) How much can be connected—technically correlated—with the craft and
- (4) How much is left over?

Here I want the reader to note that a difference is made between questions (2) and (3), i. e., between 'teaching through' and 'correlated with.' The failure to make this distinction is the main cause of the controversy about the possibility of teaching all you want through a craft. The first is akin to but not the same as the 'Project Method,' and the second is practically the same as the correlation method of Herbart. Thus it will be seen that the Wardha method is a combination of the principles of the Project Method and the Correlation Method to suit Indian conditions.

In Answering question (1), i. e., in finding out the pieces of knowledge necessary for education: the Wardha Scheme has other centres of interest for the pupil than the craft. The report says, "The three central points round which we have built up the curriculum are the child's social environment, the child's physical environment, and the basic craft which connects him to both. We indicate below the possibilities of correlating the various items of the curriculum with the basic craft in each grade to show that a *considerable amount of the subject matter to be learnt* can be integrally related to the craft-activities of the child."

It is unnecessary to point out correlations with the *other two centres*, i. e., the social and the physical environment because they are obviously covered by the syllabuses in social studies and general science.

Thus it will be seen that the scheme does not contemplate even correlating everything with the craft, much less therefore teaching everything through the craft. They have two other centres round which the curriculum is built. Substitute practical work for craft, you get the modern principles of curriculum construction.

The Real Trouble

The above Examination of the Scheme shows that neither the curriculum nor the method is new or revolutionary. The only thing that is revolutionary is the clear statement of what you want to educate the pupils for.

Therefore the real difficulty in introducing the Scheme wholesale in a short time is not want of teachers and the like, but want of enthusiasm in accepting the desirability of the New Coöperative Social Order. The haves stand to lose and therefore naturally object.

SCHOLASTIC REBELLIONS

By Mr. K. NARAYANAN, M.A.

"THERE can be no culture, no real culture, no real education without discipline.....Complaints are not unoften heard about the lack of restraint betrayed by young men. We even hear of strikes by students, of the spirit of trade unionism imported into educational institutions. Indiscipline is utterly foreign to our nature and amounts to an outrage on our culture and traditions," observed Pandit Pant, Premier of U. P. in his Lucknow Convocation Address. We even hear of student organisations putting forward their 'minimum demands,' 'bill of rights,' and 'declaration of rights.' There has been of late a plethora of scholastic rebellions. Quite recently thousands of students in Hyderabad State struck and even left their schools and colleges and emigrated to other Universities. As *The Times of India* rightly stresses, "the spate of student strikes and demonstrations in recent months must cause concern to all interested in the future welfare of the country. Unless checked, these outbreaks will assume serious dimensions and lay the seed for large-scale disorders and indiscipline."

Strikes—harmful

Great leaders like Mahatma Gandhi, Pandit Pant, and Pandit Nehru have deprecated students' strikes. In the first place, strikes promote the spirit of indiscipline. The first need of any self-governing people is discipline and order. Without discipline can there be any concerted action? Discipline is the very essence of the government of a school.

In the second place, strikes are detrimental to the interests of students. Strikers tend to become idle and indolent and get out of the habit of study and work. Only recently Mahatma Gandhi delivered a

severe admonition to students calling upon them to desist from strikes, demonstrations and rowdyism. "The real *Dharma* of the students," he declared, "is to study..... The acts in which students indulge in at present are harmful in two ways...their studies are interrupted and at the same time no gain is derived to the nation." It is difficult to reconcile this advice with the unseemly behaviour of the students at the time of the 'Independence Day' celebrations.

In the third place a strike is an action unworthy of students. It is an action which may be justified on the part of the labourers to bring to their sense their employers who are acting as exploiters of human labour. But in the case of the students there is nobody exploiting them or their labour. In any case strikes have no analogue in educational sphere.

Again students' strikes are entirely contrary to the ancient traditions of our land. In Ancient India there were no strikes by students. Hiuen Tsang, a famous Chinese traveller who travelled throughout India in the days of Harshavardhana, says thus while describing the discipline of the students of the Nalanda University: "During the seven hundred years, since the foundation of the Nalanda University, there has been no single case of guilty rebellion against the rules, on the part of the students."

To sum up, students' strikes are harmful and disastrous. As *the Searchlight* of Bihar puts it, "strikes are most unsuited for our young men reading in schools and colleges. They do only harm to them." Hence proper and adequate measures must be taken to root out the epidemic of strikes that has gripped the students' community of India. Those genuinely concerned for the welfare of India must not only depre-

cate student indiscipline, but take steps to prevent occasions for such outbursts.

Some suggestions to prevent strikes

1. First and foremost it is incumbent upon educational authorities to find fruitful channels for the expression of the superabundant scholastic energy which needs must seek recreation in nauseating strikes on frivolous and personal differences. Students' strikes are but outlets for the pent-up energy of the youth. The vigour and manliness of the students must be regarded as a great national asset to be harnessed for national purposes. Social Service Clubs must be started in schools and colleges and these must be organised on sound basis. Then students will find the much-needed outlet for their pent-up energies. Students can turn out a good amount of social work by taking an active part in the stupendous task of the liquidation of adult illiteracy. Students must also be given splendid opportunity for self-expression and self-activity in the various extra-curricular school associations.

2. All aids to secure discipline in school must be judiciously invoked. School laws, rules and regulations must be few. Let there be a code of unwritten law. "The main secret of effective discipline in school and class lies," says Ross "in the establishment and maintenance of a good routine." Games, excursions, rewards and punishments play a great part in maintaining discipline in schools and colleges. Punishments should be moderate, appropriate, and entirely free from any appearance of revenge. Maintenance of discipline is greatly facilitated by parental co-operation. Appeals to the 'we-feeling' and school pride should be made. Pupils should be given plenty of opportunities to take part in the administration and good government of the school; for pupils have an instinctive desire to serve and acquire respect and authority among their fellowmen.

"After all," says Dr. Ballard, "everything depends upon the personality of the

teacher." He should be sympathetic, just and goodnatured. "Discipline," says Pestalozzi, "must be based on, and controlled by, love." The teacher must have a mastery over his subject and keep the class always occupied and use his eye for close supervision. He must allow his pupils to have as much freedom of thought and action as possible and let their personality grow normally. "Let the teacher give the pupils," says Adams, "as much rope as he can without disaster to the class as a whole. But he must retain in the last resort the power of intervention and veto." He must certainly know something about the child's unconscious self. The teacher can do much by being himself an exemplar of the desired qualities and by holding them as high ideals to be achieved.

3. Students must go back to their ancient ideals of looking upon the teachers not so much as academic men, but as their 'Gurus'. Similarly teachers must look upon their students as their 'sishyas'.

4. The rights and duties of students must be clearly defined. Mutual harmony and sympathy can exist only as a result of consciousness of each one's duties and rights.

5. A School Council—the Teachers forming the Council—should be formed. Just as the teachers decide to whom the prizes should go and how the curriculum and time-table should be arranged, all complaints between students and students, between students and teachers, and between teachers and teachers must be heard by this Council and the Council's verdict must be final.

6. Legitimate grievances of the students must be carefully examined and properly redressed by the authorities.

If the suggestions given above are worked out, surely then, student's strikes will become a thing of the past. Let us all hope for it. Students will come to see the unwisdom of wielding against their own weal an obviously destructive instrument—'strike'.

AIM OF EDUCATION

By Mr. S. N. DAS, B.A., T.D. (Cantab)

EDUCATION is "A preparation for life." People of a religious turn are sometimes inclined to say "A preparation for the life to come." Herbert Spencer makes the aim more specific saying it a preparation for "complete living." J. S. Mill gathers up the definition of education in a simpler form, "The culture which each generation purposely gives to those who are to be its successors, in order to qualify them for at least keeping up, and if possible for raising, the level of improvement which has been attained." Most of us will admit that education is a process. It is a bi-polar process, the two poles being educator and the educand. The bi-polarity may exist in the experience of one individual. What we do for ourselves is as much a part of education as what others do for us. Even when there is no external educator and we carry on self-education we are still carrying on a process that is bi-polar. The self is at the same time educator and the educand. The self that is acting and the self that is being acted upon are the same self, one and indivisible. The active aspect is often called subjective, and the passive aspect objective, just as the perceiving mind is called subjective, while the outer world that it perceives is called objective. By bi-polarity we mean a process that necessarily involves a subjective and an objective aspect, though not necessarily two persons. At the earlier stages the teacher is the active member and the pupil is passive so far as direction is concerned. But sooner or later, the pupil begins to take some interest in the process, and to take an intelligent share in the process. At that stage he ceases to be mere educand and becomes to some extent educator. In course of time he may become predominantly educator, without ceasing to be an educand.

In the actual working of this process of bi-polarity, there are three elements:

The first is found in the universally accepted notion that education implies some sort of modification of the educand, that is, education concerns itself with the modification of that organic whole represented by what is called human nature as found in every individual.

The second essential element is deliberate purpose. The third essential element in the concept of education is that it always implies the use of an instrument which is knowledge.

In the theory of education knowledge has two values: its intrinsic value and its value as a training. Knowledge has an intrinsic value determined by the power it gives us over Nature and the outer world. This is what we call "useful knowledge." But there is another kind of knowledge that has no practical use in itself, but human society makes it useful, gives it, in fact, a sort of intrinsic value like the facts of heraldry and many of the conventions of the society. So one way in which the aim of education may be expressed is by saying that it has to prepare the educand to make himself at home in his environment. The process of education consists in so modifying the environment that the educand will inevitably adopt the right attitude.

Another way in which knowledge may be used as an educational instrument is that it may play an important part in the educative process by serving as a sort of grindstone on which the wits of the educand are sharpened, that is, formal training.

We can have many answers to the question of aim of education. Every scheme of education being, at bottom, a practical philosophy, necessarily touches

life at every point. Hence any educational aims which are concrete enough to give definite guidance are correlative to ideals of life—and as ideals of life are eternally at variance, their conflict will be reflected in educational theories." This trouble arises out of the complexity of human nature.

Again while every man tends to draw his ideal from the inspirations of others, yet it may be maintained that each must have his own ideal. It follows that there can be no universal aim of education, if that aim includes any particular ideal of life; for there are as many ideals as there are human beings. However, 'educational efforts must be limited to securing for every one the conditions under which individuality is most completely developed—that is to enabling him to make his original contribution to the variegated whole of human nature as full and as truly characteristic as his nature permits; the form of contribution being left to the individual as something which each must, in living and by living, forge out for himself.'

At birth a child cannot have responsibility. Family and school are institutions whose existence implies a joint responsibility in which parents and teachers have a share. In the moral sphere the main duty of parents and teachers is to see that the little world in which the child grows up is as rich as may be in those elements which go to fashion better types of individuality, and that other elements are excluded. Thereby the child's abstract freedom of self creative growth is no doubt limited. But such limitations are inevitable conditions of life. The studies and discipline of a school, which necessarily represent those cultural and moral traditions which are of utmost importance, should have yet abundant room for the free development of individuality.

Now, doubt may arise whether the

intentions of the doctrine are possible. Does it not require, if not a separate school, at least a separate curriculum for every pupil? It does not mean that we want to change the unchangeable conditions of human life, but to make the best use of them. Individuality develops only in a social atmosphere where it can feed on common interests and common activities. Individuality should have free scope, within the common life, to grow in its way and that it should not be warped from its ideal bent by other forces. The teacher's aim should be to allow individuality grow unimpeded out of the materials of each child's nature, fashioned by whatever forces, strong or weak, that nature may include.

But education, applied to Philosophy, has only one aim. That universal aim is the nurture of the human spirit; other aims are valid just so far as they can harmonize with each other and with the acknowledgment of the single purpose. Material progress is a good thing, social and political reform are even more valuable, both to the race and to the individual who gives his mind to them; their final worth lies in the aid they afford to the spiritual life. It is not after all the teacher who by any conscious act at any given moment influence the scholar as a self, but the objects themselves, the knowledge, the art, the social situation.

The aim of education is to help the pupils to see themselves and their neighbours in the light of the Universal. If it be replied that this is a programme plainly impossible, fit for philosophers or saints, we should bear in mind that aims are not achievements; even the finest example of 'the good life' may not be accepted as models of perfection. Progress is not arrival, but an ever-expanding prospect, a prospect opening out in busy exchange between the inner and the outer.

SCHOOLS FOR LEADERS

By Principal T. L. H. SMITH-PEARSE, ESQ., M.A., I.E.S.

MORE leaders will soon be wanted in India, men of a certain type. This article is not concerned with national leaders in the front pages of the news. There is no school able to produce a Gandhi or a Hitler or a Roosevelt. If there were, what a volcanic school it would be! The leaders I am thinking of hardly get into the news at all, but they are none the worse for that and form an extremely important class in every country.

There is a comparatively small class of people to be found everywhere who are men set in authority; the members of the "superior services" in Government service; the officers of the Navy, Army and Air Force; professional men in good practice; in the commercial world, the managers, branch managers, and heads of departments. These people draw good salaries: they can work unsupervised: they control subordinates: they shoulder responsibility: they initiate: they direct: they are relied upon: they have social gifts. And while of course an individual in this class can always be found here and there who is unfit for his position and his salary, the average ability, integrity and spirit of service of this class are high. The higher their merits are and the more people who can win places in this class, the better for their country. But only a small minority of the whole population, after all, can be expected to do so. The trouble about democracy is that because everyone has a vote and other equal rights, people come to think that all men are equal and should be treated equally. In character and ability men never were and never will be equal. The training which was the making of one man will be thrown away on another. This special class is the cream of the ordinary talent of its generation: and if plenty of cream does not rise to the top there is something wrong

with the milk. But the amount of cream, even in the best milk, is limited. How is this class produced?

Leaders of this type are not born, but made. It is largely a question of proper training. This statement is not upset by two undoubted facts: that several people receive 'the making' in vain and that a few rise into this class without it. A school for such leaders can hold out no 100% guarantee but experience shows that it is educationally possible for it to train the majority of its pupils to be fit to hold their places among the elect.

Such a school is called in England a public school. Years ago almost every leader in India of the type I am writing about was an Englishman from an English public school. There are fewer now, though they are probably still in a majority. But it is quite certain that they will not long remain so. Indians must fill the posts they are vacating, for the posts will not disappear with the departing Englishmen. This is obvious; and, as these posts are honourable and well paid, it also seems obvious that there will be no difficulty in finding the right Indians to hold them. But in fact there *will* be difficulty and that is the whole point of this article.

The difficulty is that there do not exist nearly enough schools to train Indian leaders. This can be shown arithmetically. England with a population of about 45 millions must have today at least 40,000 boys undergoing a public school training. India, with, say, 350 millions, probably has not got 1,000 boys undergoing a training anywhere nearly comparable. Unless it can be proved that she is extraordinarily rich in natural talent which is so good that it does not need development, it follows that there will be a big shortage of young Indians really fit to fill the vacant positions of

authority. It is significant that the Federal Public Services Commission is continually complaining that it does not get enough *suitable* candidates for the Indian Navy and Army.

It is quite certain that the ordinary Indian Secondary School and Intermediate College cannot supply sufficient of the right material. They are neither primarily concerned with such production nor staffed, equipped and organized for it. A machine perfectly efficient at making spades cannot simultaneously make swords. If anyone objects that India does not want the English public school for a model, the answers are firstly that the available evidence is against him as there has been a great rush to enter the few Indian public schools which exist; secondly, that there is at present no alternative model. Some special institutions are clearly needed, and quickly, to give the best available training to the best of the youth of India. The opening of more Indian public schools seems to be the only possible step to take.

It is not yet very clearly appreciated in this country what a public school training is; especially that it is very different indeed from that of an Indian secondary school. I shall try to emphasize some differences in this article without pretending to say all that might be said on this subject. A public school is a private institution free from all Government control or aid. It is expensive to found but, that done, it runs on its endowment and fee income. It is also expensive to patronize; an English parent seldom pays less than £150 a year to a residential school but he does so because he feels that the public school is best able to lead his son up the path to the best careers. It is doubtful whether any self-supporting Indian public school can afford to charge less than an 'all-in' fee of Rs. 1,500/- a year.

The public school provides constant training in leadership because its pupils hope one day to lead. Therefore the school is managed and disciplined as much

as possible by the senior boys. The masters keep in the background. The discipline, I should add, is strict for none can lead who has not learned to obey.

A boy does not usually leave when he has passed some public examination but when he reaches a certain age—usually 18. This is the exact opposite of the Indian practice. A boy is considered to need a public school training up to 18 whatever his academic ability. If a boy passes, let us say, his Matriculation examination at 15, he proceeds to harder work whilst still at school. The cleverest boys in an English public school probably reach the B.A. (pass) standard of an Indian University by the time they leave.

There is no idea that a boy goes to school merely to attend classes. The out of class training is held to be every bit as important. As most public schools are residential, their training lasts 24 hours of every day even in those which are non-residential, the boys do not go home as soon as classes are over.

Physical training and compulsory games, private study, indoor and outdoor cultural activities to suit all tastes, military training, religious instruction, social training fill up those parts of each day not spent in the classroom. The training is all-round, one of the *whole* day.

The staff has also to be mainly residential and to contain a majority of masters who have had the same training themselves; good all-round men of energy, versatility and tact who know when to interfere and when not to; men drawing good salaries.

The code of an Indian public school need not be—probably will not be—the same as that of English ones. But some code the former must evolve, for no public school can be understood without a study of that. In an English public school the unforgivable sins are to tell tales against another boy to a master; to show fear; to boast; to let anyone else suffer for your own fault; to steal; to play foul. There used to

be two big rival schools who always played their annual football match without a referee. That may be a practice of the past but it typifies the spirit desired. A public school 'strike' would be inconceivable or a protest or walk-off on losing a match or over an umpire's decision. Any attempt to cheat in an examination would be condemned by a strong public opinion so would anything else that could be labelled unfair or underhand.

There is no intention in this description to make out that the English public school boy is a little angel. He himself would vehemently deny the charge and he would be right. The above passage simply tries to tell those who do not know the English public school what its characteristics, aims and merits are. But I had better balance any praise which I have incidentally bestowed by mentioning some faults. Its public opinion is often too strongly in favour of moulding everyone to one pattern; a boy who is 'different' often has an undeservedly bad time. It is also prone to overworship the athlete and to cold-shoulder the intellectual and artistic. Individuality has to wear too tight a jacket, or at any rate used to have. One reason is a great lack of privacy; of any place where a boy can be for a little while himself by himself; another, that a public school is essentially a school for boys run by boys who are conservative and self-conscious people. Life is rougher, masters find it harder to keep order, there is considerable hero-worship for the daring breaker of school rules. The chief criticism is, however, the charge of snobbery, the danger that every public school boy runs of coming to thank God that he is not as other school boys are. The masters are also exposed to the same danger, as most of them have had only public school, university, public school careers of their own. There is one other criticism of the staff which anyone interested in education, as a profession, is compelled to make. I refer to the extraordinary prejudice of English public school masters against

teachers' training courses. It may be less strong now but twenty years ago it was considered almost indecent for a master to possess a teaching degree or diploma. Why lawyer or doctor must, and a school master must not undergo professional training is a distinction difficult to appreciate. This, however, is becoming a digression.

To pick up the main argument again, I summarize it as follows. A large number of superior posts are likely to be vacated by Englishmen in India in the next decade or two. They will have to be filled by young Indians. They will be much sought after because they carry excellent prospects. They must be filled only by those fit for them because their importance is such that India will suffer severely if they are not. To qualify for such posts the average boy must have a certain kind of training which he can hardly get in India at present. It is an expensive training but it leads to good careers. It is one modelled on that of the English public school which admittedly has its faults but has proved to have merits far outweighing them. The Indian public school must try to avoid the former while securing the latter, at least until some better system for training leaders, not yet known, is discovered. Therefore India must develop her own public schools without delay.

What public schools has India at present? I omit the boarding schools intended specially for European and Anglo-Indian boys as they are fully employed working for a special class. There remain the Doon School and the Royal Military College at Dehra Dun; the Scindia School at Gwalior; the Shivaji Military School at Poona and the Colvin College at Lucknow. Recently three of the Chiefs' Colleges have opened their doors to boys of other classes; the Aitchison College at Lahore, the Kathiawar School at Rajkot and the Rajkumar College at Raipur, Central Provinces. There may be one or two other Indian schools with reasonable claims to public school status.

But even so there are clearly not nearly enough; for instance, so far as is known, neither Bengal nor Madras has one at all.

The schools mentioned above may not all be quite full, or may be willing to expand further. The first step is to fill these schools to the brim but the second should not be delayed whilst that is being done. At least two new public schools should be opened in Bengal and Madras, not in towns but out in the country where residential schools should always be located.

They will cost money to found—say fifteen lakhs each. That money will be found only when parents have been brought to see how much such schools can help their sons to happier fuller lives and good careers, and when patriots realize how much they will help India to find that 'officer class' which every self-governing country must have. Without that class talk of Indianization of this, that and the other remains just talk. When patriots and parents do see it, the money will be found easily.

It must not be towards the Provincial Governments that anyone must look for the money. Even if they offered it it should be refused. A public school must remain free to pay its own piper and to call its own tune. Governments could help financially in only one desirable way.

I have mentioned before the danger of snobbery in an English public school. Only boys can enter whose parents can pay some £150 a year. Indian public schools might with support from Government do

much to avoid this danger. There is no sound reason why a boy whose parents can afford Rs. 1,500/- a year for his education is more likely to train into a good leader than a boy whose parents cannot. If all Provincial Governments agreed to set aside say Rs. 10,000/- annually to pay the public-school fees, in part, of a certain number of unusually promising but impecunious boys from their provinces, the latter could get the benefit of a training in leadership; and the Provincial Governments might hope for the same results from this policy as did Cecil Rhodes when he founded his Rhodes Scholarships. These provincial scholars should be bound to choose careers which had the approval of the Government which had financed their education. They should be most carefully selected at the age of 10 or 11 by some method above suspicion of favouritism; and they should be considered as on probation at their public school during their first year, as it is justifiable to give an expensive education from public funds only to the very best all-round talent. By this scheme not only could a Provincial Government give a chance to some of its most promising boys to make the most of themselves with service to their Province as the big end in view, but also the public schools and the careers for which they prepare would not become the preserve only of the sons of the rich. Conservatism, tradition, pride and prejudice are written too large on the records of most English public schools for them to have dared this reform up to now. Indian public schools so far have no records. On this subject at least, may they write better!

TEACHER PARTICIPATION

WHAT pupil activity is in the school, teacher activity is in the profession. It is the basis of personal growth. By working at their problems teachers come to appreciate the larger significance of the school. They develop personality. They establish professional contacts. They develop leadership. They command the respect of other citizens. They help to improve the community. They help to pay the debt which everyone owes to the profession by which he makes his living. America is under great obligation to the pioneer teachers who have laid the foundations of our marvellous system of schools. Shall not the teachers of this generation through their co-operative efforts build upon the foundations which have been laid?

—H. G. Wells.

A Recognition that Physical Education has taken its Right Place in General Education

By Dr. G. F. ANDREWS, M.A., Ph.D.,
Senior Physical Director, Madras.

On February 27, Dr. Jesse Feiring Williams, M. D., Head of the Department of Health and Physical Education in Teachers College, Columbia University, was the recipient of the honorary degree of Doctor of Science from Rollins College. Dr. Thurston Adams, Associate Professor of Physical Education at Rollins College, writes on this as follows:

"This February, 1939, is a highlight; not only to an outstanding leader of our profession, Dr. Jesse Feiring Williams, but for physical education as a whole. On February 27, at Rollins College, Winter Park, Florida, Dr. Williams received the honorary degree of Doctor of Science (D. Sc.) for pioneering leadership in the profession of physical education, this honour to an outstanding man is of far reaching significance; it is a recognition that physical education has taken its rightful place, in the minds of our colleagues, alongside the older profession of the arts, in general education.

"At the awarding of his degree, Dr. Williams was presented to President Hamilton Holt of Rollins College by Dr. John Palmer Gavit, a trustee of Rollins, and a noted writer and newspaper man. Dr. Gavit's presentation of Dr. Williams was:

"Mr. President: It is my high privilege to present to you, with recommendation of the degree *honoris causa* of Doctor of Science, Jesse Feiring Williams, M. D., Head of the Department of Health and Physical Education in Teachers College, Columbia University.

"Born fifty three years ago at Kenton, Ohio, educational product of the public schools of that place; Bachelor of Arts (1909) of Oberlin College; Doctor of Medicine (1915) of the College of Physicians and Surgeons, Columbia University, Dr. Williams has devoted his professional career chiefly to the cause of health and physical education as indispensable in the development of personality, and during the past ten years to the training of teachers inspired and equipped to further that cause. His whole

career is eloquent of his spirit and convictions... as athlete, coach, instructor, in New York School for the Blind, Professor in the University of Cincinnati, officer in the Medical Corps of the Army, head of recreation Hospitals for the American Red Cross, instructor, assistant professor in Teachers College.

"Incidentally he has directed or participated in impressive surveys of school systems and educational situations in many American cities...even one in the Philippine Islands.

"His output of books, public lectures, and articles in periodicals is enormous. Many of his books are standard text books in schools and colleges. He has been President of the American Physical Education Association; and the College Physical Education Association; in 1935-36 he was Visiting Professor of the Carnegie Endowment of International Peace accredited to the Universities of Latin America. Last month he received the coveted Gulick Award.

"His interest in education is inborn and unquenchable; but always it contemplates the all-round development, not of the "intellect" alone, nor the physical body alone, but of mind, body, spirit, as a unified and indivisible whole. It is peculiarly fitting that now, as Rollins College intensifies its efforts in precisely that direction, it should give special recognition to a man par excellence leader and teacher and inspiration in that field.

The writer of this article, an old student of Dr. Williams, extends his congratulations to Dr. Williams and is glad to give publicity to the above. Health and Physical Education is yet to find its rightful place in general education in India. May the example of Dr. Williams inspire pioneers in the field of Health and Physical Education in India to give of their best so that they may help "to elevate health and sane recreation to their place in the scheme of education."

NOTICE

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

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

EDUCATIONAL INDIA Masulipatam, May & June, '39

One Year of Basic Education

THE scheme of basic education originated by Mahatma Gandhi has come to stay in the country in spite of all criticism levelled against it. This is made quite clear by the first annual report of the Hindustani Talimi Sangh—the All-India Education Board—formed on an authorisation from the Indian National Congress which accepted the Wardha ideal of education at its Haripura Session in 1938. The Association was formed to give a practical shape to the suggestions of Mahatmaji and to take all the steps necessary for spreading the new idea and experimenting on it in as many schools as possible. It worked in all these directions and the report recently issued sums up its achievements during the last one year.

FROM the beginning it was recognised by one and all that the success of the new scheme depended entirely on the training given to teachers who would be employed to impart instruction to children in the basic schools. This was just what the provincial Ministers told the Committee of the Association which met them with a view to get schools of the new type

started in provinces governed by Congress Ministries. It was, therefore, right and proper for the association to have started its work by opening two institutions—a Teachers' Training Centre at Jamia Millia Islamia, Delhi and an experimental school at the village of Sheagon, the headquarters of the Association. Subsequently a short introductory training course in the principles and practice of basic education was organised at Wardha and it is gratifying to find that five Congress Provinces and a few private institutions sent teachers to attend the course. The consequence of this step was that those who attended the training course were on their return employed to open training centres in some of the provinces. In Bihar sixty pupil-teachers were thus trained. In Bombay three training centres were opened. In C. P. one hundred and sixty teachers were trained. The U. P. government also opened two centres—one for the training of graduates and another for those of a lower standard. It may thus be seen that in four of the Congress Provinces there are to be found now a group of teachers who have been trained to teach in basic schools and some progress in this direction has been made in Orissa also.

A SECOND important step taken during the year was the drawing up of a scheme for starting basic schools by some of the provincial governments. Fifty schools are to be started in Behar, twenty five in Orissa, sixty in Bombay and more than one hundred and fifty Vidya Mandirs in C. P. In U. P. the idea is to start about 1,500 schools. Besides this a Board of Basic Education has been set up in each of these provinces to advise the government and this makes us entertain the hope that

in the coming years basic education will make rapid progress in them. The one Congress Province that lags behind in this respect is Madras, even though the present Minister of Education has produced a book on the Wardha Scheme. Very little has been done in this respect last year except deputing three teachers for training at Wardha.

SOME of the other features of the work of the Association require to be noted. One is the preparation and publication of the necessary literature. Among the books published are "The Basic National Education", "Educational Reconstruction", handbooks for teachers on the crafts of spinning and agriculture, and on card-board modelling and a small monthly bulletin called "Nai Talim" dealing with practical problems of basic education. All this is highly commendable and shows that the Association has taken to its work in the most serious spirit. It has also paid much attention to propaganda which is so necessary in view of the fact that for political and other non-educational reasons there are many who are prejudiced against the Wardha Scheme. It was in this connection that an "exhibition of basic education" was organised at Tripuri. It is stated that, "in this exhibition, besides the demonstration of actual products and processes of a craft-centred education, an attempt was made to indicate by means of charts, diagrams and posters, the educational, economic and social significance of the new scheme and its difference from the old orthodox system."

THE experiments conducted during the last year have also proved that two of the criticisms levelled so far against the Wardha Scheme have no real basis

whatever. One is that craft education will prove to be a drudgery and that it will be uninteresting to children. The report shows that the new education has in practice been found to be a source of unfailing joy and creative interest by children. It has brought them a much-needed sense of self-confidence and fearlessness. The second criticism has been in regard to its economic aspect. The report says that the experience of the last one year proves that the new system of education will gradually cover a major portion of the current expenditure of the school. This is a very hopeful sign and this is bound to create additional confidence in the possibilities of basic education.

The Madras Educational Conference

AT THE thirtieth session of the Madras Provincial Educational Conference that was recently held at Madras, considerable dissatisfaction was expressed in regard to the failure of the Madras (Congress) Government to formulate its educational policy and to do anything substantial to reorganise the educational system of the province. This dissatisfaction may be regarded as the key-note to the proceedings of the Conference and to most of the resolutions passed by it. Mr. Sabhesan, the Chairman of the Reception Committee, referred to every thing educational being in a state of suspended animation. The Prime Minister gave no indication of the mind or intentions of the government in his budget speech; and in answer to interpellations in the Assembly there was only a laconic reply—that the matter was still under consideration—forthcoming. This was certainly in

contrast to what is being done in other Congress provinces where there was found a determination to make a beginning and where committees were appointed to suggest a suitable line of action. He also referred to the need of the teaching profession enlightening the public in regard to educational matters and influencing the educational policy of the government. He further suggested the lines on which the government should proceed in the work of reform and emphasised the necessity for creating a Board of Education with adequate representation of teachers on it.

IT is, therefore, no wonder that the Conference regretfully placed on record its sense of disappointment at the absence of any planned educational reform on the part of the government. By another resolution the Conference urged the Government to reconsider the elementary educational policy outlined in the communique of the Interim Ministry and to formulate its policy in the light of the Wardha scheme. The Conference also condemned the constitution of Taluk Elementary Educational Committees—recently decided upon by government—and the Government orders issued a few months back regulating the constitution and working of Elementary Teachers' Unions. There were several other resolutions striking more or less the same note.

THERE was nothing novel in a Conference of teachers adopting such a highly critical attitude towards the educational policy of government. Even if it was novel there was nothing to rouse the wrath of the Minister of Education. For, whatever might be the case under a bureaucratic or a totalita-

rian form of government, there is nothing wrong in any body of experts or citizens freely expressing their views when they are supposed to be under a popular government. In a democracy the authorities must be prepared not only to face criticism but also welcome it. They should not be too sensitive to verbal attacks by others. Although all these are elementary propositions which no believer in popular government will question, it is unfortunate and highly regrettable that the Hon'ble Minister of Education who was invited to open the Conference was a little ruffled by the speech of Mr. Sabhesan and spoke to the Conference in a tone and language which were highly resented. We do not, however, want to refer to this unpleasant incident at any length. But we hope that such incidents will not recur and that men in authority will use the language of moderation and respect towards the members of the teaching profession, who in spite of a multitude of adverse circumstances—low salaries, insecurity of tenure, etc.—trying their best to bring enlightenment to the children that are placed in their care. Teachers should not be denied the right of criticising the educational policy of government. Who else can point out the real defects—if any—in the educational schemes of government if it is not the teachers?

Education in Bombay (1937-38)*

THERE are a few features of the Report on Public Instruction in the Province of Bombay to which we wish to invite the attention of our

* We are thankful to the Superintendent, Directorate of Information, Bombay Government, for supplying us, free of cost, copies of Reports, Pamphlets and G.O.s issued by the Bombay Government on educational matters.

readers. About the middle of the year 1937 the new (Congress) government took charge of the administration of the Province. And one of the first things that the Education Minister did was to undertake a large scale enquiry into the general organisation of education. For years it has been clear that there was something wrong with the system of education in our country and Bombay was no exception to this. The new government was anxious to carry out desirable reforms in almost every department within its jurisdiction. Education was not neglected but it received its due share of attention. Four special committees were appointed to report on Physical Education, Adult Education, Vocational Education, and the Training of Primary Teachers. And the Report of the Physical Education Committee was submitted before the close of the year and action was taken on it. This is just the procedure that any government anxious to undertake reforms should adopt. To know precisely what has to be done is the first and the essential step in the direction of doing anything; and this step has been promptly taken by the Bombay Government. We wish that some of the Ministers in other provinces also follow this policy.

TWO important developments took place in University education during the year under report. One is the bifurcation of the University courses into (a) Science and (b) Arts immediately after the matriculation stage. This is bound to increase the importance of Science, perhaps at the expense of Arts. And the Report itself feels that the Science courses are overloaded and that many of the students find it difficult at such an early stage to

make a choice definitely between Arts and Science. A second development is the introduction of a scheme of compulsory physical training for the students of the first and second year classes. This is also a move in the right direction though certain adjustments to suit the conditions of life in our country have to be made if the scheme is to be a complete success.

IT IS a source of gratification to be told that while in several other Universities graduates with degrees in Technology are unable to get employment, the situation is quite different in the case of the graduates coming out of the Department of Chemical Technology in the Bombay University. This is to be attributed to the wisdom displayed by the framers of the Bombay Courses. In connection, however, with Commerce degree holders we wish to invite the attention of the Bombay University and the Bombay Government to two discouraging features. One is the low percentage of passes in the B. Com. degree examination. From the Sydenham College of Commerce—one of the leading Commercial Colleges in the country—161 students were sent up for the B. Com. examination of whom only 44 passed. The causes of this low percentage of passes have to be explored and measures have to be adopted to give better instruction to students and make them work harder so that they might get a return for the expenditure they incur in going through the college course. The other discouraging feature is with regard to the employment of Commerce graduates. On page 28 of the Report are quoted the remarks of the Principal of the Sydenham College of Commerce in which it is stated that students who

have no *hereditary* business connections find it rather difficult to get employment. This also has to be remedied and the Principal himself suggests that the opening of courses in some new subjects like "Economics of Transport" and "Insurance" would widen the field of employment.

ONE is struck with the low percentage of trained teachers employed in the secondary schools of the Province. This is a regrettable feature as the efficiency of the instruction imparted in schools depends mostly on the skill and the capacity of teachers. This is in the main due to the fact that there are very few training colleges in the Province. At a time when the government is taking all necessary steps for the expansion of education it is urgent that the number of training colleges should be increased or provision made for admitting a larger number of pupil-teachers into the existing colleges. This matter requires to be looked into by the government.

TWO features of the educational system of Bombay may be usefully copied in other Provinces. One is the shift system. "Under this system the lower classes of the Primary school, particularly the Infants class and Standard I are taught in two shifts, some in the morning session and the remainder in the afternoon session. Lack of accommodation or the inability of certain local authorities to employ the necessary additional hands is mainly responsible for the introduction of this system." Similar difficulties are experienced in several other provinces also and this system may be tried by them with advantage. The other feature is the system of agricultural schools which are providing rural children with the

type of education that will be most useful to them.

Uniformity of Text books

WE UNDERSTAND that there is a move on the part of the Madras Government to get school text books prepared and to insist only on such books being used in schools. A resolution more or less to this effect was moved recently in the Bombay Legislative Assembly by Mrs. Lilavati Munshi. We consider this to be a dangerous move fraught with serious consequences and we think it desirable that all those who have the interests of true education at heart should make a strong protest against it.

NO one author, however eminent he may be, can produce a text book. In the choice of matter, in presentation, in emphasis, in the language and style used, and in the matter of illustrations and get-up there is any amount of room for variety; and it is impossible to say that among the good books there is any one which is distinctly superior to the rest in all these respects. How can, under these circumstances, there be one text book that ought to be used in all schools within a province. Tastes and needs differ and text books also should differ correspondingly.

MOREOVER methods of teaching are changing from time to time. New experiments are being made. This is the only sphere where the teacher enjoys real initiative. And those teachers who think that there is something of value in the experiments they are conducting should have an opportunity of embodying their results in text books

(Continued on page 443).

THROUGH different PROVINCES

DELHI

WARDHA EDUCATION COMMITTEE

The Kher Sub-Committee of the Central Advisory Board of Education which met at Simla on the 12th and 13th June has arrived at a number of provisional decisions on problems, such as the age at which compulsion should be introduced, the co-ordination of the Wardha Scheme with higher education and the financing of the scheme.

The members of the Sub-Committee will now spend the next few months making study visits to a number of institutions which have adopted the essential features of the Wardha Scheme, such as the Jamia Millia, Delhi, and the Wardha Training School recently opened by Mahatma Gandhi. In these establishments, the members expect to have an opportunity to examine the results of practical application of the basic ideals of the scheme and testing the practicability of the conclusions reached in Simla.

The Sub-Committee will thereafter hold its final meeting about the end of October, probably in Bombay or Poona, and prepare its report.

SYDNEY UNIVERSITY'S OFFER

The authorities of the University of Sydney have written a letter to all Vice-Chancellors of Universities in India stating that "with a view to contributing in a small way towards promoting cordial relations between India and Australia" they are prepared to grant exemption from fees to three students in any one year from Indian Universities, who wish to pursue post-graduate study.

The letter, it is understood, was considered at a meeting of the Inter-University Board, and it was decided that the Universities should be asked to submit names of suitable candidates. A proposal which, it is understood, has been sent for the consideration of the Inter-University Board is, that each University should send one student by rotation in order that every University might have a chance to benefit by this scheme.

MADRAS

HANDICRAFT TRAINING FOR TEACHERS

A proposal is under consideration of the Ministry of Education for utilising rural reconstruction centres to give suitable training for elementary school teachers in handicraft, so that they may handle efficiently the subjects included in the elementary education revised syllabus.

FACILITIES FOR MUSLIM EDUCATION

With a view to providing facilities for Moplah students joining the Madras Mahomedan College to study Malayalam and the Tamil-speaking Muslims from Southern districts to study Tamil, the Government have sanctioned arrangements for instruction being given in Malayalam and Tamil from the beginning of the next academic year.

The Government have also sanctioned the institution of classes in the Mahomedan College for the study of Islamic culture and civilisation.

HINDUSTANI IN SCHOOLS

The authorities of one hundred secondary schools were consulted by the Educational Department recently in connection with the introduction of the study of Hindustani in the first, second and third Forms. It is learnt that only two Missionary girls' schools, one in Nellore and another at Chittoor, have expressed their unpreparedness to introduce the subject immediately.

GOVERNMENT AND RURAL RECONSTRUCTION

The Ministry of Public Information has issued a Press communique giving an account of the rural reconstruction work carried out in the districts out of the funds of the Government of India grant and local contributions during the quarter ending 31st December, 1938. The grant is being utilised mainly for the improvement of rural water supply, improvement of rural sanitation, improvement of village communications and encouragement and development of loan and sale Co-operative Societies.

THROUGH DIFFERENT PROVINCES

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BOMBAY

RURAL UPLIFT IN BOMBAY

The Government of Bombay considers that the Rural Reconstruction movement affords a wide field for the co-operation of lady workers.

To provide the necessary training for them, the Government proposes to open centres in each of the three linguistic divisions.

With Mr. Sanker Rao Deo as Chairman, a committee of seven has been appointed to frame a detailed scheme in this behalf. The four women members of the committee include Miss Mridula Ben Sarabhai of Ahmedabad.

HINDUSTANI BOOKS AND SYLLABI

The Hindustani School Book Committee which was appointed by the Government of Bombay in September last to advise on questions relating to suitable text-books and the framing of syllabi has submitted its recommendations and suitable orders have been passed. The Government have approved the proposal of the Committee that until it is possible to train special Hindustani teachers, all persons who have passed certain specified examinations and who are acquainted with one of the regional languages of the Province and with both the Nagari and Urdu scripts should be regarded as qualified teachers of Hindustani. The syllabus for Hindustani Standards I, II, and III has also been approved.

SCHEME OF BASIC EDUCATION

The Government of Bombay have decided to introduce the Wardha Scheme in hundred schools in the province, distributed in compact areas in the three divisions of Karnatak, Maharashtra and Gujerat. Instruction on Basic Education will be imparted in the two bottom classes only and will be extended gradually to the upper standards.

This experiment is likely to continue for about five years, during which interval the working of the schools will be kept under observation with a view to finding out what modifications on the syllabus will be necessary for introducing the scheme on a mass basis. The financial implications will also be kept in view during the period.

BENGAL

PROGRESS OF GIRLS' EDUCATION

During the last ten years, there had been an increase of no less than 1,000 per-cent in the

number of girls who had passed through the Matriculation, declared Dr. W. A. Jenkins, Director of Public Instruction, Bengal, reviewing the present position of education of girls in the province, in the course of his address at the annual prize-giving of the Akna Girls High School at Serampore.

Parents had at last begun to realise, said Dr. Jenkins, that it was as necessary to educate girls as it was necessary to educate boys, and although there was still unfortunately a large percentage of men folk here not prepared to sacrifice as much on behalf of their girls as they were on behalf of their boys, as far as education was concerned, even that section was beginning to realise that in their own interests, it was well to see that their girls were educated.

SCHOLARSHIPS FOR STUDY ABROAD

The Bengal Government has awarded nine scholarships this year to teachers and students for study abroad. Among them two are girls, one Hindu and one Muslim, namely, Miss Manorama Ghose, M. A., and Miss Razia Sultana Ahmed, M. A., who will proceed to London for training in education and for taking Ph. D. in Persian respectively. Out of the remaining seven, two are Hindus and five are Mahomedans.

DEPARTMENT OF FRENCH STUDIES

The authorities of the Calcutta University propose to approach the French Government for a suitable contribution to the University for the maintenance of the proposed Department of French studies. The Executive Committee of Post-Graduate Teaching in Arts have approved in general the scheme put forward by the Consul-General of France in India with certain modifications in this connection.

TRAINING IN POST & TELEGRAPH DEPARTMENTS

The Government of India have placed at the disposal of the University of Calcutta facilities for practical training of its students in the Indian Posts and Telegraphs Department and has requested that names of students and other particulars may, in this connection, be sent to the Electrical Engineer-in-Chief, Alipore, Calcutta.

U. P.

PHYSICAL AND MILITARY TRAINING

The Physical and Military Training Committee appointed by the U. P. Government, it is understood, has completed its report. It is stated that it has recommended that elementary drill for school children above the age of five and military training with arms for all students over the age of fourteen should be introduced as compulsory subjects at the earliest possible opportunity.

UNIVERSITY REORGANISATION

Hindustani is to be made the medium of instruction in the Universities, according to a decision reported to have been reached by the University Reorganisation Committee.

This decision will however take ten to twelve years to be enforced—when the first group from Basic colleges has qualified for entering the Universities.

Other broad principles reported to have been evolved by the Committee are, the extension of the period from two to three years for obtaining the first degree of the University, a necessary corollary of which will be the abolition of Honours' Course and conferment of M. A., or M. Sc., Degree after one year instead of two after obtaining the first degree.

Further qualification for admission to a University will be the diploma from the proposed Basic College.

PROGRESS OF EDUCATION

The general report on public instruction in the United Provinces for the year ending March 31, 1938, contains some very interesting observations. In the year under review, there were in all 22,408 institutions as compared to 22,563 in the preceding year, but the number of scholars increased from 1,583,915 in the preceding year to 1,620,722 in the year under review. This is attributed to the recommendations of the Weir Report which were in favour of abolishing uneconomic institutions.

"There has been no marked improvement in teaching which, unfortunately, still continues to be dominated by the needs of the examination," says the report.

As to discipline, the report refers to the conflicts between boys and the staff on the one

hand and the guardians and the staff on the other.

The uplift of the Depressed Classes coupled with the removal of untouchability has been one of the main items of the programme of the United Provinces Government during the year under review.

REVISION OF HISTORY TEXT-BOOKS

A non-official resolution recommending to the Government to appoint a Committee of experts to revise the text-books on Indian History eliminating passages which are likely to cause friction between Muslims and Hindus in India or which are calculated to impress upon Indian youths that India was inferior to other nations, and to remodel the same with a view to infusing a feeling of brotherhood, toleration and patriotism in the youths of this country, was passed by the U. P. Legislative Council.

C. P.

COMMITTEE FOR VOCATIONAL TRAINING

The Government of the Central Provinces have appointed a Committee consisting of nineteen leading educationists with the Hon. Mr. S. V. Gokhale, Education Minister, as Chairman and Dr. Veni Shanker Jha, as Secretary, to investigate the possibilities of improvement in vocational training in secondary schools.

This step has been taken with a view to giving effect to the Haripura Congress resolution based on the Wardha Education Scheme, aiming at bringing secondary education in line with modern progressive ideas and national needs. The terms of reference lay stress on the question of co-ordination of secondary education on the one side with primary and on the other university education.

The Committee has been authorised to make suggestions for amending the High School Board and University Acts.

BIHAR

THE LITERACY CAMPAIGN

The literacy campaign which was inaugurated by Dr. Syed Mahmud on April 26, 1938, has made good progress.

"The silent revolution which the movement has wrought," said Dr. Syed Mahmud, in an interview, "is having its wonderful effect, and is paving the way for compulsory primary education, which is likely to be introduced very shortly in some of the Municipal Committees of Bihar. The beneficial effect of the movement is also noticeable in the marked increase in the number of boys and girls who are attending educational institutions. Now that the movement has entered its second phase efforts are being made at consolidation and intensification of the campaign."

Pre literacy and post-literacy work is going on hand in hand. It is expected that during the course of the next few months all educable adults in those intensive areas will attain literacy. As many as 2½ lakhs of adults are receiving instruction at present in intensive and general literacy centres throughout the province. Altogether, there are about 10,000 literacy centres."

SINDH

WARDHA SCHEME PRINCIPLES

The principles of the Wardha educational scheme will shortly be introduced in Karachi municipal schools.

With a view to cultivating a spirit of self-reliance among boys and girls between the ages of 9 and 13, it is proposed to start practical and theoretical courses in all kinds of handicrafts, including spinning and weaving, and make them a compulsory part of the curriculum from the third standard of the elementary schools.

The main object of the whole scheme is to enable a child to attain skill and knowledge in handicrafts so as to utilise his leisure hours profitably.

HYDERABAD

REORGANISATION PROPOSALS

Proposals for the reorganisation of education in Hyderabad State made by the Board of Secondary Education, have been sanctioned by His Exalted Highness' Government. The proposals cover a wide range of reform in the matter of girls' education, introduction of vocational training and minimising of examinations. The Scheme fixes the total period of education at fourteen years, divides the same into four distinct stages, the primary, the lower secondary, the higher secondary and the Univer-

sity, the first two stages covering four years each and the last two, three years each.

MYSORE

PRIMARY EDUCATION

The Mysore City Municipal Council sanctioned the preparation, in consultation with the City School Board, of a scheme of primary education expansion at a cost of one lakh of rupees, for the city. The President pointed out that the Municipality had already decided to give Rs. 50,000 for the buildings, and, as for the other half of the amount, the Government might be approached, if a suitable scheme was drawn up.

A PLAN FOR COTTAGE INDUSTRIES

The Government of Mysore have sanctioned a three-year plan for starting demonstration centres of industries like village tanning, leather stitching, lacquerware, tile-making, pottery, coir industry, village smithy, mat-weaving, paper manufacture and tin toys' manufacture in 43 centres in different districts of the State, so that demonstrations in at least four industries may be conducted in each district simultaneously.

COCHIN

EDUCATIONAL CONCESSIONS

The Cochin Government have been pursuing a very liberal policy in the matter of affording educational facilities and concessions for pupils of the backward and depressed classes of the State. The privileges consist of half fee concessions to pupils of backward classes and free education, stipends and school requisites to children of the depressed classes. There are several concessions granted for collegiate education as well, and on the recommendation of the Director of Public Instruction, definite rules have now been laid down.

BARODA

LITERACY CAMPAIGN

Baroda State has launched a vigorous literacy campaign all over the State, paying special attention to backward areas and communities. An elaborate scheme is being prepared. Meanwhile the authorities have already instructed Headmasters of Secondary and Primary schools to form units for the purpose of carrying on the literacy campaign in a sustained manner in the villages adjacent to the schools.



PUBLIC OPINION



ASSAM DIRECTOR ON THE CURRICULUM FOR GIRLS SCHOOLS

"Co-education has now come to be accepted calmly and this subject no longer raises the bitter controversies it used to do a little while ago. It seems to be generally acknowledged that co-education up to the primary stage is harmless and even desirable", says Mr. G. A. Small, Director of Public Instruction, Assam.

Mr. Small adds: "There is a general opinion amongst the public that the present curriculum for girls should be changed. Instead of teaching the girls the difficult problems of Arithmetic in the middle classes, subjects such as hygiene, cookery, weaving and child-welfare should be given more stress. All girls cannot be expected to earn their living like boys. Their special place of activities being the home, attempts should be made to make them good mothers. Instructions for management of the home should be made compulsory. Proposals have been made and are under consideration for alteration of the curricula for girls. There are many difficulties in the way, and much exaggeration of the need for special teaching. Caste scruples make the general teaching of cooking (which is universal in schools in England) quite impossible in Assam, but the needle-work and weaving done in many of our girls' schools is as good as anything of the sort done in any school in the world. With more funds for special classes, our girls' schools would be most efficient."

DR. PARANJPYE'S PROTEST AGAINST UNIFORMITY IN TEXT-BOOKS.

A strong plea against uniformity in school text-books as proposed in Mrs. Lilavati Munshi's resolution in the Bombay Legislative Assembly was made by Dr. R. P. Paranjpye, speaking at the Conference of Marathi Writers at Poona.

Such a uniformity in text-books, Dr. Paranjpye argued, would kill initiative among individual writers and authors of books, deprive educationists of opportunities of experimenting in methods of teaching and would thus come in

the way of the progress of education and language. Moreover his fears were that such uniformity would be turned to advantage by Government with a view to manufacturing Congressmen in schools, while favouritism in the selection of authors in the matter of text-books was bound to result.

Dr. Paranjpye thought that too much was being made by Mrs. Munshi of the inconvenience caused to parents by the frequent changes of text-books and change of schools by children. He denied that text-books were unwarrantably and frequently changed in schools, and he asked what was the percentage of children changing schools in a year, and replied that it was negligible.

Dr. Paranjpye concluded that a wooden uniformity in text-books would encourage cramming and take away all freedom which was necessary in education and lead to totalitarian spirit in the educational field.

MR. K. G. SAIYIDAIN ON THE WARDHA SCHEME

Presiding over the annual prize distribution of the Dayal Singh School, Lahore, Mr. K. G. Saiyidain referred to the Wardha Scheme, of which he is a joint author, and said: "Whatever one may think of its minor details and of the individual items of the syllabus, I do not think many educationists would seriously challenge the three educational postulates on which it takes its stand, namely the provision of universal and compulsory basic education for the people for a sufficient length of time to ensure effective literary and proper social and moral training; the use of the mother-tongue as the medium of instruction; and the utilisation of productive work or craft as a medium of balanced and integral education for the growing personality of the child."

He concluded: "It is not the veiled and sinister purpose of the scheme, by any stretch of imagination, to impose any uniform conception of culture or any uniform religious or philosophical ideology on the people of this country. The scheme contemplates a democratic and

co-operative society, which implies a recognition of and respect for, the diversity of gifts and talents, and the variety of ways of thought and conduct which obtain in India."

SIND GOVERNOR'S PLEA FOR UNIVERSAL LITERACY

"Universal literacy is now of vital importance to us, whatever be the merits or demerits of our present civilisation. And any effort towards achieving universal literacy is more likely to be successful, if it is probased on the life-giving zeal of a true volunteer than if it is propelled by compulsion," observed H. E. Sir Lancelot Graham, the Governor of Sind, inaugurating a province-wide literacy campaign on May 1.

After dealing with the first phase of the campaign directed towards liquidating illiteracy, His Excellency pointed out that in the rural areas, particularly in Sind, where the true corporate Indian village life was absent, there would undoubtedly be, for a long time, a strong tendency to relapse into illiteracy. Therefore, the next phase of the campaign should be to see that those whom they made literate did not relapse into illiteracy.

The Governor warned the workers that they should not plunge too light-heartedly into this affair, thinking that illiteracy could be abolished by a flourish of the pen. He looked forward to the time when Sind would have a fully organised village life, when there would be not only receivers of broadcast programmes in every village but there would be a countryman's newspaper, which would, as a matter of course, be studied by all villagers.

SIR C. V. RAMAN ON THE FUNDAMENTAL VALUES OF EDUCATION

"One of the phenomena of modern times in India has been the great enthusiasm of the people for education. There was a time when this enthusiasm was confined to a small section of the community. But, with the increasing recognition of the fundamental value of education we see that this enthusiasm has become widespread. The result of the great social upheaval which is going on in India to-day, has been to take this enthusiasm down even to what might be called the down-trodden communities in our country"—thus observed Sir C. V. Raman in one of his recent addresses at Bangalore.

Continuing, he said, "At the same time, we hear voices raised all over the country that the education we get is all wrong, and we have a strange phenomena, on the one hand, of a growing enthusiasm for education in the abstract and on the other a growing volume of opinion against the education that we receive in the concrete. In the midst of this welter of controversy one thing stands clear and that is that no one, at any rate one who has the interest of the country, will doubt the fundamental value of education. We know India is one of the poorest countries in the world. How are we going to reconcile this fundamental economic difficulty with the great social and spiritual idea of making education available to every one in the country? We see all round this problem agitating the minds of educationists. How are we to solve this apparently insoluble problem?"

"This problem can only be solved," Sir Raman observed, "by what might be referred to succinctly as self-help. So long as we wish to lay the burden on somebody else—may be foreign benefaction, may be Government—we cannot advance. All true progress in education is to a very large extent dependent on the benevolence, charity and self-sacrifice of individual philanthropists."

MR. R. P. MASANI ON EDUCATION THROUGH THE FILM

"Although illiterate, the adult population of this country is growing intellectually year after year. The once inert masses are pulsating with new ideas and new yearnings for free expression and new outlets. At such a juncture in the history of the people, it is the imperative duty of their educated brethren to provide aids and instruments for the systematic training of the masses so as to ensure their full and harmonious development"—thus observed Mr. R. P. Masani, Vice-Chancellor of the Bombay University, in inaugurating the Educational Film Conference held at Bombay in May last.

Continuing he said that there was need for more speedy and effective means of furthering the intellectual progress of the adolescent as well as the adult population. Two sure means of achieving that end were the radio and the cinema.

College Life in Germany Undergoes Transformation

By Dr. KLEEBERG

IN former years, college life in Germany was invariably associated in the minds of foreigners especially, with bright-coloured students, caps and scarfs, with innumerable societies, the clash of duelling swords, and in short with a life of careless gaiety hard to reconcile with any of the more serious problems of everyday life and work. It was known, of course, that behind this external appearance of pleasure seeking, a great deal of earnest and valuable scientific and intellectual work was being accomplished by these same apparently frivolous student bodies. The high estimation in which the German colleges and institutions of advanced learning are held abroad is sufficient proof of this. Yet this same atmosphere of gaiety and frivolity was always considered by foreigners to be the outstanding characteristic of the German college and university, the forms and traditions of which dated back to the Middle Ages. Few people realized that much of the mediaeval tradition was disturbed when the necessities arising out of the war and post-war periods gave birth to a new development within the student body, which showed itself in the desire for a reformation, and that many fundamental changes began to be made under the cover of the old traditional forms, the most vital of which being the zealous struggles on the part of the students of Germany to bring about a political re-birth within the nation.

When National Socialism seized the reins of Government, after having won over to its principles the soul of the nation, it found in the high schools and colleges an extraordinary amount of dissension, but the attack on liberalism being made from above, as it were, the administrative and facultative departments of most of the colleges were soon successfully re-organized. The faculties of the several colleges, for example, had come to be made up largely of Jewish professors and teachers, although even from the start, much opposition to this process had been evidenced from the student bodies. This was because the national socialist idea had already taken root and was beginning to gain ground among the students of nearly all of the German colleges. But the student body, as such, was cut up into factions and in no sense united.

Within its ranks, there arose a bitter struggle as to the principles on which a general reform should be based. It was the task of National Socialism, therefore, to restore a spirit of unity in the colleges, on which it would be possible to build up a new academic structure, in which both the college and the individual student were automatically incorporated as integral elements in the life of the nation.

This problem has been solved by National Socialist leadership in the control and administration of the colleges and high-schools. A new idea of college life, both intellectual and social, has been put into practice through the untiring efforts of those delegated to this task. Without disregarding the best traditions of former German academic life and custom, the student of to-day is brought under the influence of training in the principles of National Socialism, as a preparation for the duty he will have placed upon him as an active member of the National Socialist State.

Reich Student Leader Dr. Scheel, who took over the superintendence of the student organizations some two years ago, has successfully re-organized the entire student body of Germany. At the same time, Dr. Scheel is the chairman of the German Student Organization, whose membership includes all those who have matriculated at a university, a college, a high school, or a school of technology. Dr. Scheel is also head of the National Socialist Students' League, whose members in the various colleges, etc., form the nucleus for National Socialist troops among the students. This League works in constant co-operation with all the Reich organizations having to do with educational matters, and their branches in the several administrative districts throughout the country.

The system of National Socialist "Self-Education" among German students has brought about the formation of two distinct student organizations, i. e., the Social Groups of the National Socialist Students' League ("Kameradschaft"), and the Technical Groups, the members of which are students following a particular course of study. The "Kameradschaft," in the first place, is to take the place of the student societies, clubs, and

fraternities with which German colleges and universities teemed in former times. It will, however, continue to foster all of the best traditions of German student life in the past, and especially the spirit of patriotism which has always pervaded organizations of German students. This spirit is to be re-awakened in a national-socialist conception of State and Nation. The members of these "Kameradschafts" will be the standard-bearers of the new German attitude toward world politics and they will influence the character and perspective of the young students who according to a decree issued by Reich Minister of Education Rust, must attend for at least two academic terms the high school or college which they left in order to perform their tour of duty in the Reich Labour Front Organization. In future, the student will still have free choice as to the students' society or "Kameradschaft" which he joins. There are several such fraternities in every college, the total number in Germany being about 900. During the time of his course of study, he is released from duty in the other N. S. Party organizations, such as the S. A. and the S. S. The activities of the several "Kameradschafts," which next to their political work, are to be largely devoted to sport and physical training, are to be under the control of a responsible leader, whose task it will be to guide "self-education" groups into proper channels.

Many of the members of these new student groups still live in the old fraternity houses which belonged to the former student societies, and which have now been placed at the disposal of the new groups, and between the "old Grade" organizations and the modern National Socialist Students' League a perfect spirit of harmony exists, although the new "Kameradschaft" will not in any sense be a continuation of the old German College Society or fraternity. These organizations are no longer to bear the name of some traditional "National" students league of mediaeval times, but will be named for great men in Germany's history, particularly those who lost their lives for the national socialist fight for Germany's freedom. In order that students shall not lose touch with their fellow-citizens in other walks of life, or forget that they are a part of the "folk" community, all members of the "Kameradschaft" societies will be required to help gather in the harvest during their vacation periods, and also to do extra work in the factories in their District between college terms. In this way, all young

students will become familiar with the manual labour and the various handicrafts in which their fellow-citizens are engaged, and their courses of study will not be confined to theory, but must be practically applied. Last summer over two thousand students took part in bringing in the harvest in East Prussia alone.

After three academic terms in one of the "Kameradschaft" groups, to which each student is thereafter permanently connected, he is transferred into one of the technical or occupational groups under one of the several Faculties of the college or university. Here the instruction is more intensive and is directed along scientific lines with the direct purpose of developing an academic consciousness based on National Socialist principles. The so-called "technical" or occupational groups form the foundation of the competitive occupational contests now a part of the German higher educational system, in which more and more students are participating each year. The practical value of this Reich Competitive Occupational System for High school and college students is shown by the single fact that more than 50% of the students' theses and essays on scientific and intellectual subjects have been found of actual use in various departments of the National Socialist Party and of the Government.

The winners of the occupational competitive contests are given special preference as they continue their studies. The student body in Germany, taken as a whole, has entered upon a new course during the last few years. In particular, the preliminary education of talented young men of high character, who are not in a position to take a college course owing to their limited financial means, are so assisted that they are enabled to take their entrance examinations and go to college, where they can enjoy university training without cost. Much value and importance is attached to the system of exchange students with the colleges and universities of other countries. This system is under the management of a regularly organized "Academic Exchange Service." During the current college term, there are 167 exchange students at the various German universities, not counting those foreign students who have matriculated at some German college or university independent of the exchange service. Among the former are 15 Italian students, including those holding the so-called "Mussolini scholarships." All of these foreign students are



PERIODICALS



EDUCATING THE VILLAGE ADULT

In the course of an interesting article published in "The Hindu" of May, 28, Mr. M. J. Sargunam, after referring to the deplorable state of literacy in India when compared with countries in the West, turns to the Indian village where there is large scope for a vigorous propaganda for adult education and says:

"The apathy of the illiterate people in the villages is so very great that there is need for organised and steady propaganda and publicity in favour of adult education and literacy. The villager needs to be taught to do and to think and to want to know the right things, the things that will raise the standard of his living and make him a better citizen, a happier, healthier and wealthier man. How is this to be done? Punjab has led the way. The Punjab Co-operative Societies with the encouragement of the Department have given a great impetus to adult education in villages. These Societies organize adult schools, circulating libraries and free reading rooms; they issue special news-sheets. This method needs to be supplemented by Cinemas, lectures, lantern lectures, broadcasting, exhibitions, demonstrations, shows, processions, competitions, museums, circulation of newspapers and so on."

Then referring to the practical side of it, he gave an interesting account of the Union High School, Coimbatore, (of which he is the Headmaster) which, through its Social Service League and Junior Red Cross Group, has been carrying on adult literacy and rural welfare work in different villages around Coimbatore for the past ten years.

Concluding, he says: "The greatest need to-day is for volunteers not only from students,

Continued from preceding page.

given the opportunity of becoming familiar with German student life in all its aspects and to make close friendships with their German comrades, friendships which promote sympathetic understanding and appreciation of the foreign country, and at the same time strengthening one's love for his own country.

but every educated person, young and old, to give his time and energy and carry the torch of enlightenment into the illiterate, dark homes of our people. Every school, Elementary or High School, every College and not merely Christian institutions, should have a full-time teacher for rural adult education which must be made an integral part of its educational programme. All priests, mullahs and ministers of religion, all judges and policemen nay, everyone who is literate, should be conscripted for this urgent national service. All public places should be made available for conducting this campaign. I would urge the need for the establishment of a separate Department of adult education with a full-time director who will co-ordinate the results of research in methods and work in different parts, prepare and publish the world lists, and inspire, assist and guide the local or district committees. Above all *The Literacy Day* should be observed throughout India to enlist volunteers, men and women, who will take the pledge of rural service."

VOCATIONAL AND PRE-VOCATIONAL EDUCATION

Writing on the above subject in the current issue of *Teaching*, Mr. I. W. Moomaw gives a true perspective of the two methods of education and points out that "not only must the teachers be highly trained, but the administration of a vocational school must be highly specialized. The equipment must be as good as or superior to that used in industry; so also the materials used. The aim being to turn out efficient workers, the methods and equipment must be up-to-date. Vocational schools consequently cost much to establish, and only the privileged few may be admitted to them. A small number of well-staffed and equipped vocational schools can serve the country better than a large number of schools that are poorly staffed and badly equipped. In the meantime men will have to continue to serve an apprenticeship to learn a trade, though the familistic method of teaching vocations to youth are steadily passing in India."

BOOK REVIEWS

LITERACY IN INDIA by R. V. Parulekar:
Macmillan and Co., Ltd. Price Rs. 1-12 0.

The author who is the secretary of the school committee of the Bombay Municipal Corporation has not only gathered together in a handy little volume educational statistics from various sources but has also put them together in a manner that is easily intelligible and directly conducive to the enforcing of the points he seeks to prove. The burden of his song is that "literacy in India is not progressing satisfactorily because the educational system in existence was sacrificing quantity to quality." In elucidation of this statement, the author points out that four or five year Primary school course is not necessary to attain permanent literacy even according to the fairly stiff standards of Indian census literacy. He is of opinion that a three year Primary school is enough for the purpose. The deductions from such a hypothesis are that mass literacy can be undertaken forthwith with a net work of single teacher schools, which even the poor provincial governments can afford. The Dutch East Indies, the author says, have worked on the three class school basis and have registered within a short period a substantial rise in mass literacy. The same is true of China. What is true of these eastern countries will be true of India also, if only the Indian educational administrators would give up certain obsessions, stick out in a new direction in accordance with the special requirements of the land and its limited possibilities. He has certain very stimulating things to say about "wastage" and "stagnation" — terms that have figured very prominently in all Indian Educational Reports. While being fully alive to the facts denoted by those terms, the author points out that the extraordinary gloom cast over the Educational Departments through a contemplation of these facts and the hopelessness and helplessness engendered thereby are unwarranted. He, therefore investigates these facts at some length and shows the real extent of the problems and what is more, suggests suitable and feasible remedies for those.

The purpose of the book, says the author,

"is to give a message of hope to those who will have the privilege of guiding the destinies of future India, that, bad as our educational system has been, it has not been so bad as it is made out to be." It is a well documented book with very valuable suggestions on all the important questions connected with mass literacy—questions such as wastage, stagnation, age of admission to schools, the single teacher school, duration of school life, the number of pupils per teacher, the part time system, compulsion and expansion, the problem of curriculum etc. The book is well worth a study and can be profitably consulted by teachers and administrators.

One thing that will strike any casual reader of this book is the almost total absence of reference to the Wardha scheme which as a scheme of mass education invites comparison with statements made in this book at many points. We hope the author will fill up this sad omission in his next edition or subsequent publications.

— C. S. P.

LANDS BEYOND THE BORDER by K. L. Kaji: Oxford University Press.—Price Rs. 3.

The self-contained insularity of any nation or country is a myth of the past. In welter of international affairs land and sea barriers that gave us a sense of security are fast disappearing and we can no longer afford to contemplate our future without taking into account the general life and conditions of at least our neighbours. No one lives or dies to himself but that he affects and is affected by others is only too true of individuals and nations today.

Under such circumstances and changed conditions a book such as the one under review is a welcome addition to that class of publications which have a practical and cultural value. "Lands Beyond the Border" is not a mere book on Geography, though its value along that line cannot be minimised. India which even in the remote past took a healthy and lively interest in the lands beyond the border can ill-afford to shut herself within her shell and cease to take yet greater interest in those lands. The lands on the western border such as Afghanistan, Soviet Central Asia, Iran, Iraq, Arabia; on the northern border, Nepal, Tibet, Sinkiang; on the Eastern border Burma, Siam, Malaya, Indo China, East Indies; on the Southern border, Ceylon: across the

Indian ocean, Egypt, Sudan, Abyssinia, Somaliland, Kenya, Uganda etc., are all studied in an interesting and illuminating way. Besides there is a reference also to our great eastern neighbours China and Japan. A sweep such as this over lands where Indians have vital and cultural interests is necessary for a right appraisal of our position and a sympathetic understanding of our neighbours. Commercial requirements and colonial possibilities are of vital interest to any nation. Our Indian nationals are to be found in nearly every one of the countries mentioned above. As India becomes more and more a self-governing country and her voice is increasingly felt in international relations, it will become increasingly necessary for the people to take an intelligent interest in these matters.

The book under review presents in a concise, interesting and intelligible manner the facts pertaining to these countries. We feel sure that it can be profitably studied by our High School students and others who as citizens of a democratic India hope to play a part in influencing her relations with our neighbours. The book fulfils a long-felt need.

— C. S. P.

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Personal Notes

MR. SURENDRANATH DAS GUPTA has received the degree of Doctor of Philosophy of the Rome University.

DR. B. S. GUHA, of the Anthropological section of the Indian Museum has been invited by the 18th International Congress of Anthropology and Pre historic Archaeology, to be held at Istanbul, from September 18 to 25, to represent British India at the Congress.

MRS. SAROJINI NAIDU will deliver the Convocation Address of the Dacca University which will be held on July 29.

MR. ANWAR IQBAL QURESHI, Professor of Economics, Osmania University, has been invited by the graduates of the Institute of International Studies, Geneva, to deliver five lectures in May 1940 on the economic evolution of post-war India and its international repercussions. Mr. Qureshi is the first Indian invited by the Institute.

THE RT. HON. SIR AKBAR HYDARI, P.C., Hon. D.C.L., President of H.E.H. the Nizam's Executive Council, has consented to deliver the convocation address, of the Andhra University, which will be held on October, 7.

MR. N. K. IYENGAR, M.Sc., of the Mysore and Bombay Universities, has been awarded the Vincent Massey scholarship for the year 1939-40, for study of biochemistry in Toronto.

DR. A. F. RAHMAN, Member, Federal Public Service Commission, has been appointed Rector, Delhi University, during the absence from India of Sir Maurice Gwyer, Vice-Chancellor of the University.

KHAN BAHADUR MAHOMED OBEIDUREHAMAN KHAN SHERWANI, M. L. A., (U. P.), Treasurer, Muslim University, will officiate as Vice-Chancellor during Sir Shah Mohammad Sullaiman's absence. Sir Sullaiman is proceeding to England this week and returns in the beginning of October next.

THE HON. C. J. VARKEY, Minister for Education, Madras, has been invited to deliver the Convocation Address of the Madras University to be held in August next. Mr. Varkey has accepted the invitation.

Correspondence

15th All-India Educational Conference

Mr. D. P. Khattry, Hon. Secretary, All-India Federation of Educational Associations, Post Box No. 52, Cawnpore, writes:—

The 15th All India Educational Conference will be held at Patna on December, 27-30, 1939. In order that the work of the Conference may not be delayed the Constitution provides that suggestions should be invited from Constituent Associations, Individual Members, Members of the Federation Council, The Reception Committee as well as from educationists in general on the following:

(a) Topics of Discussions for General Sessions and Sectional Conferences.

(b) Subjects on which papers should be invited for General Sessions and Sectional Conferences together with names and addresses of educationists who specialise in those subjects.

(c) Resolutions for consideration at General Sessions, Sectional Conferences and Annual Council Meeting.

(d) Changes in the Constitution of the Federation if considered desirable.

The following Sectional Conferences have been decided upon:—

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

There is a special open session to deal with the problems of women's education.

I shall be obliged if constituent associations, individual members, members of the Federation Council, the Reception Committee and educationists in general would kindly send suggestions to me regarding each of these matters for the General Session and for each of the Sectional Conferences separately. All such suggestions should reach me by the 7th July 1939 at the

latest to enable me to place them before the Executive and Council Meetings for final selection.

Refresher courses in Kashmir

The Director of Education inaugurated the Refresher Course for teachers of the Jammu Division which started on Monday the 17th of April. Such Courses are being held at the various headquarters of the Assistant Inspectors in the Jammu province, and similar Courses will be held in September in the Kashmir Province, also with the object of improving the professional efficiency and enthusiasm of the teachers. In the course of his opening remarks the Director of Education explained in detail the objectives of this Course and appealed to the teachers to avail themselves fully of the facilities that have been provided in order to bring them into touch with modern educational methods and principles and the experiments that were being tried in different countries for the improvement of the educational system.

He also elucidated some of the distinguishing features of the new education and explained the spirit in which teachers should approach their extremely important and delicate task. He assured them also of his great keenness to improve their prospectus and social status but pointed out that the latter depended in a large measure on their own effort and sincerity of purpose.

The detailed programme of the work has been drawn up for these Refresher Courses where teachers will attend lectures, work on assignments, carry on supervised study and take part in practical teaching and discussions. Experienced headmasters and other qualified teachers have been deputed to help the Assistant Inspectors in conducting the Courses.

(Continued from page 443.)

and bring them to the notice of pupils and teachers. This is possible only when diversity in the production of text books is encouraged. Any defects arising out of this diversity can be removed if the text book committees exercise greater vigilance in drawing the list of books approved for school use.

THE EDITOR

: ANSWERS :

TEACHERS are invited to send in their difficulties connected with their profession. Whatever the nature of the difficulty may be, the Editor will try to help them to the best of his ability. Teachers' co-operation will be invaluable.

Q. 1. In our enthusiasm for mass education are we not in danger of sacrificing quality to quantity in education?

Answer. The sharp antithesis between quality and quantity is the result of an overwrought imagination of some well meaning but misinformed persons. The distinction is sometimes otherwise stated as 'education' Vs. 'literacy'. The distinction though valid in itself ought not to be raised to a point where the one is seen as the negation of the other. As Mr. G. K. Gokhale observed long ago, "The primary purpose of mass education is to banish illiteracy from the land. The quality of education is a matter of importance that comes only after illiteracy has been banished." Note again what the D. P. I. of Bombay says, "The policy has been to concentrate on essentials and to use the money available to teach the 3 R's to as many boys and girls as possible." Or again note the wise remarks of Mr. Parulekar on the subject. "According to the advocates of this school of thought, education is quite different from literacy—acquisition of the skill to read and write. No one, not even the greatest advocate of literacy, will contend that the acquisition of literacy is identical with acquisition of education; but even the most zealous advocate of education must admit that acquisition of literacy is the first essential step in the acquisition of education." "The advocates of literacy do not want to deny the right of a citizen to have more than what is implied in the term 'literacy.' "What they demand is to have first things first." After such clear statements from those who have a right to speak no further comment on our part is necessary.

Q. 2. In these days when we hear so much about Adult Education, is not one justified in expressing a doubt, on psychological grounds, that it is an uphill work and that adults are not easily educable?

Answer. All the evidence from psychology and from practical experience is against your doubt and it is well worth our while looking at certain authoritative statements on the subject. In western countries where Adult education is a popular and integral feature of mass education the progress has been most promising and the results astounding. Dr. E. L. Thorndike, a great authority on education says, "A man or a woman under 50 should seldom be discouraged from trying to learn. To a lesser degree this is true after 50 years."

Consider along with it what Mrs. Cora Wilson Stewart of Kentucky said in the World Educational Conference at Edinburgh in 1925. "In our experience we find that a man or woman can learn to make their signatures in one evening, to write a legible letter in ten weeks, and some of them in one week's time. They can learn to read an ordinary elementary reader in six weeks' time and they acquire the minimum essentials of History, Geography and Civics in six weeks' course. Some of them think that it is something which comes about in a miraculous way, as Manna from heaven." This is corroborated by Dr. Ping Ling from his experience in China. He says, "it is never too late to learn. We have a lady of sixty-seven who learned to read and write in four months and she got a diploma for that." In fact, it is not only possible to educate adults but it is also cheaper and more easy. So we would advise you, dear doubter, to dispel your doubt forthwith and plunge with all your energy into the task of educating adults.

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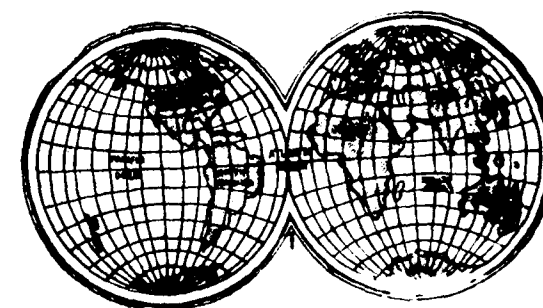
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