

EDUCATION OF INDIAN

1939

NO. 1-b.

July - Dec. 1939.

JL
Tm2, N34 ED.
N 39.6.
12964

Vol. VI: No. I

July, 1939

EDUCATIONAL INDIA

A HIGH CLASS MONTHLY DEVOTED TO TOPICS OF
EDUCATIONAL AND LITERARY INTEREST

Edited by M. VENKATARANGAIYA



EDITORIAL BOARD

M. Venkatarangaiya C. Swamikannu Paul
M. Seshachalam C. B. Krishna Sastry
D. Nityananda Sastry

The Educational India Office,
MASULIPATAM (S. India)

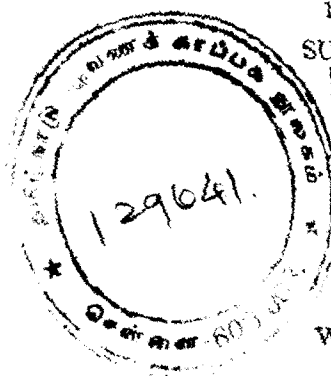
INLAND
Rs. 3-8-0

Single Copy As. 6

FOREIGN
Rs. 5-0-0

BUSINESS NOTICE

EDUCATIONAL INDIA is published on the 20th of every month. But a Double Number is issued for May and June. Complaints for non-receipt of the Journal for any month should reach our office not later than the 1st of the next month.



SUBSCRIPTIONS may date from any Number but the year commences from July. Back numbers too will be supplied if required. The annual subscription, *always payable in advance*, is Rs. 3-8-0 Inland and Rs. 5/- Foreign, and it may be sent by Money Order or by Postal Order. If sent by V. P., registration charges will be extra. Cheques will not be accepted unless the Bank Commission is added on to the subscription amount.

WHEN SUBSCRIPTIONS EXPIRE an intimation will be sent along with the last Number with which the subscription expires. Unless a renewal is received previous to the publication of the following issue, the Magazine is discontinued. All remittances are payable to the Managing Editor. Subscribers will avoid any delay in the receipt of the first copy of their renewal by remitting promptly.

ADVERTISEMENT RATES are furnished on application. The payment for advertisements is strictly in advance, except where approved accounts are opened.

School Loyalty—How to Promote it?

By Dr. G. S. KRISHNAYYA, M. A., Ph. D. (Columbia)

SCHOOL spirit is hard to define. While it escapes definition, it is something that is so real and active in the life of a school that even the occasional visitor will soon observe the presence or absence of a proper school spirit among its students. It may be described as an attitude of "our-schoolness", plus a sense of belonging to the school, plus a "we-feeling" so far as the constituent members are concerned.

Need for Loyalty

So far as the School is concerned such an attitude is an invaluable asset. School sentiment is the junior edition of public sentiment, and public sentiment is the strongest force in human society. It makes possible and available an influence which can enforce conformity to certain accepted and acceptable standards. It obliges even the weaker members to regulate their conduct according to the behaviour habits or folk ways of the school. There is no surer guarantee of a personal responsibility for the well-being of the school. Nothing is more likely to give the pupils a sense of pride and privilege, a feeling of obligation, to hold sacred the fair name of their institution and to pass it down fairer and nobler to the next generation. The stirring up of group loyalty, and the arousing of collective pride is bound to have a "tonic" effect upon the future conduct of the pupils.

The "we-feeling" towards the members of the school, and fellow pupils has far-reaching effects. It means respect for

authority—in the class-room, in the assembly hall, and on the play fields. It ensures the minimising in school of class, communal and sectarian distinctions. Social coherence helps to isolate an institution from the contagion of undesirable influences and movements outside.



While the pupils acquire the habit of co-operation, team work and "pulling together", society is ultimately the better for this discipline which pupils undergo. The cultivation and exercise of school loyalty and *esprit de corps* lead to a keener civic sense and public-mindedness. No better preparation for citizenship is conceivable. If all the members of the community felt a personal responsibility for the well-being of the town or community, we should at once

have an ideal condition.

Means of Cultivation

From psychological point of view, it may be said that the school spirit is an expression of the different forms of the social impulse. This tendency is manifested in various kinds of native reactions to other persons, such as observing, imitating, competing and is shown also in several rather distinct forms such as the herd or gregarious instinct, sympathy and love of approbation. There is altruism which shows itself in regard for the welfare of others and in the subordination of selfish interests. Besides, there is the tremendous influence of folkways and mores, the effect of corporate suggestion upon individual

thought and action. Thus the cultivation of the school spirit has ample support in the forces, impulses and tendencies already in existence and involves only deliberate direction and intelligent manipulation.

Many means can be used to bring about this attachment to one's school. Even such a prosaic thing as the location of the school can play an important part. It is a distinct advantage, for example to have the building all by itself, preferably an architectural unit, and away from crowded neighbourhoods. This isolation helped by a compound wall, is in some ways symbolic of the attitude we seek to develop, safe from the disruptive influences of the outside world. This isolation though valuable need not however be regarded as indispensable.

A strong attachment cannot grow towards an institution with which pleasure and satisfaction have not been associated. So school officers have to see to it that life at school is made happy, that opportunities for all-absorbing activity are amply provided and that the school life is directed in such a way that all those with leadership and abilities find places where their particular kind of strength is called into play. Excursions and holiday trips greatly help to weld the pupils into a body of intimate friends. The chains which bind the *alma mater* to her *alumni*, can be no other than the chains of love, and in the forging of these, pleasurable experiences play a no small part.

Interest in the School

Pride in their school should be stimulated and encouraged. Successful school activities are an important source, so the achievements and distinctions of the school, and of its students, past and present, should be given due prominence. First develop a school of which its pupils may be proud and then give them opportunities to express their pride.

The students' interest in the school can be increased in various ways. The best way is to give them a part in the

management of some of its affairs. The greater the opportunities for student participation, the larger the number of faithful friends that the school will have made. The school must not only offer opportunities for the students to share in its work but should also give them public recognition when they do a fine piece of work. It is for us to see to it that our pupils find the rewards of right action sweeter than those of wrong action, that they get the taste early, and that by such tasting they come to have the desired preference.

While it is desirable to multiply chances for profitable cooperation in the many activities and affairs of the school, some type of organization is necessary for participation in control. Any plan which enables the student body to co-operate with the Headmaster or Principal and the staff in meeting the problems of the school, falls within the term 'student council'. As matters stand, the traditional school is either an autocracy "run" by the Headmaster, or a bureaucracy governed by the teachers. It is certainly not providing the necessary training for self direction and life in a democracy.

Another factor which is likely to help the growth and maintenance of a deep devotion is a certain degree of permanence in the staff. This may suggest one reason why institutions run by private bodies—Missions and Societies—are usually more successful. It is difficult for most people—pupils and alumni—to maintain a steadfast attachment to an institution which is constantly changing in control and complexion.

Unifying Experiences

Above all, it is very necessary that unifying agencies, activities and experiences should be multiplied. In the first place, a common stock of knowledge should be made possible. A school or college handbook should be made possible. A school or college handbook dealing with the history of the institution, its aims, ideals and tradi-

tions, its aspirations and achievements and its rules and requirements, and including a brief description of the different activities and associations in the school will make for easy imitation and rapid assimilation. School newspapers and magazines also help to create a sense of unity.

A school assembly is of great advantage for improving morale. Weekly or less frequent meetings with interesting talks and programmes, a formal assembly at the beginning of the year to welcome the newcomers and a formal gathering convened at the end of the year make the pupils realize that they belong to one academic community. Various visible signs like badges, colours, styles and colours of dress, also can strengthen this sense of unity. It must be added that while these can become obtrusive and annoying, within reasonable limits they deserve to be commended for more general adoption in India. Such unifying activities as dramatic performances, debates, picnics, scouting, Red-Cross, school magazines, exhibitions, assemblies, all tend to bring home the idea and the feeling that the students are members of one body, and further, they increase the number and strength of the ties of kinship binding the members together.

It is not imagined that class-room activities never exercise such influences. But all too often, class work is anything but pleasurable and the association with each other is unavoidable and usually taken as a matter of course, whereas living together day in and day out binds the group together as nothing else can. Happy is that school where work within the class-room partakes of the qualities usually associated with work without.

Preventing Undesirable Manifestations

"The encouragement of an exclusive attachment is liable to lead also to unwholesome consequences. A narrow loyalty can result in the familiar attitude, "My country, right or wrong", and the suppression of a critical habit and discriminating attitude.

Care should be taken to counteract these possible undesirable manifestations of the school spirit and to see that the effect of the group influence is nothing but salutary and praiseworthy. A cramping loyalty, a parochial outlook, and an intolerance of a different view are serious maladies, and ought to be prevented as far as possible. This can be done by making the devotion more intelligent and by occasionally breaking down the walls of isolation.

To counteract the tendency to subordinate higher ideals to school triumphs, it is necessary to stress the fact that games must be played in sportsmanlike manner and for their own sake. Right ideals must be kept before the pupils and they should be made to understand that the school spirit is only a means to an end. The habit of critical estimation and unbiased judgment should be emphasised at all times.

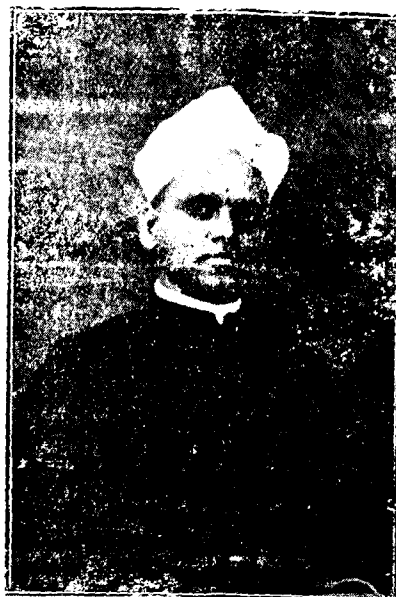
In all these matters the role of the teacher cannot be overlooked. A very great deal depends on him. If he is petty and narrow-minded, the pupils will tend to outdo him in that. If he is able to rise above parochialism and see things in their true light and perspective, he will teach his pupils how to be loyal to their school and kind to their fellows without being rude and mean to the pupils of other schools. The teachers of different schools ought to arrange opportunities for meeting socially and at times professionally. They need to keep their fingers, as it were, on the pulse of the student body, and to check in good time the undesirable tendencies and attitudes. It is lack of constant contact that leads later on to shocking revelations. Teachers who show no personal interest in their pupils can have no claim on their love and loyalty. It is futile and foolish to try to reap where no one has sown.

In closing, it is necessary to point out that the corporate nature of school life must be kept in mind while considering the influences on the pupils' wills. That life is the great moulding agent, for, during his schooling years a child is most influenced

Elementary Teachers—Their Status and Pay

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

VAST extensions of political enfranchisement are taking place in our country today; they will make for betterment only in so far as political decisions are the result of considered and mature judgement on the part of the whole electorate; and this cannot be guaranteed unless the benefits of a wise educational policy are freely and fully offered. Plato compared education to a wheel. What he meant was that education, like a wheel, if set going on proper lines in the right direction and guided by the right men, would travel with ever-increasing velocity. Educational reform therefore is engaging the attention of all serious-minded men. Parents' duty, physical health, Social service, manual training, craft education, vernacularisation, international goodwill, compulsory Hindi etc. — all very interesting and really important problems, no doubt—monopolise the attention of educational com-



mittees and conferences; but nowhere is any concern shown for the plight of the elementary teacher, and the splendid work he is doing despite the neglect and contempt that have fallen to his lot. Such treatment is itself highly significant of the facts of the situation. In fact, I was surprised to find, while speaking to audiences about teachers and their interests, that I was not taken to include the elementary teachers unless I expressly used the adjective!

The Backbone of Education

Now let it not be forgotten that the elementary teacher is the very backbone of education, and that upon his efficiency depends whether we are to become an educated nation or not. We must remember that especially at the Kindergarten stage the teacher is dealing with forces that make for the liberalising of life, the strengthening of character, and the creation of wholesome and stimulating ideals. He begins at the beginning in the task of education: and therefore he ought to receive more attention than any other class of teachers; but actually he receives less. He is paid less than all other members of the profession, but has larger classes and larger terms. We must bear in mind that the vast majority of our troubles and difficulties with regard to secondary and university education in our country today are due simply and solely to the fact that our primary education is not organised as it ought to be.

Continued from preceding page
by his school companions. He imitates their attitude towards the school; he accepts their standard of school-boy honour, and as a rule, he acts upon that rather than upon the teacher's exhortations, where the two are not in accord. School tradition is powerful. If it is wrong all efforts should be directed towards changing it, for without its general concurrence there may be Government but there can be little real discipline. School spirit like school tonic is a valuable servant but a dangerous master.

ELEMENTARY TEACHERS—THEIR STATUS AND PAY

7

The great purpose of elementary education is to give the "elements" of education to the children, that is to say, to lay the foundation for all other education. The most difficult of all educational work is to teach young children. It requires special skill, inborn ability and high technique, quite different from that required for the teaching of high school boys or college men. In fact the professor's work in a college or even the L. T.'s routine in a high school is nothing when compared to the task of the elementary teacher. Let any father, however efficient he may be as a Lawyer, Judge, Engineer or even as a University Professor, try to teach his little child his class-lessons of the day just as a test case; he would then realise what an amount of patience, sagacity, technical skill and psychological insight is needed to tackle children. Even a tyro in psychology will tell you that the education of the child during the first ten or twelve years of its life is of the greatest importance, and that the way in which the child is handled during the years of infancy and boyhood determines its character and career to a much greater extent than any education it receives afterwards. Unless and until the invaluable services rendered by the primary teacher are recognised and attempts made to elevate him to the position he deserves, all steps devised to further the cause of the higher education of the country are doomed to failure.

Human Engineers

It is easy to define the scope of the work of the lawyer or of the doctor; but even to describe the function of the primary teacher is extremely difficult. With the vision of the trained psychologist, he must adapt his methods to the psychic needs and possibilities of his pupils; and he must by direct commands and consistent conduct instil respect for law and order, and prepare them for the duties of social life. The primary teachers are indeed human engineers building up intelligence and personality in the young children. They are in a strategic position to supervise

the growth of character and culture in children, and are directly responsible for integrating education with the life of the nation. The whole stream of humanity flows through their hands; they are therefore not simply the trainers of children, but veritable makers of society. They are the most numerous and the most influential body of social servants.

In the face of these facts it requires no argument to prove the importance of the primary teachers to the nation. Is it too much to ask that they should be given an honourable and respected place in our national life? Ridiculously low salaries and unjust and inexcusable "cuts" in them, mean and despicable persecutions, and the perpetual dread of losing the job—are these conditions likely to enthuse them to discharge their duties with zeal and earnestness?

Professional Ethics

Fairness and uniformity of administration are the real achievements of modern civilisation. The affairs of men today are strictly governed by "business principles;" and the significance of professionalism in our modern life may be measured by the fact that a thousand and one "codes of ethics," and "standards of business" have emanated from professional and business organisations. The professional man by virtue of his superior ability and training in a particular field of activity feels entitled to charge for his services. And this prerogative is not only granted and secured to him by law but by the public as well in its recognition of the desirability of seeking his services. And yet the present Ministers and the Director of Public Instruction say that low salaries, cruel persecutions and insecurity of tenure should not stand in the way of real inspiration, self-sacrifice and ardent zeal in teaching! This is sublime idealism indeed! But should the poor elementary teachers alone be obligated to sentimental idealism? Are the lawyers, engineers, doctors, D. P. I's

and D. E. O's precluded from considering the financial side while engaging in their particular type of work? Does not the professional career in the sense of the performance of services entitle a man to a relatively decent income? Are the lawyers and doctors ashamed to demand, and do the clients and patients grudge to pay the usually heavy fees charged for their services? Why then should the school masters alone be asked to deliver the goods in a spirit of self-sacrifice in a world which is based on economic and contractual foundations?

Sophism in Education

That teaching is a mission, and that the teacher should not besmirch his fair name by any considerations of pay and rewards for his services is not in any sense a new idea. Plato was vehement in his attack on the Sophists for their practice of taking fees for their teaching. [The Sophists were the professional teachers in the ancient Greek City—States who did duty on strictly "business" principles, and demanded heavy fees for their tuition.] His reason was that it created a false relationship, and robbed the teacher of the independence he ought to maintain, and that education was an affair of the spirit, and that spiritual goods could not be bought with money. But what is the condition of India today? Education with us is State-supported and State-regulated. The Government not only prepares the syllabus but also with its army of Inspectors and the whole gamut of rules and regulations controls the entire process of education; so much so that the initiative and the responsibility of the teacher are practically killed. It is open to question, moreover, whether our authorities, the Boards and Committees, are throughout inspired by that true knowledge of life and its meaning which is the only genuine qualification for their task. At any rate it is they who lay down the lines on which teachers are compelled to work. In these

circumstances it is adding insult to injury to preach to the starving teachers the inane platitude that money is "filthy lucre."

Teachers in Ancient India

There is an entirely erroneous impression in the minds of most people that teachers in ancient India did not receive remuneration for their professional services, and that we would therefore be disloyal to our best traditions if we should demand pay. Manu says II-246.

*Kshethram hiranyam gamaswam
chathropanaham asanam
Dhanyam sakamcha vasamsi gurave
preethimavaheth*

The pupil should bring about the satisfaction of the teacher by offering him a piece of land, gold, a cow, a horse, an umbrella, a pair of sandals, a seat, paddy, vegetables and clothes. Again he says II-141.

*Yo-adhyaya yathi vruthyardham
Upadhyaya sa uchyathey*

He is called an Upadhyaya who teaches for the purpose of making his living.

Independence of Teachers

Of course, we cannot altogether ignore Plato's objection that anything approaching a commercial spirit is a desecration of education, and that those who follow this high vocation must be free from the taint of mercenary motives. But the only way to safeguard the disinterestedness of the teaching profession is the complete equalisation of salaries for every kind of educational work with a uniform scale of increment for length of service only. The salary should be sufficiently liberal to secure freedom from petty anxieties, adequate facilities for recreation and travelling, and proper provision for old age. There is no reason in the nature of things why Principals, Professors, and Inspectors should be paid higher salaries than the elementary teachers. The only reason for preferment should be the fitness for the particular work. The only

fitting reward for those engaged in education is greater and fuller opportunity for service. It is in this spirit that all the colleges in Poona are working. All the members of the staff from the Principal to the Pandit draw the same salary. We all to-day protest vehemently against the caste differences and the arrogance of the High-caste men. But what about the innumerable castes of University Professors, College Lecturers, Inspecting Officers, Headmasters and Elementary Teachers? It is the difference in social status and social estimation that is the acute source of irritation and humiliation to the elementary teacher; and there is no denying the fact that the attitude of condescension and contempt is deeply rooted not only in the public but—what is worse—in the educational workers themselves towards the primary school teacher.

Good Salary and Better Prospects

It is frequently urged by and on behalf of University Professors, Engineers etc., that if the profession does not offer what are strangely called "good salary and better prospects," it will fail to attract the best men. Why then, I wonder, is this principle not applied to the primary teachers? Let the Government Members and Educational Authorities ponder and reflect on the pronouncement of Dr. A. Lakshmanaswami Mudaliar in the course of his Convocation Address to the Madras University: "It is unfortunate that the (teaching) profession has not yet been able to organise itself sufficiently to withstand adverse influence.

If teachers are ill-paid, if there be no security of tenure, if their continuance in service depends on the whims and fancies of managements, is it possible that they will be in a position to perform their task properly, and inspire the students in the right direction?"

For a number of reasons, independence—the life-blood of growing manhood—is not commonly the lot of the teacher. He is everywhere a man who has put the grosser prizes of acquisition behind him. But if he is to be effective in the work of his modest choice, he must be paid enough to maintain his family in decent comfort without extra earnings, to be able to purchase the tools of his trade in the shape of a select library, to have a charge of scene once a year and to be able to dispense an unassuming hospitality to his students.

The most essential condition for the success of education is the supply of a sufficient number of men and women of the type best fitted to train character and develop thought. A failure here as regards quality or quantity would paralyse all advance, and frustrate the brightest hopes. The conditions of service should be made more tolerable for men of independent spirit, and more attractive to men of first rate ability. The educator must be released from conventional restraints and be at liberty to express his individuality in the ideals and methods of his school. In short he must be trusted, and receive official recognition due to his professional standing and the importance of his work.

"The purpose of education is the realization of the divine in everything. The method of education is intense controlled search, not mere note-taking from another's search or note-takings. The materials of education are everything that concerns the substance and energy of things, the operation of the mind and its accumulations and verdicts, and through these life in its essence and fulness."

—*Taittiriya Upanishad.*

THE CARE OF BOOKS

By Mr. D. KRISHNAYYA

"Except a living man there is nothing more wonderful than a book."

—Charles Kingsley.

BOOKS pulsate with life and as light touches on any musical instrument produce melodious music besides prolonging its life, so the right handling of books enhances their life. If the life of a book is prolonged so much of light it can diffuse all the world over as books are the light-houses erected on the shores of the ocean of knowledge to dispel the darkness of ignorance. Just as we take care of our physical frame minutely to obtain the best results out of it, we should take particular care of books to perpetuate their life and enjoy them utmost and leave them as legacy to posterity. A sound body as any sound thing is a joy in life. A sound book likewise is a delight and a feast to the eye and a welcome message to the sense of touch. As a delightful garden, a sound and good collection of books, entrances and transports us into the region of Divine Bliss.

The definition of good books is a difficult venture, still it may be said that noble thoughts garbed in simple style and presented in the most trim and lively appearance contribute the essential qualities of good books. In the words of Milton a good book is the precious life blood of a master spirit, embalmed and treasured up on purpose for a life beyond. Milton's definition needs our careful attention. The production of books with this spirit is at a low ebb in our country even at the present stage when the role of the libraries in the cultural development of the country is slowly coming to be realised and if we do not take care particularly of books which are available, woe is unto our lot as we cannot leave any kind of legacy to posterity. The physical condition of a book preserves the leaves—ultimately the

thoughts contained in a book as much as a sound body preserves and entrances the mind and the soul. If physical frame is neglected mind cannot work peacefully and even the soul cannot have tranquillity and the failure of the physical frame paves the way for the exit of the soul from it. Likewise if a book is roughly handled, the result would be the same. Regarding the care of books, Addison says, 'Books are the legacies that genius leaves to mankind, to be delivered down from generation to generation, as presents to those that are yet unborn'. Each word employed here, has a special significance and in library science, even regarding the physical frame of a book, there are detailed technical instructions a cursory knowledge of which stands in good stead to any person in the art of the preservation of books.

Particularly, students should not neglect handling books carefully for the future of the country and the protection of the libraries rests on them. Reference books like dictionaries, encyclopædias, atlases and works on art and literature are books which must be preserved for all time. Thus, the need for the careful handling of books is obvious. This judicious habit of handling books carefully, feeling fully that they have life in them and respond equally to our methods of handling them, is an asset in students and they as citizens can use the contents of public libraries to their own advantage and to the delight of the country.

It is a pity that this sense of handling books carefully is not present to a satisfactory degree in among certain of the so-called educated people of the country. In a public library, it is often seen that the

readers use the books recklessly and there are curious instances wherein readers pinch books, underline passages, disfigure books and even tear away pictures and important contents thus bringing the life of a book to a sorry close. Even in metropolitan libraries certain readers who are generally considered to be highly literate exhibit such flimsy methods of using books. It is therefore the duty of teachers to teach the pupils while at school, the right method of using books—the diligent way of handling them.

On the Continent, we see that these topics from special subjects for the children and even from infancy, they are given fine opportunities of learning the right use of and the careful method of handling books and preserving their lovely and attractive form. The children are taught the spirit of ownership, the sense of the sublime and the beautiful and the nobility of purity and cleanliness. In one word, the art of sound preservation of things and books, the children on the Continent learn and they exhibit such orderly method when they use books in school and public libraries. In order to make our children march on a par with children all the world over and prepare them for national and international citizenship, it is the duty of teachers to instruct children on these lines while they are at school and when their habits are in the formative stage. By such training, we can have a bright future for them and the country will have a hopeful dawn.

No art can be learnt by theory alone. Any amount of theory on this subject,

will be of no use. It is practical wisdom to teach children these things by putting them freely in school and public libraries. Children must be given practical training in the right handling and care of books. They must be given full freedom in selecting, picking out books—their favourites according to their choice. Children must be made to feel that books are their friends in flesh and blood and they must handle them carefully and treat them in a friendly attitude. The habit of cleanliness, orderliness and a sense of love for the sublime and the beautiful must be developed in them. They must be taught to safeguard books from their enemies like worms and insects, water and fire and the cruel hand of the indolent and the lazy who pull and lift up even heavy books by the ears and throw them hither and thither recklessly, as some unkind children do with pups and kittens not knowing that they are their favourites. We may even appoint boy librarians for class and school libraries to inculcate in children this happy feature of the right handling and care of books. For those boys who can exhibit their books in a sound condition, occasional prizes as in other items of school life may be granted and that will be an impetus in this line.

Book-exhibition, in the exhibitions organised in school life, must form an important item and this prepares the way for prolonging the life of books in school and public libraries, besides developing fine traits in children—the hope and joy of the country.

The system of education in India remained and still remains, absurdly un-Indian, making no adequate provision for our own culture. We have, here, not even anything like the facility which the German student enjoys in Germany for the study of the love of Hindu and Moslem.

—Dr. Rabindranath Tagore.

The History of Buddhistic Education

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

THE POSITION OF THE SOCIETY

At the time of the birth of Lord Buddha, the Hindu society was on the decline of its culture. The old traditions had been forgotten slowly and gradually. As a result of this, the killing of the goats in sacrifices was a more important item than the sacrifices themselves. Castes had become too rigid and the Brahmins boasted themselves to be superior to others. They used their own pet language, Sanskrit, as the medium of instruction though it was not the spoken language of the masses.

Buddha seeing all this, began to preach against Hinduism and showed its many defects. Hence he protested against the caste system and advocated its abolition. Buddhism allowed people of all castes in its fold and admitted them in its monasteries. It assured equality to all and did not recognise the authority of the Vedas as well as the superiority of the Brahmins. Buddha preached the principle of Ahimsa and revolted against the system of sacrifices where goats were killed. He was against using Sanskrit as the medium of instruction as it was not spoken by the masses. So all his preachings were in Pali, the spoken language of the masses. He advised people to give up worldly life and to lead the life of a recluse in a forest or a monastery, as a life of purity and sacrifice was required to enjoy the bliss of Nirvana—the sole aim of Buddhistic life.



As a result of his preachings thousands of people embraced Buddhism and lived in monasteries which they called Viharas. They had to lead the life of self-control and self-culture.

The monks in the viharas had the threefold duties, in teaching the young, in preaching their new religion and in giving medicinal help to the poor free of charge. Nagarjuna, the eminent doctor and writer on medical science was a pious monk. By the time of Asoka's reign, viharas became famous hospitals where thousands of people ran for free medical aid. So the life of monks and nuns was simple and full of activity. In those Viharas, the monks started schools which were open to all, irrespective of castes.

These schools were of two types—schools for the Juniors and Schools for the Advanced. In the Junior schools children of 7 or 8 years were admitted and the course covered a period of ten years. Initiation ceremony, called Pabajja ceremony, simple and formal, wherein the boy begged his master to accept him as his pupil, was necessary. The medium of instruction was Pali—the language of the masses. The school was a day school. The children attended the school in the morning as well as in the evening. Every day the work in the school covered six hours.

Daily the sessions began and ended with a prayer. Stories of Buddha's life

were told and they were retold by the boys. A primer called Siddin, written in Pali, was taught as the first book. So also elementary arithmetic was taught.

In the next stage something of grammar, logic, medicine, astronomy (added later on), simple arts and crafts were taught. They took great care about the physical education of the boys. Monks took children on excursions and gave them regular exercises everyday.

The schools for the advanced pupils were meant for the inner circle. The students were admitted at the age of 20. The monks took great pains to see that the persons admitted were not State servants, were free from diseases and debts and that they would make good teachers in future. After admission the students had to undergo a course of 8 years. They specialised in theology, philosophy and medicine, etc. Besides they had to practise penance in which they were initiated by their masters. They led a hard and disciplined life. They had to satisfy their teachers by their moral life, regularity and obedience, etc. All the pupils were resident pupils under the direct supervision of the teachers for all the 24 hours. These schools compare favourably with Jesuit schools.

In the later days of Buddhism when it became a State religion under Asoka, many big Universities were started, viz., Naland, Taxila, Ujjain and Benares etc. The university at Naland contained three massive buildings. The first was Ratnodadhi, a library of nine stories. The second Ratnaranjaka contained class-rooms and the last Ratnasagar had the residential quarters of the monks.

It was all self-government in these universities. Monks and students managed them freely. Only learned men who were successful in the debates held in the courts of kings and princes were selected for the post of a professor or a lecturer.

The finances of these universities mainly depended on gifts. They gave free

education and had rent-free lands. The monks as well as the pupils led a very simple life. They had a rule—"None of them should touch gold or silver and should own nothing except two blankets and a bowl." They took simple food and had plain clothing. The monks could save something for their schools by begging even, if needed.

These universities were residential universities under the direct supervision of the teachers. Besides being examining bodies they were really teaching bodies. They had a long course of studies covering for a period of ten years. Pupils were examined at the time of debates. So in addition to the written examination the pupils had to pass the oral examination also.

In those days, these universities were the centres of civilisation and culture. Foreigners from China, Japan, Tibet and Asia-Minor came to these places and carried back with them the religion of Buddha which they spread in their own countries. These universities effected many good results in general. As a result of this, learned men were honoured everywhere in the country. They were highly praised, richly rewarded and sometimes led on the backs of elephants in a princely procession. Hundreds of pupils spent a greater part of their life in studies. Naturally there were very few criminals found in those days as most of the people were well behaved on account of the strong binding of the religion.

AIM OF BUDDHISTIC TEACHING

The sole aim of the Buddhistic teaching was the freedom of the human soul from the sufferings of life. They tried to attain it by the following ways:

- (i) Pupils were made obedient to their masters and elders.
- (ii) Definite practices were prescribed for their moral growth.
- (iii) The head of the monastery called

Karmadhana gave punishments to correct the faults of the pupils.

(iv) Assemblies were held to bring moral character into prominence and such people were highly rewarded in the public.

(v) A sort of hero-worship was enjoined on all which placed before the pupils an exalted ideal.

A full account of the Buddhistic Universities is vividly given in the memoirs of the Chinese travellers.

1. Fa-hein (329-414 A. D.) mentions different universities as seats of learning, religion and medical aid to the poor throughout India.

2. Houen-Tsang (629 — 645 A. D.) says that there were 5000 Buddhist monasteries existing in India and Ceylon with about 3,00,000 monks in them. Kapisa, Gandhara, Udyana, Taxila, Jalandhara, Sthaneswar, Kanyakubja, Ayodya, Jetavana, Saranatha, Nalanda, and Punyawardhana are mentioned as the most famous seats of learning, each with 100 monasteries and 1000 monks. He mentions about the northern part only. Out of them Nalanda was the most famous university. He stayed in a convent learning Sanskrit and Philosophy. Vikramasila university was founded on the banks of Ganges with 110 temples and 6 colleges under 100 monks. He mentions the names of great scholars very

often — Dinadya at Naland, Deva at Silabhadra.

3. Itsing (673 — 689 A. D.) did not travel much but stayed at Naland for ten years. But he gives an interesting picture of the educational system prevalent in those days. The primary and the secondary education of a boy covered a period of 14 years from the 6th to the 20th year. Composition and grammar were much attended to. He mentions two traditional ways in India of attaining intellectual power, viz., committing to memory and understanding the ideas. Monks took walks at suitable hours in quiet places pondering all the while on religious precepts and philosophical truths. Medicine was the special study of the monks. Nagarjuna, Charaka and Govind Bhikku were noted medical monks.

Though this was the state of affairs, there is no definite evidence to show that there was a high percentage of literacy. Traditions in Burma show that all the boys had to undergo the initiation ceremony and were expected to pass through monastic schools for 14 years i. e., upto the age of 20.

Thus they received training in the 3-Rs and religion. Asoka's edicts on rocks were inscribed in the language of the masses. This shows that literacy in Buddhistic times was fairly widely spread though not actually universal.

I WILL GO ON A STRIKE

By Mr. M. A. MAZUMDAR

ONE of these days I will go on a strike. Believe me, I will. At the moment of putting this determination on paper I can see or think of no earthly or heavenly authority or agency that could make me flinch an inch from it. I will go on a strike. That is flat and final.

This is how I will go on a strike. One of these days I will walk out of my office, go straight home, climb up to the

topmost storey of my tall house, and shut myself up in the very dark and dingy room that has been lying there ever since the birth of Herr Hitler's father. I will leave off the work that gives me money to feed myself, my wife, and my children. I will break away from all my duties. I will sever myself off all the routine activities that constitute life and make the world go round. There I will squat in the centre of the

dusty floor of the lightless hovel sans food, sans clothing, sans companions, sans everything. I will stare at the sooty inane about me in mystic anger against all the masters in the world, against the world, against the universe, against the Creator of the universe. It will be an unparalleled stoppage, a unique close-down, a masterly, incinerating, annihilating answer to all the tyrants of the world.

There will be an interruption to my portentous cessation. My bewildered wife with a posse of grave children will come to the door of my cell. She will knock at it with all her might and main. I will continue squatting dumb. She will call me in quavering sobbing tones. I will not answer. She will tell me she and her poor dear little babes are dying of dire starvation. I will remain untouched. She will tell me my employers have threatened to dismiss me. I will not care. She will tell me letters are pouring in from all possible nooks and corners of the globe appealing me to reconsider my rash step, withdraw my strike, and spare the poor planet my premature and disastrous extinction. I will feel proud. My chest will expand. But my mouth will remain shut. My wife and children will depart blank-faced from the cell and drown themselves into a most gruesome slough of despond.

And then my door will be darkened by that immortal hag, that old decrepit vampire, that obstreperous fossil, Mrs. Grundy. The grisly horror will bang at my door with uncanny force and persistence. I will keep my mouth sealed and my body motionless. She will try to coax me into speech and action. I will hate her within my heart. She will appeal to me to do my duty by my wife, my children, my employers, and my world. I will press my lips together and squat all the more tightly on the floor. Sentimental persuasion having proved absolutely useless, the odious witch will resort to sly reason. She will put her nose against the barred door and squirt in her raucous reasoning through it. She will

begin by expatiating upon the meaning and significance of a strike. She will tell me it is the last step open to an oppressed and helpless humanity with a real and just cause against a deaf and tyrannical authority. She will point out to me that the existence of an actual cause, a true and perspicacious representation of that cause to the authorities, a polite and tactful request for redress, and a timely and respectful warning of resistance are the necessary steps leading to it. She will warn me that it is possible for irresponsible adventurers and desperadoes to misuse and abuse it and cause incalculable harm to ignorant men and women. She will screech out that if it is indiscriminately used it will create indiscipline, disorder, anarchy and chaos in the world. She will wind up this cacophonous dissertation by harshly yapping that so far as the world knew, I had no cause whatsoever, that I had no autocratic master, that I had not represented my case to anybody, and that therefore my strike was an entirely unreasonable and unjust step. Having delivered herself of this jarring peroration, that unendurable pest will rivet her right ear to the door and wait eagerly for my response to it. I shall make no audible response. I will shower mute curses on her. I will make faces at the pitchy void encircling me. I will certainly not utter a word. I will certainly not move an inch. And this will exasperate the prying plague. She will breathe poisonous fire at the door, and finally slink away calling me all sorts of names.

I will not mind what happens to my wife and children. I will not care for what Mrs. Grundy thinks of me. I will not pause to think about my employers. I will continue sitting speechless and motionless and foodless in that rayless hole. The globe will gasp and totter under the stupendous weight of the moral force. I shall exercise upon it by means of silence, stillness, and starvation.

That is how I will go on a strike. You will ask me why. I will go on a strike not

State Vocational Welfare in Japan

An Object Lesson for India

By AN EDUCATIONIST

THE management of vocational service bureaus, for many years one of the activities of city, town and village administrations, was brought under the control of the Government on July 1, 1938. This type of social service is not exactly new in Japan. It originated toward the end of the feudal period (about the middle of the 19th century) and was conducted entirely by private agencies. In the latter part of the Meiji Era (1868-1912), however, due to the concentration of a destitute population in the metropolitan areas, new problems arose necessitating the creation of relief establishments. This situation was answered by such philanthropic bodies as the Salvation Army, various public organizations and the Tokyo Municipal Office which took up vocational aid work as one of their established activities. It was at this time that such terms as Employment Agency and Vocational Service came into popular use.

In 1920 the Government enacted a law for the establishment of employment bureaus in cities, towns and villages with the object of co-ordinating the work and granted a subsidy toward this end. It was at a time when Japan was hard hit by the world-wide post-war depression and faced

Continued from preceding page.

because I have faith in strikes, not because I have a cause of my own, not because I have been wronged or have anything against my family, my employers, Mrs. Grundy, or the world, but because I am living in an age of strikes, in an age when everybody—worker, shopkeeper, student—goes on a strike.

I am quite serious. I will go on a strike because everybody goes on a strike.

the problem of solving the severe unemployment situation in the modern industries. The Convention on Unemployment which was adopted by the International Labor Congress in Washington, D. C., in 1919, urged the participating nations to establish a vocational aid system.

In 1937, there were 717 employment bureaus under the management of cities, towns and villages, and 28 others operated by various social welfare organizations. In the same year, more than 966,000 persons were given employment through these agencies, while jobs were found for 10,195,000 day labourers.

However, the present war-time situation, which demands that the nation mobilize its entire man-power, in order to enhance the national strength, has necessitated the unification and control of the nation's labour resources. To make this effective, the law governing employment agencies was revised, bringing the entire work under direct Government supervision with the primary object of ensuring the proper distribution of labour and services.

With the transfer of control to the Government, the employment bureaus formerly under the management of city, town and village administrations were entirely abolished and the creation of new, private agencies prohibited. Those operating employment agencies, as well as those engaged in recruiting workers by means other than advertisements, must now obtain the permission of the Government.

There are now 384 Government managed employment bureaus and 150 additional sub-bureaus. Of the total, 42 bureaus specialize in handling jobs for day labourers. These bureaus are located in all

of the important cities and centres of agricultural districts, each having its own jurisdiction. A sub-bureau may be established in any of these jurisdictions where transportation facilities are poor.

In addition to finding employment for applicants, these bureaus offer vocational guidance, as well as other vocational aids, when such need arises. Furthermore, these bureaus have been designated as official places of registry in accordance with the provision in the National General Mobilization Law, which requires the registration of the people's vocational abilities. Registration opened on January 20th of this year.

In the large cities, each employment bureau is divided into a number of sections, each specializing in certain types of vocations. The ordinary bureau, however, consists of three general sections—for men, women and youths. The office hours are from 8.00 a. m. (9.00 a. m. during the winter months) to 4.00 p. m., Sundays and holidays excepted. Bureaus handling day labourers begin at 5.00 a. m., and are open on Sundays and holidays. All services are rendered free to job-seekers as well as to prospective employers. Those introduced to jobs in distant places are given a fifty per cent discount in railway and boat fares.

Among the special features of the employment bureau are its work in connection with workers for the war-time industries, disabled and wounded soldiers, and graduates of elementary school. Of these, the first is of particular importance to-day in view of the fact that these industries require an ample supply of workers. Most of the workers in the war-time industries apply for jobs with the vocational bureau of the Welfare Ministry. The Ministry then allots the applicants to the various prefectures and reports this fact to the governors who are the chief administrators of the employment bureaus in their respective territories. The governors, in turn, mobilize all of the bureaus under their supervision, and all applicants are summoned to appear for examination. Applicants

selected by the bureaus are interviewed by the prospective employers, and those who meet the requirements are introduced by the bureau to their new jobs.

In order to enable disabled and wounded soldiers to secure occupations again, the employment authorities are constantly co-operating with various organizations and owners of businesses all over the country. Representatives of the employment bureaus make rounds of the hospitals to interview wounded soldiers who are about to be discharged to discuss vocational problems. In accordance with the advice and recommendations of the medical officers regarding the various soldiers' vocational aptitudes, the bureaus render every possible assistance in finding suitable employment for them.

In finding employment for young citizens who are planning to enter vocational life after their graduation from elementary schools this spring, the bureaus are co-operating with the schools to provide vocational guidance. Bureau workers visit schools, even in the remotest mountain villages, in order to give proper guidance to the pupils in accordance with the teachers' findings as to their character and aptitudes. Recent tendencies reveal that the vast majority of these adolescents want to become machine workers. This fact may be considered to be a reflection of the present-day Japanese industry, which is now in the midst of transition from the light to the heavy industries.

For the unemployed created by the fluctuation of industrial activities due to the China hostilities, it has been made possible for job-seekers to obtain the necessary knowledge and ability to change vocations at the special training department attached to the employment bureaus. There are many kinds of vocational readjustment courses offered. The most typical of the training given to those formerly engaged in making metal art goods to learn how to make machine-parts and such other booming industries which call for large supplies of skilled labour.

Since compulsory registration of vocation ability went into effect, the employment bureaus have become extremely busy. Hitherto their chief function had been mainly to find employment for applicants, but now, however, they have the added task of making vocational readjustments for those already employed, if such are deemed necessary. Applications of labourers and technicians are given careful attention by the bureaus.

The total number of clerks working in the employment bureaus throughout the country is about 6,000. In the large bureaus of such cities as Tokyo, there are more than 500 clerks, while in small village bureaus the average staff numbers no more than five or six.

The administration of the vocational

welfare work is far-reaching. Over 12,000 city mayors, municipal ward chiefs, town mayors and village headmen have been instructed to aid the employment bureaus, and in addition, over 57,000 honorary liaison officers have been appointed in thousands of smaller communities so as to extend this service to every section of the country. The fund appropriated for this work totals 9,000,000, of which one-third is contributed by the local administration.

Vocational aid is an important service, especially in such times as these when the nation is undergoing significant shifts in industry. The Government employment bureaus are, therefore, directing their work in line with this situation, fully aware of their responsibilities to contribute to the national well-being.

FILM ART AND REALITY

By Mr. SHEIKH IFTEKHAR RASOOL

THE fact that the cinema is regarded as an art pure and simple leads to a number of misunderstandings. The cinema can perfectly well be used for utilitarian and ideal ends. Before considering it in its aspect as an art, therefore, we must distinguish between the efficacy and perfection of a documentary, didactic or propaganda film and the feeling aroused in the spectator by an artistic film. This distinction is rather difficult to make, since the external features of the cinema and the diverse functions that it may exercise do not present such clearly defined differences as the various features and functions of language. Thus it is easier to distinguish a work of philosophy from a poem than a document from an artistic film. In cinematography, where the malleable material is necessarily 'realistic,' it often happens that a documentary which has not been kept within the bounds of a frigid objectivity exudes poetry, as in Walter Rutman's production, for instance, and in the Soviet

productions in general. On the other hand, it frequently happens also that a film conceived with full poetic intent results in nothing but an excellent document such as Murnau's 'Taboo.'

Aesthetic Achievements

The aesthetic achievements of the cinema confirm the general principle of art, namely, that art is the expression of personal sentiment born of the conception of a complete world, which comes to original and independent life in virtue of the creative power of a given personality. Sentiment, which is not sentimentalism but a human and absolute force, is the seed from which the work of art germinates. The fact of creating or understanding a work of art is the first and surest evidence of the mind's freedom. It is not possible to discuss art, therefore, except in an individual formamentis.

As to cinematographic art, it is not the result of an aesthetic doctrine. The poet

of this new art has his miraculous, spontaneous birth in the aesthetic sentiment innate in man.

The ambiguity and uncertainty reigning between theatre and cinema, which latter claims to take the place of the former, has given birth to a pure cinematographic art which has nothing to do with current aesthetic prejudices. It is obvious that the cinematographic adaptation of plays, novels or stories, breaks that unity of form in the original which should be indissoluble. Now, between the inspiration and the achievement of a work of art, its natural unity must be rigorously observed. Inspiration, in the poet's mind, gives birth to one single well defined form.

Realm of Art

When cinematographic technique was still rudimentary, several persons—author, actor, director, cameraman laid claim to the paternity of the film. In the lack of the authority which the dramatist exercises over the performance, the cinema leaves uncontrolled liberty of initiative to the divers leading personages of the production. Now, the film enters the realm of art only when one of these personages succeeds in bending all the practical elements of execution to the requirements of his sentimental inspiration.

The liberty of initiative allowed to the diverse personages of the first films was due to a defect of discernment. Attempting to identify itself with the theatre, the cinema imitated the latter's fault as well as its virtues, since in the theatre also the actors and actresses do pretty much as they like when the stage manager does not happen to be a man of character. In a play, however, there is always a certain staging which is laid down by the author himself. It is not the same in the case of a film subject, which may have a certain intrinsic artistic value but cannot be filmed just as it is. Between film and subject, in fact, there is the same relation as between

Shakespeare's 'Romeo and Juliet' and a tale by Bundoello.

An Absurdity

In any case, it is an absurdity to suppose that the intrinsic and extrinsic unity of a film could really be obtained from a collaboration of its various executants. If that were the case it would mean either that each one's artistic vision is partial and complementary to that of the others or that all have an identical artistic vision, which would be a negation of the essential principle of art and poetry.

These difficult points of view could be reconciled only by discussion, but polemics do not give birth to artistic syntheses. Even in politics, facts have shown that in the end it is the dictator who arises from the mass of opposition and not the liberal government. The same thing has happened with the cinema: out of 'collaboration' a sort of dictator, the director, has arisen.

Of all the collaborators in a film the director alone being untrammelled by any special function, is able to take in the work as a whole at once; and his function can result only from the essential qualities of the poet, taste and intuition.

There is no doubt that not every director is equal to his task, which may account for, though it does not justify, the lack of æsthetic criteria that characterises so many erroneous judgements of the director's function. Where his so-called collaborators have only a partial view of the film he has a full view of it, and is the only one who, if the work is to be artistic, cannot dispense with cinematographic sentiment and intuition.

Works of Art

To sum up, the only works of art which have come forth from the cinematograph chaos are those in which actor, cameraman, technician, etc., were dominated by the director who amalgamated them in

the work. The unity thus obtained is not the synthesis of several artistic creations, but the expression by a single creator of a synthesis of different elements.

This thesis, which makes the unity of a work of art depends on a single person, author or director, may seem out of date and not very applicable to a form of artistic expression which is considered revolutionary and characteristic of our epoch. But as a matter of fact, it comes within the realm of ideal thought, from which realm our century, however revolutionary it may be, has not yet escaped. Aesthetics, like all philosophic thought, for that matter, is not an invention or creation

which can be attributed to this or that man. The example of Soviet Russia, where the cinema ought to be the perfect representation of revolutionary and collaborative art, does not disprove this thesis, in spite of certain appearances to the contrary. Indeed, the most remarkable Soviet films are the sentimental, personal expression of men of the Revolution, like Eisenstein and Ekk; and their films are not less propagandist than many of the Italians. Every real work of art has not merely an eternal meaning or value, it is also the document of a civilisation in which the poet, the representative poet, who may be tragedian, composer, novelist, painter, actor or director, necessarily participates.

A MEDICAL GARDEN

[COPYRIGHT]

I wish you could pay my garden a visit
The flowers just now are exquisite,
Malarias and Asthmas, in charming disorder,
With Lupuses blue, fill my herbaceous border;
And I'm perfectly sure you can never have seen a
More beautiful show than my red Scarlatina:
A lovely sight is
The pink Laryngitis,
And the deep purple blooms of the trailing Phlebitis.

By the lake-side are flowering the little white Dropsies
In the shady Diphtheria copses;
I've planted the ground which you know was a stony as
A desert last year with fine double Pneumonias;
And Quinsies, dark red, make a most pretty showing
Where the yellow and white Pyorrheas are growing;
Anaemias white
In the silvery moonlight
With their perfume make fragrant the warm summer night.

The climbing Hysterias cover the bowers
With long drooping spikes of blue flowers;
The porch is quite gay with Ophthalmias, and a
Red Anthrax is clambering up the verandah;
By the gate the bright borders of pale blue Lumbago
Are admired by visitors as they away go,
I'll send you some posies
Of yellow Neurosis
And the rich scarlet blooms of the Tuberculosis.

—Henry Martin.

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, July, '39.

Women's Education

IN his address at the Annual Convocation of the Indian Women's University the Hon'ble Mr. B. G. Kher, the Prime Minister of Bombay, laid emphasis on two or three aspects of Women's Education in our country which require to be carefully and urgently looked into. One is the great disparity existing at present between the education of men and women. In the higher stages of education such a disparity is inevitable. Because of the social customs of the country and also because of the absence of a need on the part of women to earn their livelihood in the large majority of cases, it is unreasonable to expect that the number of women attending the University classes will be as high as that of men. But there is no reason why a smaller proportion of the girls of the school-going age are found in elementary schools. It is, therefore, necessary that all possible steps should be taken without any delay whatever for removing this disparity and for encouraging parents to send their daughters in very much larger numbers to schools. Wherever the disparity is due to the absence of special schools for girls, public opinion

in favour of co-education should be created. Concessions in the matter of fees should be given to girls and scholarships should be provided for them to a larger extent than is the case now. In this connection we regret very much the recent orders passed by the Madras Government withdrawing some of the fee concessions in lower forms which the girls were hitherto enjoying.

A SECOND point to which Mr. Kher drew the attention of his audience was the framing of a suitable course of studies for women which would enable them to fulfil their special responsibilities in the social economy of the country. This is indeed a distinguishing feature of the Indian Women's University and of the graduates coming out of it. But it is a feature which has to be introduced into all other educational institutions intended for the training of women. It is in this respect that women's education in our country is sadly defective. No distinction whatever is drawn between the courses of study for women and those for men. It is generally forgotten that the large majority of educated women have to become mothers and manage the household and the study of Home Economics is an absolute necessity to them. Moreover, it is recognised everywhere that they should play a larger part in the rendering of social services and in the promotion of social welfare. From this standpoint it is certainly necessary that the training and the instruction they receive should be different from what is received by men. Even if it is agreed that women should not be debarred from the pursuit of literary education if they have a real taste for it, there is a strong case for the provision of alternative courses of study for those who want to render social service or more efficiently

and economically manage their households.

IN the Wardha Scheme of education which attaches so much importance to craft-centred education it will be desirable to include among the crafts some of those which are specially suited to women.

THE other feature referred to by the Bombay Prime Minister is the imparting of instruction through the medium of the regional languages which is also a distinct characteristic of the Women's University. The opposition to the use of the mother-tongue has now become much weaker than what it was sometime ago. But it has to be recognised that the case for the mother-tongue is stronger in respect of girls than even of boys. We are not putting it on the ground that women are less intelligent or less strong than men. We advocate this on the ground that our women do not generally spend so many years on school-education as our boys do and it is, therefore, necessary that within a shorter period of time they should be in a position to acquire what we regard as the minimum of education needed by a modern citizen. This is possible only when the medium of instruction is the mother-tongue. Here again we wish to invite the attention of our readers to one anomaly prevailing in the Madras Province, the anomaly that while the use of the mother-tongue is compulsory in the boys schools it is not so in girls' schools. And this anomaly unnecessarily prolongs the agonies of girls in their attempt to get a decent secondary education to-day.

FOR more than one reason the need for a larger and a larger number of educated women is becoming more

urgent. It is felt that more women should be employed as teachers in all elementary schools whether for boys or for girls. It is, therefore, hoped that the public as well as the provincial governments will pay more attention to the educational needs of women in the years to come.

Tirupati Oriental Institute

THE establishment of an Oriental Institute at Tirupati to be maintained out of the income of the famous Sri Venkateswara Temple is an event of great importance in the history of Hinduism and of Sanskrit learning in Southern India. There are certain features in the working of the Institute and in the courses of studies to be pursued there which, if rightly and liberally understood, will not only bring back the characteristic features of the ancient system of learning but also broaden the basis of Hinduism and inspire among all the classes of its followers—the caste Hindus and the Harijans—a more living respect for the tenets of their religion. To some of these features Rao Bahadur R. V. Ranga-samy Iyengar, the Director of the Institute, referred at the time of the opening of the Sri Venkateswara Sanskrit College. One such feature is to preserve and maintain the class of Pandits. This is a laudable aim as the Pandits have always stood for a particular kind of learning which is fast disappearing to-day in consequence of the examination-ridden Universities which have been dominating the Sanskrit colleges engaged in training them. In all ages in the history of India the Pandits have been famous for the depth of their learning and the mastery they secured over their subjects after

years and years of patient study. The passing of an examination and the getting of a University Diploma as a passport for some job in a school or college was not the aim of the Pandit. The earning of a livelihood was not the motive which drove him to the Guru and the Gurukula. He was not, therefore, in a hurry to finish his courses and enter life. But under the new dispensation when learning became completely secularised and Universities were started only to examine students and when success at the examinations became the passport for all jobs, the Sanskrit schools and colleges felt that their dignity and rank would be raised if they too got themselves affiliated to these Universities and coached their students for getting a pass at the examinations. Naturally the instruction imparted to Pandits became superficial; it amounted to some kind of acquaintance with all sorts of subjects just to enable the candidates to get a pass at the examinations and real learning fell into decay. The Oriental Institute at Tirupati proposes to undo all this mischief and train a true class of Pandits on traditional lines freed from some of the defects formerly attached to that training. It will retain all that was good under the old system and add to it the good contained in some of the modern methods of learning. Provided that the management of the Institute is not anxious to convert the Institute into a factory for manufacturing graduates in Sanskrit but is keen on producing a class of real Pandits, it will be rendering an ever-memorable service to the preservation of ancient Hindu culture which is at present in danger of being completely destroyed by those who, for purely political reasons, have come to regard Hindu culture as the

culture of a particular class.

WESTERN education, as it was understood by Macaulay and the Missionaries contemporaneous with him, has dealt a blow to that respect for Hinduism which educated Hindus are expected to have. This is in the main due to the fact that men trained in modern Universities have no opportunities whatever of understanding what Hinduism is in its essence and the way of life which it marks out. What the educated Hindu knows is what the proselytising opponents of Hinduism say about it. All this has created indifference to it and even antagonism to many of its tenets. A class of people who take pains to go carefully through all the texts of Hindu religion, understand their significance and acquire ability to impart instruction in them on a scientific basis existed in India in the past and true Hinduism existed along with them. But the new education has led to the disappearance of this class. The Oriental Institute proposes to revive this class of scholars. It, therefore, creates a hope among all lovers of Hinduism that once more the true glories of that great and noble faith will be revealed to its followers in particular and to mankind in general.

RITUALS play a very important part in Hinduism—in the Temples as well as in ordinary households. But their true significance is not understood by the masses of people or by the priests who officiate at the rituals. The Institute has for one of its objects the training of priests and Purohits in a correct understanding of the rituals and of the *Mantras* recited by them. This will be one of the most useful of its services.

IN order that the objects for which the Institute stands might be best fulfilled, its work should be characterised by a true liberalism. And this liberalism in the conditions of our country to-day should take a practical shape in two important directions. The Pandits who are to be trained in the Institute must be drawn from all classes and castes of Hindus. The idea that the members of the Brahmin caste alone are the repositories of the sacred knowledge should disappear; and from the very beginning members of all castes should be admitted to Sanskrit schools and colleges under the control of the Institute. Not merely the *Sastras* but also the Vedas and the Upanishads should be taught to every one who is anxious to learn them and who possesses the requisite knowledge of Sanskrit. From all castes including the Harijans boys should be admitted into Sanskrit schools; they should go through the ceremony of Upanayanam; wear the sacred thread; perform the Samithadhanam and lead the same Gurukula life in strict celibacy and observation of all rules regarding food, clothing, etc. More can be done for the preservation and development of true Hinduism by extending *Panditya* among the members of all castes of Hinduism. This is the first liberal reform that has to be carried out and we hope that the Director of the Institute as well as the management will keep this ideal before them and strive their best to achieve it whatever might be the opposition from the upholders of orthodoxy.

THE same principle is to be followed in the training of priests and Purohites. The idea of hereditary priesthood should go. New temples and places of worship are coming into existence. And no one should be

debarred from officiating as priest in these temples (and in course of time even in the ancient temples) if one has undergone the course of training in the Institute. The lay worshipper must be free to choose his priest and it is then only that Hinduism will become a truly catholic religion. The Institute should not concern itself only with the fifteen thousand hereditary priests in the Vaishnavite temples of Southern India but also with the priests connected with the other temples. Will the Director of the Institute rise to the occasion and have the boldness and courage to commence work on these truly liberal lines? Then only is there a justification for the starting of this Institute.

Personal Notes

DR. SIR S. RADHAKRISHNAN has been invited by the University of California as Visiting Professor for a term from September 1939 to December 1940.

DR. J. C. GHOSH'S appointment as Director of the Indian Institute of Science, Bangalore, has been approved by H. E. the Viceroy in his capacity as Visitor of the Institute.

MR. K. N. Kaul, Lecturer in the Lucknow University, has been appointed an Assistant for India at the Royal Botanical Gardens, Kew (England). He is the first Indian to be appointed for this post.

DR. B. V. NARAYANASWAMI NAIDU, M. A., PH. D., Professor of Economics of the Annamalai University, has been invited by the National Planning Committee to be a member of the Committee which will deal with Rural Marketing and Finance.

DR. PREM BIHARI MATHUR, D. Sc., of the Institute of Agricultural Research, Benares Hindu University, is awarded the Science Research Scholarship for 1939 by the Royal Commissioners for the Exhibition of 1851, London.

TRAINING OF TEACHERS

[The following excerpts taken by Principal K. S. Vakil, from the Report of the Committee of Investigation appointed by the Executive of the National Union of Teachers, England, will be interesting to Teachers in this country] :—

TRAINING colleges should pay due attention to the importance, to the student of a knowledge, of the underlying principles of teaching necessary with all age-groups. At the same time there should be a recognition in the Professional course of the differences of technique appropriate to the various age-groups. Students preparing for work with infant and nursery children, with juniors and with pupils in Post-Primary stage, should have knowledge of the teaching methods employed with children in the age-group they hope to teach, and by practical work with these children should be led to understand their general characteristics.

Students should not confine their teaching practice rigidly to the age-group within which they hope to teach. They should work with children a little older and a little younger, in order to gain experience in methods of overcoming the difficulties of transition from one group to another.

The increasing attention paid to the needs of children of junior school age is to be welcomed, but it is still necessary to emphasise that this group cannot be regarded as a mere adjunct to the Infant or to the Post-Primary stage. Special preparation for work with the 7 to 11 age-group is as important as preparation for work with any other group.

The Training College Course should be increased to three years for all types of students, although the content of the course should not of necessity, except in regard to practical work in the schools, be any heavier than at present.

Some degree of specialisation is necessary and commendable, but its unwise use in the post-primary school leads to the subject taught taking precedence over what should be the teacher's real purpose—the complete development of the child. For this reason the teacher in the post-primary school needs adaptability, breadth of information, and keenness of interest in the subjects he teaches. It is important that

he should have been afforded opportunities for first-hand observation of boys and girls, and that he should have shown knowledge and understanding of them at this stage of their growth.

All prospective post-primary school teachers who take their training in a training college should follow courses in one or more subjects to an advanced stage. The content of the syllabuses of such advanced courses should be full enough to enable students to teach their subjects in post-primary schools. This should apply to such subjects as English, history, geography, mathematics and science, as well as to such practical and aesthetic subjects as art, handwork, music and physical education.

Since the type of school to which a graduate teacher will be appointed is a matter of great uncertainty, courses in University training departments should not be specially orientated to secondary school work, but should aim at giving the student knowledge and understanding of all children over the age of seven. School practice should be undertaken in both public elementary and secondary schools—the student should visit and have some acquaintance with schools of every type. It is a matter of urgency in the training of graduate teachers that they should be led to realise early in the course the importance and responsibility of work in both primary and post-primary schools.

Faculties in Education should be established in all Universities, and courses in pedagogy should be encouraged as suitable post-graduate studies for teachers.

More use should be made of the tutorial and seminar systems in University training departments.

Every student should, during his diploma year, have at least one period of continuous school practice lasting not less than six weeks.

Every student should, during his diploma year, have the opportunity of visiting all types of schools, and should do part of his school practice in a public elementary school.

Any system of training for the teaching profession should be so designed as to contribute towards the ideal of a unified profession to serve the needs of a unified system of education. There should be variety in the types of training offered to suit the varying gifts of the students

and the varying needs of the schools, but there should be parity in the qualification given at the end of the course, which should in every case be a University award. The minimum period of training for any type of teacher should be three years.

All students following an Approved Course of Training for intending teachers should live either in a residential college or a college hostel.

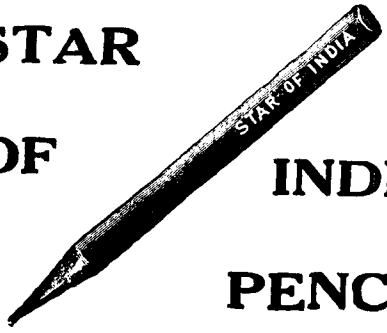
The compulsory lecture system should be abolished both in training colleges and Universities, and lectures should be largely replaced by a system of seminars and tutorials.

No person on the staff of a training college or University training department should be allowed to supervise the actual teaching practice of students, unless he is a trained teacher with experience in either elementary or secondary schools.

The mark awarded for the practical teaching test should not be divulged, and that students should be recorded as having passed or failed in the subject of education as a whole.

The above excerpts suggest several improvements in our own courses for the training of teachers.

A satisfied user is an
asset and a lover of

STAR
OF  **INDIA**
PENCIL
is more so.

The Madras Pencil Factory,
Post Box 86 :: MADRAS

Here and There

FREEDOM OF TEACHING IN JAPAN

The Economic Department of the Imperial University of Tokyo is in a state of temporary disorganization owing to the resignation or dismissal of thirteen professors and lecturers. According to Japanese papers, the President of the University asked the dean of the department to resign on account of subversive opinions expressed in his book on the principles of social policy. Another professor offered his resignation in sympathy. The matter was taken to the Minister of Education, who attempted to get the second resignation withdrawn. Upon this, the rest of the economics department decided to support the dean, and resigned *en bloc*. The press expresses the opinion that there will be little difficulty in finding other professors and lecturers to replace those that have resigned.

CAMPS FOR SCHOOL CHILDREN IN ITALY

In 1938, it is reported, 4,357 camps for school children, both on the sea and in the mountains, were organized by the authorities. This represents an increase of 44 camps over the preceding year. Altogether, 772,000 children were received in the camps at a total expense of over 78 million liras.

CAMPS OR BILLETS IN ENGLAND

It was announced in the House of Commons recently that the Government has decided to build camps as a supplement to the scheme for evacuating children into billets in the event of war. It has been agreed to make available a sum of £ 1,000,000 with which a start will be made on a program of 50 camps, each designed to accommodate about 350. The main peace-time purpose of the hatted camps would be to serve as school camps for children from urban areas in relays. The public corporations, authorized to construct and manage camps, will be required to aim at recovering, in respect of the peace-time use of the camps, 50 per cent of the capital and also at meeting all their maintenance charges. Preliminary steps are being taken for the selection of a sufficient number of suitable sites, pending the enactment of a measure on the subject.

THROUGH different PROVINCES

DELHI

PROMOTING TECHNICAL EDUCATION

The proposal to start a technical high school and technical college in Delhi is reported to have reached an advanced stage of consideration. The two institutions when they come into being will be the first fruit of the Wood-Abbot Report which made detailed recommendations regarding education in Centrally Administered areas and suggested the opening of institutions to fit students for vocations.

AN ALL-INDIA ASSOCIATION

The nucleus for an All-India Principals and Headmasters' Association was formed at a meeting held at Simla under the presidency of Dr. B. S. Moonjee. It is intended to affiliate this body with the Headmasters' Association of England with a view to raising the status of the profession.

MADRAS

EDUCATION THROUGH FILM

At a meeting of the Council of the Corporation of Madras held on the 7th July, the proposal of the Education Standing Committee to impart visual education through educational cinemas to the children of the Corporation schools was accepted by the Council.

The topics comprised in the screen dealt with various subjects taught in schools like geography, physiology, history, industry, hygiene and public health, animal life, physical instruction, etc. There are 15 Corporation schools which had electric connections and they might be made the centres of show. Each of these 15 schools might have one show in the first term and another show in the short term. The cost of the shows for one year would come to Rs. 1,200. The matter was considered by the Standing Committee (Education) which recommended the proposal for one year.

CENTRES FOR WARDHA TRAINING

A press communique issued by the Ministry of Public Information states that the Go-

vernment have decided to train teachers in the Wardha scheme of education. They propose to provide facilities for training at two centres.

For the Northern Districts, there is already an institution, privately managed, the Andhra Jatheeya Kalasala, Masulipatam, which began work in this direction last year. The institution is now accorded departmental recognition. District Boards and Municipal Councils in Northern Districts have been allowed to depute teachers for training at the Kalasala.

To serve the needs of the Southern and Western districts, another training school is opened at Coimbatore on the 10th instant. The school is located at the Forest College compound.

MONTESSORI TRAINING CENTRE

From a statement issued by the organisers of the First Indian Training Course in Education to be conducted by Dr. Maria Montessori, it is learnt that Dr. Montessori will be leaving Europe in the "Strathallan" on October 7, arriving in India therefore about October 19 and at Adyar (Madras) on October 22. But the dates are said to be a little uncertain.

It is understood that many great leaders welcomed the opportunity to support Dr. Montessori by becoming Patrons of this her First Indian Training Course. They include Pandit Jawaharlal Nehru, Dr. Rabindranath Tagore, the Maharajah of Bikaner, Sir Akbar Hydari, Sir C. P. Ramaswami Aiyar, Rev. C. F. Andrews, and others. Several provinces are making arrangements for deputing teachers to attend the Training course.

After her three months' course at Adyar, Dr. Montessori will make a short tour of India and it is hoped that she will lecture before Universities and other learned bodies before she has to leave India, to fulfil engagements in Europe in March.

HINDUSTANI TEACHERS

Rules are being framed for the appointment of Hindustani teachers in schools where Hindustani has been introduced. Hitherto, the school authorities themselves were appoint-

ing Hindustani Instructors. According to the new rules, the candidates will have to apply to the Director of Public Instruction, stating the languages they knew and the scripts they could write. The Director will recommend to the schools suitable teachers. Orders embodying these suggestions are expected to be passed early.

BOMBAY

VOCATIONAL SCHOOLS

In accordance with the scheme recently outlined by the Government, five Government High Schools in the Province have been converted into Agricultural High Schools, while the Government High School at Sholapur has been converted into a technical High School and the Government High School at Ahmedabad into a Commercial High School.

The Government have directed that, if arrangements for the teaching of Urdu, Arabic or Persian to the Muhammadan boys existed at present in any of the five high schools mentioned above, the Director of Public Instruction should make arrangements with one of the aided schools in the locality for the teaching of these subjects and a special grant in aid should be given in such cases to cover the pay of the teachers in charge of these subjects.

ADULT EDUCATION COMMITTEE

In order that the literacy campaign may be properly conducted and subsequent work may be properly organised, the Government of Bombay have decided, that a Bombay Adult Education Committee, which will be independent of the Provincial Board for Adult Education, should be constituted on a permanent basis for the city and suburbs. Accordingly a Committee, with the Prime Minister as President, Mr. V. D. Ghatge, Educational Inspector, Bombay Division, as Secretary, has been appointed. The Committee will hold office for a period of three years in the first instance. All the Committees now working in connection with the literacy campaign in the city and the suburbs of Bombay will work in consultation with the Committee now constituted.

UNIVERSITY FOR GUJARAT

Gujarat may have a University of its own, if efforts that are being made in this direction in Ahmedabad materialise. Besides the newly

built Commerce College, there are two Arts Colleges, one Law College, and one Science College in Ahmedabad. Funds are being collected for opening a Medical College which the Government is said to have undertaken to run, if the initial expense is met by the public.

Mr. Kasturbhai Lalbhai is negotiating with the Government for establishing an Engineering College for which he has expressed his willingness to give a big donation. 100 acres of land have been purchased already and negotiations are in progress for purchasing additional 100 acres. It is believed that after the opening of the Engineering and the Medical Colleges an application for the establishment of a Gujarat University will be made.

The Ahmedabad Municipality is laying out an extensive garden of about 200 acres in the contemplated university town.

BENGAL

DEVELOPMENT OF TECHNICAL EDUCATION

Mr. John Sargent, Educational Commissioner with the Government of India, had sent his preliminary recommendations to the Government of Bengal about the development of technical education in the province. The Government of Bengal had been considering the recommendations and have asked Mr. Sargent to visit Bengal again before any final decision is taken.

It is understood that Mr. Sargent will visit the province sometime in October next, when he will inspect all schools where technical education can be provided so that a scheme could be drawn up as to the course of study in each of these institutions and the part which each should play in the scheme drawn up for the province.

SECONDARY EDUCATION IN THE PROVINCE

Bengal has made very rapid progress in the secondary education for Indian boys and has a larger number of high schools than any other Indian province. In 1935-36, the total number of schools in the provinces of Madras, Bombay, the United Provinces, the Central Provinces and Assam was 1,099 while Bengal alone had 1,188 high schools that year and at the end of the quinquennium with 304,983 pupils, as against 1,076 schools with 256,524

pupils in 1931-32. Thus at the end of the quinquennium period 1932-37, there were 103 more high schools in the province and 46,459 more pupils in them — thus says a Press Note issued by the Government of Bengal surveying secondary education in Bengal in the quinquennium 1932-37.

The report states that the condition in the high schools have not changed for the better since the publication of the Calcutta University Commission Report. Except in a few schools which owe their existence to the enthusiasm of idealistically-minded individuals hardly has any attempt been made, to develop in the boys in secondary schools a sense of industrial, commercial and agricultural enterprise. There is no provision in the school for developing manual dexterity, powers of observation or manipulative skill in the pupils, though educationists are agreed that the possession of these skills gives the boys self confidence and usually reacts favourably on their progress in what are regarded as normal school subjects and that provision for training to develop this skill is, therefore, necessary even from a narrowly academic point of view.

The scheme for agricultural education in non-Government schools was sanctioned in 1937. During the quinquennium, it has been in operation in 51 schools—27 middle English schools and 24 high English schools, against 40 schools in all in 1931-32. Agriculture is taught in schools in accordance with the syllabus of agriculture prescribed by the Department. In accordance with the proposal of the Director of Public Instruction the scheme was extended to open continuation classes by allowing all middle English schools participating in the scheme. There are now continuation classes in 17 of the 27 middle English schools in which the scheme of agricultural education has been introduced.

PUNJAB

DRIVE AGAINST ILLITERACY

Primary and Middle School Education in the Punjab will soon be improved and expanded, following the investigation made by the Punjab Text Books Committee whose recommendations have been under the Government's consideration.

It is learned that a preliminary step for the

adoption of these proposals has been taken by the training of properly equipped teachers.

The decision to open nearly 200 primary girls' schools in rural areas by September next is expected to give a fillip to the Government's education drive. The villagers themselves are giving active co-operation by providing buildings to house the schools.

The Committee's proposals envisage a primary school course of eight years and a middle school course of 3 years.

EDUCATION FOR PRISONERS

The educated prisoners in the Punjab jails stand to get special remission of sentences, if they educate a sufficient number of adult illiterate prisoners. This decision has been made by the Punjab Government in pursuance of their policy for promoting adult education in the Punjab.

Paid teachers are already working in some of the Punjab jails. The Government now propose that in addition to the paid teachers, educated convicts should be appointed as teachers in jails. The Inspector-General of Prisons, Punjab, has instructed all Superintendents of Jails to submit lists of selected prisoners who may be keen on acting as teachers of their fellow-convicts. The convict-teachers are to be selected from among those prisoners whose unexpired sentences may be between two and five years.

These convict-teachers at the outset will be concentrated in one jail and given instruction in the methods of teaching by Officers of the Education Department. They will only be required to do teaching work during their imprisonment. In addition to the usual remission of sentences, under the ordinary rules they will earn additional remission if they show good results.

U. P.

TRAINING AIR-PILOTS

The U. P. Government's scheme of training students in flying, with the ultimate object of making the province more 'air-minded', is progressing satisfactorily. Twelve of the twenty five Government candidates who are taking instruction at the Lucknow branch of the U. P. Flying Club have already put in 52 hours of flying. The students take instruction from the pilot instructor, indulging in dual flights along with him.

The course, ordinarily, takes about two and half months and entitles the students to sit for the 'A' license examinations conducted by the Director of Civil Aviation. The successful ones usually find no difficulty in being absorbed in one or other of the flying clubs of air services in India, although no definite assurance of jobs is offered by the Government. Half the training expenses of the student, amounting to nearly Rs. 350 each, will be met by the Government.

DISCIPLINE IN SCHOOLS

At a meeting of the U. P. Secondary Education Reorganisation Committee, out of the 46 items for consideration so far, 16 items including that of discipline in schools have been disposed of.

The Committee considered the enforcement of stricter discipline amongst the students. It appears that the Committee considered various proposals at length and have decided to recommend that stricter control be exercised through tutorial groups over the students. Thus tutorial groups may be made permanent. A greater contact between the teachers and the students through tutorial groups would result, in the opinion of the Committee, in inculcating in the mind of students, a greater sense of responsibility than would be otherwise.

C. P.

TRAINING IN CITIZENSHIP

The Wardha Municipality has organised a training class for teachers who undertake to teach adults the three R's and train them in citizenship. It is understood that the Vice-President, Mr. Karandikar, launched the campaign against illiteracy by opening classes in Hindi, Marathi and Urdu, in all the Wards. It is also understood that the C. P. Government opened this month the first Training College at Wardha for preparing teachers for the Basic scheme initiated by Gandhiji.

BIHAR

MILITARY TRAINING FOR STUDENTS

The Military Training School which has been decided to be established at Ranchi under the scheme for military training in Bihar sponsored by the Minister for Education is likely to start functioning at the end of this month.

Arrangements are in progress for the appointment of the requisite staff. The school will train about 75 cadets a year in a one-year course of studies adapted from the syllabus of the Royal Military College, Sandhurst, to suit local conditions. The cadets will be fresh graduates or graduate or under-graduate teachers in the existing high schools of the province.

For the present it is proposed to take first and the most practicable steps to introduce military training in the schools and colleges of Bihar for implementing the scheme. It is considered necessary to give the students a broad idea of the problems of defence of the country and "the inheritance of modern democratic civilisation which seems to be endangered by new contemporary forces."

SIND

NEW EDUCATION SCHEME

In pursuance of the Education Minister's announcement in the Sind Assembly, the Government have appointed a Committee of prominent educationists in Sind to examine the Wardha and Vidyamandir educational schemes and to evolve a fresh scheme suitable to the needs of the Province of Sind, incorporating therein the principal features of the Wardha Scheme. The Committee is expected to submit its report within two months.

The Minister of education, the Hon. Peer Elahi Bux, will be the Chairman of the Committee and the Director of Public Instruction will act as Secretary.

ASSAM

UNIVERSITY FOR ASSAM

A suggestion for the establishment of a committee composed of the Minister in Charge of Education, the head of the Education Department, the principals of the arts colleges and the Law College and certain other experts, to prepare a scheme for the early inauguration of a University for Assam, is understood to have been made to the Government by some prominent educationists in the Province.

It is further understood that the proposed Assam University will not be an examining University. A Government Bill in this connection is likely to be placed before the legislature in the near future.



PUBLIC OPINION



MR. B. G. KHER ON EDUCATION IN INDIA

"For the bulk of women, motherhood and household work are bound to continue to be the more important, nay, the most important part of their work in life. If this is so, our educational system must mould itself according to our needs," declared the Hon'ble Mr. B. G. Kher, Prime Minister of Bombay, in the course of his Convocation address to the Indian Women's University on July 1.

Referring to the present conditions in India so far as education is concerned Mr. Kher said: "The Central Advisory Board of Education had in 1936 appointed a Committee to consider the question of primary education, which is today of supreme importance, because unless we have universal primary education, our higher educational institutions are bound to continue to be in an attenuated condition. The questions of the curriculum and of the essential content of the syllabus for girls have been engaging the attention of our educationists, and I have great hopes that we shall soon be able to transform the present depressing conditions by giving to female education the first place of importance in our scheme of education."

"In this great work of social regeneration, we need the assistance and the devoted service of a number of selfless and enlightened women. To dispel ignorance, and spread correct ideas, to remove untouchability, to improve the insanitary conditions of life in our villages and render medical assistance, to assist in making Prohibition a complete success, to spread the message of Swadeshi and communal harmony, to bring up and educate our young generations on right lines, — here is work enough for the most indefatigable spirit."

MR. VARKEY ON THE CRAFT BASIS OF EDUCATION

During the course of his inaugural address at the Craft Basis Education Training School at Coimbatore on the 10th instant, the Hon. Mr. C. J. Varkey, Minister for Education, Madras, dwelt at length on the principles underlying the craft basis of education. He said:

"In order to replace the present competitive life based on exploitation and force, it is necessary to introduce the conception of a co-operative social order. Under this natural urge of the age, national leaders turned their attention to the question of evolving a system of education which would be in harmony with the genius of the Indian people and solve the problem of mass education in a practical way and within as short a time as possible. This resulted in the Wardha Scheme under the inspiration of Gandhiji.

"The essence of the system is that education during the early days of one's school life should centre around some form of manual work, and all other abilities to be developed or training to be given should be integrally related to the handicraft chosen with due regard to the environment and capacities of the child. The scheme is not primarily intended to produce craftsmen able to practise some craft mechanically—which is the scope of a technical or industrial school—but to exploit for educative purposes the resources implicit in craftwork. Not only we Indians, but also European educationists had pronounced the process of "learning by doing" as a sound system of education pedagogically, socially and economically.

"At the Training School at Wardha, I met the Director of the St. Christopher's Nursery Training College in Kent in England who remarked that the Wardha system of education is even superior to the Montessorie method. The Central Advisory Board of Education also had given their support to the scheme."

MR. SATYAMURTY ON THE PROBLEM OF ADULT EDUCATION

In the course of a recent address at Bangalore, Mr. S. Satyamurty, dealing with the question of how to educate the people in the shortest period of time, said:

"Even supposing all the Provincial Governments had the money, men-power and other resources to introduce compulsory elementary education, say, between the ages of 6 and 11

tomorrow, it would, *ex hypothesi*, take at least 10 to 15 years from now before we could have an adult educated population in this country, and therefore the problem remained whether we are to wait for the working of the scheme of compulsory elementary education before the people could be said to be educated in the true sense of that word. I think it would be too long, because democracy was already with us or on us. The problem of adult education in this country is complicated by the fact that, while in other countries it meant the education of people who could read and write, here it must mean, for some considerable time to come, the education of people most of whom could neither read nor write in any language, not even in their own mother tongue. If we are to rely on regular schools and regular hours, this problem would never be tackled on the scale on which it ought to be."

Proceeding, he suggested that the Provincial Governments and the States must have a conscription of all the young educated men and women that were coming out of colleges year by year, at least all those who could not find suitable employment for themselves, and train them as teachers who could convey the necessary knowledge in the most acceptable form to the population throughout the country. They should make of them walking libraries and reading rooms. These young people should be given a stipend for the first five years after which they should have and would have so much impressed on the villagers that they would be maintained by them.

SARDAR PATEL'S EXHORTATION TO TEACHERS

"The Wardha Scheme of education is conceived with the object of revolutionising the system of education. Everybody realised that the present system of education is defective and it required to be improved, but few have the courage to strike a new path. They conjure up imaginary fears born of inexperience. There would no doubt be opposition to the new path in the beginning"—thus observed Sardar Vallabhbhai Patel in opening a training class for District Board Teachers at Ahmedabad.

The success of the Wardha Scheme, he said, would depend on the teachers. Their life should undergo a complete revolution during the period of training after which they should

proceed to the village with the torch of the new light. The Wardha Scheme meant not only plying the charka—crores of women were once plying the charka in the villages of India, though, now they had given it up—the teachers should realise the mental revolution behind the charka.

Sardar Patel added that a teacher trained under the Wardha Scheme had to be a teacher not only to school children but to all village people who might look to him for guidance and advice in all matters. A foreign power, in order to consolidate its power, assigned a subordinate position to the teacher and made the police constable and police patrol ruler of the village. The teacher, on the other hand, should be the ruler of the village people. He should not stoop to flattery or bribery for selfish interests. He should play his proper part in national reconstruction.

MR. BUCK'S PLEA FOR MORE PERIODS FOR PHYSICAL EDUCATION

Mr. H. C. Buck, Principal of the Y.M.C.A. College of Physical Training, Madras, in the course of his address at the reopening ceremony of the College on the 1st July, referred to the meagre attention paid to physical education in schools and pointed out that the one year course of training now undergone by the men in the college should soon be increased to a two-year course, for it is impossible to do all that is necessary within the space of a year.

He hoped that Schools and colleges would permit the trained men to organise adequate programmes of physical education and that they would be willing to revise their academic programme for this purpose. Often the men left the College enthusiastic and well-prepared to work, but they were not given the opportunity, because schools were not willing to give more than one period, or perhaps two a week, to physical education. The social qualities of boys, their personalities and their character, all of which needed to be developed, could not be developed in two periods of physical activities a week. They might have the best quality leadership in the world in this country, but if it was not given a chance to try its wings, the best programmes were bound to fall by the wayside. They needed to face facts to-day. They needed to admit that physical education had not been given a chance.

Character Education in Argentina*

By Dr. JOSUE GOLLAN H.

Rector, National University of the Litoral, Santa Fe, Argentina.

CONVICTION that more attention should be given to the character education of children and youth, and the recent return to religion, have revived an old debate. Although the law permitting laymen to teach ethics was passed half a century ago, the recent discussion has provoked a certain religious sectarianism. The debate in Congress proved conclusively that the Argentine layman is not irreligious. But he is broad-minded and tolerant. Racial experience and philosophical reflection have given us a code of ethics. This code taught in public education and observed in public and private life would contribute to the harmonious integration of a population made up of a variety of religious faiths. It would also be useful to the State in giving national unity and stability to the social order.

In an immigrant country like Argentina, in need of increasing population without destroying national unity, we cannot afford to provoke religious conflicts. Our founders were well aware of this, to such an extent that they firmly implanted freedom of worship. Eminent Catholic prelates were among its supporters. Freedom of worship established by the Constitution, and the law permitting laymen to teach character education, are definite manifestations of the traditions of Argentina regarding respect for all creeds. Father Lavaisse, Deputy for Santiago, looked upon freedom of worship as a Christian principle, by virtue of the hospitality we owe to all men.

Undoubtedly all religions would aspire to world dominion, but the experience of the race has proved conclusively that it is impossible to impose religion by force. Any contemporary history has also proved that the religious consciousness cannot be destroyed. Recent attempts to stamp it out only touched its vivifying spirit.

Fortunately for our country, clear-sighted civic heroes impregnated the Constitution and law with Christian freedom which is the only solution for a harmonious social order. Therefore, it is a supreme duty at the present move-

ment in Argentina to reaffirm freedom of worship and of lay education.

"The State", says Joaquin V. Gonzalez, "should see that the spirit of freedom is incarnated in the conscience of a people. It should create men useful to God and to humanity, and especially to the nation. Therefore, it cannot tolerate a foreign power hindering this result, even though it comes under the guise of religion. The State has a right to watch the growth of culture, especially in all schools be they private or religious."*

The chief difficulty one encounters in character education is that it is not understood. Roustan says this is because religious people refuse to believe in the good intentions of lay educators. And lay educators do not make it sufficiently clear that their teaching is neutral and not incompatible with either home or parochial religion.

There are two aspects of moral teaching: the practical ideal or laws of life, and the principles upon which these are founded. Upon the principles people may differ, but the practical ideal is the same for all. The difference between lay and religious morals is in their interpretation. In religion, it is the will of God; with the layman it is a social need.

Practical moral precepts will unite men of different faiths, but theory will divide them. Character education consists of empirical precepts which the experience of the race has proved to be sound. They are manifestations of the growth of eternal truth within humanity's conscience. These precepts do not oppose any religious creed. Character education in the public schools can be supplemented by Church and home in accord with whatever religion may be professed.

Practical morality which comes from the human conscience, does not deny God; He is the source of the sublime in all His creation.

* J. V. Gonzalez, *Obras Completas*, Vol. I, p. 231. Universidad de La Plata, 1935.

A child can be taught and a man can be reminded of duty without going into philosophy. There is enough common ground upon which we all agree—human solidarity, the habit of acting according to conscience, competence, responsibility, emotional adjustment that makes or efficiency, harmonious and secure homes, public service, an orderly world. All useful habits and basic traits included in the term "character" are the same for everyone.

The great mistake in the past has been to combat religion and pretend to substitute it by a positive morality. The recent discussion reminds us of the old struggle between science and religion which never should have occurred. It was caused by the problem being incorrectly stated. Today the conflict between science and religion no longer exists. Many religious people teach science, and it never occurs to any one to hurl mutual anathemas at one another during the observation of natural phenomena. The religious man may say that God is the Creator of all, but his scientific research is carried on with the same technique as that of any educator.

Far be it from me to criticize religious training. I who received it in my own home, recognize its potent influence upon the growth of personality. What I am trying to do here is to distinguish between what belongs to the home and what belongs to the State; and, I believe character education in the public schools is both legal and necessary.

Pure religion, by its very essence, and because it is nourished by sincerity, cannot begin to use force and lay hold of the public schools to impose itself. There is only one way for it to extend its benefits to humanity and that is by apostles. Ecclesiasticism is not religion; it is militant politics, and as such should be excluded from state institutions.

Lay teaching in the public schools is not irreligious; it is neutrality required by the nation.

Much has been said about the moral development of youth. It is a question whether morality should be taught as a subject or whether a teacher alive to the ethical implications inherent in any situation, should teach morals experimentally and by suggestion.

There is no doubt, as some insist, that a philosophy of morals can reinforce sentiment, and can elevate and give point to youthful

enthusiasm. This, however, does not constitute a science for it is not derived from fact; its source is rather to be found in the human conscience. But, it is also true that the best instruction is to be found in the example of a good teacher whose seriousness of life and thought exercises a subtle influence, which may be slow perhaps but certain. Such contact with a superior moral personality naturally creates the atmosphere in which good deeds germinate.

Pupils continuously imbibe ethical ideals in the observation of a teacher's life both in and out of school. And these concomitant learnings are undoubtedly a great influence. "Let us have teachers worthy of the name, and what they do or say will communicate virtue. This is a potent gift always to be found in great teachers. The moral education of the pupil is in exact ratio to the moral life of the teacher. It makes little difference what subject matter a superior man teaches youth. The important thing is that the man be superior." *

But it is not enough to have a few moral teachers. All must be inspired by the same purpose. And all thought and feeling, and every word and act suffused by the same ethical ideal. —From *World Education*.

* L' Education morale dans l' Universite. Bibliotheque Generale des Sciences Sociales. Alcan, 1901.

Steel and Glass School

New school buildings were opened in Sussex, England, in February, to accommodate an influx of children from the large estates which are being developed under the guidance of the Land Settlement Association for unemployed in Durham. The new buildings at Sidlesham are built of light steel parts, made of an alloy hitherto used only for motor car bodies, and have windows running down the full length of the sides of the classrooms and corridors. The object of using this kind of construction is that if in the future the families from the estates return to their homes in the North and the whole of the accommodation is no longer required the buildings can be easily dismantled and re-erected elsewhere if necessary, thus making for economy.



PERIODICALS



Folk High Schools: A Danish Model for India

Mr. H. R. Krishnan, I. C. S., Executive Head of the Madhubani Sub-Division, District Dharbanga, who had ample opportunity of studying at close quarters the working of the several typical Folk High Schools in Denmark, contributed a very interesting article to the current number of *Prabuddha Bharata* which should be read by all educationists. He hopes that, if a sufficient number of Folk High Schools, more or less on the Danish pattern, are also run in India for a few years, the outlook of the country will undergo a change for the better. He says:

"With us in India too, the problem is the conversion of the large heterogeneous rural population into a civilised community actuated by a nobler purpose, and higher ideals. The health must be improved, the ways of living must be refined, the methods of livelihood made more efficient and successful. Lessons in citizenship, and in proper use of leisure are also to be given. There are ever so many schemes of rural reconstruction and there are also attempts to prepare "workers," which, as far as the history of the last 3 decades shows, have been thorough failures. In a country where private initiative is wanting, Government support is necessary. But, this means a certain amount of red tape at the top, and an extraordinary amount of dishonesty, superficialness, and hypocrisy at the bottom. The history of credit co-operation in our country (with the probable exception of one or two provinces) shows how superficial, inefficient, and thoroughly wasteful, a system can be, with Government patronage at the top, but with mere self-seeking and ignorance of ideals and technique at the bottom.

"The result of past experience is, therefore, to show that whatever system of rural reconstruction we may have, our success depends upon having in each village half a dozen people, at least, of the wide outlook. Paid agents are not enough; they must be people

who belong to the rural class, and intend remaining in it. The only way to get this is to run Folk Schools of the Danish type for 5 or 6 years at least. A considerable part but not the whole of the cost of training will have to be borne by Government and the local bodies; it will not be very high. But whatever is spent will surely be a profitable insurance against such losses to the public as movements for credit co-operation have occasioned in the past."

Intelligence Testing

In the course of an instructive article contributed to the June number of *Indian Journal of Education*, Mr. H. P. Maiti of the Calcutta University, after dealing with the value of Intelligence Tests and the experiments undertaken in India, refers to the very important difficulties that are baffling the valuable efforts so far done.

He says: "One hears, of course, of the great value of intelligence tests in education in educational magazines, from educational platforms and also sometimes in Government reports. But this enthusiasm seems somehow to evaporate away when we come down to the concrete environment of the school. The intelligence test movement in India appears to me to suffer from lack of sufficient incentive from the practical side. The average parent has not heard of intelligence tests and as a citizen he is more keen about extension of education than about adjustment of it to individual natural capacities. The average teacher is not very open-minded to new ideas in education and even those who understand the value of tests have very little voice over the general policy of admission and promotion. For some reason or other, the Government department does not seem to be particular about the adjustment of education to individual capacities by any compulsive measure. This attitude may be due to the insistent public demand for more education for the present and lack of any great public opinion in favour of the use of intelligence tests. It may also be due to

the fact that if it were to act on the results of application of intelligence tests and thereby to force out a section of the pupils from the present school system, it would have to open new schools of special types on a large scale at considerable public expense.

"The second difficulty seems to arise from the fact that intelligence testing is usually taken as an easy work. Some are inclined to believe that it is just a matter of copy or translation or calculation of averages. There is considerable difference between application of established tests and construction of standardised tests. The latter requires special ability and qualification. One has to be well grounded in technical principles and resourceful for even successful adaptation of foreign tests to the special conditions of our country. Government and educational organisations of all-India importance should take note of the need of provision of a special machinery for the training of qualified men in principles and practice of Intelligence Testing.

"The third type of difficulty is of a special nature and arises from local Indian conditions. I think, like myself, every other worker in the field must have felt in the course of his research what tremendous difficulties confront our scientific efforts in connection with (1) age reports of the pupils, and (2) the language factor. The former are very unreliable, and the latter presents difficulty on account of wide variety not only in different parts of the country but also in those of a province or even a district. I personally believe that these two difficulties are not insurmountable but there is no doubt that unless we are able to grapple with them somehow, success in our endeavours in intelligence testing is likely to be very much circumscribed as heretofore.

"By way of conclusion, I would urge important educational organisations as well as all those who believe in the value of educational research to think of ways by which our feeling about the need of intelligence tests may gather sufficient intensity of expression to create a strong incentive for the use of such tests on a regular basis. We should try to bring into being, either with Government help or otherwise, special institutions of training and research for intelligence testing and also take steps to assure, by Government measures if necessary, accurate report of the age of our pupils.

BOOK REVIEWS

CRIME AND CRIMINAL JUSTICE—

by Abdul Hasanat. Published by Standard Library, Dacca. Pp. 915; price Rs. 5/8 or 8 Sh. 6 d.

This is not only an outline of criminal sociology and criminal investigation as modestly claimed by the author, Abdul Hasanat, Superintendent of Police, Noakhali, Bengal, but a laborious and critical study of crime in all its aspects by one who, having explored all the literature on the subject from the *Luomo delinquente* of Cesare Lombroso to the latest books on Criminology and Penology, has all along intelligently discharged his duties as a police officer and has now any number of suggestions to offer as regards amendment of the Indian Penal Code and the scope and purpose of punishment so as to give effect to the enlightened policy laid down by the International Union of Criminal Law so early as 1889 but beginning to be given effect to just now in England and her juridical satellite India. Sir Hari Singh Gour, our great Jurist, has written an appreciative foreword to this book under review and the same deserves to be studied by all those who are responsible for the well-being of society, as the 'Criminal Law Journal' of Lahore puts it.

The author traces the origin and history of the problem of crime in all the ages and concludes that the forces of science and statesmanship should be directed towards attaining the highest goal of social progress which alone would render the normal life more feasible for all mankind. He then deals with the nature of the criminal according to various theories and discusses the psychology of the criminal as a part of human psychology in general and traces the influence of heredity and environment on criminality. He also deals with juvenile and female criminality and the habitual criminals of India and traces how the concept of crime is not and cannot be static. The author then dwelt in detail on the content and types of crime, and the types of punishment. He reviews the penal methods in vogue and goes into the ethics of punishment. The author then studies the penal codes of the world, the machinery of justice and the princi-

Correspondence

Kurnool Teachers' Guild

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

The 16th Annual Conference of the Kurnool District Teachers' guild was held on 1-7-39 in the Cole's High School, Kurnool. A large gathering of over a hundred teachers of whom about thirty were ladies attended. Delegates representing seven constituent associations were present. Sri T. H. M. Sadasivayya, District munsiff, Kurnool, opened the Conference and Sri K. Ramachandra Rao, Pleader and President, Kurnool Town Congress Committee, presided over the Conference.

The Conference resolved:—

1. to request the government to vest the power of prescribing text-books in the Board and Municipal schools in the headmasters and their staffs;
2. to request government to abolish the rule relating to the probation of Secondary and Higher grade teachers after training;
- (3) to insist on two periods of leisure per diem for teachers, in the interest of the efficiency of teaching no less than their health;
4. to request the President, Kurnool District Board, to restore the cut of one anna in the rupee on the salaries of the Board Elementary teachers;
5. to conduct Hindi classes under the auspices of the guild for the benefit of members;
6. to request the S. I. T. U. Protection Fund authorities to take steps to ensure that at least one member on the Executive Committee of the Fund is elected from among those of the Ceded districts;
7. to change the guild's official year to "April to April";
8. to adopt revised rates of subscriptions payable by associations to the guild (Rs. 5 for a High School; Rs. 3 for a Middle School);
9. to present the Hon'ble C. J. Varkey with a memorandum of grievances during his ensuing visit to Kurnool.

After the President concluded his speech, a Business meeting, with Rev. B. J. Rockwood in the chair, was held at which the annual report for the year 1938-39 was presented by Mr. Pasupathi, Secretary. It was adopted. The office-bearers for 1939-40 were then elected.

ples of evidence. The book finishes off with a number of chapters on criminal investigation which is evidently the author's forte and exhorts the police to do their legitimate duty of prevention of crime. A bare enumeration of the contents of the book thus shows how exhaustive a study of the subject the book under review is.

—C. S.

GENERAL GEOGRAPHY FOR HIGH SCHOOLS—BOOK II: EURASIA AND INDIA by E. D. Birdseye—Published by Messrs. Macmillan & Co.—Price Re. 1/-

The book is written in accordance with the Revised Syllabus of the S.S.L.C. Though it is full of facts yet that is nothing to make it dull to the student. It makes a delightful reading, with story-like descriptions, simple and easy-flowing style, and beautiful pictures illustrating tense topics. The information given is quite up-to-date. The maps in the book are very neat and clear with details, just necessary and no more. The words and headings printed in bold type come in handy to the student at the time of revision and if the practical work, suggested at the end of each chapter, is done by the student, it leaves nothing more to be done to leave an impression of the lesson.

With regard to India, a chapter on industries and another on means of communications would not have been out of place.

—N. T. S.

A FIRST STEP TO LETTER WRITING: by Henry Martin—Published by Messrs. K. & J. Cooper, Bombay. Pp. 124. Price As. 9.

This is a book of specimen letters for pupils of Middle Schools in India, by Mr. Martin, the well-known educationist and author of several useful books on Grammar and composition, published by Messrs. K. & J. Cooper, Bombay. The book contains a short introduction on letter-writing, a large number of letters of all types and exercises in correct usage. It is prepared for Indian schools to teach the art of letter-writing in English to Indian students in the lower forms. The book will be found very useful even by students of the upper forms of High Schools, as by its proper use they should be able to write a good letter in their examinations, avoiding errors of method and of expression.

—K. N.

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. *What do you think of the problem of 'Single Teacher Schools?' Is there no defence for them, whatever in India?*

Answer. The single teacher schools are indeed a problem. From an ideal point of view that they are unsatisfactory goes without saying. A plural number of classes and a single teacher must necessarily mean less attention to the different classes and more stagnation. But when we descend down from the clouds and alight on the hard facts of everyday reality in India, we will find that single teacher schools are not such unmitigated evils as might appear from a purely ideal point of view. The Royal Commission on Agriculture condemned single teacher schools as inefficient. The opinion was echoed by nearly every provincial report and various attempts were made to suppress and supplant single teacher schools. In the Punjab the attempt was to discourage the growth of Lower Primary Schools and to encourage the growth of the Lower Middle and Upper Middle schools, with more teachers than one. In Madras we are familiar with the scheme of central schools for a group of villages. We cannot say that these are moves in the wrong direction. While commending all such attempts for what they are worth, we will try only to present the case for single teacher schools without prejudice to the other laudable attempts at educational reform in our country.

Let us look at some facts. In India we have about 7 lakhs of villages and of these about 5 lakhs have a population of 500 and less. Computing the number of pupils that each village can provide at 20, we will have for the Primary Schools about 140 lakhs of pupils. Even if two adjoining villages are clubbed together and one teacher be appointed for 40 pupils, we will need an army of $3\frac{1}{2}$ lakhs of teachers for our primary schools. In most cases villages, on account

of distances and poor communications, cannot be clubbed together and we would need more teachers. What about the enormous cost in training and paying this vast army of teachers? Can our depleted provincial exchequers bear this burden? And yet, the test of universal literacy must be pressed forward with. Even this minimum is an unbearable burden to our provinces. If we give each school two teachers apiece then the expenses would be doubled and the problem will become impossible of solution from the provincial finances. Hence, as practical politicians, we will have to content ourselves with single teacher schools for sometime to come. Even advanced and rich countries like United States of America are still on single teacher schools. Mr. N. S. Subba Rao, former D.P.I., Mysore, says, that 40% of U. S. A.'s primary schools are single teacher schools. Is it then infradig for India to work with single teacher schools for sometime more?

Single teacher schools being inevitable under the present conditions, we must try to make the most of even a bad bargain. Mr. R. V. Parulekar, who has studied this question impartially makes the following suggestions: 1. That admissions be restricted to once a year and that the age of admission be fixed as 7 years. 2. That the old Indian National or teacher pupil system be exploited to the full extent to supplement the work of the single teacher. 3. That the curriculum be made sufficiently flexible to permit Grouping System as in America to be tried. The grouping system is certainly an improvement on the present system of Multi-class or Plural-class teaching in vogue in Indian schools. With these improvements and a better training given to the village teachers through refresher courses etc., the single teacher schools ought to render a better account of themselves.

A NEW SET OF OXFORD READERS FOR INDIA

Approved for Class Use for Schools in the Madras Presidency

(Vide Fort St. George Gazette, Part I-B dated 24th January, 39)

A WAY TO ENGLISH

By EGERTON SMITH

PRIMER	6 annas	BOOK III	10 annas
BOOK I	7 "	BOOK IV	14 "
BOOK II	8 "	BOOK V	14 "

TEACHERS' NOTE-BOOK As. 4.

The Primer of this series is a carefully planned introduction to such simple English of a young pupil may practise in his daily life. While no one rigid 'system' is adopted exclusively, the Primer is systematically built up on commonsense lines. The underlying method will be made clear by the arrangement and treatment, and a TEACHERS' NOTE BOOK is published separately which will give additional help.

Really useful and important words are introduced systematically so that the pupil is soon able to say something about things that he knows well. A feature of the Primer is the unusually free use of pictures to illustrate the meanings not only of nouns but also of adjectives, verbs and sentences. Demonstratives, singular and plural forms of nouns and their accompanying verbs, and some simple tense-forms are introduced as soon as possible, so that the pupil can learn something of practical sentence structure while he is picking up his vocabulary.

New words, always carefully selected and limited in number, are given at the end of each prose lesson throughout the Readers, so as to facilitate the teacher's work of oral preparation and enable the actual lesson to proceed without serious interruption or loss of interest. Each lesson assumes only a knowledge of these words and of those used in the preceding lessons (and preceding books). Thus the pupil's command of language is built up gradually by extension of his existing knowledge.

This system, too, is followed in dealing with pronunciation. The sounds of new words are taught by reference to the sounds of words already learnt—chiefly those in the Primer. The chief aim of the Primer is to give help in that 'systematic training in the sounds of spoken English in connexion with the pronunciation of easy words'. Throughout the Readers indeed, as the syllabus demands, special attention is given to Pronunciation.

Exercises are appended to the prose lessons. These, especially the questions on grammar, are kept within the scope of the syllabus, but the teacher may supplement them at his discretion.

Applications for specimens will receive our attention.

OXFORD UNIVERSITY PRESS

Bharat Buildings

MOUNT ROAD

::

::

Post Box 340, MADRAS

THE FOUR (A) GROUP SUBJECTS : IN TELUGU :

New Publications in accordance with the 1937 Madras Syllabus.

HISTORY OF INDIA by Prof. M. Venkatarangaiya, M. A., Head of the Dept. of History, Economics and Politics, Andhra University.

Book I: For Form IV	Price Rs. 0 14 0
Book II: Complete for Forms V & VI	1 8 0
" Part I Separately for Form V	0 12 0
" Part II " " VI	0 12 0

HISTORY OF ENGLAND by Mr. V. Srinivasa Rao M. A., L. T., Late Principal, Hindu College, Masulipatam.

Book I: For Form IV	Price Rs. 1 0 0
Book II: Complete for Forms V & VI	1 8 0
" Part I: Separately for Form V	0 12 0
" Part II: " " Form VI	0 12 0

HIGH SCHOOL GEOGRAPHY by Prof. V. Jagannadha Rao, MA., L. T., Lecturer in Geography, Govt. Training College, Rajahmundry and Mr. P. Suryanarayana, M A., B. Ed., Geography Assistant, Board High School, Ramachandrapuram.

Part I: THE WORLD (Southern Continents and N. America for Form IV and Eurasia for Form V)	Price Rs. 1 4 0
Part II: INDIA	0 12 0

GENERAL SCIENCE by Mr. B. Pattabhiramayya, M.A., L.T., Lecturer, Govt. Training College, Rajahmundry and Mr. K. V. Siva Rao, B.A., L.T., Headmaster, Board High School, Kavali.

Book I: For Form IV	Price Rs. 1 0 0
Book II: Complete for Forms V & VI	1 12 0
" Part I: Separately for Form V	0 14 0
" Part II: " " Form VI	0 14 0

Application for specimens from Headmasters will be considered.

M. SESHACHALAM & CO.

PUBLISHERS

MASULIPATAM

Vol. VI: No. 2



August, 1939

EDUCATIONAL INDIA

A HIGH CLASS MONTHLY DEVOTED TO TOPICS OF
EDUCATIONAL AND LITERARY INTEREST

Edited by M. VENKATARANGAIYA



EDITORIAL BOARD

M. Venkatarangaiya C. Swamikannu Paul
M. Seshachalam C. B. Krishna Sastry
D. Nityananda Sastry

The Educational India Office,
MASULIPATAM (S. India)

INLAND
Rs. 3-8-0

Single Copy As. 6

FOREIGN
Rs. 5-0-0

BUSINESS NOTICE

EDUCATIONAL INDIA is published on the 20th of every month. But a Double Number is issued for May and June. Complaints for non-receipt of the Journal for any month should reach our office not later than the 1st of the next month.

SUBSCRIPTIONS may date from any Number but the year commences from July. Back numbers too will be supplied if required. The annual subscription, *always payable in advance*, is Rs. 3-8-0 Inland and Rs. 5/- Foreign, and it may be sent by Money Order or by Postal Order. If sent by V. P., registration charges will be extra. Cheques will not be accepted unless the Bank Commission is added on to the subscription amount.

WHEN SUBSCRIPTIONS EXPIRE an intimation will be sent along with the last Number with which the subscription expire. Unless a renewal is received previous to the publication of the following issue, the Magazine is discontinued. All remittances are payable to the Managing Editor. Subscribers will avoid any delay in the receipt of the first copy of their renewal by remitting promptly.

ADVERTISEMENT RATES are furnished on application. The payment for advertisements is strictly in advance, except where approved accounts are opened.

COST OF PRIMARY EDUCATION

Some Aspects of the Problem in Bengal

By KHAN SAHIB ABDUL HAKIM, M. A.,

Special Officer for Primary Education, Bengal.

THE present deplorable condition of primary education in Bengal is due mainly to the inadequacy of funds available for the purpose. In fact, the amount that is now spent on primary education is so trifling compared with the actual needs that it has become an admitted fact that this money is almost altogether wasted, as very little visible effect is produced by it towards the solution of mass education. Financing primary education has been a baffling problem for many years. The right of the people to a universal primary education has been an established fact not only in advanced countries but in India also; but in this country the problem of finances having so far remained unsolved there has yet been little else beyond an admission of this right. In the Bengal (Rural) Primary Education Act of 1930 the law-makers envisaged a solution some ten years ago and it was hoped that within ten years of passing of that Act, free and compulsory education would be an accomplished fact in Bengal (*vide* the preamble of the Act). Ten years is about to elapse, but this realisation has not yet clearly dawned.

2. *Education cess.*—Under the above Act there is a provision for the levy of an education cess—a tenant paying a rent of Rs. 10 has to pay an education cess something like 9 annas (exactly 8 annas 9 pies) and the corresponding payment by the zamindar is about 4 annas (exactly 3 annas 9 pies). At this rate the total cess (together with an education tax from trade, business and profession, the amount of which is found to be insignificant compared with the amount of the cess proper) has been calculated to be about Rs. 1 crore and 20 lakhs for the whole of Bengal. Even this amount,

which, in spite of its being many times the amount at present spent on primary education, is hardly adequate for financing free and compulsory education for Bengal where there is a rural population of over five crores and a number of children of school-going age (6—10 years) of nearly 55 lakhs. If we assume one teacher to be able to teach 30 children with some efficiency we shall then require roughly two lakhs of teachers who will teach these 55 lakhs of children. Now if we pay a teacher something between Rs. 20 and Rs. 25 per month we will require five to six crores of rupees per year on account of salaries only.

3. *Can education cess be abolished and still we have free primary education also?*—Supposing that some money may possibly be forthcoming from the Central Government and some from other sources (indirect taxation by the Provincial Government which also must receive public resentment) the argument in favour of abolition of education cess, and still having free and compulsory primary education for the province does not appear to gain much ground. It seems that, under all foreseen circumstances, if there be free and compulsory education there must be education cess in Bengal, as otherwise the measure must be indefinitely delayed—a position which nobody should support.

4. *Efforts at minimising expenditure.*—In Mymensingh, where the education cess has first been imposed, a tentative scheme of free (not compulsory) primary education was introduced in January 1938. In this scheme an effort at minimising expenditure on account of accommodation and teachers' salaries has been made in a fairly original

way, which has also helped another very essential feature of the scheme, viz., better attention to the teaching of the beginners being made possible. This will be clear from the following quotation from the "scheme," as drawn up by the present writer in a former capacity and approved by the authorities concerned.

"Arrangement of teaching the infants (beginners) and other classes.—For the facility of teaching and also for financial reasons, the beginners (class I in the new curriculum) should be taught separately from the other three classes. They will be taught for two hours and a half (as in the curriculum), from 10 a.m. to 12-30 p.m., when they should be dismissed. (Whether it is possible to reduce the period to two hours, should also be considered.) The remaining three classes should be taught from 1 p.m. to 4 p.m. Extra-curricular activities, etc., for these three classes should be held after 4 p.m. and those for the infants need not be insisted on. With a break for half an hour the teachers will have to work for 7 hours (including an hour for extra-curricular work).

Buildings.—The proposal for teaching the beginners separately will cut down the accommodation required to about the half of what would be necessary if the whole school was taught simultaneously. Now a floor area of 400 square feet to 500 square feet, according to circumstances, will be enough for a school of 100 to 135 pupils. For some years perhaps about half the total number of pupils will be found in the lowest class."

5. *Primary education for girls.*—It must be admitted that at the start the Mymensingh scheme has served its purpose admirably as far as boys' primary education is concerned, but it has not solved the problem completely, as the question of girls' primary education has not received a satisfactory response in course of the working of the scheme. This is a drawback which has been detected in the course of its working during the past 18 months. The

Board Schools established under the scheme have been kept in theory open to both boys and girls; but in fact it has been the experience that though there has been a great overcrowding by boys the number of girls has not increased in the same appreciable manner (although their present number in mixed schools is many times the same previously there). It appears that though the Central Advisory Board of Education with the Government of India and also the Government of Bengal have accepted the principle of co-education (voluntary for girls) in primary schools, public opinion, as evinced by the aforesaid experience in Mymensingh, does not seem to favour this—however desirable it may be regarded. Under the existing political condition of the province, no popular Government will perhaps hazard a dictatorial attitude in the matter of co-education in primary schools. The result is that the problem of primary education so far as it relates to the girls has become more complex. It is argued, with considerable force in it, that the girls' primary education is by no means less important than that of the boys. If an alternative is offered as to whether the boys or the girls should be compulsorily educated, the girls and not the boys should be chosen, as after a few years the literate mothers must necessarily bring up literate sons. The force of this argument can hardly be denied. There can therefore be no shelving of the girls' primary education in any free and compulsory scheme. How can this be done? To have separate schools for girls side by side with those for boys is a financial impossibility. Inefficient schools for girls with scanty grants, as obtaining now, would seem to mean the same existing process of wastage and stagnation, leading nowhere.

6. *A scheme proposed (for primary education of both boys and girls).*—A tentative solution, which is likely to reduce the complexity of this puzzling problem, is offered in the following lines.

Let us assume that there is a primary

school with a fairly even distribution of children among the four classes (I, II, III and IV) and that it is a typical school with three teachers. An approximately even distribution must necessarily soon come in, as otherwise a free primary scheme like that in Mymensingh will not achieve the end which it aims at, viz., removal of wastage and stagnation now prevailing in the primary schools. Over a year's experience with the Mymensingh Scheme gives us sufficient hope to the effect.

7. The scheme suggested is as follows in outline:—

(i) Working time of schools—10-30 A.M. to 4-30 P.M. (six hours).

(ii) Boys and girls of classes I and II are to be taught together from 10-30 A.M. to 1 P.M. for 2½ hours on all week days by two of the three teachers. These classes are dismissed at 1 P.M.

(iii) Boys or girls of classes III and IV are to be taught on alternate week days by the remaining teacher from 10-30 A.M. to 1 P.M. and by all three from 1-30 P.M. to 4-30 P.M. Girls of classes III and IV will attend school, say, on Mondays, Wednesdays and Fridays only, and boys of classes III and IV will then come on Tuesdays, Thursdays and Saturdays only. With a judicious arrangement of the time-table, paying special attention to subjects of individual attention as well as of group teaching, it will not be at all impossible for one teacher to engage profitably pupils of two classes (III and IV) from 10-30 a.m. to 1 p.m. only. The teachers will enjoy a recess for half an hour from 1 p.m. to 1-30 p.m. In the afternoon (1-30 p.m. to 4-30 p.m.) there will be two classes but three teachers, who will therefore work with desirable convenience and efficiency.

8. *Popular objection to mixed schools removed.*—The main popular opposition to the bigger boys and girls reading together will thus be done away with—as boys and girls above 8 years of age will not read together. Under the new curriculum (1938) children of ages 6 to 7 read in class I, 7 to

8 in class II, 8 to 9 in class III and 9 to 10 in class IV. The Mymensingh District School Board has already allowed the teaching of boys and girls together in classes I and II, even in girls' primary schools.

9. *The idea not imaginary.*—The idea containing in the scheme proposed above is not entirely original. In slightly modified shapes analogous schemes have long been effectively operated in rural schools of Denmark.

10. *Probable objections replied to.*—It may be argued that children of classes III and IV have four holidays in a week. What can, therefore, they learn in three days in a week? In reply it may be said that long detention in school rooms is not now regarded as essential for children's education. During these so-called holidays they will do practical work in the gardens or fields of their parents or in some other profitable ways utilise their knowledge (handwork, etc.) acquired in the school. Education through activities and experience is now universally regarded as an essential feature of modern school course. Again, regarding their acquisition of literacy, they have surely advanced fairly through this during the earlier two years when they have attended school every week day.

11. *Four-teacher schools simplify present difficulties.*—If it is possible to find four teachers in a primary school, the above scheme may have further advantage with some modifications. Even if class I be disproportionately big as in the case now, it may be possible to run the scheme in the following manner:—

Two of the teachers teach class I and one of them teaches class II from 10-30 to 1 p.m., and the remaining teacher teaches class III and IV from 10-30 a.m. to 1 p.m. in the manner stated above. As before, classes I and II are dismissed at 1 p.m. and after an interval of half an hour all the four teachers co-operate in teaching the pupils of the classes III and IV from 1-30 to 4-30 p.m. For four teachers to manage

two classes in the afternoon will be an easy matter, but they are not expected to spend their time without profit. They can devote their time usefully to such matters as gardening, studying, preparing for extra curricular activities, etc., besides actual work with the children.

With four teachers alternate day attendance of the pupils of classes III and IV will not always be necessary. Where the school building is commodious enough to have four rooms, each of these classes may be divided into two sections, one of boys and the other of girls only. These four sections may be taught in the afternoon (every week day) by four teachers. In this case children of classes I and II alone are to be taught in the earlier hours (10-30 a.m. to 1 p.m.)

12. *Why proposal worth consideration.*—As this plan appears to reduce the complexity of the problem of primary education (for both boys and girls) to a great extent, a serious experiment may be made on this proposal. It is a pleasure to record here that the above plan for reducing expenditure on primary education, which was some time ago submitted to the Government Committee on Primary (or Adult) Education, has been adopted by them and included in their report (on primary) education), which will shortly be out.

13. *Need for women teachers.*—It is clear that for an adequate success of this scheme there must be a sufficient number of women teachers in primary schools, as otherwise the popular apathy to send girls to schools entirely run by men teachers cannot disappear so surely and quickly. It is found in advanced countries (excluding at least Japan where only 10 per cent of the teachers are women) that teaching in primary schools is more fittingly a women's job. In any scheme of training teachers for primary schools, an adequate provision of training women teachers must therefore find a place. As ultimately boys and girls only up to 10 years of age will be reading in a primary school under the revised curriculum, there can or should hardly be

any objection to a woman teaching girls in a primary school. The difficulty of men and women teachers working together may perhaps be pointed out. The necessity of training couples for the teaching job in primary schools is therefore to be admitted. As the secondary education of girls is advancing fairly rapidly in Bengal, there should not be any disappointment in this direction.

14. *An estimate.*—An estimate of expenditure for a free compulsory scheme on the above lines may easily be calculated. For a population of 5 crores and odd the number of schools needed on the basis of one school per 2,000 people may be at most 30,000 (allowing for geographical barriers, etc.). The number of schools on area basis (one school in a circle of one mile radius, i.e., area of 3.14 square miles, an alternative basis in Government resolution No. 1037 Edn., dated 9th March 1937, will be about 25,000. Three teachers per school for 135 pupils and one additional teacher for every additional 40 pupils, as in the latest Government order on primary curriculum, may be assumed. At the rates of the Mymensingh scheme a three-teacher school costs Rs. 516 per annum. Thirty thousand three-teacher schools can teach $30,000 \times 135$ or 40,50,000 pupils. But the children number nearly 55,00,000. Hence there must be $(55,00,000 - 40,50,000) \div 40$ additional teachers in these schools, i.e., $(1,45,000 \div 4)$ or 36,250 additional teachers. In Mymensingh an additional teacher (third or fourth, etc.) costs Rs. 120 per annum. At these rates the total annual recurring cost for these schools is as follows:

For 30,000 three-teacher schools at Rs. 516 per month—Rs. 1,54,80,000.

For 36,250 additional teachers at Rs. 120 per teacher—Rs. 43,50,000.

Or in all Rs. 1,98,30,000, i.e., roughly 2 crores.

[N. B.—From the above it will appear that the schools will have four teachers on an average. This is desirable as each school will also have four classes.]

15. *A further note on the training of women teachers.*—Government have under consideration the establishment of training centres for primary school teachers in cess-paying districts. This scheme is for the training of male teachers. The training of women teachers may be incorporated in the scheme. Girls who have passed the Middle or Junior Madrasah Standards may be considered fit for receiving training for the profession of teaching in primary schools. Such girls (who are non-Matriculates) may be given training for two years. Matriculates need not receive more than a year's training. The training courses should be so arranged that the Matriculates can join in the second year without missing anything of importance. The first year's course meant for non-Matriculates should be designed to give the candidates a special grounding in the basic subjects, particularly those they have to teach in the primary schools. The curriculum already prepared by the department for the proposed training centres attached to high schools may serve the needs of the second year. In the beginning it may be considered enough if one women teachers' training centre be established in each district which is to have the education cess. This may be attached to the Girls' High English School (the most important one, if there be more than one such High English School).

In order to get a sufficient supply of women teachers of the type, Girls' Middle English Schools and Junior Madrasahs should be encouraged and wherever possible good primary schools and maktabas for girls should be developed into Middle Schools and Junior Madrasahs (combined primary and middle school type).

16. *The problem of school buildings.*—The question of providing the free primary schools with suitable houses is another most perplexing one. A stable structure (semi-pucca type) with adequate provision

of accommodation will cost something like Rs. 1,500 (or better Rs. 2,000) per house. On this estimate the cost of giving a suitable house to each of the thirty thousand schools will mean expenditure of Rs. 4,50,00,000 to Rs. 6,00,00,000 (i.e.) Rs. 4½ to 6 crores), which is a large amount. Besides this a large sum will be needed for annual repairs. Houses of a more unstable nature may cost much less, but in that case cost of repairs would be higher. No solution of this part of the problem seems to be near at hand. In Mymensingh, Dacca and Tippera, for the time being, no new free primary school has yet been provided with any house by the District School Board, who have passed resolutions to the effect that local people should provide school houses as otherwise the effect of the free scheme could not be given all at once. Fairly satisfactory response has been received there.

When the compulsory primary education scheme was launched in Japan some 70 years ago a local temporary tax for school building was levied in many places. In Bengal no such tax may perhaps be needed. Because if the people are made to realise that a free primary school would be run at the School Board's cost in their locality provided they themselves come forward with a suitable house at the selected spot, it is hoped a fair response would be coming. In places from where no response may be coming a purely local temporary tax may be levied and realised through the intermediary of the Union Boards. If, however, in proportionately exceptional cases, the locality is found to be too poor for voluntary contributions or payment of a temporary building tax the District School Board may (on close examination) decide to give the place a school house at its own cost. Without some such provision the housing problem cannot possibly be solved in the near future. It is assumed that as in the past a free gift of land will in all cases be available for a school.

WARDHA SCHEME OF EDUCATION

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

TEACHERS engaged in the discussion, consideration, and working of the Wardha Scheme of Education will be interested to know that the idea of education through productive work is not altogether new.

As long ago as in 1867, Karl Marx wrote in the first volume of his "Capital": "The germs of the education of the future are to be found in the factory system. This will be an education which, in the case of every child over a certain age, will combine productive labour with instruction and physical culture, not only as a means for increasing social production, but as the only way of producing fully developed human beings."

In his "Fields, Factories, and Workshops", which appeared in English in 1899, Kropotkin said: "To the division of society into brain workers and manual workers we oppose the combination of both kinds of activities; and instead of 'technical education', which means the maintenance of the present division between brain work and manual work, we advocate *education integrale*, or complete education, which means the disappearance of that pernicious distinction. Plainly stated, the aims of the school under this system ought to be the following: to give such an education that, on leaving school at the age of eighteen or twenty, each boy and each girl should be endowed with a thorough knowledge of science—such a knowledge as might enable them to be useful workers in science—and, at the same time, to give them a general knowledge of what constitutes the bases of technical training and such a skill in some special trade as would enable each of them to take his or her place in the grand world of the manual production of wealth. Through the eyes and the hand to the brain."

In its programme, the All-Russian Communist Party defined the modern school as a school "which is secular, i.e., free from any kind of religious teaching; which is co-educational; which conducts its teaching in the native tongue of the pupils; which emphasises the ultimate relation between education and socially productive labour; and which thus prepares well-rounded members of the communistic society."

Paul Natorp, a socialist writer, in his "Social Idealism" published in 1920, wrote: "The school can become a labour community only to the degree that it places direct activity and work with the hand which follows an economic model at the centre of its entire programme. Our school must finally cease to be a school of words: it must become a school of realism; and this means that it must become a labour school."

At the All-German Conference, Seidel said: "The unification of labour must be realised. Our unified labour schools must become new labour training communities in which creative work claims its rights as a pedagogical principle, a method of teaching, and subject of action. Manual labour must be introduced into all schools—lower, middle, and higher. Every school must become a labour community, a union of pupils and teachers for the purpose of studying labour in shops and laboratories, in schools and kindergartens, in fields and forests."

Anna Simsen of the Union of Fundamental School Reformers in Germany said in one of the conferences of the Union held in 1921: "The school of Active Work strives to attain its aims within some independent economic undertaking which, in so far as may be possible, should be self-supporting. Its normal form is a small

agricultural economy consisting of a school vegetable garden, an orchard, and workshops."

The famous German socialist democrat, Heinrich Schultz, author of "The School Reform of Social Democracy," held: "The complete awakening and development of every individual mentally, spiritually, and physically can be attained by education for the working community through manual labour."

A resolution passed at a conference of teachers—internationalists held in June 1918 declared the main aim of the new school to be "the bringing up of a creative personality developed on many sides. The conference considers it necessary to give to education a polytechnic direction and transform the school into a working commune, based on self-activity, on productive labour for common use and adapted to local conditions."

"The Principles of the Unified Labour School" which preceded the first Soviet Education Act of 1918, declared: "The aim of the Labour School is not a drill or training for some craft, but a 'polytechnic' education, giving to children the knowledge of the methods of the most important forms of Labour, partly in the school workshop, partly on a school farm, and partly in the factories themselves."

"As an approach to the ideal, the school has to transmit to the pupils the main methods of work in the following branches: carpentry and furnishing, including turnery and woodcutting, metal work including forging, forming, melting, and tempering, leather work, printing, and others. In rural districts, the centre should be formed by agriculture."

According to this ideal of a polytechnic education, the Soviet Commissariat of Public Instruction issued model curricula on all subjects (just as they have been by the Zakir Hussein Committee). These, however, were not to be taken as cut and dried programmes which could not be

changed. On the contrary, it was supposed that every school as an autonomous individual institution would elaborate its own programme in accordance with general principles, but adjusted to local conditions. The schools of the Second Grade for children of 12 to 16 years of age (corresponding to our Upper Primary or Lower Secondary stage) could vary greatly concerning the branch of Labour which should be taken as a basis for the study of the polytechnic culture. In order to master it and with it the whole group of sciences and humanities, it was possible to start from any individual industry as they were all interwoven. But owing largely to the majority of teachers being insufficiently trained in the new methods of polytechnic education, the results of the experiment were very far from the expectations. The Report of the Commissariat for 1917-20 stated: "The attempts at a straightforward realisation of this programme without a sufficiently thoughtful taking into account of the actual conditions met with so many insurmountable obstacles that they have given very meagre and sometimes even negative results. They inevitably tended either to narrow training in some craft or to very coarse forms of manual work which were quite unnecessary from a pedagogical point of view and were exhausting for the weak organisms of children." Work in the Labour School deteriorated into sweeping and washing of the floor of the school, cutting of wood for the fire, and similar domestic occupation. Such work was certainly not intended to be a basis for a polytechnic education. But the teachers, being untrained for the work of connecting their instruction with some kind of manual work, did what they could to carry out the orders of the Commissariat. Let us hope that the results of our experiment with the Wardha Scheme of Education will be more satisfactory than those achieved with its predecessor in Soviet Russia. The master problem is the teacher. Unless he, as well as the teachers who train him, understands the fundamental

REFORMS THAT MAY NOT COST

By Mr. K. G. WARTY, M. A., B. T.

Editor, The 'Karnatak School World.'

THE main aim of secondary education should be to afford that general knowledge that is required by a useful citizen of the state with a view to occupy his rightful place in the society in which he lives. The present curricula gives more importance to the study of languages rather than to the study of knowledge subjects. But there is nothing substantially wrong with the curricula or the syllabus except in the manner in which the knowledge is imparted. The instruction given is more bookish at present than practical. Things can undoubtedly improve if efforts are made by the teachers to give a practical turn to subjects that we are teaching, by means of co-ordination of subjects and by constant reference to actualities of the world outside the school-room. This aspect of teaching is entirely neglected perhaps because the pupils as well as teachers are obsessed by the importance of a pass in the Matriculation.

In the field of psychology a grave defect is found in the study of the subject by the teachers under training. Though the teachers should necessarily know the child psychology as a foundation to the real study of the methods of teaching, it is absolutely necessary that every teacher in a High School should know the psychology of the adolescent. In the secondary stage the teachers are concerned with pupils of 13 years and upwards, say, to 19 years and

Continued from preceding page

principle underlying the scheme, has faith in its soundness and success, and is efficiently trained in working it out in practice in the school, it cannot be expected to succeed. Great care is, therefore, necessary in selecting teachers for training in methods of education through productive work and of teachers to train them.

this period in the life of the pupils affords entirely different problems from those of the childhood. Stress should, therefore, be laid on the study of the adolescent psychology; and the methods of teaching should be revised to suit that age. We have been blindly following the methods taught to us by the training colleges which are only adopting the methods followed in countries like England for instructing the primary school pupils.

In any scheme of education economic needs of the country must be taken into consideration and provision be made for imparting vocational and technical education to those who would like to go in for it. Classes for this purpose may be attached to secondary schools or separate institutions may be started as suggested in the Abbot-Wood report. It is unfortunate that schemes like the Wardha Scheme advocated by eminent persons like the Mahatmaji advocate compulsory education in what is called basic craft. Compulsion in vocational studies will never improve either the system of education or the economic condition of the people. It will only result in replacing the present language-complex by vocation complex. The reports of committees appointed by the Bombay Government have all diagnosed the malady but failed in prescribing the remedy. This is perhaps due to the fact that the members could not free themselves from the idea that the Mahatmaji should always be in the right in all matters. A study of the educational systems of the forward nations should afford us an example for our guidance.

In any scheme of reorganisation of secondary education, the Government in the first place should see that the teachers who are to put the scheme into operation and

make it a success are satisfied with their lot. An adequate scale of salaries, security of tenure of service, provision for old age, and such other matters should receive immediate consideration from the department. Teachers and Headmasters should be given more responsibility of the education of the pupils, and unnecessary interference by the departmental officers in minor matters of admissions of pupils, retaining their names in the register or removing them, adequacy of the portion done and the allotment of freeships should be stopped. These officers should look in more detail in the methods of teaching, whether qualified teachers are appointed or not, what new experiments are undertaken by the school as a whole and what new activities are being introduced in the school as extra-curricular programme. The officers should be in a position to give full advantage of their experience elsewhere and guide the head teachers and their assistants in making the instruction more useful and efficient. Local bodies and private educational agencies cannot do much in the matter of reorganisation of secondary education except conducting institutions and sometimes providing additional monies if any new experiment is allowed to be carried out by the Department.

No person who has not received a University degree and the training qualification should be allowed by the department to teach in a secondary school. A register of such qualified teachers may be maintained. The popular belief that any person can be a teacher, even if he be unfit in other walks of life, should be dispelled by such means, and the status of teachers should be raised in the eyes of the public. This cannot be possible unless and until the department recognises the status of secondary teachers.

I have observed above that our curricula gives more importance and time to languages than to other subjects which are of real importance in life. The Matriculation examination which serves the purpose of an entrance examination to the University and also the School Leaving

Examination prescribes three languages for study. The present Congress Governments have proposed to add Hindustani to the existing number making the total four. It is high time that we cry halt and suggest that not more than two languages should be taught to any person ordinarily. The modern Indian language should be the first language and a language from a group of languages, such as English, Sanskrit, Persian, Arabic and Hindi may be studied as a second language. If Hindi is meant to be the national language, it should be in the beginning prescribed as an optional language to English. Under this scheme it may be possible to find a pupil completing his secondary education without the knowledge of English, or of Hindi. But he will know his own tongue better and also one more language which may serve him as lingua franca in India.

It is advantageous, in my opinion, to have an outside agency to test the pupils after the school course. The personnel of the body of examiners should, however, consist of Head teachers and their assistants who alone can judge of the work of the pupils better than any other persons. Though the evil of the present system and method of testing is being recognised, it must be admitted that it is a necessary evil and such as cannot be done away with at this stage. The medium of instruction throughout the secondary course should be the mother tongue of the pupils. There cannot be two opinions on this matter now.

The university should have nothing to do with secondary education as such. They may prescribe their curricula for their test examination for entrance in the University and arrange their own examination or they may recognise the School Leaving Examination for the purpose of Matriculation. The Matriculation should not have so much influence on the secondary education as it has at present. I personally feel that the Matriculation test should be of a higher standard than at present and only those who get the S. L. C. should be allowed to appear for the examination.

Motivation—Teaching Without Tears

By Dr. G. S. KRISHNAYYA, M.A., Ph.D. (Columbia)

PARODYING Scott's lines about an experience not more universal, one might truly ask :

"Breathes there the teacher with eyes so blind
Who never to himself hath pined,
"This is a dull and naughty class?"

The rhetorical question does not call for the services of a statistician. Which teacher has not noticed children looking listless, casting their eyes around for distraction, waiting to be delivered into temptation, yawning, coughing, getting fidgety and appearing obviously bored? Who has not found pupils doing poor work enduring their lessons instead of enjoying them, listening (rather, hearing) when they ought to be doing, and shrinking into sullen non-cooperation at a time when under a different regime they might have been expanding in creative self-activity? Who has not been annoyed by disorder and indiscipline reigns supreme, where energy worthy of a better cause is expended, where absence, unpunctuality and obstruction are daily phenomena, where the devil's workshops are as numerous as there are idle minds? Who has not felt the futility of grand plans, much preparation and job's patience or the sense of defeat and disappointment in the face of genuine effort and great expectation? Misfortunes such as these are reckoned amongst the ills that pedagogical flesh is heir to. But why is it that pupils are careless, troublesome, unwilling to work, and unresponsive alike to lofty ideals and patient effort?

Children come to school with questions claiming answers, problems needing solution, longing calling for satisfaction, experience demanding interpretation. And what do they get in the name of education? They get either what appears to them entirely irrelevant to their felt needs or what seems totally unconnected with their past. Small wonder then that pupils exhibit such scant

appreciation of their teachers' toils. When the child is enabled to see sufficient reason for doing what has to be done, when he can appreciate its value to him personally, when his effort seems directed to meet some definite demand of his being, he begins to feel that school work has worth for him. No child has been known to refuse to do a thing which appeared personally satisfying and significant. Why are children so ready to memorise hundreds of lines of Shakespeare with an entertainment programme in view when they refuse to learn a much smaller number for repeating in the class? Why is Geography easier to teach when it grows out of excursions to the post office, the bazar and the railway station than when it is confined to the pages of the text-book. The things which they must learn become focal in the consciousness of the pupils because they are relevant and necessary in meeting actual needs. The successful teacher is successful because he is able to get his pupils to recognise the value of the work being done or being assigned. Having succeeded here he can be sure that the work of itself will command attention and supply the effort which achieves. The problem of most schools may be stated as 'How to get pupils to want to do what they ought to do' and this is exactly where motivation comes in. It is the means of securing the needed urge for the realization of maximum accomplishment along certain desired lines. The highest forms of effort flow freely in response to ideas of relevancy and worth. Let pupils once taste the joy of achievement — as they will when work is adjusted to their known needs and interests and they find meaning in school tasks — and the problems of rowdyism, indifference, unwillingness to work and the like will become things of the distant and happily forgotten past.

Two Memorable Defences of Poetry

By Prof. V. N. BHUSHAN.

IT IS indeed a tragedy too deep for words that ever since the time of Plato, the accredited expeller of poets from the ideal commonwealth, voices have been raised every now and then protesting not only against the superiority of poetry as a fine art, but objecting to its very existence and continuance as a useful branch of literature and as an indispensable factor in life. Generally, such objections are not based on any particular reasons; they are sweeping statements based mostly on prejudice, lack of appreciation and ignorance of intrinsic values. Sometimes the objectors raise the question of the practical utility of poetry and argue that as poetry does not benefit life materially — its pursuit or even love for it, is an absolute waste of time. Poetry is regarded by them as a luxury, and poets as the 'idle singers of an empty day,' as 'world-losers and world-forsakers wandering by lone sea-breakers.' In times of transition, of changing values in literary ideas and ideals—these objections become more vociferous than at other times. Yet, poetry has survived many such onslaughts without losing any of its importance—precisely because it is one of the things which the world cannot do away with. And poetry is sure to be written as long as life lasts, as long as man remains human without degenerating into brute kind.

It is true that poetry can thrive and make itself felt in the world—by the very nobility of its utterance, by its inherent fecundity and by its radiant quality of self-revelation. But even good wine needs a bush at times! Even so, values have to be affirmed and re-affirmed—lest they be sacrificed at the altar of public prejudice and ignorance. That is why we find that poets at times have thought it fit to write about poetry side by side with writing poetry.

Many great poets, directly or indirectly, have referred to the divine art of poetry, expatiating on the manifold boons that it bestows on its votaries. They have done so not merely to justify and substantiate their own vocation or creed, but to help others also to realise the significance of poetry. Of such memorable manifestos about poetry—those of Sidney and Shelley stand out with a lustre peculiarly their own, and are in the nature of fire-pillars in the glorious march of English poetry.

* * *

There is a striking co-incidence of ideas and arguments in the *Apologie* of Sidney and in the *Defense* of Shelley. Before going into the details of this aspect—it is worthwhile noting the similarity of the circumstances under which each wrote his essay. The times in which Sidney and Shelley lived have much in common. The Elizabethan age and the early nineteenth century, as far literature is concerned, passed through almost identical influences and phases of activity. In the first it was the renaissance and in the second it was Romanticism. Both were products (mostly) of foreign influences and awakened in English writers a new admiration for life, and consequently a new conception of literature. Both were great periods of literary, especially poetic, activity—and "pastures new" were discovered by men of letters as a result of the sense of wonder that filled them. An impetus was given to several branches of new thought and expression. In both the periods—love of the classics and veneration for the old writers—instead of fostering a classical tendency—produced a romantic atmosphere and romanticist tendencies.

Apart from this similarity of the epochs in which they lived—Sidney and Shelley have other things in common.

Both were handsome youngmen fully conscious of the glory and greatness of their poetic vocation. Both may be taken as the typical examples of the spirit of their respective times. Both were poets of Ideal Love and Ideal Beauty and wrote poetry with the ardent desire of teaching some noble lessons to mankind. And finally, both died young — Sidney at the age of thirty-two and Shelley when he was only twenty-nine. And the Kiss of Death blighted them both under tragic circumstances—Sidney on the battle field of Zutphen whither he had gone to fight for his Queen and Country, and Shelley on the waters of a tempestuous sea on which he ventured forth to welcome his friends.

The circumstances under which Sidney and Shelley wrote their essays have also something common. Both were designed as replies to particular contemporary attacks on poetry. Sidney's *Apologie* was a reply to Stephen Gosson's *School of Abuse*—published in 1579. The puritan Gosson's attack is mainly against the theatre of the day, but he extends his condemnation to poetry also—calling the poets as "the fathers of lyes." His quarrel is more ethical than critical, and his arguments—social, political, personal. To this unwarranted and scurrilous tirade Sidney's was a spirited reply. In his essay Sidney not only refutes the charges of Gosson (strangely enough Gosson's name is not mentioned!) but also utters an eloquent panegyric on the virtues of poetry.

Shelley's *Defense* was occasioned by Thomas Love Peacock's essay entitled—*The Four Ages of Poetry*—first published anonymously in 1820—in *Ollier's Literary*



Sir Philip Sidney

Miscellany. Before writing and publishing the essay. Peacock revealed his intention of doing so—in a letter to Shelley who was at that time in Italy. Later, the essay reached Shelley, and on reading it he was much upset. Acknowledging receipt of the *Miscellany*—Shelley wrote to Ollier, the publisher:

"I am enchanted with your Literary *Miscellany*, although the last article (*The Four Ages of Poetry*) it contains has excited my polemical faculties so violently, that the moment I get rid of my ophthalmia, I mean to set about an answer to it, which I will send to you, if you please. It is very clever, but, I think, very false". Later, forwarding the manuscript of his essay to Ollier, Shelley wrote: "I have written nothing which I do not think necessary to the subject... In fact, I hope that I have treated the question with that temper and

spirit as to silence cavil..." To Peacock himself Shelley wrote immediately on reading the *Four Ages*: "Your anathemas against poetry itself excited me to a sacred rage, or caloethes scribendi of vindicating the insulted Muses..." And later: "I dispatched by this post the first part of an essay intended to consist of three parts, which I design for an antidote to your *Four Ages of Poetry*. You will see that I have taken a more general view of what is poetry than you have, and will perhaps agree with several of my positions, without considering your own touched. But read and judge; and do not let us imitate the great founders of the picturesque, Price and Payne Knight, who, like two ill-trained beagles, began snarling at each other when they could not catch the hare..."

Apart from these similarities in outward circumstances — the substance of the two essays has great resemblance. Shelley's *Defense* owes to Peacock's "undiscriminating censure upon the temple of immortal song" the immediate spur of antagonism, but it exhibits very clearly two influences of a deeper and more serious effect. The first is the influence of Plato whose works Shelley was reading carefully at that time. The second influence is that of Sidney and his *Apologie*. Dowden in his *Life of Shelley* (Vol II) mentions that "on march 11th and 12th (1821) Mary read (out to Shelley) Sidney's 'Apology for Poetry.' Here we will not be wrong in concluding that Shelley studied Sidney's essay with particular care before he wrote his own—now that he had himself a similar task to perform. It should not, however, be concluded that Shelley derived all his ideas and his entire inspiration from Sir Philip Sidney. Shelley, no doubt, must have arrived at conclusions almost identical with those of Sidney—independently. The identity is largely due to the spirit that animated the two, the similar charges which both undertook to refute, and the classical inspiration of both. It should also be remembered that in spite of several common points between the two essays—there are points of contrast also.

Dealing with similarities first: Putting the two essays side by side—we find that in essentials Sidney and Shelley agree to a great extent. To start with—both of them define poetry almost to the same effect. Sidney defines poetry as "an art of imitation, a representing, counterfeiting and figuring

forth; to speak metaphorically, a speaking picture, with this end, to teach and delight." Shelley describes poetry as "the experience of the imagination"—and this more psychological and terse than that of Sidney—is in essence the same. Shelley explains how imagination by its conjunction with the External World produces not mere mechanical but coloured pictures.



Percy Bysshe Shelley

A second point of resemblance between the two is the idea that—"the essence of poetry lies in thought, not in the garment of thought." That is to say, both agree on the point that metre is not a hard and fast requisite of poetry. Says Sidney: "Rhyming and Versing make a poet no more than a long gown maketh an advocate. But apparelled verse being but an ornament, and no cause to poetry, since there have been many most excellent poets that

never were versifiers that need never answer to the name of poets..." Shelley means the same thing when he says: "The distinction between poets and prose writers is a vulgar error.....the popular division into prose and verse is inadmissible inaccurate philosophy.....It is by no means essential that a poet should accommodate his language to this traditional form.....Plato was essentially a poet,—the truth and splendour of his imagery, and the melody of his language, are the most intense that it is possible to conceive.....Lord Bacon was a poet.....his language has a sweet and majestic rhythm which satisfies the sense, no less than the almost superhuman wisdom of his philosophy satisfies the intellect....."

(11 This does not mean that Sidney and Shelley are advocates of lawlessness in

poetry. They certainly never championed the free-verse method. Their statements were conceived and expressed in a different manner altogether. Both Sidney and Shelley have safeguarded their above expressions sufficiently by saying that though verse is not absolutely essential to poetry, yet it is more convenient than prose, and hence has been generally accepted as the poetic experience *par-excellence*. Observes Sidney: "The senate of poets have chosen Verse as their fittest raiment, not speaking table-talk fashion words as they chancely fall from the mouth, but piercing

each syllable of each word by just proportion, according to the dignity of the subject." Shelley corroborates the above when he says: "Sound and thoughts have relation both between each other and towards that which they represent," and as such, "the language of poets has ever affected a sort of uniform and harmonious recurrence of sound", and "an observation of the regular mode of the recurrence of the rhythms produced metre or a certain system of traditional forms of harmony and language... The practise is convenient and popular..."

(to be continued)

STUDENTS' STRIKES A PSYCHOLOGICAL STUDY

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. 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. Consequently strikes have become the fashion of the day. Universities, Colleges, and even High Schools have, in the course of this academic year, earned an unenviable publicity by their students organising strikes. Organised rebellion, lawlessness and insubordination on the part of students are alien to the Indian temperament, and are not in keeping with the traditions of our country. Then how are we to explain this epidemic of strikes in several parts of the country? It is not enough to condemn them, and no useful purpose is served by the sermons and exhortations of Vice-Chan-

cellors, Ministers and leaders of men. We must approach the problem in a scientific spirit with an unbiassed and dispassionate mind, and try to *understand* the situation and conditions that predispose the students to strike, paying more attention to operative forces than to mere events.

Unemployment of the Educated

The revolt of the students in an organised manner is not an isolated factor; it is in tune with the spirit of unrest prevailing everywhere. Strikes then are only symptoms of a deep lying disease; and the way to end the epidemic of strikes is to get at the root cause and treat it in the best manner possible. The first of the factors contributory to this unrest is the universal discontent with the existing system of education. It is alien, anti-national, devitalising, one-sided, literary crazy, and above all, economically worthless. The melancholy spectacle of thousands of our Graduates going about for want of work is a standing condemnation of the educational work of these schools and colleges. How can you expect students to

be loyal, devoted and serious about the studies that will not even solve the "bread-and-butter" problem? Political orators, Ministers, High Court Judges, and all public men wax eloquent on the futility and the deadening effect of the present education; and the students who flock to these meetings become naturally discontented and disgusted with their lot, and utilise the first opportunity as a safety-valve to release their pent-up energy. If education is really the realisation of human values, if it is really an adventure in creative thinking, if it really contributes to the expansion and enrichment of personality, if it is indeed a preparation for life and secures an opening to earn one's livelihood, will the students waste their time and energies in these harmful pranks? The motive to study and the will to succeed are now lacking. Lack of motivation is at the root of almost all maladjustment. Therefore steps must be taken immediately to overhaul the system of education, and make it really a means to livelihood, manhood, and personal growth.

No Creative Urge

Secondly, the dullness, the dryness and the mechanical deadness of our educational institutions and the exaggerated importance attached to the passing of examinations have resulted in stultifying curiosity, drying up the fountain-heads of originality, and killing the initiative and creative energy of our pupils. There is no thrill, no excitement, no stimulus, no creative urge in the routine work of the school. Naturally, therefore, the normal boys seek an occasional escape from the humdrum monotony in organising these forbidden but interesting experiences. Education must be regarded not as a routine designed to facilitate the assimilation of dead matter, but as a group of activities by which reasoning powers are exercised, curiosity aroused and satisfied, and creative impulses are fulfilled in joyous achievements. Man has need for creative expression. His primal nature is to manipulate, to create to be a cause, to construct;

and when there is no scope for this creative urge, his idle brain becomes a veritable workshop of the devil. Truly therefore does Prof. Munsterberg say that "Tyranny and cruelty, gambling and betting, and above all, crimes and strikes have always been the psychological means of overcoming the emptiness and monotony of an uncreative and unstimulating life".

"Abandon Selection Examination!"

The painful reaction of students to the mechanical and soul-killing nature of the prevailing system of Examinations is evidenced by the demand for the abolition of selection! I think there is much in this attitude. The selection examination is primarily intended to artificially boom the results of the school, and indirectly to save the reputation of teachers. It is, in plain language, a selfish expedient. When the students are promoted to the Sixth Form in July after a rigorous examination, the teachers there become morally responsible for their mental equipment for the School Final Test. Is it not unfair to detain them within 4 or 5 months, when there is a chance of the student passing completely, or in one or two subjects, and then appearing *privately* and passing in parts? You want to sacrifice promising youths for the doubtful honour of a higher percentage of success in your school or in your subject! This is educationally unjustifiable, and no wonder the more sensitive among the students protest against this ignoble trickery. I know a number of High Schools and Colleges that have entirely dispensed with the selections, where the relationship between the students and the staff is most cordial, and where the students have justified the trust placed in them and have produced splendid results adding honour and glory to themselves and to the Institutions.

Where are the "Gurus"?

So much is talked about the "Guru Sishya Bhava" nowadays. Are the modern students so wicked and evil-hearted that

they do not recognise the worth and merit of their teachers and revere them? I think not. They are a shrewd lot, and see that their teachers are a helpless, mercenary, servile and oppressed set. Do they not know the insecurity of their tenure, the insufficiency of their pay, the teasings and the tyranny of the Heads, their slavish mentality and inferiority complex? Do they not read in the Newspapers about the Teachers' Associations which are more or less labour unions clamouring for higher pay, fairer treatment, lesser cuts, and protesting against suspensions, dismissals and dispensing with the services of those who have reaped their maximum pay? Where is the model of perfection for the students to regulate their conduct? "Physician, Heal thyself!"—can be the only retort to the teachers who find fault with the boys for their discontent and restlessness. True, if the teacher is not fettered by commercial and rule-of-thumb standards, and if he is properly equipped for his mission, he would certainly brighten the school-room with his personality and enthusiasm, and inspire the pupils with the romantic and exciting nature of the information which he imparts. There will then be no need to find excitement in mischiefs.

Redress of Grievances

Strikes are often engineered by students for redress of grievances. The teachers and Headmasters should not stand on false dignity and prestige, and assert their authority indiscriminately. They should view the matter sympathetically and satisfy the needs of the students if they are legitimate and within their power. It often happens that men in authority lose their heads, and get panicky when there is a collective appeal or concerted action. The corporate and co-operative action of the students is a matter for approbation; there is the sense of moral indignation at an existing evil, and there is the determination to challenge the corrupt order unmindful of personal consequences. Such attitudes

of mind must be encouraged. The teachers are *in loco parentis* to the pupils; and love and affection must prevail in their contact with them. Calm deliberation and sympathetic imagination should characterise their everyday conduct; they must realise that they are dealing with immature minds and that the students are the citizens and rulers of to-morrow who ought to be handled delicately and affectionately.

The School Atmosphere

Another predisposing condition for the tendency to strike is the failure of institutions to build up the right kind of atmosphere, and bring up the students in the dignified and noble traditions unique and peculiar to them. An inherent sense of loyalty and pride in the good name of the school, and the traditional sanctity attached to it will create a sense of responsibility and devotion and reverence, and will prevent them from launching on an undertaking likely to bring disgrace to their *alma mater*. The "atmosphere" which we associate with the *Madras Christian College* or the *Srirangam High School* is not a gift of the gods, but the cumulative effect of the splendid work of generations of students and teachers and heads. Individuals flourish and wither away, like the grass of the fields; but the fruits of their work endure, and make possible the development of further activities, and thus lay the foundation for a noble tradition. It is such an institution that offers the best laboratory in the world for the early training in social adjustment, altruism, personal discipline and moral character and serves as a powerful prophylactic against strikes and similar anti-academic activities. If an institution lacks this unique, intangible but potent atmosphere, it cannot be an effective educational instrument; and it is there that students' strikes, malpractices in examinations, inefficient teachers and cowardly heads thrive.

Partners in School Management

The respect and devotion of students to their institution can easily be strength-

ened by allowing them to take part in the management of its activities. Students' courts, Co-operative societies, Dramatic and Fine Art Associations that contribute periodically to the permanent endowment of the school or college create an increasing interest and responsibility; they begin to feel that they have a hand in the running of the institution, and therefore are more eager to build up worthy and honourable traditions, and maintain the dignity and reputation of their institution. This feeling of partnership is the safest and the most potent weapon against organised rowdyism and revolt. It is only when students identify themselves with their institutions that they will realise the utter futility of strikes, and their calamitous and disastrous after-effects on themselves, the staff and the society.

Develop Social skill

A powerful antidote to strikes is to realise the need for greater social activity inside and outside the curriculum, and to organise different forms of social work. Adolescent youths overflow with energy; and unless this energy is submitted and made to function in socially useful channels, it is likely to find an outlet in anti-social behaviour. Adolescence is the period of intensive building of social ideals; schools therefore must influence them by instilling in them the fact of fellowship, the duty of service and the power of sacrifice. Service implies brotherhood; and brotherhood implies love; and by love is meant harmony, co-operative feelings, fellowship and understanding. If students are engaged in voluntary spare-time service by organising night schools, visiting slum areas, explaining principles of hygienic living to villagers and rendering help during floods, famines, cyclones and epidemics, they will have no time for rowdyism, strikes and mischiefs, and will spontaneously develop the habit of self-subordination, self-control and self-discipline. Social work establishes "human contacts," develops the spirit of tolerance and "give-and-take", and nurses such

qualities as loyalty, truthfulness, justice, perseverance and self-control which are the foundations of character.

Self-Control—The Measure of Manhood

I come at last to an important aspect of education which is not in favour nowadays. I mean *discipline*. Children do not know right from wrong; they cannot choose; their will is still in the making; they do not know what they want. Therefore it is a sin to misguide the youth and ask them to strike and quit schools. He is a menace to humanity and civilisation who tampers with immature minds and exploits them. Freedom, personality and power of will are of course splendid things; but they can be earned only by rigorous discipline. And the first task of education is to discipline the pupil and train him in self-control. The crimes and follies of mankind are mainly due to the lack of self-control. Infancy and adolescence are the periods of greatest plasticity, and therefore are very important for the formation of character. Carlyle therefore points out that "Discipline is one of the noblest capabilities of man—a richer mine than any in California" and complains that "it is strange to me how it has been overlooked and left neglected by the elaborate and many sounding pedagogues and professional persons".

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 society. In order to have my own largest measure of freedom, I must give up many things legitimate in themselves. The tendency of unbridled desires destroys our sense of proportion and perspective, and makes us blind to the abiding values of life; and discipline helps us to be calm and self-possessed, and checks the flippancy of surrender to momentary excitements.

Every child is a candidate for character and personality; and since school is the training ground of man, his education consists not merely in the drawing out of his intellectual abilities, but,—what is more important—in training him in self-control and regularity of behaviour, and in raising his moral plane upon which his energies are free to go onward to create, to be refined and to be of general usefulness. Any flaw in this process results in lost opportunities, delinquency, crime and disintegrated personalities. That is why, Plato says that "Man when he gets the right discipline is the most godlike of all creatures, but in the absence of it, the wildest of the off-spring of mother Earth."

The Right Example

It must be borne in mind that young pupils have an insatiable curiosity and an

infinite capacity for suggestion and imitation, and consequently absorb the thoughts, feelings and actions of those who are in daily and intimate contact with them. The activities of parents and teachers repeatedly evoke in the pupil emotional responses which later on develop into well-established habits; he learns to like and admire those activities which are held in high esteem by those whom he respects, and to scorn and despise those which they condemn. Example is so powerful that if it is correct and good, nothing else is necessary. Correct manners, orderly conduct, respect for law and moral principles can be taught only by patient and persistent example. This involves the re-education of the parents, teachers, and leaders, and the formation in them of good character, upright behaviour and right attitudes. [Paper contributed to the 30th Madras Provincial Conference.]

Contribution of Psychology to Education

By Mr. R. A. ATHALEKAR, B.A. (Hons.)

THE best Teacher might be the poorest contributor to psychology and the best contributor might be the worst teacher. Then how is it that psychology can contribute to the theory of education? If you open a book on educational psychology you will find chapters on attention and interest, instinct and emotion, memory — and what not! A teacher alien to these terms of psychology and their relation to education might be afraid of them. But we need not go so deep and need not be afraid of the terms. We must only keep in mind that we must make the lesson interesting or better worth attending to if the boys should attend. We must appeal directly or indirectly to their instincts. We must associate the new ideas with the old ones so that they might be memorised.

But the great contribution of psycho-

logy to education is the idea of the organic growth of the mind. The theory states that the child is a growing organism and the growth, though continuous, has certain stages. The rate of development is not the same in all stages and not the same in all children. Some children grow most rapidly at the age of fourteen and others at sixteen.

According to this conception education has been defined as that which will help the development of the child under most favourable conditions. In order that the child should develop, it must live through all these stages perfectly. And to live through a stage it must participate in all activities of the stage. Hence the necessity of freedom in education and also freedom in all the internal and external activities of school-life. The Montessori system and the Dalton Laboratory Plan are based on these principles of freedom and activity in learning.

The physical sciences have developed so far because they are based upon measurement. Is there any measurement in the science of education which is based upon psychology? Until recent times we had to say, no! But since Dr. Binet has worked upon the defectives and discovered a mental scale for normal children also we can proudly answer, Yes! He has framed a series of questions and graded them according to a definite scheme. By asking those questions and receiving answers we can find out the mental age of the child. Recently many improvements also have been made in the scheme. By finding out the mental age and its ratio to the chronological age of the child we get a number called the Intelligence Quotient, giving us the mental capacity of the child. This has really made a great advance in the theory and practice of education.

Dr. Seguin, Montessori and others have done much experimental work upon the development of senses and especially of those of the defectives. Hence the advance in education of the Dumb and Blind. They have done much for the sake of humanity and also added considerably to achievements in the field of education.

Further the most important contribution of psychology to education is the conception of the complex of the unconscious. Many of the modern psychologists believe that it is the complex of the biological memory. The after effects or engrams of our experiences combine to form complexes. They are in a perpetual motion like the molecules of chemistry. From this conception the theory of association of ideas has developed. The meaning of education is then to associate the new ideas with the old ones and to form a unity of knowledge in the pupil's mind.

But Freud supposed that the unconscious self is formed of individual's access or

failure in sexual life. Sex is the main and only motive force of individual life. It is dynamic in character. Its suppression is dangerous and hence undesirable. But it can be sublimated. All creative art is sublimation of sex. Thus the theory of sublimation of the instincts came to the forum. The meaning of all education then became the sublimation of instincts.

Alfred Adler lately stated that the individual's unconscious memories are not all around the same centre—not all around sexuality, for instance. In every individual we find a sort of selectivity of experiences. The one principle underlying that selectivity is the organic consciousness of a need, some specific inferiority which has to be compensated. It is as though every soul had consciousness of its whole reality and were concentrated upon achieving compensation for the defects in it. An instance or two might be given. A child is found to be disturbing in the class. After inquiry it is found that he is pampered at home. He wanted to be pampered in the school also and he called the attention of the teacher by disturbing him in the class. The teacher's business here is to pat the child when he has done satisfactory work in the school. The child then will keep on doing nice work so that he should be pampered. Another child is found to pose superiority in the class. After inquiry it was found that the child was a first-born boy who had a younger brother. As a first born child he was the centre of attention in the house. But after the birth of the younger brother, the younger brother became the centre of attention. So he posed superiority in order to make up for the felt need. If he be made monitor of the class or the secretary of the debating club he will do the work efficiently. Thus adjustment and encouragement become the business of the teacher. Many such instances will be found around. Only a watchful eye is needed.

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, August, '39.

New Education

WE are to-day witnessing great many changes in every department of life—social, political and economic. Change is desirable and necessary if the world is to progress. For without it, things remain where they are, and stagnation, which is death, will set in. In fact, our world is being slowly refashioned before our eyes. It was thought by many great minds that the Great War of 1914-18 would usher in a new world and bring into existence a new order of things. The setting up of the League of Nations was hailed with delight, and it was fondly hoped that war would be no more, and all questions at issue between one nation and another would be brought before the great international tribunal and a peaceful settlement would be effected. It has taken nations twenty years to realize that the high hopes then formed were after all dupes, and that this world should endure yet another travail before a new world order could be established. To-day nations are arming themselves to the teeth, and war is only a question of time. Let us hope that, if it ever break out, it will be the last of its kind, and that, if it is a

necessary evil, as it seems to be, the mistakes of the past will not be repeated, and statesmen will steer clear of them and work together for the building of a newer and better world on the ruins of the old.

HERE in India we are witnessing a slow and silent revolution in all spheres of public life. Ever since the Congress party came into power, it has been widely felt that vast and far-reaching changes will be introduced in the sphere of education. The now famous Wardha Scheme, when introduced in all schools in India, will revolutionize the whole field of what is now known as Elementary education. It seems to be the aim of the framers of this scheme, especially of Mahatmaji to whom it owes its genesis, to do away with the Secondary Education and combine into one all the three stages,—elementary, middle school and secondary—under the Wardha Scheme, as may be seen from the following extract from an article in the *Harijan*, October 2, 1937:

“PRIMARY education, extending over a period of seven years or longer, and covering all the subjects up to the matriculation standard, except English, plus a vocation....should take the place of what passed to-day under the name of Primary, Middle, and High School education.”

THE Hon. Mr. Varkey in his book “The Wardha Scheme of Education” makes the statement very clear. He says, “Indeed for people who are accustomed to a system of 11 years of education, comprising elementary and secondary stages—5 years of elementary and 6 years of secondary—it is really difficult to realize how it is

EDITORIALS

possible to finish off both the stages in a period of seven years. If, however, they will examine the syllabus carefully, they will be convinced of the feasibility of combining both the elementary and secondary stages of education in 7 years. In the face of this statement we confess we are unable to understand the Hon. Minister for Education when he talks of the changes that are contemplated to be introduced shortly in the field of secondary education. If what now passes under the name of Secondary Education is sought to be combined in the new scheme with Primary Education, one fails to see the *raison d'être* for the existence of separate secondary schools as distinct units in the scheme of education. In answer to the question raised at the Wardha Conference that when in any area Wardha schools were started, whether the present Primary and Secondary schools should be closed down, Gandhiji expressed himself in unmistakable terms. He said, “I have no hesitation in making an affirmative answer. But it is for the ministers to decide finally. I think that, if the present teachers accept my scheme, there will be no difficulty in overhauling the present schools.” Should this ever come to pass, where does, we ask, the study of English come in? since in the new scheme English has no place whatever as a subject of study. It is banned from the Wardha school altogether. Mr. Varkey however seems to envisage a post-Wardha or a pre-university stage of education in which a working knowledge of English might be imparted so as to enable the more ambitious of our pupils to enter the University. It will take at least seven years and even more, we are afraid—we venture to put it at ten—before the Wardha Scheme

could be completely worked out. The present system of secondary education cannot in the meanwhile be marking time before making its exit.

IN his recent tour in these parts the Education Minister gave us to understand that a bifurcation of the courses of study at the end of the IV Form stage into Pre-Vocational and Pre-University was contemplated by the Department; and he even gave out that Teaching as a subject of study would be introduced in the pre-vocational course. We would suggest that if the bifurcation of courses into Pre-vocational and Pre-University should materialise, facilities might be given to pupils taking the one or the other for a change of course, if they so will, at the end of a year. Hence courses of study must be so framed as to enable such pupils to pass from one to the other without any hardship. It is, therefore, suggested that the study of the following subjects be made compulsory: (1) English—working knowledge of the subject would be enough; (2) Second Language; (3) Elementary Mathematics; (4) Rural Science; (5) Physiology; (6) Outlines of History of the World and Geography. In addition to these they will have to do certain optional subjects. The optional subjects are to be divided into two sections—one, cultural (including special English) preparing a student for the University and the other Technical in which a more thorough training in village crafts or town industries will be given. At the end of the VII Form, the University ought to institute a Matriculation examination for entrance to the University course. It ought to be possible, however, for any student to seek a change from one section to the other at any stage.

THE S. S. L. C. Examination should be held not at the end of Form VI but at the end of Form VII and the certificate will determine his career—entrance into Technical schools or a business career etc.

Teachers and Politics

HIGHLY regrettable it is that in June last, an amendment to the Grant-in-Aid Code was sprung on the teaching profession by the Madras Government. It is being vehemently criticised both in the press and on the platform by Teachers' Guilds and veteran Educationists. The Government order runs thus :—

'A member of the teaching staff or other establishment employed as a whole-time or part-time servant, whether salaried or not in a school or college which receives aid from Government, shall not stand as a candidate or interfere, or use his influence in any way or do anything in aid or in obstruction of any candidate in an election to a legislative body constituted under the Government of India Act 1935, or the local authority; nor shall he take part in, or subscribe in aid of, any electioneering party organisation. 'Provided that if he is qualified to vote at such an election he may exercise his right to vote, but shall as far as possible avoid giving any indication of the manner in which he proposes to exercise, or has exercised, that right.' Next, 'The manager of a school may be required by the Director of Public Instruction to dispense with the services of any member of the teaching staff or other establishment employed in the school who contravenes with the provisions of this rule; failure of the Manager to comply with such requisition shall render the school liable to forfeiture of Government grant.'

THE circumstances which have necessitated such a drastic step are not stated. That teachers and others in aided Schools and Colleges should be placed on the same footing as employees of the Government and Local

Boards for the purpose of election, merely because of the aid received from public funds, seems to be wholly incorrect. The former are partners in public service but not the agents of the Government.

IT is exceedingly unfortunate that the Minister for Education with the Madras Government who is an honoured member of the teaching profession should have taken the lead in this direction. A teacher like any other citizen should be privileged to take part in the politics of the country without at the same time identifying himself with party squabbles and practising electioneering tactics. Instances may be cited of teachers who have been able to influence the thoughts and actions of the Governments of the day and who have carved out for themselves a proud place in the politics of the country by their sane counsels, timely suggestions and progressive schemes of reform.

TO deprive a teacher of the elementary rights of citizenship and debar him from standing for election to any municipality, local board or legislative assembly and impose legal disabilities, in these days of advanced notions of democracy, is the severest form of penalty that can be inflicted. One wonders whether teachers really merit such a punishment!

IT might be that certain teachers of the lower ranks had taken an active part in canvassing at the time of local board elections in favour of the president and the party in power. But under such circumstances, the best thing for the Government would be to take action against authorities who involved the poor teachers, in such a

predicament rather than promulgate a G. O. effecting the whole profession in general. However, in case of proved interference in or identification with party politics in local elections the Government may with justice take action against the offending teachers.

IN the case of Lecturers and Professors, they are connected with university bodies which are partially subsidized by the Government. If every person who receives directly or indirectly slight financial support from the Government is forbidden to take an active part in the politics of the country, all those who take part in nation-building activities will have to keep themselves aloof from the political life of the country and the clock of political progress will take its own time to move forward. If for any reason it is considered necessary, teachers may be asked to give an undertaking that their absence in connection with electioneering work or work connected with the legislatures would not interfere with their primary duties as is done in the case of Allahabad University teachers.

IN view of the storm of protests from various Teachers' Guilds and Associations and from veteran educationists and public workers, we hope that the Government of Madras will try to reconsider and rescind or amend the G. O. in the interests of justice and fairplay.

Contents of Indian History and Hyderabad's Example

“**V**ALOROUS deeds and the sayings of famous men stir pupils to a high pitch of enthusiasm. Authors of Text Books in History and the other social studies

keenly aware of this have condemned and exalted as the spirit of the times demanded.” Thus writes Carl E. Cole in the course of an article contributed to the “*Social Studies*”, on the ‘War contents of American History Text books.’

SINCE the Great War the spirit of the times in America demanded the prevention of the horrors of war and the promotion of international peace and justice. And to this end several institutions have sprung up such as the Carnegie Endowment for International Peace, the National Council for the Prevention of War, the Association for Peace Education, the American Legion etc. Since it is only through schools that mutual understanding among people is generally brought about, the American Legion has directed the writing of an American History Text Book, to be used in American Public Schools, avoiding the glorification of war activities.

SIMILARLY, the spirit of the times in India and the special disabilities we are labouring under require that our children should eschew all that stands in the way of communal harmony and cultural unity among different religions and cultures. The seeds for this harmony and unity could only be sown in the hearts of the younger generation even in the class room while teaching History. Hence comes the need for a thorough overhauling of the present day text books on Indian History.

IT might be recalled that as early as June 1938 that veteran statesman and administrator, Sir Akbar Hydari, in the course of his convocation address at the Dacca University, deplored the existence of communal conflicts and

and differences in India and made a fervent appeal in favour of what he called 'Decommunalisation' of History, so that the younger men and women coming out of the Schools and Colleges might be free from those sectional and communal prejudices which have become the bane of public life to-day. In that connection Sir Akbar made a reference also to the work that was being carried out by the H. E. H. the Nizam's Education Department.

NOW it is a matter for gratification that the special committee set up by the Education Department of the Hyderabad Government has brought out, after two years of laborious work, a set of text books on History. It has been stated in the course of a press communique that the three main principles guiding the work of the Committee have been (i) The elimination of communal bias so as to conduce to the development of a spirit of toleration among students; (ii) Greater emphasis on the cultural and social aspects of historical events; and (iii) Simplification of language. The Committee has further avoided descriptions of wars and intrigues and has instead incorporated events calculated to infuse in the minds of the pupils a sense of pride for a common national heritage. So far six books from class III to class VIII have been written and are expected to be published shortly.

THE Hyderabad Government which has been a pioneer in several directions in the field of education has now stolen a march over other Provinces and States in 'Decommunalising' History Text Books, and it deserves our warmest congratulations for inaugurating this patriotic move to make history more national in character.

There is a similar move in some of the provincial Governments such as Bombay, Bihar and the U. P. and we wish them all success in their endeavour. Why not other provinces and states too follow suit and benefit by the example of Hyderabad?

Physical Education

THERE is an opinion abroad, mostly as a survival of an old idea that physical education is for building up a good physique with no direct bearing on education of the intellect, attitudes etc., in general. Physical education as interpreted by the Y. M. C. A. College of Physical Education, Saidapet, ought to have produced a revolution in our ideas regarding it. Presiding over the conference on physical education, Mr. L. K. Govindarajulu, Director of Physical Education, Annamalai University observed, "Physical education is something more than physical training or compulsory games. It is the co-education of the body, mind and soul with which they were concerned." In other words it is education of the whole man through the body. It cannot be too strongly emphasised that such an education is an integral part of education and all governments in our country should pay the attention it deserves.

Personal Notes

SIR NILRATAN SIRCAR of Calcutta has accepted H. E. the Chancellor's invitation to deliver the Address at the ensuing Convocation of the Andhra University to be held on the 7th October 1939 in place of the Rt. Hon. Sir Akbar Hydari, P. C., who is unable to fulfil the engagement.

THROUGH different PROVINCES

DELHI

GRANT FROM CENTRE FOR ADULT EDUCATION

An annual contribution of a crore of rupees from central revenues for a period of ten years to finance adult education in the country is the main recommendation of the Adult Education Sub-Committee of the Central Advisory Board of Education, which met recently at Delhi, under the presidency of Dr. Syed Mahmud, Bihar Education Minister.

The Sub-Committee has also recommended that an appeal should be made to Universities to make social service an important subject of study and has also proposed that the help of students should be enlisted for the spread of education among adults.

ANGLO-INDIAN SCHOOLS

The Archbishop of Canterbury's appeal on behalf of Anglo-Indian schools has resulted in £ 29,709 being subscribed up to the end of June, according to a report just issued by the Committee of the Fund.

"It is stated that the Archbishop intends to close the Fund and to hand over the results of the appeal to the Metropolitan and the Bishops in India before the Lambeth Conference meets in 1940, leaving nine months in which to make a final effort.

"At least £100,000 is sorely needed," states the Committee, "if these, our church schools for the domiciled and Anglo-Indian community in India, are to maintain their past honourable traditions based on Christian principles and environment."

BASIC EDUCATION

At the request of the Hindustani Talimi Sangh, Acharya J. B. Kripalani, General Secretary of the Congress, has prepared a booklet entitled 'Basic Education.' Mahatma Gandhi has written a foreword in the course of which he says: "I have gone through these pages from beginning to end. The booklet will supply a felt want. It is an attempt to answer the many

doubts that have assailed inquirers about what has been called my "latest fad" and that too in the domain of education. Acharya Kripalani, who has spent many years as an educationist, has tried to show that this 'fad' has a sound bottom to it."

MADRAS

TEACHERS IN DISTRICT BOARDS

The Government consider that teachers in District Board Elementary Schools should not ordinarily be transferred. Where, however, such transfers are considered necessary, the teachers should be paid travelling allowance, except in cases where the transfer is made at the teachers' own request because of slackness of work or misconduct. It is proposed to amend the rules accordingly.

GIRLS AND FEE CONCESSIONS

In an order dated 21st March 1939, No.668 the Government decided that poor girls reading in III form and below in secondary schools should be eligible only for half-fee concessions instead of full fee remission. According to a recent order, the Government had only modified Rule 92 of the Elementary Education Rules which allowed full fee concessions to be retained by the existing students till they completed their III form studies. The modified rule would apply only to new admissions. This modification was one of the proposals made by the Retrenchment Committee which examined this question five years ago and suggested that the concessions could be reduced to one half.

TEACHING OF ENGLISH IN ELEMENTARY SCHOOLS

In his instructions on the teaching of English in Elementary schools under the new syllabus, the Director of Public Instruction says as follows:

"The standard of English to be aimed at the end of standard VIII should be that aimed at in form II of a secondary school. The teaching of English may be started in standard IV in schools in which only one language is

taught. In the case of schools in which two languages are taught, the teaching of English should not be permitted before standard V. The inclusion of English as a subject of instruction should receive the approval of either the Deputy Inspector of Schools or the Sub-Assistant Inspectress of Schools. ...The Inspecting Officers are requested to see that English is not taught in schools which do not attain the minimum standard in the compulsory subjects".

BENGAL

PRIMARY EDUCATION IN BENGAL

In the course of their review on the *Quinquennial Report ending with 1936-37*, the Government of Bengal state:

Of the provinces of India, Bengal has the largest number of primary schools and it is found that one school covers roughly about 1.3 square miles in area. The schools are badly distributed.

A recent educational survey shows that out of 1,09,594 villages in Bengal at least 72,302 have no schools, while 61,502 primary schools are distributed in 37,292 villages.

Out of 61,502 primary schools in Bengal only 12,479 taught the pupils full five years' course and of these, again, only 979 were girls' upper primary schools.

Local bodies, viz., the District Boards and the Municipalities are directly responsible for primary education in the province.

Quality of teaching: The unsatisfactory nature of the teaching provided in these schools is certainly one of the main reasons for the failure of the present system of primary education in Bengal. On account of many factors it is not possible to provide good teaching in a province where, firstly, teachers are miserably paid and, secondly, where it is not possible to find a well-qualified or competent teacher on this miserable pittance.

The total number of teachers in primary schools for Indians is 92,156, of whom only 5,664 are women. This is a point which perhaps needs stressing. The average number of women teachers in a girls' school in Bengal is 0.3. The consensus of educational opinion all over the world is that women are more fitted to be primary school teachers than men, but in

Bengal there are not enough women teachers even for the girls' schools.

Curriculum: In 1936 the Government appointed a Primary Curriculum Committee with a view to give a reorientation to the primary school curriculum. The Committee was entrusted with the work of devising a curriculum, which would provide for effective literacy in the vernacular, simple calculation and the basic academic and physical training.

The most striking recommendation of this Committee is that religious instruction should be provided in the primary schools.

Hopeful signs: One of the hopeful signs of the period is that there has been a general awakening among the masses on the need for education. The growth of a political consciousness has rudely shaken their placid complaisance and they are now demanding education.

BOMBAY

RURAL DEVELOPMENT BOARDS

Mainly to act as focussing centres for all rural development activities, the formation of District Rural Development Boards in each district in the province has been Sanctioned by the Government of Bombay.

The Boards will assist and advise the officers of the Rural Development Department in carrying out the schemes of development of rural areas approved by the Government, prepare schemes for improvement of rural areas, advise the Department on the economic aspects of the rural areas and generally control and supervise the work of the Department in the district.

The Boards will take over from the existing District Village Improvement Associations and District Executive Committees for village improvement, all their functions and funds.

BIHAR

HINDUSTANI COMMITTEE AT WORK

"The language which is employed in ordinary intercourse and conversation in Northern India is the common basis of Hindi and Urdu." With this definition of the term "Hindustani", the Hindustani Committee, appointed by the Government of Bihar with Babu Rajendra Prasad as Chairman, is

working out details for the introduction of Hindustani as the medium of instruction in educational institutions in the province and to give an authoritative solution of all questions arising in this connection.

The labours of the Committee are expected to conclude by the end of this year. The Committee has been entrusted with the task of compiling a dictionary of technical terms in Hindustani for the use of authors, compilation of a Hindustani dictionary, preparation of a Hindustani grammar on modern lines and getting suitable text books prepared by competent authors.

LITERACY CAMPAIGN

The progress of the mass literacy movement in Bihar was reviewed recently in a press interview by the hon. Dr. Saiyad Mahmud, Minister for Education and president of the Adult Education Committee.

Dr. Mahmud said that during last year about 14,000 literacy classes had been at work, at which 16,000 volunteers had taught and over six lakhs had become literate, at a cost of little over a lakh of rupees, of which the Government contributed Rs. 80,000. Literacy work had made also excellent progress in the jails where 33,000 out of 52,000 illiterate prisoners had become literate. Advantage had been taken of this movement to improve the efficiency of the village police and 22,000 chaukidars had already become literate.

The Minister emphasised that to make the movement successful it must be carried on as a mass movement and the active assistance and support of all public organisations was essential. He believed that with the gradual expansion of Prohibition all over the country, adult education would receive a great stimulus while increase in literacy in its turn would also ensure the success of Prohibition.

ORISSA

MASS LITERACY COMMITTEE

H. E. The Governor of Orissa has appointed a Provincial Mass Literacy Committee for one year, consisting of prominent educationists and some Assembly Members, with the Hon. Mr. Bodhram Dubey, Education Minister, as Chairman, to carry on a literacy drive in the province.

CENTRAL PROVINCES

LEGISLATION FOR VIDYA MANDIRS

Under the scheme to establish 100 'Vidya Mandirs' which has been sanctioned by the C. P. Government, village primary schools are springing into existence.

It is also anticipated that this lead may be taken up by local authorities and societies registered under the Registration Act. The Government now consider it necessary to invest Vidya Mandirs with a corporate existence, so that gift deeds of lands donated to Vidya Mandirs may be executed in favour of the managing committees of the respective schools without their having to be registered under the Registration Act and thus proper financial administration and constitutional working of these schools may be ensured. With this object in view the Education Minister is introducing a Bill making provision for the establishment of Vidya Mandirs and for the constitution of committees to manage these schools in the province.

EDUCATION OF PRISONERS

Following in the wake of the reforms introduced by the Provincial Government in jails to improve the condition of the prisoners, Lt.-Col., A. S. Garewel, I. M. S., Superintendent, Jubbulpore Central Jail, has inaugurated a new scheme to remove illiteracy from among the convicts.

Under this scheme compulsory education has been started in the jail and classes are daily held either in the open or within the barracks, where the convicts are made to read and write for an hour in their recess. The classes are conducted by educated persons among the prisoners and their progress is inspected at regular intervals by the paid teachers.

Another innovation which has been introduced in the jail is the advent of the Charkha and the hand-loom.

UNITED PROVINCES

REORGANISATION PROPOSALS FOR UNIVERSITIES

It is understood that the U. P. Universities Reorganisation Committee has accepted the principle of Hindustani as the medium of instruction in the Province.

Some tentative proposals have been adopted and directed towards improving the standard of teaching as well as discipline in the Universities.

The suggestion to lay more stress on research work has been well received. Certain schemes would appear to have been evolved to give more scholarship for research work in art as well as science.

The Committee has laid more emphasis on specialisation in different universities. It is felt that it is almost waste to carry on the same kind of post-graduate research in different universities. It is held that it would be in the interest of learning if greater co-ordination existed between the different universities and each University specialised in a particular subject.

PUNJAB

LITERACY CAMPAIGN IN PUNJAB

The adult literacy campaign among the municipal sweepers was inaugurated by the hon. Mr. Mian Abdul Haye, Minister for Education, when he distributed primers and writing material to about two hundred sweepers.

Mian Abdul Haye urged that each mosque, church, temple and gurdwara should be made a centre of adult education.

Arrangements have been made to impart primary education to the municipal sweepers in the Paisa Akbar Municipal Board School. The staff of the Health Department of the Municipality will act as teachers.

SIND

REORGANISATION OF EDUCATION

The proposal of the Sind Government to evolve a new system of education on the basis of the Wardha Scheme advanced a stage further when the Sind Educational Reorganisation Committee, composed of prominent educationists of the province, met on July 16th under the presidency of Pir Elahi Bux, Minister for Education.

The meeting prepared a long questionnaire to be circulated among various educationists in the province as well as Sindhi professors residing outside the province, to elicit their views thereon.

Opinion is being sought on the possibility of shortening the present length of the primary and secondary courses. The Committee will meet again on August 31 to consider the replies and will continue deliberations daily thereafter.

HYDERABAD

VOCATIONAL EDUCATION

On the invitation of the Government of Hyderabad, Mr. A. Abbott, formerly Chief Inspector of Technical schools in England, who had previously reported on the state of technical education in India in collaboration with Mr. Wood, prepared a survey of the existing organisation for vocational education in the State. He also formulated his recommendations for its development.

It is estimated that the scheme will require an initial outlay of two and a half million rupees and an annual expenditure of seven lakhs. There will be close co-operation between the new vocational educational institutions on the one hand, and the Government and private concerns on the other, so that the demand for and supply of trained workers may be properly adjusted. An employment Bureau has also been set up by the Department of Technical and Vocational Education.

FIVE YEAR SCHEME FOR PRIMARY EDUCATION

A five year plan for the improvement and expansion of primary education in the Hyderabad State, involving the construction of 520 new schools in villages where none exist at present and extensions and enlargements to be carried out at one thousand Local Fund Schools, has been sanctioned by His Exalted Highness and will come into force from the commencement of the next Fasli year (October 1939).

TRAVANCORE

PHYSICAL EDUCATION

In fact Travancore has stolen a march over other Indian Universities over the matter of Physical Education. In the course of a Press note, the Government announced the introduction of Compulsory Physical Training in all the High School Classes, with the provision that it will be treated on a par with other subjects for purposes of promotion. It will be admitted on all hands that this is a measure which indicates real vision and imagination on the part of the present administration.



PUBLIC OPINION



MAJOR CRICHTON'S BROADCAST ON THE HEALTH OF PUPILS

Major W. H. Crichton, M.B., Ch.B., D.P.H., I.M.S., Medical Officer of Health, New Delhi, in a broadcast talk on "The Health of the School-Child," from the All-India Radio, New Delhi Station, said:

"It is a regrettable fact that although in the idyllic conditions of the very distant past it is probable that the body was developed at the expense of the mind, the modern tendency is to concentrate on the development of the mind (strictly in accordance with examination requirements) to the neglect of the body. To-day a school is judged by the parent solely on its academic success irrespective of its situation, sanitation or physical standard of its products.

A child is reckoned by his father as an asset or a liability strictly in accordance with his scholastic attainments; he must therefore choose for him the educational establishment which is most likely to enable him to achieve the standard of education demanded. But what can it possibly serve a man, or the nation he belongs to, to attain the doubtful distinction of a matriculation pass if his health has been wrecked in the process? Far from being an asset to his family he may become a more serious liability than was ever thought probable when he was goaded by an over-zealous parent to greater and greater effort."

After surveying the work of the School Medical Service, he said that "the sooner the school child, both male and female, is taken more seriously as a national asset, the better it will be for the nation. It is in fact essential that the present attitude which looks upon the school child merely as a repository for knowledge without reference to his physical or mental capacity for its acquisition, must be radically changed for the better, and the sooner local authorities realise their responsibilities in this respect to themselves, to their children and to the nation, the sooner will be the standards of this country, physical and educational, rise to the level all its well-wishers hope to see them attain, and the fewer will be the disasters now associated with youth on the threshold of manhood.

DR. PATTABHI SITARAMAYYA ON THE WARDHA SCHEME

On the occasion of the opening of the Wardha Training class attached to the Andhra Jatheeya Kalasala, Masulipatam on 20th July, Dr. Pattabhi Sitaramayya said:

"In India we have the strange fact that some of the highest Pandits or Ulemas are illiterate, that knowledge is acquired orally and not by *Chakshu vakshara samyogam* (contact of the eye with the alphabet). Literacy is not an essential to culture. Every home is a school, every father is a teacher, every cottage is a workshop. Every day's work is apprenticeship. Every process is an examination. Every product is a degree and every artisan thus becomes a graduate in the University of life, in the class room of human craft or conversation and in the company of a few well chosen masters of learning or of arts or even of books.

"In a country like ours schools have been introduced based upon a dull monotony of studies—the same for all aptitudes and all tastes, all grades of intellect, all strata of society, all parts of the country, all degrees of civilization, all needs of life. It is not education but regimentation, not culture, but cramming, not examination, but lottery, not passes but prizes. And then? A vacuum all round, a huge chasm everywhere, a bottomless abyss below, an impalpable void above. We have spent eighty years exactly on these lines since the Universities were established and how much longer shall we suffer this weary waste, this 'lopsided' pursuit?

Continuing he said: "The home, the parents, the maistry, the foreman, the master weaver, the guilds—it is these that have kept up the glories of Indian art and culture in their protean forms. What, therefore, is wanted to-day is a system of schools and seminaries wherein this old bias for arts and crafts, for manufacture and production, for beauty and harmony, a bias by which is developed that power which combines art with utility and incorporates the former into every implement and vessel that life requires, is emphasised.

What shall we educate the youth for? For an age of competitive production? No. For self-sufficiency. If so the training to be given to the youth of the country must implant in them that bias for cottage industries by which alone self-sufficiency can extend itself to the remotest corners of India—its districts, tahsils and villages—and therein embrace every branch of life. It is this education, education through work, learning by doing, success through failure, that is aimed at under the Wardha Scheme. It has been well said that neither the curriculum, nor the method is new. The only thing that is new is the clear statement of what we want to educate the child for. We crave the ardent co-operation of the public in this new task that we have undertaken. It is not merely the task of preaching village reconstruction but of finding those that should undertake it."

SIR ABDUL QUADIR ON THE TEACHING OF HISTORY

Speaking at the sessions of the League of Nations International Committee on Intellectual Co-operation held recently in Geneva, under the chairmanship of Prof. Gilbert Murray, Sir Abdul Quadir referred to the baneful influence which certain methods of teaching history had on students. He stated that India had suffered much from works of the type.

● One of the causes, according to Sir Abdul Quadir, of the difficulties between Hindus and Muslims was the differences between the history books placed at the disposal of these communities. It was indispensable that history textbooks should provide an element of reconciliation.

On the subject of students' participation in extra-curricular matters following M. Paul Valery who stated that the younger generation had a distressing feeling of instability, Sir Abdul Quadir stated that he was impressed by the remarks of an authority like Prof. Gilbert Murray to the effect that students should not lose sight of their studies when taking part in students' gatherings. He thought however, that there were arguments in favour of such organisations. It was important that they should not concern themselves with political or religious controversies. Nevertheless, his experience of Indian students led him to think that one might encourage the study of politics, but controversy should be avoided as far as possible.

MR. S. E. RANGANADHAN ON UNIVERSITIES' ROLE IN ADULT EDUCATION

Dewan Bahadur S. E. Ranganadhan, Vice-Chancellor of the Madras University, inaugurating the programme of extension lectures arranged by the University on 29th July observed:—

The conception that a University was concerned only with the promotion of education and research, was now an antiquated idea. It was now believed that Universities should not only look to the training of those within their portals but also to the adult population round about them. Acting on that idea they had adult education schemes in every university in the world. In the Western Universities provision had been made not only for extension lectures but also for tutorial classes which might range from one month to three years in duration, for the benefit of those who had not undergone any university courses of study so that they might have the opportunity of improving themselves culturally and even professionally.

A FEATURE OF ADULT EDUCATION

In a country like India, however, where they had over ninety per cent of the population illiterate, the problem of adult education was a stupendous one. It would mean not only extension lectures and having tutorial classes, but also the liquidation of adult illiteracy and various forms of social welfare work affecting the life and work of both the urban and rural population.

"If you conceive adult education in that way", Mr. Ranganadhan continuing said, "you will see that the work has to be many-sided and of such a vast character that it is the State alone which can adequately deal with the problem of adult education in this country. If only the State with its vast resources will organise adult education, I am perfectly certain that not only the Madras University but the other Universities, all voluntary organisations, awaiting a lead, will be willing to co-operate with the Government and join in this general drive for abolishing illiteracy and uplifting the people. The Universities are practically powerless to deal with the problem effectively because of its magnitude. However we are making a humble beginning with this scheme of extension lectures which are intended for the general public from whom we hope to receive great support."

Course of Studies in German Universities

By HERBERT GUENTHER

THERE are 26 Universities in Germany, situated in almost every part of the Reich, and this number is so large that only in one or two instances such as Koenigsberg or Breslau are these universities far apart from one another. For the most part these institutions of learning are near neighbours, as for example, Halle and Leipzig, Marburg and Giessen, Wuerzburg and Heidelberg, Cologne and Bonn. These last two, indeed, are so close together that they are able to have courses of study in common. In their fundamental character and structure, all the universities of Germany have points of similarity, although there are differences in their various histories and traditions.

The student may choose his university with reference to the region in which it is situated, so that he will have the opportunity of studying the country and the people of whichever region interests him the most. Lovers of the sea and of the cast will prefer to study at Kiel, Greifswald, Hamburg, or Rostock; while those who would rather live in the mountains will choose Munich, at the foot of the Bavarian Alps, or Freiburg on the edge of the Black Forest, or Vienna, Innsbruck, or Gratz, all of which are either in or very close to mountain country. Then there is the student who prefers the life of the big city, where he will have theater, opera, museums, etc. This student has the universities of Berlin, Munich, Cologne, Frankfurt-am-Main, Leipzig, and others. Berlin University has more foreign students enrolled than any other university in Germany. Among the smaller colleges, there are quite a number which were founded by one of the many princely families who flourished especially in Central Germany for so long a time. These smaller colleges or universities do not offer such a large variety of courses of study as the big universities, but they possess the advantage of bringing the student into more intimate association with his professors and instructors. In the larger universities there are lecture rooms and auditoriums where from 500 to 1000 students may listen to a lecture or attend a recitation, while in some of the smaller institutions it has long been customary for a professor to invite the students taking a particular course to meet him in

his private study where he will deliver an informal lecture or hold an informal recitation. Any student desiring to get the benefits of both these types of university, would do well to take one of the summer courses given at either Jena, Heidelberg, Marburg, Tuebingen, or Wuerzburg, where study can be combined with all kinds of outdoor sport. Then, when winter comes, he may return to the big city and to the winter courses of lectures given before large classes. The oldest university in the German Reich is that of Vienna, founded in 1365 and the youngest is that of Hamburg, founded in 1919.

In almost every one of the German universities there are four distinct Faculties, or schools viz:—Theology, Law, Medicine, and Philosophy. The School of Medicine embraces a School of dentistry, while the School of Philosophy usually includes the departments of Languages, History, and Science including mathematics. The departments of Political Economy and Political Science are a part of the Legal Faculty. Several German universities have a fifth school devoted exclusively to Natural Sciences, such as for instance at Frankfurt and Erlangen, while Munich and Heidelberg separate their Departments of Social Science and Political Economy from their Law Schools. At the Universities of Leipzig, Munich, and Giessen there are Schools of Veterinary Surgery in connection with the School of Medicine. At Berlin, Bonn, and Breslau, there are special chairs of the Commercial Sciences, and Schools of Agriculture are to be found at the Universities of Berlin, Bonn-Poppelsdorf, Breslau, Giessen, Goettingen, Halle, Hamburg, Jena, Kiel, Koenigsberg, Leipzig, and Muenster. In addition to the well-known School of Forestry at Eberswalde, and that of Tharandt, there are Departments of Forestry at Munich, Freiburg, Giessen, and Goettingen.

In the German Universities the academic year is divided into two terms or "semesters,"—the Summer Semester and the Winter Semester. The Summer Semester commences April 1 and closes July 1 everywhere in Germany. The Winter Semester commences November 1 and closes February 28. Sometime in advance of these dates, lists of courses and lectures to be given in the various faculties, seminaries, and

schools, are published. These pamphlets contain, in addition to the courses of study, detailed information regarding board and lodging facilities for students, which information is also in every case obtainable at the Registrar's or Bursar's Office of each University.

One of the unique features of University study in Germany, in contrast with the systems in vogue in most of the other countries, is that the student has absolute freedom of choice as to the courses he wishes to take. In other words, all the courses are "elective," and there are no so-called "required" or "compulsory" courses which must be taken in order to qualify a student for graduation. Furthermore, there are no mid-term or final examinations which must be taken and passed by a student either upon graduation or when advancing from his first academic year into his second, and so on. To be sure, under the guidance of the professors, courses of study are chosen and arranged in the order of their difficulty, beginning with the more elementary subjects and thence proceeding to the more advanced courses. When a student joins a particular "seminar", he comes under the direction of a professor or professors who determine his scholastic fitness to take the "seminar" courses. Advancing from one grade to the next in a given "seminar" or faculty depends largely upon the number and nature of the studies which the student has already satisfactorily passed. In recent years, the absolute freedom of "electing" his courses has been taken away from a student of law or medicine, so that he must choose his courses according to a prescribed curriculum, which he arranges in consultation with the professors of the faculty in which he has matriculated.

In order to obtain a Doctor's Degree, it is necessary for the student to submit a written thesis or "dissertation", as it is called, on some scientific or intellectual subject, which thesis must be accepted and approved by the Faculty. In most of the German Universities, an oral test is also required, but the regulations with regard to this oral examination are different in the different universities.

In addition to their regular seminary courses and institutes for the study of special branches of learning, most of the German Universities have special Faculties, such as for instance that of mathematics at the University of Göttingen.

Almost without exception, the German Universities maintain administrative staffs especially organised to look after foreign students who come to the university either for some special course or for a general course spreading over a number of terms. A good many have special Student's Homes for foreign students, such as the Lessing House and the Hegel House in Berlin. Foreign students are given every opportunity for free intercourse with their German fellow-students, by whom they are treated in every way as comrades. What with excursions and festivals of all kinds arranged for these foreign students, they can soon feel at home in any German University. It is therefore not surprising that in 1938, of the total number of 60,000 German University students enrolled, 5000, or 1/12 of this total are foreigners. The majority of the foreign students at German Universities are studying medicine, though there are also many who are taking courses at the Law Schools or in the Departments of Philosophy and Economics.

A satisfied user is an
asset and a lover of

STAR

OF

INDIA

PENCIL

is more so.

The Madras Pencil Factory,

Post Box 86 :: MADRAS



PERIODICALS



INDIA TO-DAY

"What struck me most is the considerable progress which seems to have been achieved recently in the field of education," writes Jean Herbert in the course of an article contributed to the June number of *Prabuddha Bharata* on the impressions of her recent visit to India. She says:

"The results which I was privileged to see in the kindergarten, primary, secondary and industrial schools, in Indian universities, in classes for children and for adults, in institutions for Harijans and for other special groups of society have convinced me that the effort is bound to succeed in bringing a rich harvest of results. While I do not wish to give undue prominence to any institution which I happened to visit, I cannot refrain from mentioning particularly, as being worthy of careful study and whole-hearted support, the Ramakrishna Mission Students' Home in Madras, the Kindergarten School of the National High School in Bangalore, the Ramakrishna Gurukul in Trichur, the efforts of Miss Gokhale among the poorer classes in Bombay, and the Nivedita School in Calcutta.

"But to me the greatest marvel was to see the extraordinary body of workers, most of them young men and women, who have devoted themselves heart and soul to the cause, many of them renouncing the joys of family life for the sake of their work, and embracing Brahmacharya. The value of a teaching given by a staff of that category cannot be overestimated. Whereas the natural tendency of a paid teacher who has chosen his profession mostly for the sake of earning a salary is to cram book-knowledge into his pupils in order to show good results at various examinations, those devoted young people, who are patriots in the truest and noblest sense of the word, are endeavouring to build up men and women who may prove a credit and an asset to their country. The enthusiasm and the remarkable technical efficiency with which I have seen them work is one of the main reasons why

I have such great hopes in the coming generations of Indians.

"Another great reason for looking confidently forward to the future of India is that in spite of the considerable spread of Western science, technique and culture, the thirst for spirituality remains practically unabated."

THE FIAT OF THE EDUCATION MINISTER OF MADRAS

The Teachers' Journal of Bengal for July 1939 editorially writes:

Hon. Mr. C. J. Varkey, the Education Minister of Madras, has issued orders prohibiting teachers in aided schools of the province from participating in elections to Local Bodies and Legislatures. The idea, we gather, is that teachers should not get busy with matters outside the scope of their profession. The order is a serious encroachment on the rights of citizenship enjoyed by the teachers all over the world. In the British Isles the teachers are entitled to engage themselves in their spare time in the service of the country by becoming members of the Local Bodies as well as of Parliament. The National Union of Teachers in England has its representatives on the Parliament.

"Hon. Mr. Varkey wants to be thorough in his policy. Not only are teachers asked not to stand as candidates but they are threatened with dismissal if they help a candidate in his election. This gives a splendid opportunity to the managers to remove a teacher who is in their bad books. For, it is very convenient to bring a charge that a teacher has aided a candidate in the time of election. This aiding a candidate is as serious an offence as standing for election himself. We cannot believe the order has been passed with the approval of the cabinet. The only answer that the aided schools in Madras should give is to decline the grant-in-aid as something poisonous and exercise their rights of citizenship in spite of the arbitrary orders of the Education Minister.

BOOK REVIEWS

'SUGGESTIONS FOR THE USE OF NEW-TYPE TESTS IN INDIA' by Rev. Emil W. Menzel (Teaching in India series VIII) Published by the Oxford University Press. Pages XIII-261. Price Rs. 3/-

Both the writer and the Publishers of this book deserve to be congratulated on adding another useful volume to the 'Teaching in India' series. Those who have read the other books in this series, will open this book with great expectations and finish it, we are sure, with the utmost satisfaction.

To condemn examinations has become almost a fashion and yet we all cling to some form of it or other. The meaning of this apparent paradox is that while there is something valuable in the institution, it has some very objectionable features too. Educationists therefore have been devising new methods of examining, so that the sting might be taken out of the much condemned and old fashioned examinations. The New Type tests were the outcome of the efforts of these progressive educationists. But new type tests are yet 'new' to India. In order to show how these tests can be adapted to Indian conditions the author has brought out this book. And he has done it admirably in the first five chapters which constitute part I of the book. Every chapter is highly instructive, for the chapters are not mere compilations (though he has given us in the book all new type standardised tests composed expressly for India, that have come to his attention) but the result of the author's experimentation in the course of which he has appropriated 'not less than 60,000 hours of the time of children' who were the examinees in these tests.

The second part has six chapters and deals with psychological tests. Here again any standard work like that of Petner, Godfray, Thomson or Spearman, gives us lots of information on 'Intelligence Tests.' But what we here in India require is a book which would tell us how these tests can be applied to Indian conditions. The difficulty of adapting Intel-

ligence Tests to Indian conditions is certainly greater than adapting the New Type tests. The Rev. E. W. Menzel has collected as many adaptations of the Intelligence tests as possible in chapter VII and thus shown us the way in which further adaptations can be made to suit local conditions.

Another feature of the book is that it is written in non-technical language. For example the author does not trouble his readers with the inevitable 'Tetrad equation' in connection with Spearman's 'G' and 'S'.

The bibliography, the appendixes and the index at the end of the book enhance its value. The book is priced Rs. 3/-. It is the highest priced book in the series. But who would grudge paying it considering the valuable material it contains, the lucid treatment and the very good get-up. The book deserves to be read by every progressive teacher.

—S. D.

PLAY-WAY ENGLISH, Books I, II & III—
by W. M. Ryburn—Oxford University Press.
24 pages each—Price 4 as. each.

These three books are the result of an earnest attempt to make linguistic instruction in English fascinating in the Lower Secondary department. The exercises given in them are not merely aids to the mastery of English but would also serve to whet the intelligence of the students and stimulate their curiosity. They are of various kinds—the selection of the required word from a given list, the filling up of gaps, the re-arrangement of jumbled words, phrases and sentences. There is no doubt, whatever, that these exercises will prove highly instructive and interesting to the boys for whom they are intended. At the same time we cannot help feeling that some of the exercises are of doubtful value as aids to linguistic instruction. A few, like "catches" and "slips of the tongue", must prove posers for the young boys. The underlying conception is, however, brilliant and these books may be used as supplements to the teaching of text-books, which they cannot, and are not meant to, replace. The instinct for play is a marked feature of the boys and it is a happy idea to enable them to lay in a stock of words and phrases by making them play at these literary riddles and games.

—V. M.

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. What in your opinion is the best argument in support of the Wardha Scheme?

Answer. People have criticised the efficacy and practicability of the Wardha Scheme from different points of view. As all human schemes, it too may have its defects, real and imaginary. But, as far as we have known none of its critics have condemned it wholesale as unworthy and unworkable. Barring that extreme position, criticisms of a new scheme, even though planned out by some of the best educationalists of the country, are welcome. Whatever the differences of opinion in regard to details the few irrefutable arguments are (1) that it is the first attempt at educational planning on a nation-wide scale, (2) that this scheme as incorporated in the Vidya Mandir Scheme is feasible and can be immediately introduced universally even by the poor Provincial Governments, (3) that it is an education for life and citizenship so sorely needed in our country. Even the worst critic of the scheme must accept these. With these points in its favour the scheme may be considered to have emerged from the realm of academic discussion and to have entered the realm of practical politics.

Q. 2. Will you please explain as fully as possible the Grouping system in single Teacher schools?

Answer. If even in an advanced and rich country like the U. S. A., 40% of the Primary schools are single-teacher schools, we cannot dismiss similar schools in a poor and less advanced country like India as worse than useless or regard them more as hindrance than as aids to the spread of mass education in this country of 7 million villages. It is true they are not the ideal,

but under the given set of conditions they are to be regarded as an inevitable part of the Indian educational system. The best thing to be done under the circumstances is to make the best of a bad bargain. Only then will there be a future for rural education in India. No one will deny that a teacher in such schools is set a bad task, but how best can we help him? Let us take a leaf from the experience of single-teacher schools in countries like U.S.A., Canada, Australia and South Africa.

What usually obtains in the ordinary single-teacher schools in India is the plural class teaching. That is, the teacher takes the fifth class in reading, and sets the remaining four classes work in sums, hand work, gardening, transcription etc. "Such simultaneous handling of five classes requires extra-ordinary ability on the part of the teacher and it is too much to expect." It also means that he could directly handle a class for only one hour a day. That certainly is unsatisfactory. The adoption of the grouping system will mark an improvement in the amount of direct teaching given to each class and the direct supervision.

In the first place, the grouping system presupposes less rigidity and more freedom to the teacher in regard to curriculum. At the present moment what happens is that the Educational Department prescribes a curriculum with the graded school in view, where the teacher is expected to teach the different classes separately. If the single teacher school is obliged to adhere to that curriculum he can teach each class for only one hour a day. But if more freedom is given to the rural teacher he might find it possible to group two or more classes in one or other of the subjects. Dr. Dume says, "the rural schools labour under an

additional and unnecessary handicap from the necessity of using curricula made for graded school organization." If this pre-condition is not granted grouping system will not be possible.

The grouping system itself consists in grouping the different classes conveniently for different subjects. For example classes V and IV may be grouped together, classes III and II may be grouped together and class I may be sometimes grouped with class II but more often taken separately.

Any subject to be taught like geography or history or reading may be taught from the same book to the grouped classes. There will be the difference in attitude and ability to understand between the two classes, but that does not stand in the way of explanations being given on a subject to both the classes together. In this way there will be more teaching and learning possible within the limits of the single teacher schools. Of course the groups must be fairly flexible. "Certain grades recite separately in certain subjects; and in other subjects four or five grades are combined to have joint recitation. The first grade is always a class by itself in reading."

To adapt themselves to this new scheme, teachers should be given special training which may be done in refreshed courses arranged during holidays. The old Indian monitorial system may also be exploited along with the grouping system in the single teacher schools of our country.

As space prevents one giving a fuller account of the grouping system we would commend to our readers a book published by Mr. Siddalingaiya on, "Reconstructing Elementary Education in Mysore," specially pages 77 and 149-150.

(Continued from the next column)

by sanctioning grant. He thanked Mr. Hedao for his voluntary offer to train cadets. Mr. Subnis took photograph of the occasion after which this enthusiastic programme came to a close.

Correspondence

Rifle Clubs—Amraoti (Berar)

A function of unique importance took place at Amraoti on Sunday, July 30, when the Hon. Mr. S. V. Gokhale, Minister for Education declared open the volunteer corps and the Rifle Clubs of the New Education Society's New High School and the Government Marathi High School, Amraoti, before a large and distinguished gathering.

The uniqueness of the function lay in the fact that it was the first time that a premier Government institution and a big private institution combined in celebrating a joint function for the betterment of the youth of Amraoti, and the Minister for Education personally blessed the inauguration of the rifle clubs.

Among those present were Sir Moropant Joshi, Mr. A. L. Binney, C. I. E., Commissioner of Berar, Mr. A. H. Layard, D. C., Mr. L. E. Whurr, D. S. P., Principal Tostevin, Professors of the K. E. College, Heads of institutions, Educational Officers besides a large number of guardians of the cadets from both the schools, who were smartly dressed in uniform and welcomed the Minister by 'Attention'. Mr. A. B. Hedao explained his scheme which is quite intensive and includes various items besides aiming and shooting. Both the schools have chosen Mr. Hedao as the instructor. Mr. Rajwade in a short speech stressed the importance of mental and moral training along with military training. A copy of Mr. Hedao's book *Latakaree Sikshan* was presented to the Minister after which he delivered an inspiring address. He exhorted the guardians to co-operate in the fullest measure in the attempt which the Government was making to rise to the occasion by encouraging military training in schools. He advised the cadets to do their duty towards the Motherland.

Mr. N. L. Inamdar, Head Master, New High School in a sweet little speech thanked the Minister, Officials and non-officials for the sympathy they had shown towards the venture over which the schools are spending a good deal. He hoped Government and the Physical Welfare Board would actively help the scheme.

A NEW SET OF OXFORD READERS FOR INDIA

Approved for Class Use for Schools in the Madras Presidency

(Vide Fort St. George Gazette, Part I-B dated 24th January, 39)

A WAY TO ENGLISH

By EGERTON SMITH

PRIMER	6 annas	BOOK III	10 annas
BOOK I	7 "	BOOK IV	14 "
BOOK II	8 "	BOOK V	14 "

TEACHERS' NOTE-BOOK As. 4.

The Primer of this series is a carefully planned introduction to such simple English of a young pupil may practise in his daily life. While no one rigid 'system' is adopted exclusively, the Primer is systematically built up on commonsense lines. The underlying method will be made clear by the arrangement and treatment, and a TEACHERS' NOTE BOOK is published separately which will give additional help.

Really useful and important words are introduced systematically so that the pupil is soon able to say something about things that he knows well. A feature of the Primer is the unusually free use of pictures to illustrate the meanings not only of nouns but also of adjectives, verbs and sentences. Demonstratives, singular and plural forms of nouns and their accompanying verbs, and some simple tense-forms are introduced as soon as possible, so that the pupil can learn something of practical sentence structure while he is picking up his vocabulary.

New words, always carefully selected and limited in number, are given at the end of each prose lesson throughout the Readers, so as to facilitate the teacher's work of oral preparation and enable the actual lesson to proceed without serious interruption or loss of interest. Each lesson assumes only a knowledge of these words and of those used in the preceding lessons (and preceding books). Thus the pupil's command of language is built up gradually by extension of his existing knowledge.

This system, too, is followed in dealing with pronunciation. The sounds of new words are taught by reference to the sounds of words already learnt—chiefly those in the Primer. The chief aim of the Primer is to give help in that 'systematic training in the sounds of spoken English in connexion with the pronunciation of easy words'. Throughout the Readers indeed, as the syllabus demands, special attention is given to Pronunciation.

Exercises are appended to the prose lessons. These, especially the questions on grammar, are kept within the scope of the syllabus, but the teacher may supplement them at his discretion.

Applications for specimens will receive our attention.

OXFORD UNIVERSITY PRESS

Bharat Buildings

MOUNT ROAD

::

::

Post Box 340, MADRAS

Approved by Madras, C. P. and Travancore Text-Book Committees.

JUBILEE READINGS

FOR HIGH SCHOOLS

Book I: As. 14/= :: Book II: Re. 1/-

BY

HENRY MARTIN, M. A., (Oxon.) O. B. E.,
Principal, Islamia College, Peshawar.

WITH INTRODUCTION, CRITICAL NOTES TO CLEAR UP DIFFICULTIES
AND EXERCISES BASED ON NEW MODEL QUESTIONS AND
GRAMMAR SYLLABUS ISSUED BY THE DEPARTMENT.

Special Features

1. The books are based on a graded plan and are meant to cover a full year's course.
2. Copyright lessons such as Radio, Travel by Air, Red Cross, Vaccination, Model Letters and Biographies of eminent Indians such as Mr. G. K. Gokhale and Sir T. Muthuswami Iyer are included.
3. Poems selected are suitable and are simple in diction and in meaning.
4. Exercises on Grammar and Composition are based on the Grammar syllabus and the model questions issued by the Department.
5. The exercises are a sure guide to the teacher who can frame other questions of the same type for the further practice of his pupils.

Specimens gladly sent on application

M. SESHACHALAM & CO.,
Publishers :: Masulipatam

Making a Telescope as a Science Project

By Rev. E. W. MENZEL, M.A., B.D.

THE writer is neither a physicist, an astronomer, a mechanic, nor a maker of optical instruments, nor even a teacher of science. But his daily work is connected with teaching and just lately he has tried his hand at amateur telescope-making purely as a hobby. And he has become impressed with the possibilities of making a telescope as a science project in school hours or in a hobby club of high school or college students. As his school work is connected with lower schools and there is no high school or college nearer than 40 miles, he can unfortunately not try it out.

Any teacher of science who is really interested in his subject and most any amateur interested in science and possessing a little mechanical sense can make a reflecting telescope good enough for work in an amateur "Association for the Observation of Variable Stars." The cost is not great.

In America hundreds of amateurs have made their own telescopes. The writer had never seen a home-made telescope before he made his own, although he had often heard of them. He had only printed directions to follow. He started work on a six inch reflector, then later made an eight inch one and a ten inch one, and has ambitions to try a much larger one.

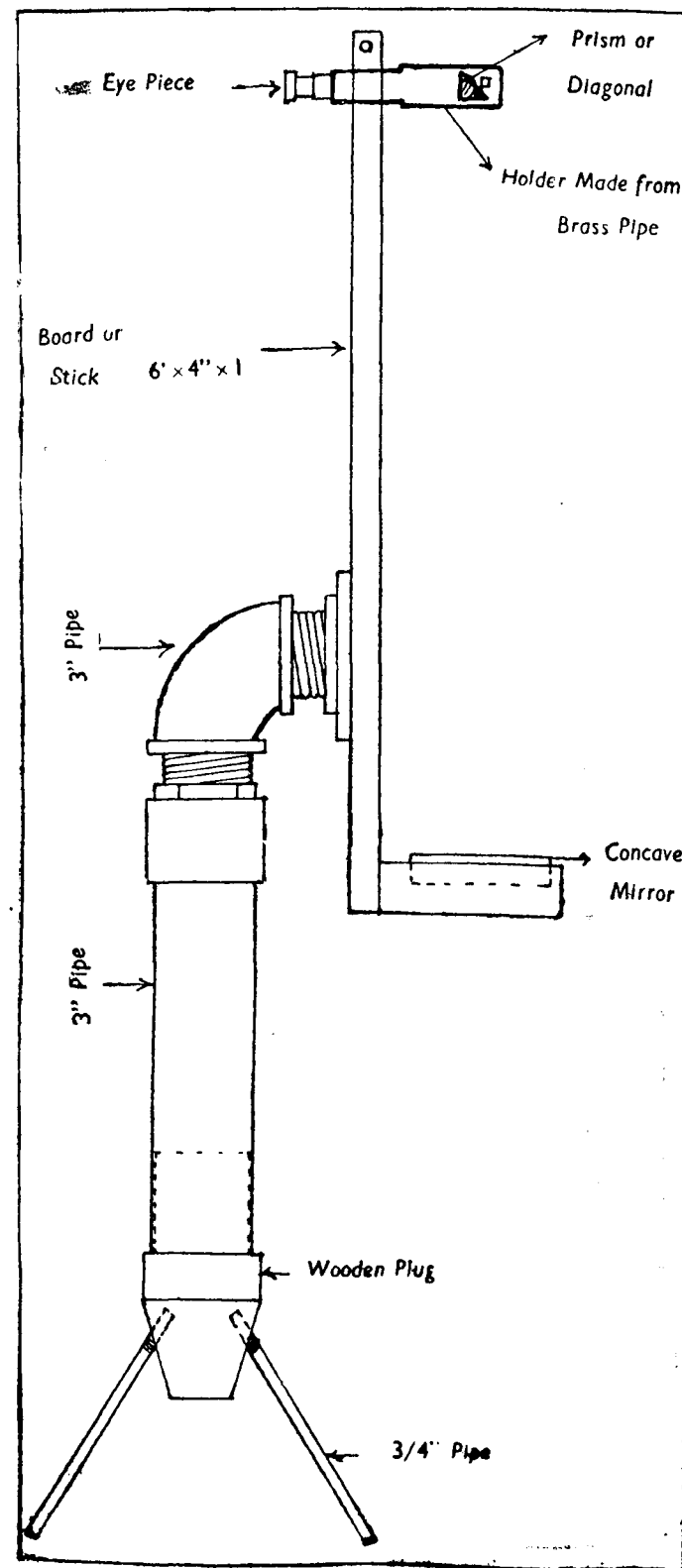
A six inch reflector does not mean that the instrument is six inches long but that the mirror which gathers the light (corresponding to the lens in a refractor telescope) is six inches in diameter. The instrument is about six feet long and magnifies 50 to 100 times depending upon the eyepiece used.

Grinding the mirror is fairly simple. Two round pieces of plate glass are rubbed against each other using carborundum abrasive. After every few rubs either the

upper piece of glass or the lower piece (or both) are turned slightly. The stroke to be used is very simple and is described in the directions. From grinding in this way the upper piece of glass becomes concave and the lower piece convex. The concave glass is what is needed to make the telescope. A concave mirror both magnifies an image and intensifies a point of light. The focal length of the telescope is determined by the amount of concavity of the mirror. This can all be planned exactly without much trouble.

After the grinding with coarse carborundum one uses a finer abrasive. In all one uses seven different abrasives, each finer than the last. The appearance of our mirror-to-be is now that of "ground glass", (nearly like frosted glass.) Then follows several hours of polishing to make the glass clear again. Polishing also is quite simple and the directions adequate. The final delicate job on the mirror is that of getting the surface just so that the image of a star or planet in the mirror will be sharp and not distorted. This is called parabolizing the mirror. This is by far the hardest job and one that will cause a headache or two until one "gets-it-just-right". But this part of the job is the most interesting and challenging to the one with a little scientific curiosity and pride in careful work. An ordinary amateur who has had very little science in school but likes to dabble a little in science can get this more delicate part of the job too. It will take patience on his part. Without patience 100 Ph.Ds won't get it. But a rank amateur can finally get it with patience. The proof of this is the writer's success.

The most important part has now been done. Grinding takes about 3 hours, fine grinding 3 hours, polishing 5 hours, and parabolizing from one to 20 hours. On a



This is the simplest form of stand for the telescope made of pipe parts and a stick of wood. The stick is moved on two sets of pipe joints giving both horizontal and vertical motion. Thus all parts of the sky may be viewed without shifting the pedestal. The stand may be greatly elaborated. The mechanically-minded may introduce all sorts of features for greater precision.

Clock works may even be installed to move the telescope automatically at the same rate the sky appears to move above us thus making a star or planet to appear stationary instead of constantly moving out of the field of vision. Setting circles may also be installed so that right ascension and declination [the latitude and longitude of the sky] may be quickly and accurately found. There is no limit to what the ambitious may do while the less skilled may use a design which also gives satisfaction.

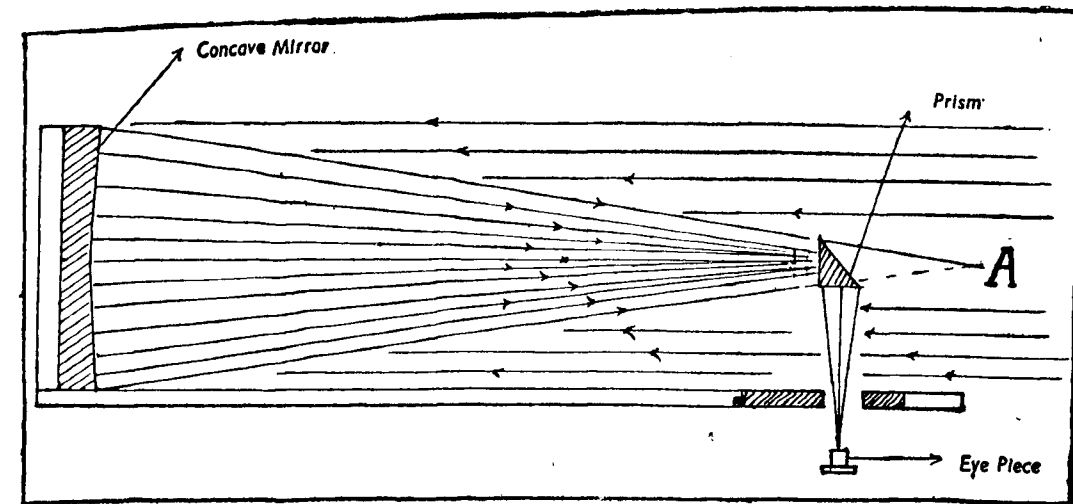
For a six inch mirror it should not take more than five hours although on the first mirror one attempts "who knows".

Silvering the mirror is quite a trick but just the right job for anybody with a little chemical sense. The teacher of chemistry might be co-opted although anyone with ordinary high school chemistry can do it and will learn a lot while doing it (so will the teacher of the chemistry learn something). The mirror is now ready to be set up in the stand.

The stand can be made of ordinary 3" water pipes and pipe joints. Discarded pipes are just as good as new. The junk heap may bring down the cost of this part of the job to almost nothing. One can make a tin tube to house the optical parts or just set up the parts on a straight stick of wood like in the illustration. Where there is much surface light a tube is necessary. Out in the rural districts where there are few lights the stick is quite usable. The pipe joints enable one to point the telescope in any direction of the sky quickly.

The mirror is placed in the little shelf-like base attached to the tube or stick. The mirror is adjusted so that it throws the light back again in the direction from which it came. But the concavity of the mirror brings the light down to a

What teachings are there in the making of such a telescope? The teacher, of course, wants to know what teachings there are in every project. There are teachings, (as much or little as one cares to go into) on optics, light theories, properties of glass



Parallel rays of light from the stars or planets proceed in the direction indicated by the arrows [towards the left] until they strike the concave mirror. The concave mirror reflects the rays so as to bring them to a focus at 'A'. Shortly before the rays reach 'A' they are turned at right angles by the prism [or a mirror at an angle of 45 degrees]. This brings the focal point to the side of the telescope at the eye-piece where the image is magnified by the eye-piece.

focus (see illustration). An eyepiece placed at his focal point multiplies the amount of light so that one now can see a star that is only one 50th as bright as the faintest star one can see with the naked eye. With the naked eye, not more than 5,000 stars can be seen in the entire sky. This telescope is capable of seeing 600,000 stars.

One more detail needs to be mentioned in connection with the setting up of the stand. As looking straight down on the mirror through an eyepiece would mean that one's head closes off the light from the mirror, one employs the little trick to get one's head off to the side. This one does by making a periscope using either a right-angled prism or a small mirror. This is not a hard thing to do. The holder for this prism and eyepiece is made out of a foot length of brass pipe.

and abrasives, the chemistry of silvering, etc. There are problems to be solved in concavity and convexity, focal length, reflectivity, light shadows, grinding and polishing effects, deflection of light through prisms and diagonal mirrors, etc. There are many such questions as "why does the appearance of a planet increase in size in a telescope but that of a star only in intensity of light?" Of course, the whole science of astronomy is also opened up. This may come as an extra-curricular hobby rather than as a special school subject. The interest will be there if the telescope has been made. The science problems vary from the simplest to the most complicated.

The Foucault test used in parabolizing the mirror is considered one of the neatest and exactest tests in all science. Silvering the mirror calls for appreciation of the

effect of temperature on chemical action, for scrupulous cleanliness and exactness, delicate balancing of silver nitrate and ammonia so that the precipitate is just dissolved. Watching the silver coating being deposited on the mirror is an experience.

How much of this work can actually be done by students and how much will have to be done by the teacher himself? The grinding, fine grinding, and polishing can all be done by students in turn under careful supervision, of course. Parabolizing the mirror is a job in which many cooks soon spoil the soup and the teacher will want to do this largely himself unless he has advanced college students under him. Making the stand will enlist those with some skill in carpentry and mechanics. Silvering makes a good job for a group of students in a laboratory. How many students could profitably get in on the project depends largely on the teacher. A small group of students is easier to handle than a large group. Much depends upon the interest of the students in making the instrument and their curiosity to turn the telescope towards the sky.

What is the cost? The writer has made three instruments and several friends of his have also made one each. We got tired of the high price and delay in importing our materials. We longed for local sources for materials and found some. We found that Behari Lall Dey in Calcutta* can supply porthole glass that is quite satisfactory and costs only a fraction of what it had cost us to do the importing ourselves. I paid only 13 rupees for two one inch thick pieces of glass of 10" diameter. Two $\frac{3}{4}$ " thick glasses for a six inch mirror, which is the size recommended for anyone's first mirror, would probably not cost more than half this amount. Abrasives, (7 different grades), pitch, and rouge in sufficient quantity was gotten from Walter Bushnell Ltd. †† and came to about Rs. 6/-. Silvering costs about Rs. 1-8-0 (the mirror has

to be resilvered about every six months. Supplies obtainable at any chemists). The stand need not cost more than Rs. 12/- and might be built for half this amount if old pipe parts etc., are available. An eyepiece is an expensive item but perhaps second-hand one from a microscope or telescope is obtainable. The writer paid nothing for his eyepiece. He simply makes the eyepiece of his microscope do double duty. In schools where there are microscopes in the laboratory the eyepiece can be "borrowed". A new eyepiece (10 X is the most usable power. Several eyepieces of different power are useful but a 10 X is the best all-around and is sufficient. Costs about Rs. 20-0-0). Prisms are also expensive (1 inch size is needed) but one can use a diagonal instead which is simply a small piece of plate glass 2 inches long and 1½ inches wide silvered in the same way as the mirror. If an eyepiece is available without having to purchase one, a telescope can be made for about Rs. 30/-. If more money is available it can be used to good advantage to improve the stand, get additional eyepieces, and a good prism. But one can get along without spending a great deal. Of course one needs a good set of directions. The writer could arrange to have directions type-written and drawings made for a nominal fee for the typist and artist (Rs. 1/- each). A book on Amateur Telescope making is a great help but can be dispensed with.

What can one do with the telescope? With my 6 inch telescope I can see stars of the tenth magnitude. That means 120 times as many as are seen with the naked eye. Double stars 4 seconds of arc apart are identifiable as double. The details on the moon are seen at favourable times as clearly as geographic features on a globe of our earth one foot in diameter. Mountains, craters, plains, even some cracks on the moon are easily identified with use of the moon map. Shadows cast by the mountains indicate the shapes of the mountains. By making a helioscope the sun spots can be observed.

On Jupiter I can see the belts. The four largest moons show up very plainly and their shifting positions can easily be followed. When one of the moons passes in front of the planet its shadow is discernible on the planet. On Venus the change of the planet from round to crescent shape is as easily followed with the help of the telescope as the changing shape of the moon with the naked eye (although Venus appears smaller, of course). On Mars I have seen the polar caps in my ten inch telescope. Whether these caps are visible with the six inch I am not prepared to say. Saturn looks rather small but its ring is quite clear and the progress of four of Saturn's moons can be watched from night to night. Two are very faint however.

For work on nebulae, a six inch instrument is rather small but the great nebulae in Orion and Andromeda are quite clear. An eight inch or ten inch mirror is a great improvement for observing nebulae and such star clusters as the globular cluster in Hercules, and the clusters in Scorpio. On open clusters like the one in Gemini and the Pleiades the six inch instrument is quite

good. After you have made a six inch mirror you will want to make a bigger one and the only cost will be cost of plate glass and a new stick for the stand. All the material excepting the mirror from the first instrument can be used in both instruments.

Every student, after the first two or three public examinations on the "Wonders of the sky with our telescope" should be given opportunity to roam the skies with the telescope himself. He will soon learn to identify the principal constellations and the planets which will make the sky as interesting as being able to identify trees and birds makes the country-side interesting to another naturalist. He will become interested in the motion of earth and the seeming motion of the sky, the phases of the planets, the differences in the sky from month to month, and from hour to hour. Which all may not be a part of the stereotype schools' syllabus but of cultural value none the less. And the student will not have learned less of physics and chemistry because he got interested in simple astronomy as an outgrowth of working on a telescope as a science project.

A FORGOTTEN WORLD

[Copyright]

STRANGE! a whole race lost in oblivion

For thirty centuries, till the spade and pick
Of Schliemann pierced the mound of Hissarlik
And brought to light old Homer's Iliad;
And Evans found at Knossos the white throne
Of Minos (sign of culture more antique
Than all the art and letters of the Greek),
Minoan vase, fresco and sculptured stone.

Long, long ago the great Sea-Kings of Crete
Ruled for an age the blue Aegean Sea,
And Troy's grand merchant-princes rose to fame:
Till all their art and lore went up in flame,
Engulfed in ruin sudden and complete,
And, save for tales, left scarce a memory.

—Henry Martin

* 9 Swallow Lane.

†† 21 Old Courthouse, St. Calcutta.

LIFE IN AN AMERICAN UNIVERSITY

By Dr. DAVID MALAIPERUMAN, M.A., Ph.D.

IT is usually the ludicrous and exciting events of life that strike our imagination. No wonder then that college life in America is invariably associated with hilarious youth riding around in automobiles, dancing to the college band, making love to 'co-eds', playing an unusual kind of football, indulging in fun and frolic in the dormitories—associated, in short, with a life of careless gaiety hard to reconcile with any of the more serious problems of every day life.

But college life in America means all this and much more. It is true that there are some students who are in college just to put in four pleasant years at their parents' expense. However, behind the external appearance of pleasure-seeking, a great deal of earnest and valuable scientific and intellectual work is being accomplished by these seemingly frivolous student bodies. The high estimation in which American Universities such as Harvard, Chicago, Columbia and Yale are held abroad for their scholarship and research work is sufficient indication of their place among the world's foremost seats of learning.

There are more than a thousand colleges in the United States of America but there are not more than thirty universities of standing reputation. Many of these are privately endowed and financed. Others are supported by the State.

At the outset I may state that this account of American University life is primarily based on my experiences at the University of Chicago. This institution was founded by the late John D. Rockefeller, the great oil king, and financed by him and his son to the extent of nearly one hundred million dollars (or two-hundred and eighty million rupees). In the early days the university was known as a subsidiary of the Standard Oil Company, and the following

line was included in an old college song: "Praise John, from whom oil blessings flow..." Rockefeller's modesty restrained the Board of Trustees from naming the University after him and only after his death was the University of Chicago Chapel renamed "The Rockefeller Memorial Chapel". Other bodies such as the Carnegie Trust, the General Motors Corporation, the Studebaker concern, and university alumni have also given large endowments to the university. Hence the university is able to maintain a distinguished group of professors, Nobel Prize men and internationally known scholars, with well-equipped buildings, laboratories and museums.

A university like Oxford, Cambridge, Harvard or Chicago is the world in miniature. In Chicago, nearly ten thousand different students who come from different parts of the world are distributed through the Autumn, Winter, Spring and Summer Quarters of the year. You can imagine the international and cosmopolitan character of such an institution. Much of the value in college life lies in the contacts and friendships formed, not only with people of your own kind but with persons of different creed, race and nationality.

John D. Rockefeller also founded the International House because of his pet theory that getting intelligent youth from different countries to live under the same roof may help to pave the way for world peace and brotherhood. Five hundred students who hail from the four corners of the globe, engaged in different fields of study, live in the Chicago International House. There are two wings of the building, one for women and the other for men with the common room, library, assembly hall, a dining hall and cafeteria in between. Students at the university also live in Halls, fraternity houses and apartments.

The university campus consists of a large number of massive buildings, named after the generous donors, and fashioned along the lines of buildings at Oxford in Gothic architecture, well planned and laid out with green lawns, side-walks, fountains, gardens, swimming pool, athletic fields and tennis courts. The campus is usually situated in a romantic spot on a hill or by the side of a lake, or amidst woods and parks and beautiful scenery.

Perhaps I can give you the best word picture of university life by describing a typical day on the campus: Classes commence as early as eight o'clock in the morning. By a quarter to eight a constant stream of pedestrians and cars pours into the campus. Personally I should have preferred to stay in bed, and sometimes read, on cold winter mornings especially when the temperature went down below the freezing point. But it was pleasant walking out to an eight o'clock class in autumn or spring; and in summer one certainly preferred to finish class room work in the early part of the day.

The elective system and flexibility of the curriculum gives the student a certain measure of freedom in planning the course of study. Normally a student puts in three hours of class room work besides laboratory or library work. Some students finish their class work in the forenoon and keep the afternoon free for part-time work, in order to earn their boarding and lodging expenses. Others spread their work through the day in such a way that they have an hour's interval between classes for study and preparation.

Between 12 noon and one o'clock the university dining hall and cafeterias are busy. The star football player and the book-worm, the frivolous student and the younger scholar, students and teachers, 'co-eds'—blondes and brunettes—all meet at various tables, eat, drink, chatter and laugh. Sometimes special tables are reserved for language groups. Students of French, German, Italian or Spanish find a

good way of learning the language through informal conversation. Through the haze of smoke you may see a mixed group of students gathered around a professor, discussing plans for the next botanical trip. At another table, students interested in social service prepare for a winter campaign to raise funds for the University Settlement. Or you may come across a large group at a special table—the University Choir—discussing an invitation from the local radio station to broadcast the following Sunday evening.

Class work usually ceases at 4 P. M. Some students remain in the libraries. Others go for consultation with professors. Many students attend the special university lectures. And then there are the weekly departmental 'Teas' where students get to know each other better. Professors meet the students in informal conversation. The wives of professors and women students take turns in acting as hostesses each week.

Extra-curricular activities are varied and numerous. The Literary Society, Debate Union, Dramatic Society, International Club, Art Club, and the various departmental associations such as the Political Science, Philosophy, Social Science and Education clubs are indeed very active. Later in the evening you may go to the well equipped university gymnasium or take a dip in the swimming pool, visit your friends or take a stroll with them.

After supper many students return to the university libraries for study. Each department has its own library besides the general library which is open to all students. At 10 P. M. the libraries close and many a weary student trudges along with his books and finds his way to the coffee shop for a little diversion, to have a sandwich, apple-pie or ice-cream. Here one may meet by chance or by appointment his or her best girl or boy friend and walk back, at least part of the way home, together.

At nearly 11 P. M. one enters his study, pulls off his coat and sits at his desk with good intentions of finishing the paper on

"Aristotelian Ethics", "Einstein's Relativity", or "Collective Security". But the neighbour across the hall has decided to rehearse for the next university dance and into the room drift the tinny notes of jazz music from an irritating radio. Or you may hear some baritone voices singing in the bathroom imitating Paul Robeson or Grace Moore! After a while the lights around the court-yard go out one by one. A lamp bulb explodes on the cement walk. One hears whispers, followed by laughter, someone relating the evening's escapade! Boys in twos and threes return whistling their way through the darkness. There comes a moment when the campus is silent. Only the university policeman goes on his evening rounds. The student tucks himself into bed. In the morning one is aroused by the ringing of the alarm clock, in the next room (whose owner chooses to sleep a little longer) or the rumbling wheels of the milk-wagon and the pattering of horses' hoofs.

During the football season, Saturday afternoons are exciting. Students and alumni flock to the stadium to cheer and encourage the players. Usually there is a cheer leader who, during intervals, leads the group in college songs accompanied by the University band. They also sing the songs of the rival team. It is indeed a great experience to be in the midst of a cheering crowd of ten thousand, waving the little flags and tensely watching the game. One feels a thrill go up and down the spine when at the conclusion of the game all arise and thousands join in the singing of the 'alma mater'.

American college students do not consider the requirements of physical education a drudgery. He enjoys fencing, rhythmic dancing, swimming, archery, baseball and basket-ball. Football is played in autumn and ice-hockey in winter. (Field hockey is played only by women). Tennis and base-ball are very popular in spring and summer.

Every college and university edits its own newspaper with a student editorial

board and committee of management. Academic freedom in the privately endowed universities and colleges is indeed remarkable and students feel free to criticise the President of the university or the President of the United States. The more vocal undergraduates get a great deal of excitement in fighting over ideas tossed at them by professors.

One of Henry Ford's cardinal ideas in education is that earning must go hand in hand with learning. Do you know that the late Rockefeller's only son was taught by his father to work at fifteen cents an hour, raking leaves and working in the garden? Again I can never forget my astonishment when I first saw the son of a Nobel-physicist at Chicago selling copies of "Literary Digest" near Woolworth's Five and Ten-Cent Store. But it is a common ideal in America that children should be self-reliant and independent. More than fifty per cent of the students at Chicago do part-time work to meet their university expenses. They recognize the dignity of labour. They may be taking care of the white rats in the laboratory, working as orderlies in the university clinics, answering telephone calls or working at the information desk, athletic field, dining hall or kitchen. The democratic principle that access to education must be open to the children of all citizens, irrespective of their capacity to pay, is perhaps realized in the United States to an extent to which it is not done in any other country. Co-operative societies such as the dining and housing co-operatives, co-operative book-stores, laundry and cleaning services, organized by students, with a policy of division of labour, have brought the reality of living into the colleges and given members a practical education in the economics of democracy. All these charge a basic fee to cover expenses and any surplus is returned to the members in the form of dividends. But the most important effect is that of going out into the world with confident ideals of making democracy work.

American education strives to restore the vital connection between knowledge and action, theory and practice, which John Dewey has rightly emphasized. For instance, students of political science do not confine themselves to the class rooms and libraries. The training in politics offered by the university is a mixture of theory and idealism tempered by hard-boiled actuality and practical experience. Municipal elections are often used as means of gaining experience. Students often serve at election polls as deputies or watchers. They put on their own demonstrations for their respective candidates. During Presidential elections they hold straw votes on the campus. They stage anti-facist and peace demonstrations. But in the State universities participation in politics is limited to some extent.

The university chapel is symbolic of religious life in the campus. In State universities the Y. M. C. A., Y. W. C. A., and local churches provide religious programmes for students.

The loyalty of the American student to the 'alma mater' is remarkable. Annually the graduating class raises money by sponsoring a carnival or concert and by individual subscription, and gives the entire amount as a farewell gift to the college or university. This amount is used for the scholarship fund or some special purpose.

Every college and university has its own traditions. There are annual shows, carnivals, intra-fraternity singing, welcome to alumni, beauty competitions, and the crowning of the King and Queen of the campus by popular vote. One of the most amusing events at Chicago is the annual "moustache-growing race," open only to members of the graduating class. On the final day the university barber pronounces the verdict. While the fellow with the best moustache is rewarded, woe to the boy who can boast but scanty growth! By popular acclamation he is thrown into the botany pond when it has not yet recovered from its mid-winter, frigidity! Also each year the men students put on a satirical show, on a large scale, poking fun at the professors and their pet theories. They impersonate the women students, dress, dance, sing and make love as they are supposed to do. The 'co-eds' retaliate, in turn, with their own show.

The American college student seeks something else in the four years of college life besides what he finds in books alone. His youthful energetic, inventive, daring spirit, ever ready to try the new and discard the old has led to many battles on many new fronts. He is romantic with the saving grace of humour. He studies Plato and the classics but does not pretend to be Platonic when he falls in love! He is living but does not take life too seriously.

FOSTERING THE READING HABIT

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

"THE role of books should be to impart knowledge or give pleasure and inspiration. They should be read for no other reason. Reading must afford an excitement to relieve the dull routine of life"—thus spoke the Earl of Lytton—in the course of a recent broadcast talk in England on "Books."

The importance of cultivating the

reading habit among school children is being increasingly recognised to-day all over the world. The present age is one peculiarly of the child. One often hears educational reformers utter the phrase "child-centred" education. Votaries of the New Education lay great emphasis on stimulating the self-activity of children in schools and enabling them to acquire knowledge by their own efforts.

To achieve this end, teachers must sedulously foster the reading habit in children. They must be taken on hand at an early age and trained as readers. In the imparting of education the key to knowledge, through the library habit, must be placed in the hands of pupils.

So, library work with children is now becoming a very important part of the teacher's work in schools. The purpose of the school library is to provide the scholars with facilities for recreative reading and thus awaken in them a love for good literature. Apart from the amusement or recreation afforded by general reading, the new trends in education to-day seek to give pupils some clear notions of the use of books. They should be led to feel that books, far from being inert or dead volumes apparently devoid of practical use, are really an array of helpful, sympathetic friends, eagerly awaiting them in all their difficulties, joys and sorrows of daily life.

Moreover, while at school, children must be taught to handle books as sources of knowledge also. They may be—encouraged to undertake simple research, both at school and at home in their leisure, on subjects of importance. They may be set to make notes and collect information that may have some permanent value for the future. Thus teachers can help pupils to add more and more to their new knowledge by self-effort.

For the success of library work in schools, certain essential conditions are necessary. The question of suitable accommodation comes first in the planning of school libraries. The library must be housed in well-ventilated, well-lighted, spacious rooms or halls, which may really attract the juvenile readers. They must be well-furnished too so as to make the pupils quite comfortable while reading books and working at them.

Secondly, the libraries must be properly stocked and equipped with the right kind of books. Each class in the High School department may be provided with a number of attractive books that will appeal to the

pupils. They may deal with tales of adventure and travel, interesting biography, detective and historical fiction, etc. They may embrace too all the subjects in which the human mind may find interest, but written from the standpoint of appealing to the young people for whom they are meant. It is difficult to define exactly what kind of books must find a place in school libraries. Any book which is susceptible of being really enjoyed; which enlarges the range of one's thoughts; which fills the mind with sweet fancies or glowing pictures; in short, which makes the reader mentally happier and richer—any such book is worth reading, and worth being included in class-libraries or the general library of schools.

Besides, every school must have a number of "library-minded" teachers, as the success of library work depends a good deal on the supply of the right type of teachers. The work has to be placed in the hands of such masters as may be reasonably expected to devote themselves to pupils, and as have an innate love and enthusiasm for books. They must have the fullest faith in the mission of training the pupils to read for themselves. They must realise the fact that the library for the school child is a most significant thing to-day in his education. They should have a proper appreciation of the role of books for the imparting of knowledge or giving pleasure to children. They must afford plenty of excitement in the shape of books to their pupils, in order to relieve the dull monotony of school life caused by the constant teaching of the facts of arithmetic, science, history, geography and worst of all, grammar.

Given a properly-equipped library and an enthusiastic staff of teachers, the cultivation and promotion of the reading habit among pupils become almost an assured success. Another factor too for the success of library work has to be considered. Books must be periodically changed, so far as the class-libraries are concerned; for, if pupils see the same few dozen books in

the almirah for some considerable time, they may very likely not care to look at the shelf at all!

So, the question of sufficient means or adequate funds to provide a suitable increase of stock in every class-library is a serious problem to consider. Apart from the public-grants, which in these days of economy and difficult budget-making is not sufficiently available, to meet the growing needs, it would be really a wise thing for every school to depend on self-help for improving the library. A small library-fee, it is true, is being collected from pupils. But this has been found inadequate to answer the purpose. It is suggested that school-dramas and variety entertainments may be made to serve as a means of providing a portion of the funds necessary for purchasing books. If only the pupils and staff of a school organise them properly, public encouragement would be forthcoming in a large measure.

Another condition for success in promoting the reading habit is the choice of books by the pupils themselves, instead of as not unoften happens, teachers using their own judgment and selecting books for pupils. The liberty of children in the choice must on no account be restricted. To ensure this, it will be a good rule even if teachers cease altogether to prescribe books which ought to be read by pupils. They may, however, help in enabling their pupils to make their own choice.

A library notice-board in each classroom can be put up and made a real centre of interest to the class-pupils. Short notices or reviews of interesting books may be written on it. Occasionally too, the teacher may give short talks on books of topical interest.

Moreover, teachers handling library-classes must frequently come into contact with one another to exchange experiences. This constant concern must be the question how to introduce juveniles to books and reading and thus place the key to know-

ledge in their hands. They must have enough leisure to devote to library-work and not saddled with too much of other kinds of class work as is unfortunately the case to day with most high school teachers entrusted with library-work.

It is now five years since the Madras S. S. L. C. Board introduced the scheme of class-libraries in the place of the non-detailed study. Obviously the aim in abolishing the study of non-detailed text books was to create in pupils a wider reading habit by encouraging them to read more books instead of confining their attention too largely to two or three specified books. But the results of the work of teachers and pupils, generally in schools, in relation to the library-periods, do not appear sufficiently bright or successful. The necessary atmosphere and conditions for the working of libraries are sadly lacking. While in every class or form a small number of pupils exists whose taste for reading is stimulated, the bulk of the pupils now seem to be hardly benefited by the library-periods. The reasons for this state of things appear to be a lack of proper appreciation of the role of books and libraries, a lack of proper organisation of the library-hours with pupils, the over-work and pre-occupation of teachers handling library classes etc. Ultimately these causes can be traced to one source, a lack of real appreciation and faith on the part of school authorities, generally of the role of books in the education of the young.

What a refreshing contrast do we find in countries like America in the matter of fostering the reading habit among school-children! There, comprehensive reading tests are said to be given to every pupil entering the high school. Wonderful mechanical contrivances are employed for analysing and diagnosing the defects of pupils as regards their reading abilities, and corrective treatment follows in clinics the diagnosis.

The aim of the teachers in America is set down clearly. It is to capture the pupil's interest for books and give him

STATISTICS IN EDUCATION—I

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

THIS science attempts at the scientific treatment of the examination results given in marks, to judge the class as a whole with reference to the intelligence of the boys, the teaching effect of the teacher, the studies done by the boys and the gene-



ral superiority of one class to another.

Methods used for judging the position of an individual boy in a class.

1. *Order Distribution of marks:* Arrange the marks of the boys in order, i.e., highest

Continued from preceding page

really "fascinating, irresistible and delightful material to read". The key to knowledge and to intellectual pleasure is placed in his hands. He will be thus provided the means—a very important, permanent blessing—of filling his unoccupied moments both at school and in after-life, a means contributing to the real joy of life and living. Life would indeed be a vale of tears without some such permanent blessing.

at the top. E.g. Let us take the following marks of boys of a certain class.

Marks.	Nos.	Marks.	Nos.	Marks.	Nos.
85	1	83	4	72	7
84	2	83	5	71	8
83	3	83	6	70	9
Marks.	Nos.	Marks.	Nos.		
70	10	52	13		
70	11	51	14		
70	12				

In this case when the same number of marks are obtained by a number of students, even though the score is the same, still the position of the boy will be different as usually the ranks in such cases are given according to the alphabetical order of the names of the boys. Hence this method is faulty. In order to avoid this, the *Rank Distribution* is followed.

2. *Rank Distribution:* Here the marks are arranged according to ranks. In the above example all the boys getting 83 marks will be given the 3rd number while after 83, the next score, i.e., 72, will be the 7th and not the 4th. But all the boys cannot have the same number, i.e., 3rd. So as a matter of convention and reason, the mean of the four ranks is taken. E.g. In the case of those who get 83 marks the total of the marks is $3+4+5+6=18$. This divided by 4 will give the average of 4.5. So all the 4 boys have a rank of 4.5.

The following table makes the matters clear.

Score.	O. D.	R. D.	Score.	O. D.	R. D.
85	1	1	71	8	8
84	2	2	70	9	9
83	3	3	70	10	9
83	4	3	70	11	9
83	5	3	70	12	9
83	6	3	52	13	13
72	7	7	51	14	14

† N. B.—These are the averages of all ranks scoring the number of equal marks. This is the rank of all such boys.

Rank distribution gives us a somewhat correct idea of the boy's position in a class. But really we are concerned with the attainment of the whole class and not of an individual.

If we are asked to judge the attainment of two classes, with respect to one another, the respective scores being given, a mere look at the maximum and the minimum number of marks scored in the class, does not give the full idea about the attainment of the class. E.g. Let us take the scores of the following two classes.

Class. I. Scores. 90, 45, 44, 43, 39, 36, 30.
Class. II. Scores. 50, 50, 49, 48, 47, 42, 0.

Class I will appear to be superior to to Class II. This is due to the most intelligent or the most dull boys in the classes. A reasonable person will find the average of the marks between the two marks leaving out of consideration the two extremes and he will find that Class II is better than Class I. Average is also a better means of judging whether a class is better or not.

Frequency Curve: This is a better means of finding the working of a class as a whole in all aspects like the intelligence of the students and their work, teachers, etc. This curve is drawn with the help of the marks scored by the boys of a class in an examination.

In an examination of a class of 53 boys, the score of the boys is as follows:—

Score:—88, 77, 48, 74, 96, 104, 50, 41, 76, 68, 98, 79, 67, 64, 57, 84, 45, 93, 97, 71, 71, 61, 59, 82, 108, 87, 66, 102, 73, 54, 69, 84, 82, 86, 91, 63, 68, 55, 87, 83, 51, 92, 78, 73, 72, 67, 74, 62, 56, 64, 76, 76, 79.

This is the raw score.

1. *Pupils Range:*—It is the difference between the maximum and the minimum number of marks scored by the boys. e.g. $108-41=67$. Therefore 67 is the range.

2. *Class Interval:*—It is one of the short

ranges or equal parts into which the whole range is divided for convenience in tabulation. The convention is to have an interval of 5. The division of 5 or 10 depends upon the number of boys.

3. *The Class Frequency:*—It is the number of cases getting marks in a particular class interval.

FREQUENCY TABLE.

Class Interval.	Tabulation.	Frequency.
40-49	III	3
50-59	IIII, II	7
60-69	IIII, IIIII, I	11
70-79	IIII, IIIII, IIII	14
80-89	IIII, IIII	9
90-99	IIII, I	6
100-109	III	3
Total.		53

Points to be noted in drawing the frequency curve:—

1. Conventionally the point that is to be plotted is on the vertical line at the mid-point of the interval.

2. In Statistics we do not go on joining points by means of straight lines. We get a smooth curve through the points.

Under ideal conditions in an average class, we get a *bell shaped curve*, called the *Normal Frequency Curve*. The ideal conditions necessary are, intelligent students, efficiency in teaching, efforts of the pupils, drawing up of questions and marking of the answer papers.

As we can get the normal curve under ideal conditions in a class room and as such ideal conditions are rarely to be found in practice where the class conditions are affected by outside factors also, we rarely get such a curve in practice. We can get normal curves in the case of weights or heights of boys and girls. In the nature of the boys in the examination, in the teaching of teachers, in the selection, in the

teaching of teaching different topics it is very difficult to get ideal conditions. Some boys may be too dull and the others may be too intelligent. The teacher may stress on one topic while the examiner may select quite another topic. Again the examiner may assign a greater number of marks to a question that he thinks to be difficult. But at the time of marking he may consider it easy and may assign less marks.

Types of Frequency Curves

1. *Normal* :—The top or the mode will be in the middle of the range.
2. *Positively Skewed Curve* :—The top or the mode will be towards the Y axis.
3. *Negatively Skewed Curve* :—The mode will be away from the Y axis.
4. *Multi-modal Curve* :—There will be a number of modes. The bi-modal is the common one.

Characteristics and Interpretations

1. *Normal* :—It is symmetrical about the mode. The two parts are equally distributed. If all the conditions are ideal the lower part will not touch the base line, as in the normal class we may expect boys of all grades of intelligence. The normal class has its teaching average. The study of the boys, the question paper, the marking also are average.

In coming to the conclusion about one of the factors of the boys,—teaching, study of boys, the question paper or marking, we must take it for granted that all the other factors are normal. E.g. When we say from a curve that a class is dull, we take it for granted in making that statement that the other factors, viz., teaching, question paper, marking or boys study are normal.

2. *Positively Skewed Curve* :—A vast majority of the boys score less than half the total number of marks.

Interpretation :

1. *The class* :—It is dull.
2. *Teaching* :—Perhaps teaching is not sound.

3. *Paper* :—The question paper may be stiff. Too many questions were asked from the difficult portion. (In an ideal paper, a few questions are testing questions, a few average and the rest easy.)

4. *Study* :—Boys have concentrated only on the easy portion. They have dropped down the difficult and the average portions.

5. *Marking* :—It was stiff.

3. *Negatively Skewed Curve* :—A vast majority of the boys get more than half the total number of marks.

Interpretation :

1. *The class* :—It is intelligent.
2. *Teaching* :—It is very effective. In teaching, the teacher made even the difficult portion easy so that even the boys below the average could follow him.
3. *Study* :—The method of study was good. Boys have studied even the difficult portion.

4. *Paper* :—It was easy.

5. *Marking* :—It was liberal.

4. *Multi-modal Curve* :—It may have two modes or many. It is made up of a number of curves joined together to form a smooth curve. The class contains a number of distinct types, of boys. Some are very dull and some are very intelligent. The boys of average intelligence are very few.

Interpretation :

1. *The class* :—It is heterogeneous.
2. *Teaching* :—The teacher has not taught the subject continuously. He has treated the subject in bits. He has taken some parts of the easy portion and some of the difficult portion. We cannot say anything definite about the teaching. For the teacher might have taught every thing but the dull students

might have taken only the easier portion.

Study :—Pupils did not study properly and in details. But they studied the topics here and there. The dull boys were benefitted by easy topics and the intelligent by the difficult topics.

Paper :—Questions were not distributed over the whole of the portion. They were random and chance questions. The examiner had no thorough grasp of the subject. One of the arguments raised against the essay type of questions is that the question paper does not cover the whole portion prescribed. The number of questions required to cover the whole portion is quite large but there is the time limit which can allow only a few questions. This is the reason why we get multi-modal curves in many examinations.

In order to get a mono-modal curve, we will have to give nearly 100 questions to cover up the whole portion. This is possible in the new test-type questions and not in the type of essay questions.

Marking :—We cannot say much about the marking. It may be that the examiner might be knowing well a part of the portion prescribed and he might have examined the questions from that portion stiffly and the questions from the remaining portion which he did not know thoroughly, leniently.

Abnormal Frequency Curves

There are abnormal curves which resemble normal curves but which are essentially different from them.

1. This is very high in the middle.

Interpretation :—All the students have clustered together to the middle of the range. This shows that the purpose of the examination is not served. In such a curve nothing can be said about the class, teaching, study and questions which are normal. *Some defect must lie*

in the marking of the paper. E.g. The examiner must have given 60 marks out of 100 and not more even to an intelligent student. Whenever he thought one is not fit to pass he might have given negligible number of marks. Even students who were superior to those who secured 40 but were inferior to those who scored 60 might have been given 40 and more.

2. This is very low in the middle.

Interpretation. Here also the examination has not served its purpose. Nothing definite can be said about teaching, class, study and marking. The question paper was not such as to make finer distinctions between the different boys. For example, let us take the following example and try to give the interpretation after drawing the frequency curve.

Example :—The following is the score of a class of 34 boys.

Marks.—64, 98, 63, 56, 57, 83, 62, 63, 75, 38, 85, 47, 71, 48, 68, 56, 63, 68, 74, 54, 59, 91, 76, 79, 36, 25, 56, 78, 76, 78, 87, 42, 75, 61.

If the frequency curve is drawn, it will be a negatively skewed curve and the interpretation may be given accordingly.

Frequency curve is a laborious instrument though a very good one, to find the efficiency of the class in all aspects. Many a time a single x curve leads to the mistaken conclusions. Hence we must be very particular and judicious. E.g. Suppose we get a positively skewed curve in English. Concluding from this curve, one may say that the teacher is not efficient or he may say that the class is dull. But this statement may not be true. So we should draw such curves in all the subjects and then we should draw our conclusions. If we get the same type of curve in all the subjects the class as a whole is dull and considering the position of the Mode we can study the teaching of different teachers. The comparison will show which teacher is better as the Mode keeps itself shifting. In the case of a good teacher, the Mode shifts

away from the Zero and opposite it shifts in the case of the bad teacher. Hence this is a laborious task. The *average* or the *Central tendency* i. e., the particular mark which is considered as a fair representative of all the other scores is taken into consideration to study the attainment of the class.

The Central tendency is interpreted in different ways :

1. A mean or average of marks obtained in a particular subject. This is obtained by the following formula.

$$\text{Mean} = \frac{\sum x}{n} = \frac{\text{Sum of all individual marks}}{\text{Number of students.}}$$

But in addition we are liable to commit mistakes. So we can have a rough idea from the following frequency table.

Class interval	Frequency (f)	Average of class interval (a)	Product (af)
40-49	3	45	135
50-59	7	55	385
60-69	11	65	715
70-79	14	75	1050
80-89	9	85	765
90-99	6	95	570
100-109	3	105	315

$n = 53$ total = 3945.

$$\text{Mean} = \frac{\sum af}{n} = \frac{3945}{53} = 74.5.$$

"A sense of social responsibility, devotion to public welfare, and a recognition of the principle that *giving* and not *getting* is the true way of life should be the result of higher learning. It is this dynamic quality of scholarship that the colleges and universities should seek to develop. It is doubtful if general education, consisting of rhetoric, logic, mathematics, and the classics, plus three years in the study of principles would accomplish it, for it would seem to require that study be associated with vital human interests, that it be concerned with needs that stir the imagination, and with real problems, the solution of which would challenge the best efforts of the student."

—O. C. Carmichael.

N. B.—(This refers to the example on page 95.)

The science of statistics is based on rough calculations. Even the rough data will give us some broad principles. There are two ways of finding the mean.

1. Actual mean. 74 in the above example.

2. Mean from the frequency table. 74.5.

But some times the two methods given above are misleading so far as the Central tendency of the class is concerned. E. g. Let us suppose that a class has the following marks : 3, 17, 18, 19, 21, 23, 24, 18, 58. The Central tendency of the class is $201/9 = 22.3$. The Central tendency when the 1st boy is absent is $198/8 = 25$. The Central tendency when the last boy is absent is $143/8 = 18$. The Central tendency when both these extreme boys are absent is $140/7 = 20$.

Thus chance absence increases or decreases the Central tendency. And thus the average is likely to mislead us, especially in a class having some very weak boys and some very intelligent ones. Therefore, there is another way of finding the Central tendency.

(To be continued.)

Two Memorable Defences of Poetry

By Prof. V. N. BHUSHAN

[Continued from the last number]

AS regards the effects of poetry on the mind both Sidney and Shelley have got the same thing to say. They regard poetry as the best medium for conveying moral truths and ethical instruction—a medium much better than history or philosophy. Sidney starts with the assumption that the ultimate goal of learning is to help us to attain as much perfection as our degenerate souls made worse by clay lodgings, can be capable of. The philosopher tries to attain this by mere precept. He has plenty of definitions, divisions and distinctions—and in the pride of that very plenitude questions—"where is it possible to find any (other) path so ready to lead a man to virtue as that which teacheth what virtue is?" The historian attempts to attain the goal by pointing out examples. But his examples are so perilously bound down to the particular that they cannot in the very nature of things yield fruitful results. The poet, on the other hand, tries to reach the goal both by precept and example. That is why his course is much better than that of the philosopher or the historian. "He beginneth not with obscure definitions, which must blur the margin with interpretations, and load the memory with doubtfulness, but he cometh to you with words set in delightful proportions, either accompanied with or prepared for, the well-chanting skill of music; and with a tale, foresooth, he cometh unto you with a tale, which holdeth children from play, and old men from the chimney corner." Explaining the same point clearly Shelley observes: "Ethical science arranges the elements which poetry has created, and propounds schemes and proposes examples of civil and domestic life. But poetry acts in another and diviner manner. The great secret of morals is Love, a going out of our nature and an identification of ourselves with the

beautiful which exists in thought, action or person, not our own. The great instrument of moral good is the imagination, and poetry administers to the effect by acting upon the cause."

Again, to the popular objection that the cultivation of poetry is not a useful occupation—both Sidney and Shelley give an identical answer. "Poet-haters," remarks Sidney, "have objected that poets do prodigally spend a great many wandering words in quips and scoffs, carping and taunting at each thing. If it be, as I affirm, that no learning is so good as that which teacheth and moveth to virtue, and that none can both teach and move thereto so much as poetry, then is the conclusion manifest, that ink and paper, cannot be to a more profitable purpose employed." Shelley is more vehement and passionate in his arguments on this point. He first differentiates between the higher and lower meanings of 'usefulness' or utility, and then concludes that — "whatever strengthens and purifies the affections, enlarges the imagination and adds spirit to sense"—is useful as producing permanent pleasure. The mechanists, engineers and such others are useful in producing temporary pleasure. Those who exercise their calculating faculty uninfluenced by the higher considerations of (poetic) justice—produce and perpetuate the great social wrong of making the rich richer and the poor poorer. Poetry, on the other hand, has a higher function. Without it the human mind could never have been awakened to the invention of the grosser science; nay, without poetry, even the grosser sciences cannot be used to advance human welfare. The function of the poetical faculty, according to Shelley, is two-fold—firstly, to create new materials

of knowledge, and power and pleasure; and secondly, to engender in the mind a desire to reproduce and arrange them according to a certain rhythm and order—which may be called the beautiful and the good. In this connection Shelley has given us some of the most poetic and immortal sentences about poetry. "Poetry is indeed something divine.....It is that which comprehends all science, and that to which all science must be referred.....This power (of poetry) runs from within, like the colour of the flower, which changes as it is developed.....Poetry is the record of the best and happiest moments of the happiest and best minds.....Poetry turns all things to loveliness; it exalts the beauty of that which is most beautiful, and it adds beauty to that which is most deformed; it marries exultation and horror, grief and pleasure, eternity and change; it subdues to union under its light yoke all irreconcilables. It transmutes all that touches, and every form moving within the radiance of its presence is changed by wondrous sympathy to an incarnation of the spirit which it breathes: its secret alchemy turns to potable gold the poisonous waters which flow from death through life; it strips the veil of familiarity from the world, and lays bare the naked and sleeping beauty, which is the spirit of its forms....."

Yet another point of resemblance between the two essays is that both Sidney and Shelley extol highly the poets' vacation—placing it above all others. Passing in review the literatures of Europe—Sidney shows how in all these nations the poet was hailed and honoured as the Maker, the Vater, the Prophet, the Wise Man. The poet is not tied down to any subjection. Lifted up with the vigour of his own invention, the poet grows, in effect, into another nature—in making things either better than nature brings forth or quite anew. He ranges freely within the zodiac of his own wit.

Quoting the instances of Homer, Dante and Milton—Shelley illustrates how the

poet in every age has been the interpreter of the highest ideals of that age. He argues how the poets are those, the creative activity of whose imagination causes the purest and most intense pleasure to others, how poets interpret the invisible and participate in the Eternal, how poetry is divine both in its sources and effects, and finally, how poets are the hierophants of an unapprehended inspiration, the unconscious herald of larger dispensations, the unacknowledged legislators of the world.

To sum up the similarities in the two memorable essays: According to both Sidney and Shelley—Poetry is the first of didactic agencies, first in time as well as in order of importance; yet, poetry which studiously and insistently reminds us of its moral purpose has no right to a place among the highest. Secondly, according to both—Poetry is superior to History and Philosophy; poetry has something prophetic about it; the poet is a creator and is, in a sense, one who must be born to his lofty vocation. Thirdly, according to both, Poetry need not always take the form of Verse, although, since harmony is the soul of poetry, numbers constitute the usual and fitting body to its soul. Fourthly, according to both—Poetic art improves upon Nature. Fifthly, according to both—Poetry combines didactic efficacy with delight and emotion; failing of either it does not merit the name of poetry. And finally, according to both—Poets are creators having something divine in them, and as such are worthy of the highest esteem by the rest of humanity.

* * *

In spite of the coincidence in the general ideas and arguments and the concurrence of view concerning so many details in the *Apologie* of Sidney and the *Defense* of Shelley—it is not difficult for us to notice that there are points of contrast also between the two essays. In poetic gifts, in temperamental equipment and in life's general outfit—Sidney and Shelley were unlike. Sidney's training in

life was more severe than that of Shelley. Shelley was Hellenic, Sidney rather Roman—Shelley revelled in extravagance, Sidney was rooted in discipline. Sidney followed the matter-of-fact Aristotle, Shelley soared with the soaring Plato—the Plato of the *Ion* and the *Symposium*.

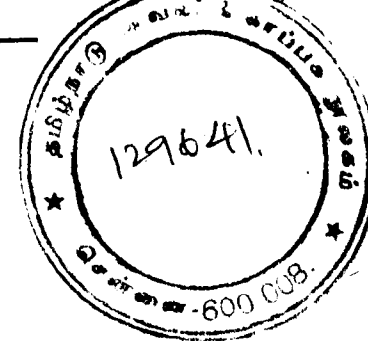
As regards historical perspective—that of Shelley is more wide and on the whole more just than Sidney's. Shelley looks at the dim past as well as at the distant future; Sidney does not see much of either. Then, as regards the moral instruction which, according to both, poets should impart, Sidney seems to believe that it is something "mechanically suspended in the liquid mass of poetry whereas to Shelley—"the bubbling well-spring of poetry is highly charged with secret medicinal virtue, which renders still more agreeable the medium by which it is conveyed."

In conclusion we may observe that Sidney's essay is in the nature of an apology,—"a brief for a discredited client"—full of forensic and practical eloquence. Shelley's essay which appears very often to be on the defensive is really on the charge—like "the bolt of Jove dazzling while it smites." This difference apart, the two essays are memorable manifestos of poetic fundamentals, beacon-lights in the long pageantry of English poetry and poetic criticism. Of the two, of course, Shelley's is more memorable, more monumental, more prophetic, more full of poetic faith and fire—than Sidney's. It is Shelley's noblest expression of what is most poetic in poetry at large. In Prof. Albert Cook's picturesque language—"If Sidney is mounted on a strong and active steed, it is still of mortal strain; while Shelley is aloft on Pegasus, and scarcely condescends to touch the ground

in his airy flight." The statement brings out—with the help of a fine figure of speech—the essential qualities of the genius of the two great writers. The reader will not fail to find that, true to his spirit and temperament, Shelley has a freedom and sweep of his own, never descending, as Sidney often does, to practical details and the minutiae of criticism. Preserving a generous width of treatment, Shelley's essay yet remains a very personal document, of opinions intensely held and enthusiastically conveyed. Sidney's essay is of a more general nature, a straightforward statement of facts and arguments—without the glow of any fire or even warmth. With its merit manifest in every word and sentence—Shelley's *Defense* is a great poet's confession of faith. "His very words are instinct with spirit.....each is as a spark, a burning atom of inextinguishable thought."

Their individual merits and demerits apart, both the *Apologie* and the *Defense* viewed generally, are masterpieces of a high order. Dealing with the fundamentals of poetry and written in a language that knows no decay—the two essays have eternity in them. That is why they have survived so many generations of changing tastes and values; and there need not be any doubt that they will for a long time to come they are bound to be remembered and referred to as long as poetry continues to be written—for they hold the mirror upto poetry and poets themselves. Poetic technique may change, poetic expression may change,—but the fundamentals of poetry abide. "The one remains, the many change and pass." As such, the *Apologie* of Sidney and the *Defense* of Shelley will ever remain as genuine fountains of inspiration of genuine lovers of poetry and genuine poets as well.

JL
Im2, N34 ED
N39.6



NOTICE

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

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

EDUCATIONAL INDIA

Masulipatam, Sept., '39.

The Madras Secondary Education Conference

A VERY important decision was arrived at by the conference that was recently convened by the Hon'ble Mr. Varkey, the Minister of Education in Madras, in regard to the courses of studies in high schools. This subject has been before the public for more than two years—ever since the publication of the Government Communique on education in June 1937. Subsequent to the issue of this Communique there was a change of Government in Madras and it was not known definitely whether the Congress Ministry was in favour of the policy and the programme embodied in the Communique. But it is now clear that the Minister of Education is convinced of the general soundness of that policy and it is to elicit the opinion of persons representative of different shades of thought that he organised the conference referred to above. It should be a matter of gratification to him and to the Education Department of the province that the central feature in the reorganisation of secondary education sponsored in the Communique received the approval of the conference, and that it will

be possible to put the scheme into operation from the beginning of the next academic year.

ACCORDING to the resolutions passed at the conference—and as reported in the news papers—the secondary education course is to consist of two stages, namely, (1) the Middle School stage of Forms I, II and III and (2) the High School stage commencing with IV Form; and that after IV Form there is to be a bifurcation of courses of studies, namely, (a) a Pre-university course consisting of V and VI Forms and (b) Vocational courses extending according to the nature of the vocation to two or three years. It follows from this that pupils entering Form V will have made up their mind whether it is their ambition in life to proceed to a university and receive the benefits of higher education or be satisfied with a two or three years education in the high school which will make them skilled artisans and craftsmen and help them in earning a livelihood immediately after they leave school. This appears to be the main distinction between the aims of the vocational and the pre-university courses.

IT has all along been recognised that pupils entering the high schools have varying aptitudes and tastes and the courses provided at present do not satisfy the varying needs and tastes of all the pupils. There has, therefore, been a definite demand for the provision of a variety of courses at the high school stage. We welcome, therefore, the resolutions passed at the conference in so far as they try to provide this variety. From this standpoint the proposed reorganisation is bound to be an improvement on the existing state of affairs.

THERE are, however, two or three questions arising out of the proposed bifurcation which require consideration at the hands of the authorities. One is whether those who pursue the vocational courses in the high school stage are debarred from entering the Universities. The use of the term "Pre-university course", as distinguished from vocational courses, makes one suspect that it may not be possible for those that select the vocational courses to proceed to Universities even if they have a natural aptitude for advanced education. In the address delivered by the Minister of Education while opening the conference, there was an indication that the vocational courses in the high school stage will lead to the corresponding technical courses in the University. This is a point which requires further elucidation; and this has to be kept in mind by the sub-committees which are responsible for working out the details connected with each of the proposed vocational courses. What the university requires is not mere technical skill in weaving or metal work but a sound general education and a knowledge of the fundamental principles behind all technical work. Vocational courses will, in that case, have to be so framed that they will give to the high school pupils the general education and knowledge that will qualify them for admission to the University.

UNLESS this point is kept in the forefront, it may be that the schools providing for vocational courses will be just like the special technical, commercial and industrial schools that already exist in the province. From statistics published by the government it is found that by March, 1937 there were 3,992 pursuing Art Education, 1,452 pursuing

technical education in the different branches of engineering, 9,273 pursuing commercial education, 3,552 receiving instruction in Agriculture and about 62,000 learning industries like printing, book-binding, wood work, metal work, Rattan work, textiles, tailoring and dress-making—the very vocations for which it is now proposed to make provision in the high schools. There were also about 14,000 pupils in training in schools learning Pedagogy which is also one of the vocational courses to be provided for in the reformed high schools. The question that arises is whether, when there is already provision for vocational schools of all types, there is any need for providing purely or predominantly vocational courses in high schools, unless the purpose of vocational instruction in secondary schools is to be different from that in the existing technical and industrial schools. Otherwise it will be more economical and advantageous to reform the industrial schools themselves, to start them in a larger number of centres and to send to such institutions all boys and girls who are more keen on getting a job at about the age of 15 or 16. To those who are of this bent of mind no secondary education, in the sense in which that expression is ordinarily understood, will be necessary. A sound elementary education, in accordance with the courses and syllabuses that were recently framed, will quite adequately serve their needs.

THE object of vocational training in secondary schools should be quite different. Its purpose should be to turn out young men who are fit to occupy positions in the "Supervisory grade"—to become foremen, charge hands, tool makers and the like and not mere

operatives. It is this distinction that has been clearly and forcibly brought out by Mr. Abbott in his valuable report on Vocational Education, a distinction that should not be ignored under any circumstances. If secondary education is to be reformed on this basis, what is required is not instruction in a few vocational courses but a kind of general technical education as outlined by Mr. Abbott in connection with the Junior Vocational School referred to in his report. We are afraid that this aspect has been ignored to a very great extent in the resolutions passed at the Madras Conference, as well as in the opening address of the Hon'ble Minister.

ANOTHER point which requires further consideration is whether the distinction between pre-university and vocational courses is itself sound. Underlying this distinction there is a feeling that the pre-university education is an education of a higher order, more liberal and cultural than the vocational courses. This is an old superstition and the sooner it disappears the better it will be. A purely literary education, which enables a person to understand the classics and to express his ideas in beautiful and vigorous language, is no doubt an accomplishment but it is not an accomplishment superior to that of a skilled artisan or craftsman or artist; nor does it involve the education of the whole man. As it is practised in our country and elsewhere, it has been responsible for the growth of class distinctions of various kinds. It is in this context that the Wardha idea of craft-centred education has had such a wide response. What is, therefore, now required is the vocationalisation of all secondary education.

Languages, History, Geography, Science and every other subject, which is generally included in a course of liberal secondary education, should be taught and learnt on the basis of some productive activity, so that the training and the discipline of the mind in the secondary stage may become integrated with the training of the hand also. A harmonious combination of both vocational and general education in the case of every pupil is what should be aimed at. Different pupils may have aptitude for different kinds of vocational training but no one should be regarded as having received a sound secondary education unless it is centred round some group of related arts and crafts. A purely pre-matriculation course is an anachronism at the present day.

IN the list of vocations considered at the conference there is a significant omission, viz., Agriculture. This is the most important of the vocations in our country and provides a living for nearly 70% of the people. It is in this field that there is a great demand for men who have received a sound general education. It is not known why this has not found a place in the vocational courses as outlined at the conference. Our own idea of the matter is that every high school in the rural areas must be primarily an agricultural school and every pupil in it must be trained to take part in agricultural operations. He must live in an agricultural atmosphere and should be able to appreciate the value and worth of the people in rural areas and not look down upon them as less cultured or less civilised than he is.

THERE should be no haste in the matter of opening vocational courses

in schools. A preliminary survey of the exact needs of industry and commerce is required. No industry is now complaining of any difficulty in securing skilled workmen or supervisors. Equipping new schools with facilities for training weavers, spinners, carpenters, compositors, etc., making pupils go through the course for two or three years, without any guarantee that they would be absorbed in the industries for which they have been trained, will result in huge waste. Even in regard to courses in Secretarial and clerical work the Education Department should collect information as to how many are likely to be absorbed every year in the various public and semi-public offices and then proceed to open classes in those subjects. Since one of the primary objects of the proposed educational reorganisation is to provide employment for educated people, the object is likely to be defeated if courses, for which there is no large market, are started simply because they do not involve much expenditure.

Educational Reform in U. P.

THE Government of the United Provinces has issued a resolution on the Report of the Primary and Secondary Education Reorganisation Committee which recently made a large number of comprehensive recommendations. The Government has already taken steps for introducing Basic education along the lines suggested by the committee. Provision has been made for starting 1750 Basic schools by the end of July 1939 and for training the required number of teachers. So far as U. P. is concerned the subject of Basic education has

ceased to be controversial. On the question of the duration of compulsory primary education and the age at which it should commence, the Government has slightly modified the recommendations of the committee. Primary education is to commence at the age of six instead of seven for the excellent reason, perhaps, that there are no large numbers of nursery schools to take charge of boys and girls below 7. The duration of the course is to be five years—from the age of six to the age of eleven—for the present; but the Government hopes to extend it to seven years when the financial situation shows improvement. Efforts are being made to start schools in areas where they do not exist at present and induce parents to send their children to school. So far as primary education is concerned everything is proceeding according to plan.

GOVERNMENT has also resolved not to dispense with examinations and substitute intelligent and psychological tests although a recommendation to that effect was made by the committee. This is also a reasonable course as there are at present very few in our country who can be said to be experts in the use of psychological tests. At the same time, government agreed to establish a bureau of psychological research.

ON the vexed question of the medium of instruction the U. P. Government decided on making Hindustani the medium of instruction not only in the Basic schools but also in the secondary institutions or colleges which include classes corresponding to the Intermediate classes in the Madras Province. This is a highly commendable step and it should encourage the

DR. ZAKIR HUSSAIN

Dr. Zakir Hussain, who was Chairman of the Wardha Scheme of Education and who had gone to Germany before the war and was supposed to have been stranded there after the commencement of the war, is safe in Switzerland. His friend, Mr. K. G. Saiyidain, Director of Education in Kashmir, has received a letter from him to this effect.

Government of Madras also in making the mother-tongue the medium of instruction in high schools of all types. We are making here a reference to the Madras Government as we find that even today the question has not been finally settled in that province. We hope that Madras will follow the lead of U. P. in this respect.

It is a matter for regret that the U. P. government has thought it necessary to arrange for the preparation of text-books under its own auspices. We do not think this to be a safe course for any government to adopt and especially for governments in our country. Text-books prepared by Government will either be soulless—quite mechanical and uninteresting—or partisan in character. With every change in the complexion of the party in power and office, there may be changes in the tone of text-books. We have to guard ourselves against such a danger. The object which the government has, will be gained if it continues to approve the text-books used in schools as it does at present and takes care to appoint the right sort of persons on its text-book committees. A more important service that every provincial Government can render is to keep a collection of model text-books written in different countries of the world. That will help the text-book writers in India in producing the right sort of books.

Personal Notes

PROF. SIR S. RADHAKRISHNAN has agreed to take up the Vice Chancellorship of the Benares Hindu University at the invitation of Pandit Madan Mohan Malaviya. Though he was invited to take up the appointment on a handsome salary, he is prepared to work in an honorary capacity.

Sir Radhakrishnan has been elected a member of the British Academy. He is the first Indian to be honoured by that body.

Sir Radhakrishnan was also elected as Honorary Fellow of the Royal Asiatic Society of Bengal. This is the highest distinction in the gift of the Society. There are altogether eighteen Honorary Fellows and they come from different countries of the world.

MR. N. S. SUBBA RAO, Vice-Chancellor of Mosore University, has been selected by the Empire University Bureau to proceed to England to study University administrations. Mr. Subba Rao, who has been given £400 towards expenses in connection with the visit, expects to spend three months in England. He leaves for England in March 1940.

The bureau has been given by the Imperial Relation Trust a sum of £2,000 to arrange for the visit of representatives of three university administrations. They have selected Mr. Subba Rao from India.

MR. H. C. PAPWORTH, Principal, Presidency College, Madras, has accepted the invitation to deliver the Convocation Address of the Annamalai University on October 6.

MR. PRABHAT NIYOGI, an artist in the service of the Gwalior Durbar, has been invited by the Hawaii University, Honolulu. Mr. Niyogi has left India and will visit Australia and New Zealand *en route*.

MR. K. J. JACOB has been declared qualified for the degree of M. Litt. by the Madras University.

DR. K. SUBBARAMIAH of the Government Test House, Alipore, Calcutta, was awarded the D. Sc. degree (Chemistry) of the Madras University.

THROUGH different PROVINCES

DELHI

SILVER WEDDING SCHOLARSHIPS

The annual report of the Silver Wedding Fund shows (according to a Government notification) that a sum of Rs. 26,228 was spent during the year 1938 on scholarships for the children and dependents of Indian soldiers and others (including non-combatants) who had rendered military service during the Great War or who took part in subsequent warlike operations in accordance with the scheme settled by the Government of India. The amount includes a sum of Rs. 610 spent on the award of vocational and industrial scholarships. The awards were spread over all the Provinces and States.

MADRAS

SECONDARY EDUCATION CONFERENCE

The Hon. Mr. C. J. Varkey, Minister for Education, has convened a conference, on the 7th instant, of the Director of Public Instruction, the Vice-Chancellors of the three Universities in the province, some principals of colleges and Headmasters of High Schools and a few other educationists, to consider problems relating to the reorganisation of secondary education.

The Conference came to the conclusion that the course should consist of Middle School stage, comprising Forms I, II and III and a High School stage, commencing with Form IV. It was the opinion of the Conference that after the Fourth Form, there should be a bifurcation of the course of studies into a Pre-University course consisting of V and VI Forms, and a vocational course for a period of two or three years.

A number of Committees were formed by the Conference to suggest a plan for organising the courses of studies. The Committee are expected to submit their reports and recommendations to the Secretary of the Conference by the 28th instant. The Conference will meet again on October 14.

REVISED RULES OF ELEMENTARY EDUCATION

With the abolition of the District Educational Councils the statutory rules made under the Madras Elementary Education Act, 1920, required modifications. The Government of Madras have, therefore, codified all those rules, and the other rules framed later and published them recently.

Among the changes made in the rules are regarding the participation of teachers in elections; the Teachers' Service Register; the part to be played by the newly established Taluk Education Advisory Committees; the elimination of teachers possessing only higher elementary grade certificate; the changing of text books once in two years; reducing or increasing of the assessed grant.

TEACHERS AS PANCHAYAT CLERKS

The Government have informed the Presidents of District Boards that teachers employed in the Board Elementary Schools may be permitted to do part-time work as clerks of Panchayat Boards, provided that such work is done outside school hours and does not interfere with their legitimate work and that the Deputy Inspector of schools concerned is consulted in each case. Such permission, however, should not, the Government state, be granted to teachers who are already doing duty as Postmasters.

BENGAL

EDUCATION IN THE PROVINCE

There is a marked progress in the primary stage where the number of schools as well as the number of pupils reading in them is more than in previous years. So also is the case with secondary education. The total number of arts colleges, however, remained unchanged at 50, but there is a slight increase in their roll strength.

The total number of educational institutions of all types and grades meant for Indian girls fell from 17,885 to 17,156. But this fall, which

is chiefly limited to primary schools many of which were amalgamated with other schools as the result of a policy of concentration, does not represent the true position of girls' education in the province as the number of pupils reading in them rose from 5,59,479 to 5,60,101. The number of arts colleges for women remained stationary at 7 and the number of students in them rose from 1,054 to 1,251.

Besides this number there were also 543 women students in men's colleges and in University classes. The desire for education on the part of Indian girls is so great that several high schools for boys have opened separate sections for girls. The old prejudice against physical education for girls is gradually losing strength and in towns, particularly, physical activities are being more and more recognised as an integral part of the school course.

In accordance with the programme of work outlined in the scheme for the introduction of agricultural education in non-Government secondary schools, the monthly allowance of Rs. 10 each payable to the teachers trained in agriculture was renewed in favour of 56 teachers according to the recommendation of the Director of Agriculture. Four more middle English schools opened continuation classes and six teachers in two batches were deputed for training at the Dacca Farm. On the whole, the schools in which the schemes have been introduced are working fairly well.

BOMBAY

BASIC EDUCATION CONFERENCE

Arrangements for holding a Basic Education Conference in Poona in the last week of October are in progress. The conference is to be held under the auspices of the Hindustani Talimi Sangh and at the invitation of the Government of Bombay.

Representatives of all the Congress provinces as well as of Indian States that have introduced Basic Education will attend the session. Besides, the members of the Wardha Education Committee, appointed by the Central Advisory Board of Education in India, will arrive in Poona on October 29 to participate in the Conference.

PROVINCIAL LANGUAGES AS MEDIA OF INSTRUCTION

A far-reaching reform — the teaching of medicine and surgery in colleges in the langu-

age of the province — was urged by a deputation of doctors and professors who waited on the Minister for Health last month.

It was felt by the deputationists that with English as the media of instruction in medical colleges the most desirable co-operation between the physician and the patient did not exist to the same extent as in other countries.

The deputation suggested that there may be a transitional bilingual period during which English text-books and to certain extent the international terminology would be used; the course leading to graduation would cover seven years, of which two years would be devoted to general preparatory education, the next two years to pre-clinical subjects, and the last three years to clinical and applied laboratory subjects.

The Minister discussed the possibilities and difficulties that may have to be encountered in adopting the scheme, and promised to give the whole question a careful consideration.

COMPULSORY STUDY OF HINDUSTANI

At the last session of the Senate of the Bombay University held last month, the feasibility and advisability of introducing Hindustani as an additional language to be studied, wherever possible and advisable, as a compulsory subject in all courses of study from Matriculation to graduation was discussed. The house was equally divided on the point and the casting vote of the Vice-Chancellor against the proposal clinched the issue.

UNITED PROVINCES

AIDED EDUCATIONAL INSTITUTIONS

The most controversial subject hitherto discussed by the Non-Government Aided Anglo-Vernacular School and College Inquiry Committee was reported to be the constitution of the managing committees of the aided schools and colleges.

It is said that at present the managing committees generally consist of non-officials, mainly donors, but it is now proposed to include in them also representatives of the teachers, guardians and Government, a proposal which, it is understood, was opposed principally by those connected with the school managing bodies. The majority, however, favoured inclusion in the managing bodies of the elements under reference.

MYSORE

NEW SCHEMES ON THE ANVIL

At a meeting of the Academic Council of the Mysore University held on the 8th instant Rajakaryapravina N. S. Subba Rao, Vice-Chancellor, presiding, the Council approved of the scheme of compulsory physical education this year to the Junior Intermediate class in the two arts and Science Colleges of the University. According to the rules framed, physical education will be included in the college timetable just like any other subject. A certain percentage of attendance at these physical education classes will be necessary for granting term certificates.

The Council was informed by the Vice-Chancellor about the University Settlement. He stated that the special officer, Mr. P. S. Wright, was preparing a scheme which would be placed before the Council when it was ready. Work in regard to the Settlement had been started and the idea was to build a Settlement in Bangalore. Mr. Wright was in touch with some students and he was giving them training in rural work. Similar work was also being carried on in Mysore by the University Union.

It is understood that arrangements had been made to give military training to 100 students in Bangalore and 100 in Mysore. It is stated that it might be possible next year to have a regular University Training Corps.

It is understood that the Committee has decided to recommend a system of five year-block grant-in-aid and an enhancement by 15 to 50 per cent of tuition fees in Government schools and colleges. This would also result in increase in tuition fees in aided institutions, the rule being that the aided institutions should fix fees at the rate of 75 per cent of Government institutions.

It is said that the Committee preferred to fix grades instead of salaries on annual incremental basis, for the assistant masters, the grades to be recommended being for C. T.'s from Rs. 70 to 140. For single section institution headmasters the scale recommended will be Rs. 150-7½-210 and for double section institution headmasters, it will be Rs. 150-10-250.

BIHAR

LITERACY CAMPAIGN

At a special departmental conference held last month in connection with the mass literacy campaign at Ranchi, it was decided to open 4,000 Hindustani and 200 Bengali libraries in the province, in areas where intensive work was conducted last year with a view to making literacy permanent. Each library will have 200 books and will be supplied with one weekly newspaper. The librarian will read and explain them to read as well. The books intended for these libraries have been specially prepared by well-known writers. Steps are being taken to open these libraries by October 15 next.

RECOGNITION OF MEDICAL DEGREES

Following the recognition of the Arts degrees of the National Universities, the Government of Bihar have taken up the consideration of the question of recognition of the degrees of the national medical schools such as the Calcutta Medical Institute, Calcutta College of Physicians and Surgeons (now defunct), Dacca National Medical College and the Dacca National Medical Institute. A conference was recently held at Ranchi to consider this question. It is understood that the Conference has decided to permit the diploma holders of these institutions to sit at the corresponding examinations of the Bihar Council of Medical Registration and to recognise their degrees if they come out successful.

HYDERABAD

PH. D. COURSES IN OSMANIA

The Osmania University, which has been providing for a course in M. A. and M. Sc., research work under the guidance of its Board of Research for a number of years, has now taken further step in stimulating original work by instituting the degree of Ph. D. in the faculties of Arts, Science and Theology. The course for this degree, which has begun from June 21, 1939, will extend over three years and will be open only to those candidates who have taken the Master's degree in Arts, Science and Theology at least in the second division from the Osmania University or any other University recognised by it. The Ph. D. degree will be awarded on the basis of thesis which will

have to be approved by a Board of three examiners, one from the Osmania University, one from another Indian University and the third from a University outside India.

ORISSA

SCHOLARSHIPS FOR RESEARCH IN PALI

It is understood that the Government of Orissa are offering a scholarship of Rs. 50 per month to an Oriya for research in Pali and Prakrit in the Viswabharati, Santiniketan.

A scholarship of Rs. 30 will be awarded to a girl candidate for study of Domestic Science in the Lady Irwin College, New Delhi.

BARODA

LITERACY CAMPAIGN

The 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 school.

BHOPAL

PHYSICAL TRAINING FOR KISAN BOYS

A "Keep Fit" movement has been introduced amongst Kisan boys by the Bhopal Government. Boys are recruited from villages throughout the State and are given a course of physical culture lasting a month or six weeks. During the course the boys, whose ages range from 12 to 13, are encamped at Nawab's shooting box. They are coached by instructors of the State's Army.

POLYTECHNIC SCHOOL

It is learnt that a polytechnic school will be started in Bhopal city by the Education Department of Bhopal, at which crafts connected with industries suitable to Bhopal will be taught. Among the subjects which are proposed to be taught at the school are carpentry, weaving, toy-making and lacquer work, motor and electrical engineering and commercial subjects.

COCHIN

INTRODUCTION OF WARDHA SCHEME

"English education in its higher stages has become very costly—so costly that the middle class people are staggering under its oppressive weight. It has to be kept for the rich and for those who stand high in intellect and industry so as to deserve State help such as scholarships and fee concessions"—thus observe the Executive Committee of the Cochin Teachers' Association in the course of their report on the recommendations of the Special Committee of the Cochin Teachers' Association, appointed at the General Assembly in 1937 to formulate a scheme of education for Cochin on the lines of the Wardha Scheme.

The Special Committee agrees with the authors of the Wardha Scheme that primary education, to be effective and complete should cover a period of seven years. But they feel that it is too much to expect all the primary schools in the State to develop into full elementary schools, with seven classes, all at once. They, therefore, suggest:

(a) that at least in a few selected centres the existing primary schools be expanded into full elementary schools with seven classes and the Wardha Scheme be worked out there as an experiment,

(b) that such of the existing lower secondary schools which now have seven classes, be immediately converted into full elementary schools of the Wardha Model, and

(c) that a definite plan of educational expansion be drawn up by which within seven years the whole State will be provided with a network of the elementary schools of the Wardha Model.

INDORE

THE COLONISATION SCHEME

The Prime Minister of Indore, Raj Bahadur Col. Dhanath, made an announcement in one of his recent utterances that a scheme of colonisation on the Punjab model is being worked out by the State. There are extensive areas in the State which need cultivation and it is proposed to allow some of the educated youth to form a colony, the necessary capital being provided by the Government as a long-term loan at a nominal interest.



PUBLIC OPINION



MR. VARKEY ON THE NEED FOR VOCATIONAL EDUCATION

"It is high time that we modified the present system of Secondary Education which is purely literary and bookish, and which leads to no particular occupation in life"—said the Hon. Mr. C. J. Varkey, Minister for Education, Madras, in the course of his opening address to the Secondary Education Conference which was convened by him at Madras on the 7th instant.

Continuing, he observed: "In our anxiety to limit the numbers that enter the portals of Universities or Colleges, we should not deny opportunities for higher studies in any branch of knowledge to deserving aspiring youths. I hold the view that University education in this country has not reached that stage when it could be checked without detriment to the intellectual, moral and material progress of the people. What we should aim at is such reorganisation as would enable us to prevent the unfit from entering advanced literary collegiate courses."

"In the light of what I have said above," Mr. Varkey proceeded, "the best policy seems to be to provide attractive courses and certificates in different vocational subjects in the high school stage and for the University to provide equally attractive, advanced, continuation courses in those vocational subjects and award diplomas to the successful candidates. Thus it will be noticed that the key-stone of my scheme is introduction of vocational courses in both secondary stage and University stage of education, each of the University Vocational courses being a continuation of the High School Vocational course for those who would like to undergo such an advanced course. Thus we shall be able to provide diversified courses of education in the secondary stage and also throw open the gates of university education to youths fitted for vocational education. To-day, for want of such diversified courses in the high school and collegiate stages, all take up the same literary course in the high school and rush to the university for university education, which is also of a literary type. In this manner, we will

enable the youths of our country to develop according to their natural talents and distinguish themselves in life later on, each one in the department of life for which he has a natural aptitude. Under the system I have proposed, not only will there be no wastage of energy and money, but the country stands to gain by the development of individual talents for doing the service for which one has a natural aptitude.

DR. ARUNDALE ON "NATIONAL EDUCATION"

"There was in ancient India an ideal system of education and if the spirit of that education had continued, we should be so much more of a nation than we are at the present time... If we had only the power and inspiration, and brought down the soul of old India into modern times and made her citizens effective, as strong and as fine citizens as that of any other country in the world, we could make India powerful and gain for her a rightful place among the nations of the world"—thus observed Dr. G. S. Arundale in one of his recent utterances at Trichinopoly.

Then, pleading for a revolutionary programme for national education, he said: "We want National Training Colleges which should give us a race of teachers who are not the parrots which most teachers are in India at the present time. We want a living India, vibrant with Indian ideals, full of patriotism, full of eagerness, and communicating that eagerness to the students so that the students should become their own fine true selves."

"Until education became real and until students did not become slaves and victims of an educational system," he continued, "they should take part in that form of politics so as to create public opinion which no Government could possibly resist. We want Indian education to be built up without any fear or favour. We don't want mass production in modern education; we want individuals to be produced so that every one having his own genius and his own capacity could give of his best to his surroundings. That is the whole purpose of education."

RURAL SCHOOLS IN HUNGARY

IN the great Hungarian plain, the inhabitants of scattered farms or small villages have no opportunity to send their children to school, on account of the great distances, bad roads, severe climate, scarcity of clothes and money. In order to meet the educational needs of these children the Ministry of Public Instruction has recently undertaken to provide itinerant teachers and resident rural schools.

Under the first scheme itinerant schoolmasters travel from place to place taking with them the necessary teaching equipment: movable school plant, fittings, teaching material; benches, tables, wall maps and pictures, radio, etc. It is the duty of these teachers to give daily tuition to children of school age, and attend to the post-school instruction of adults and the out-of-school education of the inhabitants of the farms. The school term lasts about five or six months. After the examination, the master takes leave of the population and goes to another district.

The itinerant schools are real community centres for the peasants, who attend them willingly, following with interest the courses of lessons and the lectures given by the masters, enjoying agricultural broadcasts, devoutly listening in to the sermons. These schools are cultural centres rendering invaluable service to the intellectual and social progress of the people.

The resident schools are elementary schools which provide up-to-date hostel facilities. Combined with the elementary schools are senior agricultural schools which give training in advanced methods of farming and husbandry and which, it is hoped, will give considerable impetus to agriculture in the neighbouring regions.

The schools are financed by the Ministry of Public Instruction. Farm produce from the senior agricultural schools contributes to the needs of the hostel as does the produce sent by the parents of pupils. It is intended to endow the agricultural schools with land ranging from 450 to 525 acres per school, or 1½ acres per pupil.

The staff of the resident schools is to consist ordinarily of the headmaster, assistant

mistresses and masters, a matron, a care-taker, a stoker, a baker, a cook, kitchen-maids and laundry workers. The staff is to be assisted by a local managing board or committee composed of the headmaster of the elementary school, the matron, one assistant mistress and one assistant master, the headmaster of the agricultural school, the priest or pastor, the communal administrator, the local doctor, one delegate of the inhabitants, and three delegates of the parents.

The duty of the Committee is to ensure harmonious co-operation between the State and the commune, to contribute to the successful working of the school, to gain the sympathy of the population, and finally, to give an impetus to the progress of the education and welfare of the entire population.

The first of these rural schools is already functioning and shows every prospect of being very successful. Eventually every child subject to compulsory education and living at a distance of more than two miles from an elementary school will be obliged to enter a resident rural school. The length of the school year will vary from nine months for the younger children to four months for pupils in the seventh and eighth grades in order to allow the older pupils to take their share in the work of their home farms.

— From 'World Education.'

Train During Sleep

For some years, psychologists have been telling us that although during sleep access to the brain through the eyes is closed, the avenue through the ears remains open, and may actually be utilized in training a child in correct habits.

A physician writing to the *British Medical Journal* tells how to cure children of undue rolling and tossing during sleep. The parent should quietly tell the child to keep still, over and over again, perhaps twenty to forty times each night. In two or three nights the habit should be cured. The tone reaches the subconscious mind, but should not be loud enough to waken the sleeper.

New Atlas for German Schools

German school atlases are to be designed in future to show Lebensraum (the popular Nazi catchword meaning "living space") rather than normal geographical features, under a decree issued by the Reich Minister of Education.

The new maps will emphasize soil features, raw materials and their influence on the population. The map of Germany must show German "cultural zones" in east and south-east Europe on the same sheet as the Reich. Individual German provinces must not be marked as separate divisions, as they 'contradict the German idea of unity.'

"Language maps of Europe must be examined with special care," states the decree, "since, according to the present view, it is not language but national consciousness which decides the nationality of a race. Big racial groups such as the Slavs must not be shown as single divisions, as despite the language relationship they contain many contrasting types."

"Ethnographical spheres", such as the Mediterranean or Baltic must be shown on a single map.

Mass Education Efforts in Greece

According to recent statistics (states a *World Education Bulletin*) 50 per cent of the adults in Greece do not know how to read. Many of these illiterates come from the north of Greece, the region which has been Greek only since 1912. Thousands of the refugees from Turkey are also illiterate. The Government, with the help of various organizations and leading citizens, is actively engaged in reducing this number. Courses for adults are being established and more compulsory for illiterates of both sexes in industrial and agricultural areas.

Institute of Psychology and Pedagogy in Stockholm

The Teachers' Training Commission is proposing to set up an Institute of Psychology and Pedagogy at Stockholm. The program would consist of all kinds of scientific research in these fields, courses on applied psychology and pedagogy. The Institute would be attached

to the Pedagogical Library and the Educational Museum.

Liquidation of Illiteracy in Turkey

Turkey is making great efforts to reduce the number of illiterates. Two hundred nine Halk Evi, or people's clubs, exist in the country, the activities of which are divided among the eight following fields: language, history and literature, art, sport, social service, rural service, museums and exhibitions, lectures and classes for adults, libraries and publications. In addition, the army recruits have to learn to read and write by employing the new alphabet. In this way the army is made use of for spreading education.

Vocational Schools in Malaya

It is understood that an organiser of vocational schools for Malaya will be appointed who will be responsible for directing the activities of trade schools and for the development of handicrafts in English and Vernacular schools.

Provision has also been made for a new trade school at Singapore at a cost of more than Rs. 5 lakhs. A school to instruct in methods of employing power and refrigeration is also to be built.

Argentina to Dress Needy School Children

Such is the poverty of interior Argentina that it has been found necessary to provide even the clothing needed by children of school age. The National Commission for School Aid in last May opened bids from 45 commercial firms for contracts to supply 120,000 complete sets of clothing. On examination of the bids the contracts were divided between two of the firms.

Scholarships for Uruguay Students

The Government of Cuba has recently established two scholarships for the benefit of the students of Uruguay. These scholarships provide for two years of residence work at the University of Havana. The Uruguay Council of Secondary Education has voted to assign one scholarship to an outstanding woman student of the *Liceo de Dolores*, and the other to a young man from the *Liceo de Florida*.

PERIODICALS

ADULT EDUCATION AND INDIAN UNIVERSITIES

"Adult education does not necessarily signify a kind of rescue work for the unwashed millions who have missed the chance of getting sufficient schooling when they were children, but we should regard it as part of the general education of the nation, writes Mr. H. P. Chatterji in the course of an interesting article, contributed to the current number of *Teaching*.

After adducing examples from Bulgaria where a 'Youth Association for the Economic and Cultural Development of the Bulgarian Village' has been doing organised village improvement work by sending teams of students to the villages; Rumania where students from years have spent their holidays in close company with the villagers and rendering such assistance as might lead to the betterment of their lot in life; and Germany where, as early as 1928, the pioneers of the Youth Movement set up 'work camps' and where now the government consider six months' service in a work camp is a necessary qualification for those who aspire to university education — he puts forth some valuable suggestions before the Universities of India to follow.

"Our universities and institutions of higher learning" he says, "should offer courses on the social and economic conditions of the country, on folk-lore, peasant art and other subjects of kindred interest. They should provide students with the opportunity of coming into direct contact with villages. They should cease producing high-brow metropolitan scholars whose lives are held by the Circean spell of the city. They should bridge the gulf that separates town and village. A university should not be content with enlightening those who can afford its amenities. It should send out its ablest men and women to regions far and near to conquer depression, moral and material, to guide the average adult in the study of his own problems, to assist him in becoming adjusted and progressively established in rural life, not only to train him in bread-earning crafts and pursuits but also to broaden his vision of the

future, to equip him with more than one way of earning a living, to create worthwhile projects for his idle hands to do and to strip the scales from off the eyes of the heedless world so that they may read the writing on the wall".

"This is the form which adult education should take in India."

STUDY OF AERONAUTICS

Writing in the *Aviation Gazette and Annual* of Calcutta, Mr. S. C. Sen observes that the teaching of Aeronautics in our Universities has not yet found place in the curriculum, and points out that in Western countries course in Aeronautics is offered in all principal Universities. He suggests that to start with, this subject may be introduced in Universities as one of the optional subjects at the B. Sc. stage and as one of the alternative special papers in Physics or Applied Mathematics at the M. Sc. stage, and similar provision may also be made in the Engineering course.

The demand for admission will more than justify the expenditure that may be involved in bringing this faculty into being. The university course will be in its real sense fully complementary to the training in practical air pilotage and ground engineering which is imparted by the Flying Clubs in India. University students of this faculty are likely to feel inclined to join the Flying Clubs in large numbers. Similarly club-trained pupils who have the requisite academic qualifications, may feel called upon to profit by the university courses. The universities and the Flying Clubs may thus work in close co-operation, evolving a most comprehensive scheme of air training for the benefit of the students of India.

The rapidly developing science of aeronautics has opened up a vast field for research for the mathematician, the physicist and the aeronautical engineer. If the subject is introduced in the Indian universities, we shall have before long a band of devoted research workers in India, who will merit international recognition in the fulness of time. Closely following on this development, the need will arise for an Indian Aeronautical Society and the deliberations on aeronautical subjects will form an important feature of the annual sessions of the Indian Science Congress.

Letters to the Editor

Educational Reform in Madras and Andhra

Sir,

The Conference summoned by the Minister for Education at Madras arrived at certain conclusions after some discussion with regard to the proposals made for educational reorganisation.

Most of the representatives were entirely ignorant of the conditions prevailing in the lower stages of education, as they were connected with Universities and Colleges. However, they have agreed upon the division of the High School course with Middle School and pre-university courses. They were perfectly right in having thought it unwise to have an examination at the end of the fourth form, and to extend the high school course by the addition of the seventh form at the expense of the Intermediate.

The bifurcation of courses at the end of the fourth form has been much criticised by educationists and laymen from the Press and the platform. We can never expect a boy of 12 or 13 to judge for himself the subjects in which he is most interested or the courses of studies beneficial for him from the view point of making out a decent living in his later career. The parent will be carried away for the most part by the mistaken and misguided inclinations of an immature youth. At a time when other civilised and progressive nations are aiming at making secondary education free and compulsory, such a bifurcation will adversely affect all high school education which in half a dozen years will suffer from diminution of numbers of students, dwindling of the number of secondary schools and decrease in expenditure on secondary schools. Hence the sub-committees will do well to take a dispassionate view of the whole matter and formulate proposals for making it convenient for young aspiring youths to receive the benefits of a general education to the end of the secondary stage which may be made to include subjects of a general character and vocational type in the proportion of 75 to 25. Among the general subjects may be included Vernacular, a working knowledge of English, Elementary Mathematics, Elementary

Science, Elements of World History and Geography with special reference to India and Civics. The student may at the same time cultivate a vocational bias and a special taste for profitable occupation and he may be asked to undergo training for an hour and a half every day in one or two vocational subjects. This will give facilities and opportunities for students to continue their courses till a convenient stage, when they may take up service, seek admission into Technological Colleges, Industrial High Schools or Collegiate classes. This will also maintain the *status quo* of most of the High Schools which are not in a position to advance additional sums without the aid of government towards equipment and buildings.

Next, the sub-committees may have to decide the fate of Higher Elementary Schools, which have been condemned universally as unnecessary and useless and to recommend their conversion into complete middle schools, with four or five years of elementary stage and three years of middle school course.

It is learnt that the Andhra University is seriously contemplating the division of the Intermediate courses into Intermediate in Science and Intermediate in Arts. Such a proposal was seriously mooted sometime ago and had to be given up in view of enormity of differences of opinion. It passes one's powers of understanding why there is not to be found a regular craze for humanities and arts which alone serve a useful purpose in after life and public careers. Students take up Science subjects mostly with the fond hope that they will become Engineers or Doctors. Even now very few of them are able to prosecute the Engineering and Medical courses for six years or so and to their utter dismay they find that they are not remunerative. If a change be effected, a large majority of students who undergo instruction in limited courses under Parts I and II and specialised courses under Part III of I. Sc., may not be able to secure jobs easily in High Schools as they may not be found competent to teach English and Vernacular and with limited industrial enterprises in the country their chances for entertainment may be of a restricted character. In the interests of higher education of an utilitarian type, the institution of I. Sc., courses seems to be undesirable and unnecessary. Hence it is better that a judicious selection be made of students for Science groups in the Intermediate for which a practical test may be

BOOK REVIEWS

HEROES AND HEROINES OF ISLAM—
Books I and II — Published by Messrs.
Macmillan & Co., Ltd.— Pages 62 and 58
respectively—Price 4 annas each.

The first of these two volumes is devoted to a detailed life-sketch of the Prophet-Mohammad and the second gives biographical sketches of Abu Bakr and Omar, the first and second caliphs of Islam. Thus we hear a great deal of the heroes of Islam but very little of the heroines except what we are told in passing about the Prophet's wife, Khadija or the sister of Omar who made the future caliph a convert to Islam. The title is thus a little misleading.

The books will prove useful for additional reading in the higher Forms of the High School. The introduction to the founders of one of the great religions of the world is of great value, particularly in a country like ours where the promotion of amity and concord between the Hindu and Mohammadan communities still remains a distant hope or an unrealised ideal. The value of the book would have been considerably enhanced by a few illustrations. Excepting for the aerial view of the city of Mecca that greets us on the outside of the cover, the books are devoid of illustrations. This is, however, a minor blemish in what is otherwise a commendable production.

Continued from preceding page

instituted in Science subjects. The number of optional subjects under Part III may, with convenience and advantage, be reduced into two; and in the place of the third optional, Elements of Economics and Politics with special reference to India may be made a compulsory subject of study for every student in these days of growing political and national consciousness, so that collegiate education may not be hit hard and humanities may gain greater and well-deserved recognition among the courses of studies.

C. B.

"BIHAR THE LAND OF THE BLESSED ONE".

"THE LAND OF THE FIVE RIVERS".

"AGRA AND THE TAJ MAHAL".

"CALCUTTA, THE CITY OF PALACES".

by C. A. Parkhurst. Published by Messrs. Macmillan & Co., Ltd.— 28 pages each.— As. 3 each.

These four booklets belong to the interesting series—"Here and There in India"—projected by C. A. Parkhurst. Written in an easy style which brings them within the intellectual reach of the tyro in the earlier stages of linguistic instruction and with a profusion of attractive illustrations, they are bound to prove to be of absorbing interest and profitable instruction. The first two booklets where the author ranges from one end of a province to the other are felt to be less interesting than the last two where the author is content to beat the limits of a city. In the former, depth and minuteness of detail are sacrificed for width and comprehensiveness and the result is not altogether happy. No praise, however, is too excessive for the plan and the execution, the matter and the manner, the format and the illustrations of the third and fourth booklets.

—V. M.

SOUTHERN CONTINENTS, NORTH AMERICA:

By Eva D. Birdseye. Translated into Telugu by Ch. Bhimasena Rao, B. A. L.T. Published by Messrs. Macmillan & Co., Ltd. Pages 209. Price As. 12.

The author has faithfully and carefully translated Birdseye's book on North America written in English. The book is written in accordance with the 'A' Group Syllabus of the S. S. L. C. Scheme. The lessons on different topics connected with a study of North America are based on the lessons delivered by the writer to a class of eager students of Geography. They are the result of the writer's wide knowledge and rich and varied experience. We trust that the book now translated into clear idiomatic Telugu will be found very useful by students of Geography of the High School Forms in the Telugu speaking areas of the presidency.

A NEW SET OF OXFORD READERS FOR INDIA

Approved for Class Use for Schools in the Madras Presidency

(Vide Fort St. George Gazette, Part I-B dated 24th January, 39)

A WAY TO ENGLISH

By EGERTON SMITH

PRIMER	6 annas		BOOK III	10 annas
BOOK I	7 "		BOOK IV	14 "
BOOK II	8 "		BOOK V	14 "

TEACHERS' NOTE-BOOK As. 4.

The Primer of this series is a carefully planned introduction to such simple English of a young pupil may practise in his daily life. While no one rigid 'system' is adopted exclusively, the Primer is systematically built up on commonsense lines. The underlying method will be made clear by the arrangement and treatment, and a TEACHERS' NOTE BOOK is published separately which will give additional help.

Really useful and important words are introduced systematically so that the pupil is soon able to say something about things that he knows well. A feature of the Primer is the unusually free use of pictures to illustrate the meanings not only of nouns but also of adjectives, verbs and sentences. Demonstratives, singular and plural forms of nouns and their accompanying verbs, and some simple tense-forms are introduced as soon as possible, so that the pupil can learn something of practical sentence structure while he is picking up his vocabulary.

New words, always carefully selected and limited in number, are given at the end of each prose lesson throughout the Readers, so as to facilitate the teacher's work of oral preparation and enable the actual lesson to proceed without serious interruption or loss of interest. Each lesson assumes only a knowledge of these words and of those used in the preceding lessons (and preceding books). Thus the pupil's command of language is built up gradually by extension of his existing knowledge.

This system, too, is followed in dealing with pronunciation. The sounds of new words are taught by reference to the sounds of words already learnt—chiefly those in the Primer. The chief aim of the Primer is to give help in that 'systematic training in the sounds of spoken English in connexion with the pronunciation of easy words'. Throughout the Readers indeed, as the syllabus demands, special attention is given to Pronunciation.

Exercises are appended to the prose lessons. These, especially the questions on grammar, are kept within the scope of the syllabus, but the teacher may supplement them at his discretion.

Applications for specimens will receive our attention.

OXFORD UNIVERSITY PRESS

Bharat Buildings

MOUNT ROAD

::

::

Post Box 340, MADRAS

'THE SOUTH INDIAN TEACHER'

IS

The Official Journal of
The South Indian Teachers' Union.
It is therefore the Journal of the Teacher

AND

No teacher should be without it.

Subscription is only Rs. 3/- per annum

Registered Office :—

41, Singarachari Street,
Triplicane, Madras.

All Educational Institutions and Libraries
Should subscribe for

"THE EDUCATIONAL REVIEW"

A MONTHLY RECORD FOR INDIA NOW IN ITS 45TH YEAR.

Managing Editor: Mr. S. KANNAN

ANNUAL SUBSCRIPTION

INLAND Rs. 5 FOREIGN Rs. 6-8-0.

SRINIVASA VARADACHARI & CO.,
216, Mount Road, MADRAS

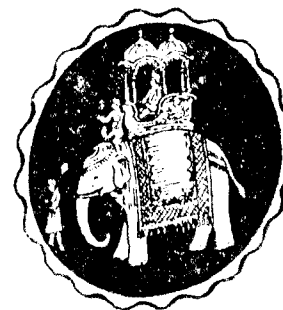
Vol. VI: No. 4

October, 1939

EDUCATIONAL INDIA

A HIGH CLASS MONTHLY DEVOTED TO TOPICS OF
EDUCATIONAL AND LITERARY INTEREST

Edited by M. VENKATARANGAIYA



EDITORIAL BOARD

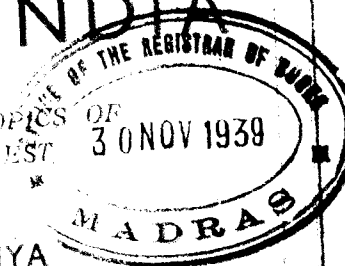
M. Venkatarangaiya C. Swamikannu Paul
M. Seshachalam C. B. Krishna Sastry
D. Nityananda Sastry

The Educational India Office,
MASULIPATAM (S. India)

INLAND
Rs. 3-8-0

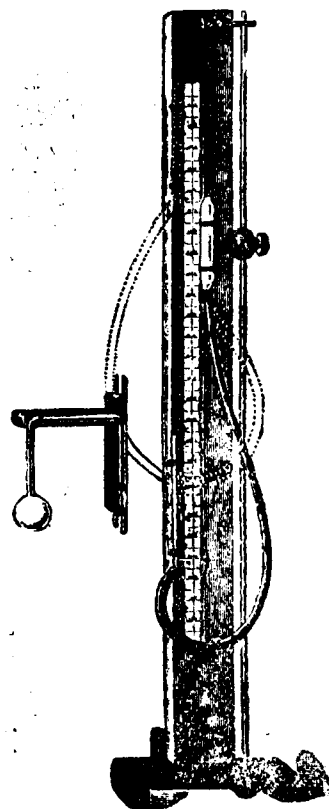
Single Copy As. 6

FOREIGN
Rs. 5-0-0

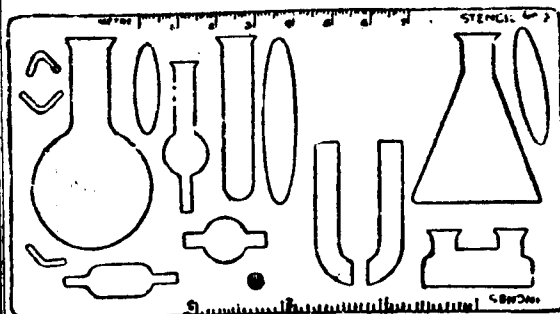


SCIENTIFIC APPARATUS

First
Quality
Goods
●
Apparatus
from
Original
Makers
at
Moderate
prices
●



SERVICE and Satisfaction
Guaranteed



CENTRAL SCIENTIFIC
SUPPLIES COMPANY, LTD.
G. T. MADRAS.

Educational India Business Notice

EDUCATIONAL INDIA is published on the 20th of every month. But a Double Number is issued for May and June. Complaints for non receipt of the Journal for any month should reach our office not later than the 1st of the next month.

*

SUBSCRIPTIONS may date from any Number but the year commences from July. Back numbers too will be supplied if required. The annual subscription, *always payable in advance*, is Rs. 3-8-0 Inland and Rs. 5/- Foreign, and it may be sent by Money Order or by Postal Order. If sent by V. P., registration charges will be extra. Cheques will not be accepted unless the Bank Commission is added on to the subscription amount.

*

WHEN SUBSCRIPTIONS EXPIRE an intimation will be sent along with the last Number with which the subscription expires. Unless a renewal is received previous to the publication of the following issue, the Magazine is discontinued. All remittances are payable to the Managing Editor. Subscribers will avoid any delay in the receipt of the first copy of their renewal by remitting promptly.

*

ADVERTISEMENT RATES are furnished on application. The payment for advertisements is strictly in advance, except where approved accounts are opened.

OBJECTIVES IN THE TEACHING OF ENGLISH A Re-orientation

By Mr. A. S. VENKATARAMAN,
Headmaster, Board High School, Kalahasti.

Introduction

OF late certain factors have been at work and certain theories have been propounded that we are compelled to consider and examine the position of English in our Schools and perhaps in Colleges also.

Sorry State of things

The belief is gaining ground and momentum that the results of English teaching as well as of learning are poor out of all proportion to the time, money and energy spent on it. The more one ponders over it, the deeper does this conviction grow upon one. That is the tragedy of English teaching in India.

Perversion in our Stand-point

To me it seems that the state of things has been aggravated by a perversion in our stand-point. English studies have been planned all along from the point of view, not of a second language peculiar to India, but from the point of view of the mother-tongue as though English were the mother-tongue of Indian children. It has not been and it can never be. It has been the teaching medium in our Secondary schools, not to speak of Colleges. The medium has been employed at such an early age in the life of an Indian child that the attempt to teach Knowledge Subjects in an English medium has not only failed of its purpose but has also impeded the progress of the mother-tongue. Not only have the new ideas in science, history, geography, mathematics not been grasped because of the novel medium but into the bargain, the mother-tongue has suffered a set-back. The foreign medium has produced a reaction altogether not favourable to the progress of

general knowledge and the expansion of the mother-tongue. This woeful position has often been concealed by the feats of memorisation exhibited at the S. S. L. C. and other Examinations by pupils who have been declared to have passed year after year. At the top of all, such English studies have been planned and directed by English Officers (departmental) who are trained in English medium or by Indian Officers trained in England according to English methods, whose Zeal for English should be ranked only with that of neo-phyte.

A foreigner's need

The need of English for a foreigner has to be examined and the need of an Indian requires to be investigated. The need of French for an Englishman or the need of English for a Frenchman is or must be different from an Indian's need of English. It is a pity that in spite of the proximity of the two countries of England, and France, English in France or for that matter French in England has not progressed commensurately with the labour that has been spent on it. A nodding acquaintance cannot be an adequate return for Six years' or eight years' toil. A cultural halo surrounds a knowledge of English or French. At any rate, that is the ideal.

Position in India

In India on the other hand, the position is different. It is a mis-conception to speak of English as of cultural value to an Indian pupil except under certain peculiarly pre-disposing and favourable circumstances. It is *caviare to the general*. Nevertheless a knowledge of English is a necessity. Some deep-thinking is sure to establish this point. This point is referred to by H. Champion in his 'Lectures on teach-

ing English', "As I have said, the whole question of reading has never been fully explored. The reason for this comparative neglect, is, I think, that in the west, the pupil's native language is sufficient; that is to say, whatever knowledge he may find it necessary to acquire is available to him in his own language. This, I think, is one reason why reading a foreign language in the West has come to be associated with books of scores, combined in the higher forms with books of literature, which means that books are read primarily for their language and not for their subject-matter. The position is far different in India where a person who desires to make himself acquainted with modern knowledge can do so only by reading English books."

Dr. West's Theory

Dr. West advocates bilingualism of a kind for India, what should be strictly called a passive bilingualism. According to him the need of an Indian child is not so much the ability to speak or write English as the ability to read or understand, not so much the ability to express or use English as the ability to read and understand it.

It is possible to distinguish the reading ability apart from the speaking or writing ability but whether that ability alone will suffice an average Indian pupil is more than many of us can subscribe for.

In his book on 'Bilingualism' Dr. West analyses this need and stresses it lest India should sink into obscurity and insignificance without contact with English, one of the major languages of the world. An ignorance of it means a loss of touch with progressive thought and Scientific progress. Looking at the question from this point of view what can save India from a possible intellectual degradation and decay and raise her from her position as an intellectual back-number, is not only an ability to read English but also an ability to speak or write it.

Criticism

As things stand, Dr. West is not free from a confusion of aim and method. While

setting out the objective of English as reading ability, he advocates the specific practice theory i.e., reading to be attained by means of reading. It is just possible that this is not the only method of achieving the aim. At the same time as Mr. Adolph Myers in his '*Basic and the teaching of English*' remarks, "where the teachers were offered a series of New Method Readers, they took new to mean direct and overlooked the fact that the books were primarily meant to be books for the teaching not of speaking but of reading." In short "the theory was rejected but the books were accepted and there was chaos."

Dr. West himself, as if to extend a concession to popular demand, has written a New Method Conversation Course. The Interim Report says, "It was recognized that the results of such counts (word counts) which were based on the reading rather than the speaking vocabulary, might require some modification if they were to be useful for purposes of language production (speaking and writing) as well as language-reception (reading and hearing)."

The need of an Indian child

The exact need of an Indian child requires to be examined. Without fear of contradiction, it may be said at once that is not literary English or a knowledge Shakespeare and Milton. Rather it is a knowledge of practical English. It is the need of a foreigner, say, a Japanese, a German, plus something more. As Mr. H. G. Wells remarks, "The inducements to an English, French or German to become bi-lingual are great enough now-a-days but the inducements to a speakers of the smaller languages are rapidly approaching compulsion.....He must either become a mental subject of one of the greater languages or sink to the intellectual status of a peasant."

Place of Basic

Viewed from this stand-point, the need is more scientific, international and commercial than literary. In view of the scientific progress in the modern era, there

is a weightage in favour of its need. So the English language that should be thought of, need not be of a literary character but should be one suited to understand, to speak, to practise and develop. That is what Basic sets out to do.

Its aims and features

It aims not at literary knowledge of a high level vocabulary but at practical knowledge at a minimum vocabulary. With an irreducible minimum it ought to be possible for the child or adult to understand, read, speak and write, not only that, but also to develop and acquire habits of independent, unaided study. The one-level practice is a remarkable feature of Basic English. From that stage—and it is easily reached—say, from 6 months to two years—the child may easily pass on to normal English and the adult cannot relapse into illiteracy.

Selection of vocabulary

The vocabulary is selected on certain

principles and according to certain criteria. It is not based on word-count (meant to improve the reading vocabulary) which is arbitrary, un-scientific and unstable. Nor does it ignore the foreigner's point of view. The other things compel Basic to assume an international. Scientific Commercial character.

Certain problems

The Basic plan is not without its problems. The transition from Basic to normal English requires to be tackled. Otherwise the expansion of vocabulary cannot be successful and will be often an irksome business. By a parity of reasoning the vertical translation (from normal English to Basic) ought to be made easy enough to facilitate exchange of ideas and thought. What is called the breaking-down process has to be carefully negotiated in order to avoid the stigma of *pidgin* English. Writers of Basic have to be on guard against a possible serious defect accompanying marked simplicity of vocabulary.

INSPECTION OF PRIMARY SCHOOLS

An improved scheme proposed in Bengal

By KHAN SAHIB ABDUL HAKIM, M.A. (Cantab),

Special Officer for Primary Education, Bengal.

AN improved system of primary school inspection is an essential part of any improved scheme of primary education. In Bengal the complaint is often heard that the present practice of primary school inspection here is hardly satisfactory. In the following paragraphs an attempt is made to make a brief survey of our current practice and to suggest some possible lines of improvement:

The Present Practice

A Sub-Inspector of Schools usually cannot pay more than one visit to a primary school during a year. It is rarely that he

can devote even a whole day to the service of the school, as on the same day he has to cover a long distance to come from or to go to a second or third primary school which he perhaps visits on the same or next day. Whatever good training and intentions he may possess for the improvement of the primary school, he is hardly placed in circumstances to make full justice of them. He may try to communicate some very salutary ideas to the poor teacher. But whether because of his own hurry or because of the incapacity of the ill-qualified teacher the latter may not be in a position to grasp the good ideas and therefore fail

to effect any improvement as desired by the Sub-Inspector, by the time the officer revisits the school a year after. To be harsh upon the poor teacher for such an "offence" of non-compliance with instructions will surely be a great mistake if not a cruelty on the part of the inspector.

The need of Treating the Teachers Sympathetically

What will then the annual visitor do? There is no one answer to this question. The answer will depend on the individuality of the teacher concerned. The officer should try to understand the capacity and appreciate the earnest efforts and also the genuine difficulties of the man. He should realize that he cannot change the man by an annual visit and adapt him to suit his (the Inspector's) likes and dislikes; but that he can help the man to proceed on his (the teacher's) own individual way in a better and well-guided manner, if he metes out sympathetic treatment to him. Clear thinking on the sub-inspector's own part as to what will do the teacher and his school (meaning of course the pupils above all) good and not simply bring a response to his (sub-inspector's) wish or whim is essential.

At least four visits a year (i.e., once a quarter) to a primary school are regarded as necessary for the supervision to have an effect. Even then the supervising officer must have an open outlook something like the one hinted at above.

A way to Improvement

But until four visits to a school during a year are practicable (and it will not be possible unless the number of sub-inspectors is increased considerably) we should find out some way so that the teachers and supervising officers come in more frequent contact, even outside one's own school. We should try to create opportunities for the teachers, particularly the head teachers of a locality to come in touch with the sub-inspector in a previously selected place and hold heart-to-heart talks and discussions on the common problems confronting them all. To

translate this idea into practice the old custom of a sub-inspector coming to a locality and finishing the "visits" to all the schools in a few successive days and never returning to that part of his elaka during the following 12 months or so will have to undergo a radical change. The sub-inspector, according to the new idea, will arrange his visits to the schools of a locality in such a way that he has to come to that part of his elaka four times a year. He cannot of course visit all the schools so many times, but he can select a few schools where he will not only visit the particular school but also hold an informal conference with the teachers (specially the head teachers) of the neighbouring schools. Improved ideas can thus be communicated—demonstration lessons by himself and by some capable teachers can be arranged. A beginning on such lines was made in the district of Mymensingh where the Special Sub-Inspector of Schools for the district, was assigned the duties of co-ordinating such activities of Circle Sub-Inspectors. Besides such informal gatherings of teachers, the activities of the primary school teachers' associations (now happily found to exist almost everywhere) may also be so guided by tactful handling of the inspecting officers that work of much educational interest may be produced by them.

Schools under Inspection

If following this plan it is impossible for the sub-inspector to pay at least one visit a year to each one of the schools under his inspection, no serious notice need be taken of such an omission. He has come in close contact with the teachers, if not actually with all the schools, several times during the year. A sub-inspector (in a School Board district) should not ordinarily regard a rural school as under his inspection unless it is maintained by the School Board or is recognized by that body.

Supervisors to Well-Equip Themselves

A sub-inspector to be successful in a scheme of work as pointed out here, must have a thorough grasp of the problems he

had to tackle, he must have searched for the solutions without, at the same time, being dogmatic about any of those he may have found out. He will fully realize that the teachers will have to work by their own efforts; he will regard himself as a casual helper, never at all ready to impose his dogmatic will upon them. He must have a fair acquaintance with the useful literature on the subject and should be able to assimilate his information to suit the needs of the particular problems confronting him.

The Present Difficulties of the Sub-Inspector and how to Surmount them.

The Sub-Inspector of Schools at present works under various difficulties. Not only he has an impossibly large number of schools and maktabas under his inspection, the other conditions under which he works are also such as hardly permit him to discharge his duties usefully. He being the last man in the inspection ladder, he has to do many things which normally would not be his. If he is to serve well as an inspector he must be freed from the necessity of doing all extraordinary duties, such as the routine duties of compiling and making multiple copies of lengthy statements, returns, etc., writing hundreds of bills and money order forms for the School Board and such other duties which form no part of his real work, and which may conveniently be done by clerks. Wherever necessary the District School Boards should increase the number of clerks in order to get such multifarious things done at the Board office instead of having them done by the sub-inspectors as at present.

Some Essential Office-work of the Sub-Inspector

It is not to be assumed from what has been said above that a sub-inspector will not have office-work of any kind. There are certain things which he must do in order that his inspection work produces effect. He must have adequate power and authority in him, to exercise which, he will

have to do some amount of routine office-work, such as scrutinizing the monthly returns submitted by the teachers and checking and countersigning their monthly pay-bills before they are transmitted to and passed by the District School Board. But even such work should be simplified as much as possible.

POINTS OF EMPHASIS AT A PRIMARY SCHOOL INSPECTION

Citizenship Training and other Aims

To make better citizens out of pupils is now regarded as the principal aim of a system of general education. This aim is more true of primary education than of higher education. In the primary stage the aim is limited to imparting training for formation of certain right habits and attitudes of mind together with a knowledge in the traditional three R's (Reading, Writing and Arithmetic) and giving some helpful ideas in such subjects as local history, geography and elementary science. To make better citizens we should surely pay greater emphasis on the formation of correct habits and attitudes on the part of the pupils than on filling their little minds with book knowledge of the subjects. We acquire literacy only because we want to utilize our new power to enable us to live a better way of life both in work and in enjoyment of the leisure hours. If it were possible to do this without acquiring literacy there would be nothing wrong to impart only the habits and attitudes necessary. But literacy indisputably makes the attainment of the objectives much easier, as information and knowledge thereby come within our easy reach. But unfortunately so long very little emphasis has been paid to the real aim of our primary education. Emphasis has all along been given on the acquisition of the means rather than on the ends.

First things to come first

In our organization of the new primary schools we must now see the first things first. We must pay special attention to

things such as these—whether a child is being helped to form good habits, whether he delights in living a clean and healthy life, in respect of dress as well as of person, whether he can sit, stand and speak, properly. We should see further whether the teacher is alert about doing good to his pupils in every possible way, whether the school rooms and environments are kept clean and attractive, whether the arrangement of the seats, etc., subserves the purpose well. We should see whether reasonable facilities have been provided for games and physical activities of the children and whether the teachers are sufficiently interested in seeing children derive real benefit out of these.

Activities Curriculum

In these days the educationists recommend activities curriculum for elementary schools. Wherever possible facilities should be created for educating the little children through manual and other activities, specially of a productive nature. The subject "Elements of Science" should not be reduced to a mere book-subject, but should be made into a practical reality as far as possible.

Some Baneful Practices

Cramming of books for examination are now decried as baneful. Committing to memory grammatical and geographical terms, difficult and unnecessary word meanings and historical dates and doing arithmetical problems with no connection with realities and therefore difficult to grasp, are some of the things which create a hatred in the young learners for the teachers and the school. The supervisor should therefore try to bring the teachers to a right proportion in regard to such things.

Pupils and the Teachers

The pupils should on the other hand definitely realise that the teachers want to do them good. No effect will be produced by any amount of teaching however good this may appear to the teacher himself unless he can command love and respect of

his pupils, as their real well-wishers. The supervisor of a primary school should see that such an atmosphere does exist in it. It may not be possible for every teacher of a big primary school to know each one of the children intimately. If the school be really big each child should have at least one teacher assigned to him who will know him intimately and to whom he will confidently place his difficulties for help in their solution and whom he will acquaint with his achievements to receive his (teacher's) appreciation and encouragement. In a small school every teacher should know each child individually. Knowing a child intimately includes knowing about his home conditions also.

Help of Examples

As children by their very nature imitate those they see in their environments, it is essential that the teacher should himself act as he wants his pupils to do. If he is dirty he cannot expect his pupils to be clean, however enthusiastically he may preach on the virtues of cleanliness. Similarly by every act he must hold himself as an example before the pupils. (A few more instances may be cited: the teacher must see that he dresses properly, that he keeps his registers, etc., in good order and he comes to school quite punctually, always keeps his word, etc., i.e., he should be known as methodical, punctual and truthful, etc., to his pupils if he really wants them also to be so.)

Principles and Methods

Now a word on the principles and methods of teaching. Any supervisor will see that the following are some of the important principles now employed in considering any methods of teaching:—

(1) The child is the centre of gravity and all activities have to be built round him. He is to be treated as a distinct individual and the development of his personality should be the aim of his education.

(2) Provision has to be made for individual differences in children as well as differences in teaching different subjects.

(3) A regular study of the pupils' environment with a view to utilise this for his education has to be made.

(4) Education must be connected with life and its experiences, the interests and activities of the school should be closely connected with life and life experiences.

(5) Pupils should be allowed to develop in an atmosphere of freedom and not that of restraint.

(6) The development of the child's personality should be in the interest of society of which he is a member.

Any method of teaching which does not conflict with these important educational principles may be adopted for use in primary schools. There should be no dogmatism that because a particular method has been found successful in a certain country (with differing conditions) it will be useful here also. After all the teacher himself is the creator of his own method. Any

good teacher with some experience develops his individual method of teaching, which, as already noted, deserves every sympathetic consideration of the supervisors.

Sound Inspection

"The inspection of teachers has been subject to criticism with the implied suggestion that it should be discarded. Those who rail against inspection attack not the principle but its use as a method of police control to ensure conformity and standardization. But a sound system of inspection which is directed to guidance and advice, which, because of the wide range of experience of the inspectors, serves as an agency of cross-fertilization, and which collates and disseminates information on educational practices, is indispensable in any system and, if the teacher is professionally alert, is always welcomed. It is unfortunate that the idea of inspection or supervision has been perverted by the accretions of past connotations."—I. L. Kandel in "Types of Administration (Australian Council of Educational Research.)"—(Oxford University Press)

A PLEA FOR ADULT EDUCATION

By R. A. ATHALEKAR, B.A. (Hons.)

(Shiroda, Ratnagiri.)

THE aim of all education should be the betterment of humanity; or if we confine our aim within the limits of our nation, education should lead to the progress of our nation. This may be done by giving the fullest possible opportunity for the development of the individual. So educational institutions should be open to all children as well as adults as many of our adults are uneducated. If we apply the principle of organic growth of mind to the education of the adult, we shall see that the period of the most rapid growth has passed and hence all our efforts for their education will be futile.

But what do we mean by the education of the adult at all? Has the growth of the adult stopped for want of education? If so what growth has stopped, and how is it to be made to proceed? As the mind develops by forming complexes, the adult mind must have developed through the experiences, he has met with. But the individual's experiences are limited and they fall extremely short, for the individual's development.

Hence, for the fuller development of the individual, he must be able to receive experiences of others, which have made

humanity develop through ages. The adult age is the age of ambition and achievement. He can war with and cut away difficulty. He has a full confidence in his power and he is able to do and undo things. But where is that ambition or achievement as we see youths of twenty-five chatting or whiling away their time in hotels or in rambling elsewhere? Time is money if one has something to do. But many a youth appears to while away his time in doing nothing. Indolence is the enemy of human progress. So they must be made to do something at least. What ambition is to be created in such a depressed condition? The Majority of our youths in villages are working classes—farmers or labourers. Almost all their energy is exhausted in working for bread. They have no other ambition beyond earning bread, for bread is so difficult to be obtained. How is their mind to be widened?

The first step in adult education is to make them literate. They must be able to read and write without difficulty. So they should learn to recognize the alphabets and it is a tedious task to them. But educationists have found a way out of this difficulty. They have arranged the alphabets in a story link and have tried to associate them with the story. Like children, adults also are fond of stories. So the task of learning alphabets is made easy. Then some stories of interest may be orally discussed and read from the blackboard. Then the printed page might be given.

But what is the use of all this learning to read and write? And is learning to read and write without difficulty sufficient? Will it develop the full individual? Will it make the individual live better? Of course, reading and writing will add to individual's knowledge and discipline and make him live better. But reading and writing alone are insufficient. If we go round the villages we shall see that the sanitary conditions of the villages are extremely unsatisfactory and also that the ill health of the villagers is due to their ignorance of...hygiene. To have

a law and order in life based on hygiene does not cost much money in villages, but its knowledge is badly necessary. Need of cooperation also will be felt. Knowledge will create the need, and the need, when created, will itself find a way for its fulfilment.

If the nation has to take a right step towards progress, everyone must be interested in the politics of the nation. But even the educated seem indifferent to it. People must know where the leaders lead them. So it is necessary for them to know their situation on the globe and relation with other nations. They must also know briefly the history of the progress of other nations, so that they might understand the need of the sacrifice they have to make for their nation. But the first essential need is the knowledge of the elements of geography, so that they may understand and imagine the situations they read in the newspapers.

Many other needs of the adult education may be quoted from the elaborate educational theories. But we must look to what is essential as well as possible. One may say, and it is true, that the industrial education is the first need. And the industrial schools for adults just as the basic schools for children conceived at Wardha, might be perhaps ideal schools; but the undertaking is not so easy as words. Our industrial classes are not educated and the educated know nothing of industries. Hence the want of men to conduct such schools. More over, the want of money.

Then what should be the plan? who is to work it out? Here illiteracy is so wide that neither one individual nor the government can reach his hand to banish it. A collective effort is needed. It is the educated class who are to take the active part collectively. The teachers and the advanced students are the right men in the place. As the destiny of the nation is in the hands of the teacher he must lead the nation towards prosperity. An hour or two, in a day, utilised for adult education will be

their social work, and the teachers and the advanced students know its value. If a group of students and teachers from a school form a society and organize the education of the adults in their circle it will lead the society towards betterment, though the workers would have to suffer pain. The teachers will complain, and rightly do so, of the overwork on their part. But as we are lagging behind we have to run if we wish to go with others. Then we cannot complain of the exhaustion we have to suffer. We have read of the sacrifice of the Japanese race for their forthcomers; that of the Chinese students for the sake of their brothers. So, why not we for our own race?

How is the work to be carried on and how is literacy to be turned into the education of the adult? As the saying goes, where there is a will there is a way; and the nation's need is her will. Let us get into the field and we will find the way. Let us make them literate and do something that will keep them in touch with the letters. Then they will seek their own education. They will find their own needs and fulfil them.

First, the societies for adult education should be established in every secondary school and the societies should provide free classes for making the adults literate.

Classes should be provided for small groups of houses where the students will work as teachers with the teachers to guide them. The night time will be suitable for the learner and the learned. While the students make them literate the teacher's business is to turn the whole organisation into educational institution. An organized library for the literate will be helpful. Lectures on hygiene, geography and citizenship may be arranged once a week or fortnight. If the society gets sympathy of the town or village and if the financial conditions allow, magic lantern lectures may be arranged every week and thus the whole village or town may be educated.

The work is not so easy to be done as spoken, for, first the adults will not be ready to learn and disappointment will be the fruit of the society's effort. But we must bear in mind that the roots of illiteracy are so deep that great effort and perseverance is needed to dig them out. But they must be dug out. There is no other go. So we must not be disappointed. We must keep in mind that no effort is futile.

"In front the sun climbs slow, how slowly
But westward look, the land is bright."

Their inertia is so great that a number of blows is required to make them move.

Dr. MICHAEL WEST ON SCIENCE TEACHING IN SCHOOLS

"The vast majority of boys studying science will never in their after-life have any occasion to put into practice the elements of laboratory technique which they have learnt at school and all the great and fundamental ideas of science are far too complicated to be verified by the little boys playing about in laboratories.

The result is that it is perfectly possible for these expensively educated children to pass right through a school science course and remain at least fifty years out of date in scientific knowledge, to be ignorant indeed of all that really matters in the science of to-day.

Now it is obviously necessary that every child who passes through our schools should be given some knowledge of the meaning of modern science, should be inspired with some scientific curiosity and enthusiasm; but this messing about with test-tubes is far more likely to damp enthusiasm and to kill curiosity than to be a stimulus. What we really need is a good lecture course, based on some such book as Wells's 'Outlines of Science' and illustrated by an epidiascope."

International Interest in Basic English

By Dr. DAVID MALAIPERUMAN, M.A., Ph.D.

"This building which was erected during the period of Chien Lung, the great Emperor, is a charming and impressive model of Mongolian architecture. It will attract your attention today if you visit Peiping, the ancient Royal seat of China. There, away from the hustle and bustle of modern life, in an enclosed park, is the Palace which for centuries the dynasties of China had used as winter resort."

The foregoing sentences can be re-written in simplified language with a limited vocabulary known as Basic English:—

"It was put up in the time of Chien Lung, the great Emperor, this beautiful example of the Mongolian way of building. You will see it today if you go to Peiping, the old Royal town of China. There, away from the noise and motion of present-day living, is a walled-in park, the Winter Palace, where for hundreds of years the royal families of China have gone for the winter months".

BASIC English is the outcome of research in the field of semasiology, a branch of philology concerned with meanings. The immediate history of Basic English may be traced to the remarkable chapter on "Definitions" in the "Meaning of Meaning" which G. K. Ogden and I. A. Richards wrote together. They discovered that in the definition of anything be it table or a force, a rabbit or a concept, certain words continued to come into the definition no matter how diverse were the things defined. This fact suggested that there might be a limited set of words in terms of which the meanings of all other words might be suggested. If so, then a very limited language is possible.

Ogden saw that such a language, if it could be made simple and explicit enough to be used by the average person, regular enough to be learned, would have immense usefulness. In this way basic English was born. It is a system of 850 words with a few simple rules, which can do the work

of 20,000. The system consists of 100 words, called "operators" which include the total supply of sixteen verbs, and all the necessary words for question, direction and relations; 200 names of picturable things; 400 names of general objects, of acts, feelings and complex ideas wrapped up in single words which are referred to as though they were physical things; and 150 qualities. Word economy in the use of verbs was conceived by Ogden's discovery that almost all English verbs can be broken down into their component parts namely the name of an act and the direction of the act. For example, "Going in a room" implies the idea of entering a room, "Going down the steps" of descending them, "Going up a tree" of climbing it and so on. Thus there is a whole group of words in which "Go" appears with the directing words, 'in,' 'down,' 'on,' 'up,' etc. Other groups of words centre around the also fundamental operation of "putting" or "taking" and "giving" or "getting." Thus we get down to the lowest common denominators of the whole class of ideas which we usually talk about in terms of verbs.

In the other set of words almost the same process of descriptive analysis was carried out systematically by a method which Ogden has named "Panoptic conjugation." What emerged thus is a close-knit practical language within a language. Basic English has primarily an utilitarian purpose. It does not claim to substitute the full language in all its functions. Basic is a language of exposition rather than expression. It is therefore effective at a practical rather than a poetic level.

Basic English was made to be an auxiliary international language. It can be used as a quick first step to English. Within its limits you can say anything you

want to say, and you can say it in good English.

One of the earliest places in which Basic English was taught as a first step to English was Denmark where a night school in Copenhagen had such spectacular success with it in the first year that the classes were asked to broadcast. In Czechoslovakia, it was backed up by the late President Masaryk and enthusiastic interest was aroused. In Russia, the Red Army is said to have learnt Basic English under the guidance of Mme. Litvinov, who has trained groups of teachers in many parts of the country. In Germany, it is stated, a number of books about Basic have been translated and some texts printed with notes in German.

In China the interest has been great. The Orthological Institute at Peiping worked closely with a committee appointed by the Minister of Education for the improvement of the teaching of English. The minister wanted a whole province to be selected and used as a laboratory. When the War interfered with the intensive work of preparation of texts in the north, the province of Yunnan was selected. A knowledge of English has been so necessary that Basic has seemed to many teachers to suggest an answer to a difficult problem.

Japan has gone ahead with Basic. The key books of the system have been reprinted in English with Japanese notes. Also a new dictionary of Japanese words and phrases defined in basic has just been completed.

In Indo-China small groups of Annamese meet at evening classes and are taught English through the Basic system. In Malaya and Burma it is beginning to be a help to countless students who are learning

English for business or examinations. For the benefit of those who appear for British examinations, the examining committee of Cambridge University has listed a number of Basic English books for test reading. The publishers of Penguin Books are about to launch a Penguin series for India to be entirely in Basic English.

In the United States of America, Basic English is being used for various purposes. The Department of Education in the state of Massachusetts has been teaching it widely to beginners in English for some years. Other states have been waiting for enough text-books to follow their example. Radio and film companies are interested in its applicability to their internationally distributed wares, and individual business and professional men are using it for such varied purposes as a manual on the use of aircrafts' instruments for mechanics, to a book on arthritis for laymen. And in American schools and colleges, its usefulness in forcing analysis of what is being said is making it a help to English departments, notably at Groton school for boys in the east and Whittier College in California in the West. Even in some nursery schools in New York children are being taught by a Basic English and picture method for all the early stages.

The English language and literature has passed into the intellectual and spiritual heritage of India. Whatever may be the political future of the country, India must keep to the English language as an instrument of international intercourse. The system of Basic English which has recently been introduced to India will help raise the percentage of literacy in the English language.

'The State should see that the spirit of freedom is incarnated in the conscience of a people. It should create men useful to God and to humanity and especially to the nation.'

THE CLASS-LIBRARY SYSTEM

By Mr. D. KRISHNAYYA

PERHAPS, one of the potential ways of using the school library is by the class-library system. What a class is in relation to the school, everybody knows and much in the same manner, the class-library is an integral part of the school library.

The school library is the fountain spring of culture and education and the right use of it is of immense value both to the teachers and the taught. What part self-education plays in the cultural development of the country, educationists are incessantly pointing out and this is a new trend in educational methods. In the words of James Russell Lowell, 'The better part of everyman's education is that which he gives himself; and it is for this that a good library should furnish the opportunity and the means.'

The need for the school library is plain and the utility thereof is immense. So that the pupils may use the contents of the school library effectively, it is divided into two sections—the general and the class section. The general is the school library or the central reservoir for the supply of culture—the nectar of life.

From out of the school library, teachers select books for the use of their pupils and distribute these books to the pupils according to their choice and attainment. A register is no doubt maintained by the teachers for the issue of the books to the pupils. The teachers themselves make a note of these books in the general issue register of the school which is maintained by the school librarian. As new books arrive, the librarian puts up a classified list of 'new arrivals', and taking advantage of this, the teachers try to present these books to their pupils and the school librarian himself helps the pupils to take a choice of these new contents.

To attract the pupils to the school library, it is profusely and tastefully decorated by means of pictures of national leaders, the men of letters, fine pictures of library buildings in our country and elsewhere, pupils at the book shelves, and the like and educational maxims as, "Books are for USE," "Books for All," "USE makes a library big," and so on. A periodical section as an adjunct to the library, with choice periodicals which children love much, is a necessity as experience points out. Literary games like word building, map study, album making, picture painting, stamp collecting, cross word puzzles and the like may also be arranged as a pastime. Story telling and the popular *Harikatha* and *Puranic Kalakshepam* on modern lines may also be adopted with advantage. From out of the school library, the school magazine can easily originate. In one word, the pupils may be made to use the library as their study—the chief place for the preparation of their lessons and the field to exhibit their literary faculties.

The librarian if he is a trained one in the art, can really do a good lot in inculcating the 'reading habit' in the pupils and in making them use the library to their satisfaction and delight. A warning may be given here that the librarian should not impose himself and his views on the pupils but simply guide them and instruct them in the art of pulling information from books which show joys and fears, hopes and sorrows.

'For all who wish to learn', the school is the centre and the school library the motive force. The responsibility of the school librarian is indeed great if he minds to discharge his function satisfactorily. He can either make or mar the usefulness of a library. The first step in the right use of books is the classification of books which

is followed by cataloguing. What is meant by classification and why classification of books is a necessity, for the effective use of a library, is a topic by itself: still it must be admitted that when even the fruit-seller arranges his fruit of various kinds into tiny, and neat groups or piles, according to their quality and kind and sometimes even gives them tasteful paper jackets of different colours, only to attract customers to his stall, the need for the classification and the cataloguing of books is all plain if he wants that others should enjoy the contents of his charge. What is librarianship if not effective and masterly salesmanship! When the books are classified and catalogued the scheme of classification together with a copy of the catalogue must ever be before the readers. A manuscript catalogue is recommended to the school library. When University libraries are working by means of manuscript catalogues there is no wonder in suggesting such a form for the school library. Experience warrants such an expression. The loose-leaf system of the manuscript catalogue will serve the purpose admirably. When new books are received, entries can be given then and there in such a form and the librarian if he so minds can ever keep his catalogue of the school library up to date and for this purpose mainly, besides other advantages, this form of the catalogue is a powerful tool. The teachers and the taught must make use of the library by actual contact. The readers can very readily know whether the books they want are available or not. If not available a second choice can easily be made and the librarian will ever be ready to assist readers in the matter of the selection and issue of books. The manuscript catalogue demands the presence of the reader in the library and selection of books is easy and effective. If the readers gain

the habit of approaching the library at least by this manuscript catalogue, the various ways and means adopted by the librarian will surely enable any reader to have his or her book and in the like manner books their choice readers. If this can be gained at least by slow gradual practice, what more is necessary to make the library a true torch of knowledge?

To give the pupils the necessary training in the art of handling books and using them effectively, the school library may be open for the entire school for a few hours a week—say each Saturday morning 8 to 11 a. m. This is a holiday for the school but pupils desirous of using books are invited so to speak to make use of the contents of the library. Ordinarily, the school hall is used for this purpose of making the pupils study their favourite books and in silence. Pupils from the highest class to the lowest class in the school, will all be there: even little children by the side of their elderly brothers, as the little children in literature by the side of their elder brothers. Books of Reference, the Librarian will place on the table, in the hall, so that the pupils may use them according to their necessity. Till the pupils get themselves accustomed to silent study, the librarian may instruct the pupils to study in silence. By this the pupils will be able to gain concentration and the right and careful way of handling books. The rich resources of the Reference section, the pupils will be able to gain by the instructions of the librarian. The pleasure of seeing a number of pupils of different ages and attainments in the silent pose of self study is really rich and this is the ardent wish of any school librarian. Such a method will ultimately prepare the pupils to use the contents of the Public Libraries also to an effective degree of satisfaction.

"I would say that with life, liberty, and education we are sure of the pursuit of happiness."

—Fiorello La Guardia.

HEALTH EDUCATION IN INDIA

Dr. G. F. ANDREWS, M.A., Ph.D. (Columbia)

ONE accustomed to the rapid, intensive and organised progress in the western countries in matters concerning the health of the nation will find that the pace of progress in India is very slow—even as slow as that of the proverbial bullock cart. The vastness of the country which is nearly 3 000 miles from the mighty Himalayas in the north to the verdant Cape Comorin in the south, and almost 2,000 miles across in places, the prevailing traditions and superstitions in the 7,00,000 villages which contain nearly 90% of the population, the extreme poverty and ignorance, the heterogeneity in the British Provinces and the Indian States are some of the factors to be reckoned with. The problems in health education are manifold, but the general awakening all over the country for a better and fitter nation has resulted in more being done in the past few years than ever before.

In the narration of measures for effective health promotion, the prime place must be given to the Prohibition Acts all over the country where Congress Governments are in power. It is needless to go into raptures over this wise act of the peoples' Government because the beneficial effects of abstinence from alcohol in any kind is well known. The Congress Governments are to be congratulated on their boldness in tackling this problem so speedily and successfully.

The Madras Public Health Act will take precedence over many other health promotion measures since this is the first piece of legislation for health in this country. The provisions are far-reaching, and the Act has been acclaimed by one and all as a just and wise measure long overdue.

The deep interest taken by Her Excellency the Marchioness of Linlithgow in the welfare of the people has borne fruit in the

intensive campaign against Tuberculosis and the substantial donations to the Anti-tuberculosis Fund. Her interest in the Child and Maternity Welfare work has given a fillip to the movement which had and even now has the Indian Red Cross Society for its sponsor. The activities of the Red Cross Society in interests of the health of the people are too well known to be repeated here. Suffice it to say that the Indian Red Cross Society does really play a noble part in the amelioration of suffering and distress all over the country.

As a direct result of the example set by His Excellency Lord Linlithgow, Viceroy of India, milk supply to children in elementary schools is fastly receiving more and more attention. Where milk is not available, Calcium Lactate and such substitutes are supplied.

Other agencies which help to promote the health of the nation are the Scout Movement, The Junior Red Cross, Nursery Schools, New Era Schools (based on the principles and methods of New Education), the several All India and Provincial Sports and Games Associations, etc. Each makes its own contribution to the building of a better and healthier India.

The nature of work done in educational institutions is somewhat as follows:—

1. Teaching of Elementary Physiology and Hygiene.
2. Medical inspection where possible.
3. Physical Education.

The need of Health Education in educational institutions is yet to be recognised and consequently whatever health instruction or supervision is done, is very perfunctory and superficial in its nature.

Physical Education, however, has been receiving some attention since the Y.M.C.A.

began to co-operate with the governments some twenty years ago. The Y. M. C. A. College of Physical Education, Madras, has done pioneering work in this field and the Y. M. C. A. Physical Directors have rendered yeomen service. The Congress Governments have been active and in Bombay and Central Provinces have set up Boards of Physical Education to advise Government in matters concerning play recreation for the people. Bombay has also set up a College of Physical Education to train College graduates to be leaders of physical education in the province. Other Colleges of Physical Education are at Calcutta, Hyderabad, Lucknow and Lahore.

The Physical Education programme varies from province to province and state to state. The emphasis varies from formal physical training programme of Swadesh drill and calisthenics to entirely indigenous programme of Suryanamaskars, Dundhals, Bhaskis, etc. All, however, agree in providing team games to the students not only for the hygienic and exercise values, but also for their character values. Emphasis is slowly being placed on the right type of leadership so that the inherent values of natural physical activities may be fully realised.

Mention must be made of the Educational Associations which provide for discussion of health and physical education programmes on their platforms. The Madras Provincial Physical Education Association is now the only Provincial organisation in India for Health and Physical Education, while the All India Federation of Educational Associations provides

for a Health and Physical Education section in its proceedings. Provincial Associations like the South India Teachers Union, the All Bengal Teachers Association, etc., also take up the cause of health and physical education and contribute their quota to the solution of problems in Health and Physical Education.

The above is a brief narration of how health and physical education is making slow but sure progress. Much still needs to be done. For example,

1. Public health consciousness has to be widely awakened. There is some awakening, but it is not general and the public are yet to be educated in matters concerning health and physical fitness.

2. A widely awakened public should see to it that the educational authorities give health education its due place in the curriculum, that they introduce effective health service and supervision, and that healthful living conditions exist in all schools.

Health Education in India is yet to come into its own. But as E.M. Sanders said at the 7th Biennial Conference of the World Federation of Educational Associations at Tokyo—"the spirit of the age sweeps through all alike and we see everywhere a movement towards the raising of the general standard of health throughout the people; the scope of our traditional sport and open air life is extended; special measures are taken for the education of girls; infant and child welfare assume the importance it deserves; the spirit of the school is changed so that co-operation replaces force; and above all science is taking its place as the guide of modern life."

"We talk of equality, but even in the case of education, children in some districts receive more than twice as much as others. We talk of the rule of the majority and for years submit to a curriculum legislated for us at the insistence of small but active pressure groups. We talk of representative government, and we find that boards of education act, not according to their own superior knowledge, but at the bidding of popular whims. We talk of the duty of active participation but in effect disfranchise ourselves by failure to know about and participate in the nominating machinery of parties and by failure to vote if business or golf make it inconvenient to do so. We talk about the necessity of trained, intelligent leadership, but we refuse to allow teachers a voice in party affairs."

—Nicholas Moseley.

UNIFORMITY IN TEXT-BOOKS

New Education Fellowship's Views

(Note prepared by the Sub-Committee appointed at the meeting of the New Education Fellowship, Bombay Section)

THE New Education Fellowship stands for what is usually termed progressive education, the spirit of enquiry and investigation into the learning process and the organisation of the content of education, the continuous study of how best to meet the needs of children, the constant evolution of methods and materials.

The Central Executive of the New Education Fellowship in a recent reformulation of aims and principles says "Education should start from the child as he is. There should be no arbitrary imposition of rigidly prescribed content or method; curricula and procedure should take shape in terms of the nature and experience of the child."

From the terms of reference of the Text-Book Committee appointed by Government and from the questionnaire issued by the Committee it appears that Government is not necessarily planning the imposition of a series of uniform text-books but is examining the whole question of the selection and preparation of books, the investigation of costs and the best method of lowering them. But the questionnaire does include the possibility of a single uniform set of text-books for each subject.

If by uniformity is really meant restriction for all schools to one or even a strictly limited series of text-books prescribed by Government, with no provision for experiment in new methods and new books, this would end in stagnation in educational method and the crippling of all experiment. It would, therefore, be a policy opposed to every principle the New Education Fellowship stands for.

Where the State provides education on a large scale, there will probably be a large

measure of conformity to certain accepted standards. We believe that in the sphere of primary education this will naturally be more evident than in Secondary Education. But even within the State system the principle of freedom should definitely be accepted. Progressive schools should not be penalised into acceptance of conformity, for it is there that new methods of approach could be tried out and worked out, which might later be generally useful to all schools. The principle of freedom is always and everywhere more important than the principle of uniformity. The principle of freedom leaves room for uniformity, that of uniformity denies and excludes freedom and hampers growth.

While we would emphasise our sense of the grave dangers in accepting the principle of uniformity, we recognise the existence of certain conditions that have led to an inquiry into this problem:

- (1) the evils of unstandardized and haphazard publication.
- (2) the possibilities of corrupt practices in the sale and selection of text-books.
- (3) the question of burden of cost to the parent.

There is a case for (a) closer scrutiny of text-books submitted to the Department, (b) sanction being based only on the definite suitability of a book for a given purpose, (c) the revision and possible curtailment of the sanctioned list at stated intervals.

It should be possible for the Department to investigate and lay down certain criteria for the preparation of new text-books to be submitted for sanction. An investigation into the various types of text books at present in use in the schools is a

fruitful line of inquiry suggesting criteria of suitability. The Department might obtain opinions from schools as to what text-books they use and why they find these suitable.

On this question of adoption of standards to prevent haphazard and unsuitable publication the Seventh International Conference on Public Education (*Vide* The Year-Book of Education, 1939) makes recommendations how these should be worked out: "School text-books should fulfil definite requisites in three fields: pedagogical (scientific bases and methods); technical (appearance and make-up); and economic (purchase price.)"

There is next the question of cost to the parent. If there have been cases of undue cost to the parent, stricter supervision under the present system could deal with the danger. If it were obligatory upon schools to acquaint the Inspector with the reasons for changing a text-book within a given period (three to five years) and to obtain his specific sanction, that would correct haphazard changes.

In addition the Department might work out reasonable estimates of the annual cost of books for different forms, with upper and lower limits. Schools also might take active action in the passing on of books from class to class through a second-hand store. Actually, it is the experience of teachers in many schools that children do pass on books; and many well-bound books have a five to six years' life.

We would also point out that the question of cost is a relative one, when one considers the great value of the good text-book as a teaching tool and the proportion of its cost to the total expense of education. We think that this is a fruitful line of investigation, if the Department could work out the relative cost of the text-book to the total cost of education:—buildings, furniture and equipment, salaries, cost of state supervision and control.

A further line of investigation is the feasibility and possible economy of state

production. This would again be more acceptable in primary than in secondary education. But as regards the economy of state production there is little or no evidence that this is definitely cheaper. In this connection we may draw the attention of the Committee to the experience of state publication and printing in the State of California (*vide* The Text-Book in American Education, Thirtieth Year Book of the National Society for the Study of Education—Pages 242-246 "California's Experience with State Printing".)

We quote at some length an extract from the proceedings of the Seventh International Conference on Public Education held at Geneva in July, 1938, *vide* the Year Book of Education, 1939 published by Evans Brothers with the help of the Institute of Education, London.)

"To prevent the drawbacks of too frequent change of text-books and the harmful consequences for the pupils which would result, it is desirable

- (a) That the number of text-books approved by the official authority should be limited in each branch and class;
- (b) That the approval given should hold good for a sufficiently long period;
- (c) That the number of text-books used in any one class should not be too great, especially in primary schools;
- (d) That there should not be too many changes of text from one edition to another of a particular text-book at least unless they are justified by sufficient reasons;
- (e) That endeavour be made, as far as possible, to assure collaboration between the local education authorities, in order that pupils changing their schools should not be obliged to provide themselves each time with new books;
- (f) That the right of the teacher to choose the text-book to be used, according to his conceptions of his

pedagogical preference, should be restricted by the approval or the ratification of the competent committees.

(Editor's Note. The whole of this recommendation should be carefully studied by those who still profess a belief in democracy and that the best results in education are obtained where the maximum freedom is granted to the teacher. If this change were but into operation, teachers would soon be restricted to prescribed syllabuses, to the use of text-books approved by official authority and kept in service until 'economy' allowed a change. This tendency to restrict the freedom of teachers was dealt with in the Year Book of Education, 1938, pp. 35-36)."

We may note that the recommendations of the Conference represent an attitude of greater conformity and control than would be accepted by the N. E. F., or by an education authority such as the Board of Education in England which allows not only freedom of text-books but also of curricula. (*Vide* the Editor's footnote

which we have included as part of our extract.)

Nevertheless nowhere in the recommendations is there acceptance of uniformity in the sense of a *single* system of text-books.

In fact the system as it is at present in the Bombay Province conforms to the recommendations made by the Conference, though even this amount of conformity is being opposed by progressive educationists. For example, Recommendation (f) of the Conference is in force in the Province since the system of a sanctioned list exists. The continuance of this system, with its safeguards, is surely a minimum requirement. But it may be seen from the Editor's note that the state system in countries like England is considerably freer.

Finally we repeat that we stand for freedom. Where we recognise the existence of certain conditions that call for inquiry, we wish to emphasise the need for system and a measure of standardization, a *very different thing from uniformity*.

ESSENTIALS OF A LIBERAL EDUCATION Glowing Tribute to Andhra University

SIR NILRATAN SIRCAR'S CONVOCATION ADDRESS

[The following are extracts from the Convocation Address of the Andhra University delivered by Sir Nilratan Sircar on 7th October, 1939.]

DESIRE to offer you my sincerest congratulations on the emphasis that you have been able to place on the conduct of research. Your record of researches carried on by teachers of the University, both from the point of view of quality and quantity, brings you credit and confers on you distinction. It is gratifying to note that the Technological Department has won the Government of India prize for sugar technology. I am happy to find that you desire to give to music a recognized place among the subjects of study.

While dealing with the future lines of development of the University, your last report refers to the question of educational reconstruction. There can be no doubt that the time is quite ripe for a thorough overhauling of the entire educational system in India and with the introduction of provincial autonomy it should be possible to introduce a well-planned and properly integrated scheme of education from the lowest to the highest stage. In order that any reform that may be introduced in your scheme of studies may be effective, it is of absolute importance that those responsible for primary and secondary education should be induced to take the needed steps for improvement and reform along with any measures of reconstruction that may be undertaken in the upper stages.

Essentials of a Liberal Education

In order that a modern University may be able to fulfil its purposes in a proper manner and on an adequate scale, it is necessary that there should be a clear understanding of the conception of general liberal education, the University being the chief educational authority responsible for fostering such education in its area of operation. This is needed in view of the fact that there has been a considerable difference of opinion even among eminent educationists as to what constitutes liberal education since the days Plato and Aristotle expressed their ideas on the subject. It is contended by certain critics that any education other than purely literary and purely scientific cannot be included in any scheme of general liberal education and that such education is beyond the scope of any university. This has resulted in considerable loose thinking as to the relative importance of purely literary and scientific studies on the one hand and studies of so-called utilitarian or non-cultural subjects on the other. There is also much confusion of thought as to how far the university is the proper authority for imparting technical education. Prof. A. N. Whitehead in his work, *The Aims of Education and Other Essays*, refers to the subject at some length. A national system of education, Prof. Whitehead thinks, should make use of three main methods, namely, the literary curriculum, the scientific curriculum, and the technical curriculum and that each of these curricula should include the other two. Your University I am glad to find has taken the right course by including technical studies in its curricula.

Teaching of Medicine in India

Let us turn our attention for a few minutes to medicine and public health on the teaching of which your University has devoted considerable attention. With the passing of the Indian Medical Council Act in 1933, attempts have been made to raise under-graduate medical teaching to a higher and more uniform standard. The medical curricula have undergone many changes since 1892 when direct connection was established between the Indian Medical College and the General Medical Council of the United Kingdom. Although the Indian Medical Council has done good work within the short period of its existence, handicap to co-ordinated progress in the teaching of medicine and surgery in India has arisen as a result of the control of

this body by the General Medical Council of the United Kingdom. The special needs of India and of Indian students must be kept in view in framing a medical curriculum and in introducing appropriate courses of training. Indian students and Indian conditions should receive special emphasis from the teachers. A fair amount of research work has been carried out by Indian workers on diseases prevalent in this country within the last four or five decades; hence an Indian orientation to medical teaching can very well be given now by those who are responsible for the same. Researches into the etiology and pathology of unexplained diseases and on therapy, particularly in the domain of indigenous drugs, should receive special attention. With the excellent natural advantages which India possesses as regards her soil, climate and plant flora, and with proper and adequate training of young students in chemistry and allied subjects for handling these and other relevant matters, it should not be necessary for her to depend wholly on imports. Each time a war blockades the communications between the West and the East we realise our helplessness in the matter of the supply of medicinal preparations and chemicals. I hope the young generation which I see before me here will try to remove these wants in a large measure.

Rural Medical Relief

A time has come when we should give a public health orientation to medical teaching, and this should be in consonance with the needs and the environment which a student or a medical practitioner or a public health worker will have to deal with. If we have to supply one qualified doctor and one qualified public health man to a group of three villages, we shall require 200,000 workers of each category to put a well-considered scheme into operation for India's 600,000 villages. As a result of scientific medical teaching for the last 100 years, we can now supply 35,000 qualified doctors and only a few hundred public health workers for the above purpose. If we go on at this rate, it will take for us another 200 years to raise India to an up-to-date world level. The need for rapid progress in these directions is, therefore, obvious.

Need for Single Medical Register

With the establishment of provincial autonomy in the provinces, efforts are being made to give official recognition to the Ayurvedic, Unani and Homoeopathic systems of medicine.

The basic sciences of chemistry, physics, biology, physiology, pharmacology, pathology and bacteriology are the same all over the world. The present tendency to register practitioners of various so called systems of medicine, lacking systematic scientific training of any sort, is a move in the wrong direction. The question of prevention of epidemic diseases cannot be successfully solved, unless scientific methods of proved efficiency are adopted. How can we apply all the different systems of medicine towards this end? The proper move should be to have only one medical science which has been worked out by the scientists all over the world, incorporating into it whatever good there may be in the indigenous medical sciences of the country. If this is done there will be only one medical register in the country which should facilitate the control of medical relief and sanitation for the entire population. It is for this reason that I am compelled to discourage the teaching of the so-called medical systems, without the help of the basic sciences. If India is to achieve her place among the first rank nations of the world, she must advance with the help of modern sciences and she must discourage retrograde measures of the sort that are being encouraged in some of the provinces, without fore thought and imagination.

Mother-tongue as Medium

Among the problems of reform that await solution the most pressing is the use of one's own mother tongue as the medium of instruction in place of the English language. My University has just adopted the use of Bengali as the medium of instruction as also of examination in place of English in many of the courses in the Arts and Science Faculties. Similar action is needed elsewhere also. In this matter the example of Japan is of classic importance and should give us courage and hope. It is true that there will be difficulties in the beginning, such as preparation of proper text-books, etc., but these, it has been found, are not insurmountable.

Development of Industries

It is imperative that the wealth of the country should be adequately increased by proper measures of industrial and agricultural development. This is needed not only with a view to removing the conditions of abject poverty and indescribable misery in which the vast mass of the people of India pass their days,

but also for concerting proper measures of national development. In all this it is, of course, the primary duty of Government to take the initiative. But if you realise your responsibility, you will be able to render suitable help either as future citizens, or, as future legislators, or as public servants or leaders of public opinion, or, in other ways.

Importance of Military Training

I desire to refer very briefly to another matter of vital importance, namely, the need of effective measures for the protection of the people of India against foreign aggression. The sanguinary conflict that is raging since sometime past between different nations has brought home to all thoughtful Indians the utter helplessness of her people against any future foreign offensive. For over half a century Indian public men have urged that proper steps be adopted for opening recruitment to the Army to all classes and sections of the population, in place of the present system, which favours certain classes and provinces against others, and that adequate opportunities be given for the appointment of educated Indians in the higher ranks of the Army in sufficiently large numbers in order that India may gradually become self-dependent in the sphere of defence. This just demand has so far met with a very meagre response. No time should now be lost in bringing into being a modern and efficient force manned by Indians, without any distinction of class, creed, or, province, in order that the people of the country may be enabled to defend themselves effectively against foreign attack. Dr. B. S. Moonje, of Nagpur, is entitled to our gratitude for his ceaseless efforts for the establishment of the Bhonsla Military Academy at Nasik, the first of its kind started for military training, under non-official auspices. It is desirable that military training should be organized in all the University centres, as has been done in Calcutta, so that educated young men could be trained and would be prepared to protect their motherland in case of need. The accounts we have in old Bengali literature show that Bengal was till the eighteenth century full of 'Telenga Soldiers,' who were held very formidable in war. It should not be difficult for you to revive your old martial instincts under proper conditions. No autonomy or self-government can be real so long as the people concerned are not able to defend their country and their liberty against hostile assault and encroachment.

NOTICE

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

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

EDUCATIONAL INDIA

Masulipatam, Oct., 1939.

Educational Reorganisation in Kashmir *

THE report of the Educational Reorganisation Committee appointed last year by the Government of Jammu and Kashmir and presided over by that well-known educationist—Professor K. G. Saiyidain—is a document of very great importance and deserves to be carefully studied by all those who are responsible for shaping public opinion on educational matters and for carrying out schemes of educational reform in our country at the present day. It deals with all the significant aspects of our educational question and its recommendations—based as they are on extensive observation of the realities of life—are of a weighty character. It marks an important stage in the development of education not only in the State of Kashmir but also of the country as a whole. For, there is one thing that it reveals, viz., that though our country is divided into numerous Provinces and States, there is an underlying unity in the nature of the educational problems with which we are faced and in the direction in

* Report of the Educational Reorganisation Committee of His Highness' Government of Jammu and Kashmir, 1939, Srinagar.

which we should move if we are to solve them on right lines.

ALTHOUGH University Education has been enquired into by learned Commissions like the Sadler Commission on Calcutta University, it is only during the last few years that our governments have begun to realise the importance of elementary and secondary education. It may even be said that it is only now that we have understood the place of a sound basic education in our national life. A new orientation to this subject was given by Mahatma Gandhi when two years ago he placed before his countrymen his scheme of "Wardha Education." Today educational reformers are compelled to take that scheme as a starting point or even as the nucleus for all discussions on education, so much so that we may speak of them as either the friends of the scheme or as its opponents. These are the two broad classes of educational reformers in our country today—those who believe in craft-centred education and those who do not believe in it. Among those who belong to the former category there are some who offer only a lip-sympathy to Mahatmaji's ideas and others who are sincerely convinced of the soundness of his scheme and who are determined to give a practical effect to it.

PROFESSOR Saiyidain's Committee may be said to belong to the last of the above classes. It believes wholeheartedly in the Wardha System of Basic Education and its recommendations are more or less similar to those of the Zakir Husain Committee which worked out the details of Mahatmaji's scheme. In its opinion the existing system of elementary education in Kashmir has not succeeded in solving

the problem of mass illiteracy and mass ignorance; nor is it going to solve it. The pace of educational progress is very slow; the system involves a great deal of stagnation and waste; there is a very considerable lapse into illiteracy; the academic and professional qualifications of teachers are quite unsatisfactory and the courses in schools are narrow, academic, out of touch with the needs and problems of people's everyday life and unrelated to their practical occupations like crafts and agriculture. These conclusions are based on a thorough survey of existing conditions in the State and are supported by a large mass of evidence in the shape of facts and figures. They show clearly that Kashmir suffers from a system which is not peculiar to that State but is common to the whole country.

THE Committee is of the opinion that the only effective remedy for these defects is the introduction of a full course of "basic" education in the essential minimum of education required for every citizen to equip him for his fundamental needs and duties. There are two points of great importance made out in this connection. One is that the course should extend over a period of not less than seven years. The other is that boys should be kept at school between the age of 7 and 14. The implication of this is that compulsory basic education should not commence before the age of 7, as this will have the advantage "of enabling children to acquire better mastery over their craft work which it would be difficult for them to achieve at an earlier age." The recommendation that boys should be in school till they complete the age of 14 is based on both psychological and educational grounds. If

useful civic training and social knowledge are to be given the boys should be at school during the early years of adolescence—that is, between the ages of 12 and 14—the period when the child's social and civic consciousness begins to quicken. All these and other related points are fully and cogently discussed and elaborated in the Report.

THE Report has a special value from another standpoint. It lays down a practical plan on the basis of which the proposed educational reconstruction should be carried out. It recommends that 100 'basic' schools should be opened every year so that in about 25 years all villages might be provided with the required educational facilities. The recommendations in regard to school buildings, the provision of funds and the training of teachers are equally businesslike. It lays special emphasis on the qualification of teachers and expresses the view that the minimum qualification of a teacher should be a matriculation certificate. In these days, when in all parts of the country there are thousands of matriculates, undergraduates and graduates who are unemployed and who are prepared to work as teachers even on low salaries, it is meaningless to appoint persons with lower qualifications as teachers.

AS regards Secondary Education the Report is emphatic in saying that provision should be made for diversification of courses. This is a point on which there is unanimity of opinion in our country to-day. Governments are busy in drawing schemes of vocational instruction. But there is one danger which has to be guarded against, a danger to which attention is drawn in the Report. Schools with a vocational bias must not become mere trade or

craft schools teaching mechanical operations to boys and girls. They must be real schools of secondary education "providing an adequate background of general knowledge and culture through a study of some of the important scientific and social studies as well as languages." The section of the report devoted to this topic deserves to be closely studied.

THERE is one recommendation made by the committee on which there is bound to be a good deal of difference of opinion. It is the imparting of religious instruction in schools. It is of opinion that this is a necessary function of all schools. But we are unable to subscribe to this view. It is a very difficult task to draw an appropriate syllabus for the study of religion. It may also strengthen the animosities and the frictions that exist in our country between rival religions and creeds. It is best that the State continues its policy of religious neutrality and leaves the teaching of religion to parents and to institutions not connected with schools maintained by government or receiving grants from it.

Sanskrit in Secondary Education

THERE is a good deal of misconception regarding the place of Sanskrit and other classical languages like Arabic and Persian in Secondary Education. This misconception is more widely prevalent in Southern India than in the north. There are, however, two or three essential points to be kept in mind in discussing this subject. In the first place Sanskrit is the language of Indian culture. No Indian can be said to be truly cultured and to have understood the spirit of

Ancient India—which is the spirit behind all medieval and modern Indian institutions—unless he has had the advantage of studying the Sanskrit classics in the original. It will, therefore, be a national calamity if among those that pass out of Secondary Schools there is not an appreciable percentage of persons with some knowledge of Sanskrit. In the second place Sanskrit like most classical languages is a language which is best learnt when a person is young and when the powers of memory are very strong. This does not mean that one cannot master it if he begins to study it at a late age; but such persons will be comparatively at a disadvantage. This is the reason why in old days instruction in Sanskrit was begun at the age of seven or eight and why in the secondary schools in South India today the practice is to begin it in Form I or II and not later. In the third place it may also be noted that no obstacles should be placed in the way of those few that are prepared to undergo the hardship of learning this difficult language and that steps should be taken to lighten their courses in other directions. It should not be forgotten that it is only a few after all that study this subject and that if as a consequence of it some of the pupils have to go without a knowledge of some other subject the consequences will not be of a very serious character. It is a very very small number that will be affected by these consequences and they are prepared to face them. It will not be a national tragedy if a few among those that come out of the secondary schools have a defective knowledge of the mother-tongue in consequence of their having given up its study in preference to Sanskrit after six or seven years of school life.

IF the above position is granted it seems to us that the recommendation made at the Secondary Education Conference recently held in Madras regarding the place of Sanskrit deserves to be reconsidered by Government before final action is taken. The recommendation is to the effect that in the first three forms of Secondary Schools Sanskrit is to be considered as an alternative to Hindi and not to the mother-tongue as is the case at present. We are unable to agree with this view because the position occupied by Hindi is not the position which Sanskrit has a right to occupy. In the first place the study of Hindi has become a subject of political controversy. The Congress Government may be compelled to modify the present policy; or if some other government takes its place, Hindi may be removed from the list of compulsory subjects in which Sanskrit also will be removed. In the second place there is no examination in Hindi and the attainment of a pupil in that language is not taken into consideration for purposes of promotion from a lower to a higher class. The instruction given in it is consequently very indifferent and similar indifference will be shown in regard to Sanskrit. Sanskrit has a right to be included in the courses in lower forms irrespective of the inclusion of Hindi in those courses. Its fate should not be linked up with that of Hindi. Such linking up means giving a death blow to it.

THE only alternative is that pupils should be permitted in the secondary stage to take Sanskrit or Arabic or Persian as an alternative to the mother-tongue from Form II onwards. This will not considerably affect their knowledge of the mother-tongue; for by that

time they would have studied it for at least six years and they will continue later on to learn all their subjects through the mother-tongue. This is the practice at present and it is only if this practice is continued that there will be some chance of a few pupils learning Sanskrit. If the soul of India is to be preserved it is essential that encouragement should be given to the study of Sanskrit even at the expense of the mother-tongue. The idea that Sanskrit is an Aryan and not a Dravidian language, and that it should not have any place in Dravidian India deserves to be given up even though it is being entertained by some 'big' people and exploited for political purposes.

Personal Notes

DR. SIR S. RADHAKRISHNAN has consented to preside over the 15th All-India Educational Conference to be held at Lucknow on December, 27 to 30, 1939 under the auspices of the All-India Federation of Educational Associations.

MR. SONTI KAMESAM, M. E. (Hons), M. I. E. (Ind.), Director of Development, Travancore Government, was conferred the Honorary Degree of Doctor of Science by the Andhra University at its last convocation.

THE RT. HON. THE MARQUIS OF ZETLAND, PROF. H. LUDERS and SIR JADUNATH SARKAR have been elected as Honorary Fellows of the Royal Asiatic Society of Bengal.

MR. TIN TUT, I.C.S., Finance Secretary, has been elected Chancellor of the Rangoon University. This is the first election under the new Act in accordance with which the University council is empowered to elect the Chancellor.

THE HON. KHAN BAHADUR AZIZUL HAQUE, C. I. E., Vice-Chancellor of the Calcutta University, has agreed to deliver the Convocation Address of the Patna University which will take place on the 25th November next.

THE LATEST FAD—BASIC EDUCATION

By J. B. KRIPALANI

Pp. 102. Published by The Hindustani Talimi Sangh, Segaon, Wardha, C. P.

MAHATMA Gandhi is the greatest and the most dynamic of revolutionaries; and the revolution which he is bringing about is an all-comprehensive one, embracing every aspect of Indian life. The idea of basic education, which he put forward two years ago and which has become a source of inspiration for many of the educational reformers to-day has given a new orientation to the educational outlook of the country. But there are very few among his admirers, as well as among his critics, that understand its true significance and the place it occupies in his general philosophy of life. In this thought-provoking book on Basic Education, Acharya Kripalani has succeeded to a remarkable extent in explaining this significance and the inter connection between Mahatmaji's general scheme of national reconstruction and his scheme of educational reform. As such the book is indispensable to every person who is really anxious to understand the nature of the educational changes that are being effected to-day in our country.

There are two fundamental principles associated with the scheme of basic education. One is that all education should be woven round a craft and the other is that the produce of the craft should be made economically remunerative so as to defray the recurring cost of education. In the opinion of Sjt. Kripalani both these are equally important and it is a mistake to separate them and to treat the second as subsidiary. He lays special stress on this and rightly also because there has been a tendency even among the followers of Mahatmaji to belittle the importance of the second principle. The Zakir Hussain Committee, which worked out the details of the scheme, has shown a tendency like this and it is there-

fore a welcome feature of the book that the author should have devoted so much attention to elucidating this aspect and answering all the objections raised against it. He has given an effective reply to those critics who think that it will lead to the exploitation of child labour and to the dislocation of the markets. The author has also shown that there is no reason to think that the first principle is either very novel or very revolutionary. It is found in the writings of Rousseau, Pestalozzi and Froebel. The Soviet system of education, which is so very much admired by the Socialist and Marxian critics of Mahatmaji, is based on the same principle. It is in conformity with the psychology of the child with his remarkable capacity for grasping the concrete.

The book contains a lucid exposition of Mahatmaji's philosophy of life based on truth and non-violence and removes some of the misconceptions ordinarily entertained on these subjects. The author is a little bitter towards the Socialists but there is a good deal of truth in his view that, after all, there is not much difference between the kind of Society that the Socialists want to establish and the one that Mahatmaji wants to establish. It is only in respect of means that they differ. All this exposition of Mahatmaji's philosophy is relevant in a book on education, for it is only in the light of that philosophy that the part to be played by basic education becomes clear. There is no other book which, within such a short compass, explains in such vigorous and clear language the essential features of basic education and what it stands for. It is sure to convert a large number of critics to its point of view and make the task of educational reconstruction much easier than what it is today.

—M. V.

THROUGH different PROVINCES

DELHI

ALL-INDIA EDUCATIONAL CONFERENCE

It is understood from a communique issued by the Secretary, All-India Federation of Educational Associations, that the Patna Reception Committee having expressed its inability to arrange for the conference, the 15th All-India Educational Conference will now be held at Lucknow on December 27-30, 1939.

Intending delegates are requested to communicate with Dr. L. K. Shah, the Secretary, Reception Committee, 15th All-India Educational Conference, Christian Training College, Lucknow, for arrangements for lodging, boarding etc.

CENTRAL ADVISORY BOARD MEETING

The annual meeting of the Central Advisory Board of Education will be held in Madras on January 15 and 16 next.

INDIAN STATISTICAL CONFERENCE

The third session of the Indian Statistical Conference will be held in Madras in the first week of January next. It has been provisionally arranged that the Conference will be opened by H. E. the Governor of Madras on the 3rd January. On the invitation of the Mysore University, arrangements have also been made for holding a special session in Mysore, possibly on the 6th and 7th January. There will also be a special session on Economic Statistics.

The hon. Mr. V. V. Giri, Minister for Labour and Industries, Government of Madras, will preside over a special discussion on "Labour Statistics."

The Government of India, different Provincial Governments, many of the important Indian States and Universities in India have given their official recognition to the Conference and are expected in many cases to send official delegates. Papers and scientific contributions should be sent so as to reach the Honorary Secretary, Indian Statistical Institute, Statistical Laboratory, Calcutta, before December 15.

MADRAS

INTER-UNIVERSITY CONFERENCE

It is understood that representatives of the Madras, Andhra, Annamalai, Travancore and Hyderabad Universities will meet shortly to consider the desirability of having a common matriculation examination.

COMPULSORY PHYSICAL EDUCATION

The Physical Education Committee appointed by the Conference for the reorganisation of Secondary Education, to review the present state of Physical Education in Secondary Schools and to make recommendations for improving the provision therefor, met recently and decided to make Physical Education, both theory and practice, a compulsory subject for S. S. L. C. public examination.

It was also decided to devote five periods in the school curriculum for the subject which would include physical training, games, scouting, cubbing and health instruction. If the scheme should be effective, an adequate and qualified staff would be necessary and the Committee suggested that the Presidency might be divided into four circles each under a Divisional Superintendent of Physical Education. Qualifications for Physical Directors and Instructors were also fixed. The Committee expressed itself in favour of the constitution of a separate Provincial Advisory Council on Physical Education which would be represented on any Council that might be appointed for secondary education and *vice versa*.

NEW SCHEMES IN THE ANDHRA UNIVERSITY

At the meeting of the Academic Council of the Andhra University held on the 6th instant it was decided to revise the courses of study for the B. Com. Pass and Honours Degrees, to bifurcate the Intermediate courses of study, to institute 'Electrical and Mechanical Engineering' as a subject of study in the Intermediate and to establish a Law College at Waltair.

STUDY OF SANSKRIT IN SCHOOLS

The conference appointed by the Madras Government to suggest lines of reorganisation of Secondary Education, met on the 13th and 14th instant and considered the recommendations of the sub-committees.

It is stated that the Conference felt that Sanskrit should be retained as a subject of study in substitution for the mother-tongue, but recommended to the Government that such of the pupils who might be keen on Sanskrit might take it as a substitute for Hindustani.

Four alternatives were discussed. The suggestion to introduce Sanskrit in the place of the mother-tongue of the pupil found little support. It was proposed that mother-tongue subject be divided into two parts—composition and text books with grammar—that composition be made common to all and that in the place of the latter, pupils if they so chose, be allowed to take Sanskrit. This alternative which was summarily rejected was that Sanskrit might be allowed to be taken by a student, in substitution of any other subject. The majority of the Conference favoured the suggestion that students who were keen on Sanskrit, might be permitted to take it, in preference to Hindustani.

BENGAL

INDIAN HISTORY CONGRESS

The third session of the Indian History Congress will be held in Calcutta commencing on December 15, 1939. Besides the reading and discussion of original papers on historical subjects, contributed by scholars, it is proposed to hold a historical Exhibition on this occasion. It is also proposed to arrange excursions to interesting sites. A strong Reception Committee is being formed to look after the comforts of the delegates and representatives.

BOMBAY

COMPLETE LITERACY IN TEN YEARS

The Government of Bombay have deputed their Special Literacy Officer to visit Bihar to study the organisation of adult literacy in that province.

Meanwhile the Bombay City Adult Education Committee, which has been conducting courses in adult literacy, proposes to start at least 500 classes next November and impart education to 20,000 persons every year. The

Committee also intends to open 50 libraries for the 'continuation' work of the literate adults.

A press note issued by the Public Relations Officer in this connection says, "It is likely that within ten years the whole of Bombay will be made literate and Bombay will achieve the unique distinction of having successfully eradicated two great evils—drink and illiteracy."

GOVERNMENT'S PROVIDENT FUND SCHEME

The Government of Bombay has sanctioned a scheme to provide provident fund for teachers in non-Government secondary schools. The Government thinks that the institution of a State-aided provident fund would stabilise the position of the teachers and create in them an abiding interest in their professional work.

The fund is open for subscription by all teachers in non-pensionable employment receiving a salary of not less than Rs. 30 a month and are between the ages of not less than twenty or more than fifty at the time of admission to the fund.

The control of the fund will vest in the Provincial Government and the contribution will be paid by the Government when the final payment to the teacher becomes due, such contribution payable in lump equalling one-third the amount standing to the credit of the teacher at the date. The fund will be managed by means of a Post Office Savings Bank system.

UNITED PROVINCES

ASSISTING EDUCATED UNEMPLOYED

The second meeting of the Board appointed by the U. P. Government to select applications for grant out of Rs. 1,40,000 provided for assisting educated young men in starting industrial and other undertakings, for the current year, was held recently at Lucknow. 40 applications relating to different industries were considered by the Board. Grants amounting to Rs. 12,800 were sanctioned to unemployed young men for starting industries such as, enamelling, manufacture of small machine parts, wood working, tanning, water tap making, soaps and hair oils, dyeing and printing, book-keeping and leather working, etc.

STUDY OF INDIAN CULTURE

The Vice-Chancellor of the Allahabad University recently convened a meeting to consider a scheme for the institution of an

annual course of lectures on different aspects of Indian culture.

It was agreed that an attempt be made to have a carefully planned course of lectures dealing with various topics relating to Indian culture, so that the members of the University and others may have some knowledge of the heritage of India.

A Society for the study of Indian culture was formed with Pandit Amaranatha Jha, Vice-Chancellor, as President and Dr. Banarsi Prasad Saxena as Secretary.

TRAINING OF SCOUT MASTERS

The Government of United Provinces has sanctioned a sum of Rs. 1,100 for the training of scoutmasters and another sum of Rs. 2,000 for badges to be supplied to 32,000 village scouts at the rural development centres as soon as they are trained. The scheme contemplates the inculcation of scout ideals among village youths on whom centres our only hope for the rebuilding of the social, cultural and economic fabric of our village life. The rural scouts will follow a non-sectarian, non-political and non-military policy and will bear the badge and honour of the flag of the Scout Association.

PUNJAB

INDUSTRIAL RESEARCH FUND

Following the creation of an Industrial Research Fund in the Punjab some time ago, the Industries Department of the Punjab Government has invited industrialists and cottage workers of the province to take advantage of the Department's research work in solving their difficulties. People connected with various industries have been asked to submit to the Department their problems connected with manufacturing processes or marketing difficulties. The Department will undertake the necessary research into such problems and advise the industrialists concerned.

SIND

MEDICAL SCHOLARSHIPS FOR WOMEN

Annual scholarships to encourage women to qualify themselves for the medical profession have been created by the Government of Sind. These scholarships, tenable for five years, are to be awarded to *bona fide* Sindhi women between the age of 16 and 25 years studying in the medical institutions at Bombay.

MYSORE

CONTROL OF PRIMARY EDUCATION

The Primary Education Committee appointed by the Government nearly two years ago to go into the question of the failure of the Elementary Education Act, completed its labours. The Committee have recommended the taking over control of primary education by the Government and divest the local self-governing authorities completely of any responsibility in the matter. District Advisory Councils will be appointed.

The Committee in its interim report submitted last October came to the above conclusion and suggested various measures for the acceleration of the progress of primary education in the State. The opening of 1,000 primary schools according to a programme was recommended.

TRAINING IN DAIRY FARMING

A new batch of students will be taken, this year at the Imperial Dairy Institute Bangalore, for its Indian Dairy Diploma Course, which commences in November and lasts for two years. The course includes technical and practical training in dairy and animal husbandry subjects, management of dairy farms, co-operative milk unions, etc. The Institute also arranges for a post-graduate course for agricultural and veterinary graduates and for officers working in the allied Government Departments in advanced research in animal husbandry. Short-period training courses, essentially practical in nature, running from one to six months are also provided at the Institute for the benefit of men in the dairy business. Practical demonstrations in the different dairy operations are also given to batches of Indian soldiers as part of their training for rural reconstruction work.

The question of according formal recognition to this course has been considered and the Government of India have decided that those who have in the past satisfactorily completed the course or who may do so in future should be designated as Associates of the Imperial Dairy Institute. This title will be denoted by the abbreviation 'Assoc. I. D. L.' which the successful post-graduate students will be entitled to affix to their names.



PUBLIC OPINION



SIR S. RADHAKRISHNAN ON INDIA'S CULTURAL HERITAGE

"It is possible for a nation to preserve its physical territories and lose its soul. Though India is to-day a subject country, she has not lost her soul altogether," said Sir S. Radhakrishnan, Vice-Chancellor of the Benares Hindu University, speaking at a reception held in his honour at Maharashtra Mandal on the occasion of the Ganesh festival on the 21st Sept., Dr. D. R. Bhandarkar, presiding. To those who demanded a blind imitation of the West, the lecturer uttered a word of caution. He referred in brief to the rise and growth of Greece, Rome and Byzantium, and spoke of the world war. A case had not been made out, he said, in regard to the insufficiency of Indian ideals. India had failed because she had not been sufficiently loyal to the great ideals by which her prophets had stood.

Sir Radhakrishnan referred to the enduring elements of the Indian culture and the need for reconstructing Indian society so as to make it more relevant to modern conditions and more representative of Indian ideals. Truth, however painful, would wound only in order to heal. We must discover what was wrong with our society and attempt to remedy the defects.

MR. H. C. PAPWORTH ON UNIVERSITIES AND SERVICE TO MANKIND

"Where nations and religions have failed, is it possible for the great sisterhoods of learning to come closer together and to find opportunities of service to humanity?" asked Mr. H. C. Papworth, Principal of the Presidency College, Madras, in the course of his address at the Annual Convocation of Annamalai University on the 6th instant. He said:

"The universities of the world, those great aristocracies of learning, have kept so much to themselves and have never exploited those vast opportunities of service to mankind, which, if they could only come together, they would surely find. Amongst universities all would be friends and allies; there would be no

enemies. If the best men and women of the world's universities could get together and broadcast their messages, they surely could convince the world, in the words of Lord Althorp over a hundred years ago, 'that the phantoms of national glory and national triumph were not worth the expense of blood and treasure by which they must be purchased.' This experiment has never been tried; this league of erudition, culture and integrity has never been formed; but I put it to you as a suggestion worthy of your thought.

"What an incalculable and lasting service it would be to all mankind if the universities of the world could liberate that goodwill which, as I have said, is latent amongst the peoples of the world. In the re-establishment of peace which must surely come, old methods may again fail. Above all other classes of men and women, cannot the universities, if they will, speak and be heard across the barriers of nations?"

HON. MR. C. J. VARKEY ON THE WARDHA SCHEME

Addressing a public meeting at Ellore on the 20th September, Hon. Mr. C. J. Varkey, Minister for Education, Madras, referred to the introduction of Wardha Scheme and said:

"It is not correct to say that the U. P. Government have started 2,500 elementary schools on the Wardha system of education. All that they have done is to herd together a large number of elementary school teachers, give them some sort of training for a couple of months, and send them back to their original schools. These schools are said to be based on the Wardha system. It is not quite so easy to introduce the Wardha scheme. Even the Zakir Hussain Committee recommended a 20-year plan for the introduction of the Wardha scheme completely throughout India. If Prof. K. T. Shah confesses that even he finds it difficult to teach all subjects by taking up a basic craft, it should be infinitely more difficult to do so for the elementary school teacher. The re-organization of secondary education at present being undertaken in Madras is not put-

ting the cart before the horse. It is only strengthening the horse so that it may draw the cart. The Madras Government is not out to do spectacular things. It is out only to achieve permanent result on the basis of deep-laid foundations."

MYSORE DEWAN ON THE TASK BEFORE STUDENTS

"Even now, while you are pursuing your studies and preparing yourselves to take your ultimate places in the social and economic framework of the country, you can help most effectively towards the creation of the New India by promoting in your own circles communal and social harmony." This was the advice given by Sir Mirza M. Ismail, Dewan of Mysore, addressing the members of the Students' Union, Mangalore, and the Students' Federation, South Canara, on 9th October.

The rise in the political and international status of India, continued Sir Mirza, would have reality only if internal conditions improved in corresponding measure. They all knew that the life of the country had been marked by bitter communal rivalries and conflicts, by the intrusion of religion into politics, by the low social and economic status of large sections of the community, and above all, by the prevalence of ignorance and lack of education among large masses of the people. The initiative for improvement in these matters would, no doubt, be taken by the elder generations and by those in authority. But if the task was to be performed thoroughly and extensively, the burden would ultimately fall on the rising generation who were now preparing themselves to enter life.

In conclusion, the Dewan said students could take an active part in social and educational reconstruction, by assisting movements whose objective was to bridge the gulf between the Hindu and the Mussalman, between the town and the country and between the educated classes and the illiterate masses. These activities were not spectacular, and did not make so immediate an impression as the organisation of a procession or a strike, but the work was constructive and the results, when they came, as indeed they should, would be a united country, whose people would be enlightened and would rejoice in the sense of a full life and of comradeship with each other.

MR. SATYAMURTI ON THE UNIVERSITIES AND NATIONAL PROGRESS

In the course of his inaugural address of the Madras University Research Scholars' Association, Mr. S. Satyamurti observed that it was a short sighted arithmetical solution and a foolish and suicidal policy to reduce the number of graduates because there was unemployment.

Mr. Satyamurti, continuing, said that public opinion in the country was beginning to have a larger and larger share in the decisions of the Government both in India and England. The question arose whether they had got the requisite man-power and woman-power to run a free country efficiently. He felt that they were not quite ready yet. They had developed loyalties inconsistent with loyalty to a free country—provincial, communal and sectional loyalties. If those loyalties were to go, where else could they find leaders except in the products of their Universities? He quite agreed that some of the worst leaders of the provincial and communal movements were unfortunately University men but they were exceptions and not the rule. Universities must correct this defect.

He believed that the nexus between the University activities and the wealthy people had not been very intimate. If the Universities took up activities appealing to the people, it would go a long way to tap private sources of philanthropy. There was also scope for retrenchment in University expenditure. Salaries could be fixed at a maximum of Rs. 500. For the success of research, he agreed there could be no outside control but only intellectual honesty. He, however, wished to ask if all their researches should have nothing to do with the seething problems of the country. Extra-academic activities would enable them to play their part in all walks of life. They must have conscription for all unemployed graduates for doing social service in villages. The Universities should also play a larger part in the supply of officers of the Indian Defence Forces on whose absence the Government now banked for denying the pace of Indianisation.

FOREIGN CURRENTS

EDUCATION FOR DEMOCRACY

By Mr. BERTRAND RUSSELL

DEMOCRACY is a desirable thing, assuming that it can be worked. We would like to preserve democratic government, we think it is a good thing, and we want to know how it is to be made workable. It is subject to a challenge in our day, and we have to consider its foundations and how it is to be defended.

Education has a very large part to play in making democracy a workable system. This cannot be done when your population is illiterate. What kind of education is necessary if one is to avoid the pitfalls into which many democracies have fallen and which have led to dictatorships? Democracy needs two things that tend in different directions. On the one hand, every man needs to have self-reliance and self-confidence, a willingness to back his own judgment, to set forth his own point of view, to defend it, to do and organize propaganda for it, and so on. On the other hand, a man must be willing to submit to the authority of the majority when that authority goes against him. One or other of those two things is very apt to fail. Either men become too subservient and follow some leader into dictatorship; or are too self-assertive, do not submit to the majority, and lead their country into anarchy. Education must try to produce the type of character willing to advocate its own opinion vigorously and to submit to the majority when it finds the majority going against it.

If democracy is to be workable, the population must be free from the fiercer emotions of hate and destructiveness, and also from the emotions of fear and subservience. These are emotions which are inculcated in very early childhood.

If you want to get a people into the habit of initiative, of thinking for themselves, you must get them into attitudes of neither subservience nor rebellion against authority. Everybody in a democracy ought to have a portion of the governmental mentality—equal co-operation, which involves assertion of your opinion up to a point but not further.

The temper of intelligence needed in a democracy is exactly analogous in practical life

to the scientific temper in the intellectual life. We have to have a kind of tolerance one towards another, which is more easy to have if you think, "Well, I may after all be mistaken. This is how it seems to me, but people have been mistaken in the past. Human beings are fallible, and I am a human being. It is just conceivable that I may be wrong."

I should like to see people exposed in school to the most vehement and terrific argumentation on all sides of every question. Opposite propagandists would neutralize each other. What the person who cares about democracy has got to do is deliberately to construct an education to counteract the natural credulity and incredulity of the uneducated man. The business of education is not to teach one opinion or another, but to teach pupils to form opinions for themselves, to be rather impervious to eloquence and propaganda.

You cannot get any kind of improvement in the world, or any kind of good life, without a basis in the emotions. The only sort of emotional basis is kindly feeling, a wish in regard not only to your friends and the people you know, but mankind at large, that as far as possible they should be happy, enlightened, able to live a decent sort of life. To other ideals strongly recommended in terms like lofty mentality, such ideals as national greatness, the victory of this or that cause, or anything that involves the suffering, destruction, and misery of some large group of mankind, say "That is not an ideal I care for or that any democrat can care for, because it is of the essence of democracy that we think every human being counts alike."

Many people are so pessimistic that they feel as if it were no use to struggle. I do not feel any doubt that human beings will emerge into a world very much happier than any that we have known in the past, a world in which ordinary men, women, and children will be finer than they were before, freer, healthier, less destructive, and more kindly.

I want also besides the scientific attitude some capacity to feel what are the ends of life.

and what makes life important to human beings. That is a matter for the cultural side of education. I do not think that is to be obtained merely by knowing facts. It is to be obtained in different ways by different people. We need negatively to realize that our disputes are not so important as they seem, and positively through art, music, poetry, and so on, the feeling that there are things really valuable that human beings can enjoy and achieve, and that these are different things from those that come in the clash of politics or on the battlefield, things that happen in your own mind, important feelings, emotions and insights. All these things are to be kept alive, things not to be sacrificed to the collective, organized life of the community. Our highest life is something more personal; where we co-operate in large groups it is not as a rule with the very highest part of our nature, because we all of us reach our best in somewhat different things; where we all work together it is hardly possible that we can each of us reach quite the best that our nature is capable of.

All education ought to bear that in mind and be very conscious of the possibility of individual excellence in the future. The feeling with each teacher should be "This is a person with certain capacities, a person who can do certain things, who has a right to his place in the world," and not "This is a soldier in the army," or "This is material for propaganda," or "This is one of the persons out of whom I can make a great power which can do this, that, or the other." The right way to use the material which you teach is one much more analogous to the religious way, which realizes that each human being has in himself certain excellences and possibilities, and that the business of education is to bring those out.

—From 'World Education.'

A NEW WAY TO ACADEMIC HONORS

Italian students killed fighting in Spain are to receive an honorary doctor's degree. This was announced by the Rector of the University of Rome at a ceremony at the *Citta Universitaria* when Anne Maria Mussolini lit a flame of remembrance in honor of students who had fallen on Spanish soil.

ANNOUNCEMENTS

The Registrar, Andhra University writes:—

The Nagpur University has been pleased to recognise the B. Com. Degree of Andhra University as equivalent to B. A. Degree of Nagpur University for purposes of admission to M. A. Degree Examination in Economics of the Nagpur University.

The District Board, East Godavari has donated a sum of Rs. 3,000/- for the year 1939-40 for founding a Lecturership in the Andhra University. The Vice-Chancellor has thankfully accepted the donation and has expressed the obligation of the University and himself to the President and Members of the District Board for their generous benefaction.

The Syndicate of the Andhra University requested sanction for the institution of a Lecturership called "Gowtami Lecturership" in Bio-chemistry in the Technology Department, utilising the above annual recurring donation. The proposal has been accepted by the Academic Council at its last meeting.

The Lucknow University has recognised the B. Com. Degree of the Andhra University as equivalent to the B. Com. Degree of the Lucknow University for purposes of admission to a course of study for the M. A. Degree in Economics.

INCREASED HEIGHT

MEANS

POPULARITY & SUCCESS

ADDED INCHES ARE IMPORTANT TO DAY AND THEY ARE EASILY ATTAINED WITH Prof. SAPRU'S—30 Days SCIENTIFIC AND GUARANTEED SYSTEM OF HEIGHT INCREASE EASY AND SAFE. Price Rs. 3/-.

Prof. SAPRU,

17, Gawalmandi Road, LAHORE, 2.



PERIODICALS



THE NEW TEACHER

"There is the urgent need of a change in our educational system,—a change that will put the highest emphasis and importance upon the method rather than the content of education,"—thus observes Dr. D. V. Roy in the course of a thoughtful article contributed to the current number of *Prabuddha Bharata*, after pointing out the evil effects resulting from the brutal severity and harshness of village school masters.

Continuing he says "This emphasis on the method must be based on the sole interest in the unhampered development of the pupil's body, mind, and intellect that he may become in due course of time an active, useful, and honourable citizen of our great motherland. When this new principle is strictly enforced and carried into practice in all our educational endeavours, our country will soon be blessed with a new type of teachers whom our nation may rightly hold as the worthy custodians of its young hopefuls."

"The true teacher" he adds, "must be a real psychologist being especially interested in studying children's behaviour. He is called a teacher, but he is not to teach, he is only to inspire. There is a sense of imposition in the act called teaching and all imposition is harmful to the pupil whose physical and mental system must have a free natural development. What the teacher should do is to observe the peculiar interests and inclinations of the pupils and see how these can be cultivated and ultimately used for broader social and national purposes."

Concluding he says, "On the whole the new teacher must bear in mind that, unlike before, education must centre in the child, that it is primarily a growth from within and not a series of accretions from without, that the method of efficient teaching depends upon an actual knowledge of the child and a genuine sympathy for him, and finally, that the highest aim of education is to achieve the fullest development of personality in the individual with a view to making him a truly good, useful, and honourable citizen of the land which it has

been his great privilege through birth to live and to die for."

RELIGIOUS EDUCATION

Mr. Henry H. Meyer deals with the place of religious education in this changing world, in an instructive article contributed *Education* (Boston). After deducing facts from John Dewey and other world renowned spokesmen of educational philosophy, he writes:—

"Religion and education stand out as two mutually complimentary determining factors in the age-long process we call civilization. Religion is the source of inspiration and the driving force of civilization. Education is the method of procedure in civilization's advance. Religion is a sustaining and directing force. Education is a means or tool, a repertoire of related and organized technique and skills for the advancement of the arts and sciences of organized society. Education itself is not a force in the sense of creative energy. It is an instrument for the more effective use of such energy. It is the effective application of intelligence for the conservation and increase of human values. It must necessarily follow that whenever and wherever education is conscious of its goal in human welfare, it is religious in character.

Concluding he says, "Religious education, therefore, is not concerned solely, or even primarily, with the development and use of techniques and procedures for the correction and improvement of human conduct. That is a part of its task, as are the pioneering enterprises in redirecting and remodelling human relations between individual and groups and races. All of these classrooms, laboratory, and social processes and experimentations acquire true value and meaning and an invincible lure only in so far as those engaged therein are consciously and intelligently in accord with the larger, inclusive purposes of God, seeking always the progressive transformation of this world into a more complete expression and realization of His wisdom and His love."

Letters to the Editor

EDUCATION AND UNEMPLOYMENT

Sir,

The one problem that has been engaging the serious attention and causing untold havoc among the educated classes is that of unemployment. With little or no aim in life, hundreds of graduates come out of the portals of universities each year and they find to their utter disgust that there is no guarantee of getting a remuneration of at least one rupee per day for all their culture and enlightenment. Many people realise late in life after four or five years of incessant supplications at the doors of various officers that they should have wisely invested the thousands of rupees spent on education in some petty business or enterprise. Even graduates in medicine, law and engineering feel as if they are stranded without a prospect of decent living on the shores of poverty and misery.

This sad and sorry state of affairs has been standing in the way of the progress of collegiate education in the country. A peep at the statistics will convince us that there is only one graduate in India for every five thousand people, whereas there is one graduate for every thousand people in most of the civilised countries of the west. Hence it appears that there is a growing need for at least five times the number of graduates, though opportunities and outlets for absorbing them and putting their talents to the best use of the country are few and far between.

The responsibility for providing the educated citizen with some decent employment barely enough to provide himself, wife and child with the necessities of life, rests on the shoulders of the government in power. While giving state aid to the encouragement of higher learning, it is equally incumbent that the government should provide the recipients of higher learning with means of sustenance. The presence of a large number of educated unemployed in the land breeds discontent and disaffection. Their idle brains will do more harm than good to the progress and prosperity of the country.

It is a common spectacle of a most appalling nature to find a B. E. engaging himself as

a sub-overseer, a M. B. B. S. working as an honorary surgeon in a District Hospital on an allowance of twenty Rupees per mensem, a B. L. plodding his weary way unable to make both ends meet and a B. Ed. working in a lower secondary school on a pittance of Rs. 25 per mensem. These salaries do not come up to the level of even an interest of 1 per cent on the amount invested by them on higher education.

The government if it is only conscious of its duties and obligations in the matter can make adequate provision to countless thousands of educated unemployed. They can with much advantage and relief compel people who have attained fifty years of age or rendered 25 years of continuous service to retire on a pensionary basis, and absorb as many young aspirants for office as possible.

In private services of a non-pensionary character the period of retirement may be extended up to fifty-five years of age. They have to verify the ages of persons engaged in various offices with reference to certified extracts of their school records regarding dates of birth.

It is often argued that the retirement of such people and the appointment of younger ones in their places will mean more expenditure to the government in the shape of pensions to the former and salaries to the latter. Such a contingency can be avoided by raising the minimum scale generally given to recruits to Rs. 50 per mensem and lowering the maximum paid to officers to about Rs. 300, so that salaries may not be unduly disproportionate, iniquitous and improper. The government should be prepared to meet any extra expenditure, as the giving out of doles to unemployed may also necessitate such a step.

To ask the educated unemployed to go back to land, and endure all attendant hardships or advise them to work for rural reconstruction depending on the tender mercies of the villagers is entirely uncharitable, as it is the duty of the State to make provision for their labours and adequately pay them. The government may raise a loan, appoint a band of rural workers, village panchayat officers out of these educated people or set up factories for the manufacture of cycles, clocks, watches and other necessities or subsidise petty industries for national benefit. Any talk of reform will only affect future citizens and not the educated unemployed.

—C. B.

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 : What are the things that stand in the way of Mass Education in our country and what steps would you suggest for a definite programme of Mass Education?

Answer. Any country seeking to make progress along democratic lines must sooner or later, sooner than later, tackle the question of Mass Education. Our country which has launched on democratic advance feels handicapped in regard to Mass Education for a number of reasons. All the different reasons come back in the end to the one difficulty of finance. India is a poor country and therefore cannot find the money for a Mass Education. The proportionate rise in the cost of education will be such that no reasonable increase in taxation (after all India's capacity to be taxed is limited) will meet the growing demand. Hence we will have to solve the problem of Mass Education within the limits of the means at our disposal. The following are suggestions that will meet the demand without considerably increasing the cost.

In the first place a three year elementary school must be deemed enough for purposes of literacy. Even countries much better off than India did not insist on anything more in the earlier stages. Further in this matter India should look up to for example, countries on a par with her and not countries like England and France which are rich and well advanced. We may take as our example the Dutch East Indies, or China or French Indo-China where the three year Elementary school is in vogue. In the second place the number of pupils per teacher should be between 50 and 60. Even in advanced countries like Poland, U. S. S. R. and Japan such numbers are recognised as the limit. In India though, as early as 1913, the number was recognised as 50, in

actual practice it never exceeded 27. We could well afford to raise this number. The educational Mission of the League of Nations advised the same to China. It is well established now that for literacy purposes 50 or 60 is not too big a number per teacher at the early stages of a Mass Educational drive. The now advanced western countries began like that. Why not we? In the third place the shift system should be organised on a wide scale as is done even in rich and advanced countries like U. S. A., Italy, Japan, etc. If the shift system is adopted the same teacher can handle double the number of pupils to what he is doing now and that without additional cost to the Government. Further such schools meet the need of a poor agricultural country like India, where the parents are reluctant to completely lose the services of their children. Along with these such concurrent changes as midday meal, provided by the village community, much larger percentage of promotions to prevent stagnation, provision of village and school libraries to prevent lapse and wastage, adequate and effective supervision will go a long way in making Mass Education a real thing in India.

Question : What tests are used for vocational guidance?

Answer. In the west where psychological studies have made rapid progress, they have devised, besides, the general Intelligence Tests many other tests, like the Achievement Tests for finding out the aptitude of children. Achievement Tests are generally based on the model of Intelligence Tests and consist of a well selected series of questions and answers or things to do. But unlike Intelligence Tests, Achievement Tests select their material from the classroom work. So it is narrow in scope but is well suited for the limited purpose for which they

BOOK REVIEWS

BOOK-KEEPING (In Telugu) by K. S. Rama, M. R. A. S., F. R. E. S., A. C. C. S., F. F. C. S. (London).

This book on Book-Keeping is written in accordance with the S. S. L. C. Syllabus. It is the first book of its kind in Telugu and the author deserves to be congratulated on the success he has achieved in coining suitable technical terms in the Telugu language for the terms used in English and on the clearness and lucidity of his style. Besides the text proper each chapter contains a number of useful exercises. The examples worked out are models of what they should be. The book deserves to be widely used in all schools where "Book-Keeping" is a subject of instruction.

MAGAZINE OF THE EDWARD BOARD HIGH SCHOOL, Nidubrole. Vol. I, No. I, March 1939.

This is the first issue of the Magazine and contains a variety of articles in English and Telugu. It is gratifying to find that there are several pupils of Forms V and VI among the contributors. The articles are well-written. As a vehicle of self-expression a magazine like this is of very great value and we wish that the school-authorities and the public give it all the encouragement it deserves.

Continued from preceding page
are intended. Through them we can work out the Education Age comparable to the Mental Age, in music, Arithmetic, History, Languages etc., and on the basis of this, vocational guidance can be given. Achievement tests are better than mere class examinations for they have been previously standardised and therefore act as more accurate and reliable measurements of abilities and aptitudes. The correlation between predictions based on Achievement Tests and actual results have been very good. Such Tests, if adopted in India will enable Indian youth toward much waste of energy and spare the country the tragedy of misfits.

SCHOOL ALGEBRA (1) for Middle Schools Chapters I-XXI and (2) for High Schools—Chapters XXII to XXXV with answers, by H. S. Hall, M.A. Published by Messrs. Macmillan & Co., Ltd. Price Rs. 1-8-0 each.

These two books contain the matter in 'A School Algebra Part I' and some portion of Part II published by the same author. The first twenty one chapters of Part I form the Middle School Algebra and chapters XXII-XXVIII with seven more chapters of Part II added to them form the High School Algebra. The Middle school book suits the requirements of the IV and V form pupils of the High Schools in this Province while chapters XXII-XXVIII and XXX and XXXII, those of the VI form pupils. The only difference between the books already published by the author and the present volumes is the addition of Examples XXIII on formulæ and literal equations containing 64 questions.

The treatment of Fundamental Principles is clear and examples given are of moderate difficulty testing pupils' intelligent grasp of Fundamentals in Algebra. —S. V. R.

EMBLEMS OF ELIA by Prof. V. N. Bhushan. Published by the Manager, *The Mahratta*, Poona. Pages 29; Price 8 annas.

To those who have pored with a keen relish over the inevitably excellent self-revelatory effusions of Elia—and nobody who has any pretensions to a knowledge of English literature can possibly have failed to do so—these sketches of various aspects of the Prince of English humorists should prove to be very interesting reading. Prof. V. N. Bhushan is an enthusiastic student of literature. What he has read of Lamb is exceeded only by what he has read about him and the latter is conspicuously evident in the copious extracts with which he has substantiated his critical pronouncements. He has dealt briefly with almost every aspect of Lamb's genius as an essayist, within the strict limitations of a magazine article. Some sections like "Mirth and Melancholy" are all too—brief. Even according to the general plan of the sketches more space should have been given to an exposition of the peculiar quality of Lamb's humour and its "April blend of sunshine and Shower". The sketches with their arresting titles are pervaded by a general excellence of style. —V. M.

A NEW SET OF OXFORD READERS FOR INDIA

Approved for Class Use for Schools in the Madras Presidency

(Vide Fort St. George Gazette, Part I-B dated 24th January, 39)

A WAY TO ENGLISH

By EGERTON SMITH

PRIMER	6 annas	BOOK III	10 annas
BOOK I	7 "	BOOK IV	14 "
BOOK II	8 "	BOOK V	14 "
TEACHERS' NOTE-BOOK As. 4.			

The Primer of this series is a carefully planned introduction to such simple English of a young pupil may practise in his daily life. While no one rigid 'system' is adopted exclusively, the Primer is systematically built up on commonsense lines. The underlying method will be made clear by the arrangement and treatment, and a TEACHERS' NOTE BOOK is published separately which will give additional help.

Really useful and important words are introduced systematically so that the pupil is soon able to say something about things that he knows well. A feature of the Primer is the unusually free use of pictures to illustrate the meanings not only of nouns but also of adjectives, verbs and sentences. Demonstratives, singular and plural forms of nouns and their accompanying verbs, and some simple tense-forms are introduced as soon as possible, so that the pupil can learn something of practical sentence structure while he is picking up his vocabulary.

Newwords, always carefully selected and limited in number, are given at the end of each prose lesson throughout the Readers, so as to facilitate the teacher's work of oral preparation and enable the actual lesson to proceed without serious interruption or loss of interest. Each lesson assumes only a knowledge of these words and of those used in the preceding lessons (and preceding books). Thus the pupil's command of language is built up gradually by extension of his existing knowledge.

This system, too, is followed in dealing with pronunciation. The sounds of new words are taught by reference to the sounds of words already learnt—chiefly those in the Primer. The chief aim of the Primer is to give help in that 'systematic training in the sounds of spoken English in connexion with the pronunciation of easy words'. Throughout the Readers indeed, as the syllabus demands, special attention is given to Pronunciation.

Exercises are appended to the prose lessons. These, especially the questions on grammar, are kept within the scope of the syllabus, but the teacher may supplement them at his discretion.

Applications for specimens will receive our attention.

OXFORD UNIVERSITY PRESS

Bharat Buildings

MOUNT ROAD

Post Box 340, MADRAS

'THE SOUTH INDIAN TEACHER'

IS

The Official Journal of

The South Indian Teachers' Union.

It is therefore the Journal of the Teacher

AND

No teacher should be without it.

Subscription is only Rs. 3/- per annum

Registered Office :—

41, Singarachari Street,
Triplicane, Madras.

All Educational Institutions and Libraries
Should subscribe for

"THE EDUCATIONAL REVIEW"

A MONTHLY RECORD FOR INDIA NOW IN ITS 45TH YEAR.

Managing Editor: Mr. S. KANNAN

ANNUAL SUBSCRIPTION

INLAND Rs. 5 FOREIGN Rs. 6-8-0

SRINIVASA VARADACHARI & CO.,

216, Mount Road, MADRAS

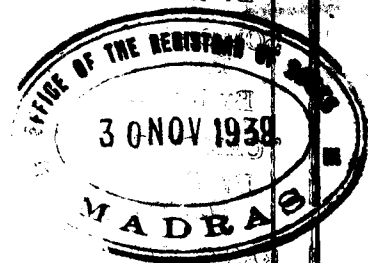
Vol. VI: No. 5

November, 1939

EDUCATIONAL INDIA

A HIGH CLASS MONTHLY DEVOTED TO TOPICS OF
EDUCATIONAL AND LITERARY INTEREST

Edited by M. VENKATARANGAIYA



EDITORIAL BOARD

M. Venkatarangaiya C. Swamikannu Paul
M. Seshachalam C. B. Krishna Sastry
D. Nityananda Sastry

**The Educational India Office,
MASULIPATAM (S. India)**

INLAND
Rs. 3-8-0

Single Copy As. 6

FOREIGN
Rs. 5-0-0

whole realm. Dr. Busby did not suffer from modesty, for it was his open boast that he had birched sixteen living bishops, and yet he was a very successful headmaster, whose name figures in biographical dictionaries. To the student every teacher of his must be a Dr. Busby, the most important individual in his little world.

It would be a waste of time to justify the existence of inspectors and the absolute need for periodic inspections. But it may not be superfluous to consider the qualifications of an inspector. No inspector can hope to be successful unless he has been a successful teacher. It follows that no one should be appointed an inspector unless he has passed through the grinding training of a teacher for at least four to six years. Only then will he be able to appreciate the difficulties of a teacher and sympathise with them. He must be able to give a demonstration lesson, and he must note all the weak points of a teacher on which he could give necessary advice as an elder brother in a difficult profession.

The real secret of the hostility of teachers to inspectors is to be found in the mental attitude of inspectors. They are apt to parade their superiority sometimes to such an extent as to forget even the elements of good manners. I have been told about an inspector "somewhere in India" who does not think it necessary even to say good morning to the headmaster, still less to give him a hand-shake, even though the head master is old enough to remember the days when the inspector of to-day was a student going to school with a slate and a satchel, dependent perhaps for his very studies on the benevolence of a government scholarship. There must be something very wrong with the mentality of an inspector if he enters a school with a blustering: "where is your time-table?" or "what class do you take?" His whole behaviour

shows that he has not come to the school as a friend but with the set resolve to find faults with the management and to fine a clerk for one thing and a teacher for another and to damp the enthusiasm of the whole school. It cannot be healthy for an inspector, if as soon as his back is turned the teachers and the students heave a sigh of relief as if to thank God that they have escaped with their life after the visit of an educational Timur.

The only proper relationship between the teachers and the inspectors is that of younger and elder brothers. The former have a right to be advised and even corrected, and if they are so perverse as to be incorrigible, it may be the painful duty of the inspector to take proper disciplinary action. No inspector has a right to assume that the staff of a school is in an unholy conspiracy to defy educational authorities. After all the teachers know that they have to satisfy their pupils' parents. There is such a thing as public opinion regulating the standard of schools and no teacher can afford to defy it. If he does, he does so at his peril, and it will be the duty of the school management and of the inspectors to see that the interests of the teacher are not preferred to the interest of the school. No inspection should degenerate to the level of a bull in a China shop.

Our modern educational departments have become highly organised. Endless circulars have to be issued and endless statistics collected. One more circular may go far to lubricate the rather complex wheels of a modern educational department, a circular which takes the trouble to point out that both teachers and inspectors have to be first and last gentlemen, that ordinary canons of politeness have to be observed even in official routine. It is the tragedy of the obvious to be always forgotten. Hence the need even to point out the obvious.

INDIAN PRIMARY EDUCATION

By Dr. R. H. GRACEFIELD, H.S.L. (Lond.), F.R.D.L. (U.S.A.)

Formerly Lecturer of Education, University of Belfast.

CHIEF among the problems of national reconstruction is that of the child's training. And notwithstanding the remarkable progress made in our educational methods, the country has a large number of spoiled children. The law-giver, the clergy and the parent are all confronted with this momentous subject of national welfare. In contradistinction with adult education, which is simplified by developed intellectual potentialities, the subject of infantile training is a much more complicated task demanding a very careful handling.

Classroom Training

As the real duty of the schoolmaster commences after the child's admittance to the school, it is the sole responsibility of the parents themselves to ascertain the standard and reputation of the institution to which their boy is to be sent. Information should be collected concerning the type of educators and their attainments, the social standard of the candidates attending the school and the latter's educational record, the facilities offered for games and gymnastics. Pre-determination of this information is essential in consideration of the ignored physical condition of the average Indian child.

Now the first duty of the teacher is to realise his position of scholastic fatherhood and combine foresight and moderation with his instruction. Teaching by cane, impositions and humiliation, which is very common in almost all the primary schools of South India, calls for urgent psycho-analytic investigation and solution. As Dr. Eugene Seigmund affirms, such severe and rigid forms of direction are all in vain and denote a misunderstanding of the young brain on the educator's part. The futility of cane-instruction is also recognised by Nurse Edna

Murphy, the trainer of children in England, who confirms that the cane instils fear into the infant's brain and its regular use impairs the intellectual faculty of direct and free thinking, for, whenever it is used, the child always concentrates on the expected whip alone than on the teacher's question. And inflicting punishment by impositions and humiliation are equally ineffective. The custom of asking the infant to stand up on the bench, which is common in primary schools, is considered lamentable by Professor Jung, who observes that such humiliating attitudes only develop mental perversion in adult stage. The growing infant cannot tolerate such breaches of etiquette in the presence of his classmates. The system of memorising a lesson is considered futile by modern educationists, as it impedes the faculty of direct thinking and understanding for in such cases the child recites the memorised lesson as does a parrot, without knowing its meaning. One of the latest methods of teaching the young, which India can introduce, is that of the Italian primary schools, where teachers resort to the scheme of indirect instruction. This method of training by example than by precept which lies in addressing and instructing a doll in the presence of pupils has proved excellent in Italy, with the result that the pupil emulates the teacher's action at home by himself becoming the instructor of the doll.

Schoolmasters, a good many of them who get into the vain practice of smoking in the class-room during instruction, are consciously teaching smoking to the pupil. The juvenile mind, which is after all still undeveloped, firmly believes that every action and gesture of his master is worthy of emulation and when the habit in question is cultivated, we reprimand and punish the

poor child, regardless of our own suggested shortcomings. A boy of six who fell a victim to the opium habit grew worse on being threatened and whipped. Psycho-analysis revealed that the indirect impetus was given by the teacher who was a constant opium-taker. If a grown-up boy is detected to be incorrigibly unclean and unpunctual at school, it is because there had been too persistent an insistence on cleanliness and punctuality in childhood. A teacher who is himself unpunctual and untidy cannot teach these qualities. Too austere and rigid scruples concerning prohibition of bad habits develop a spirit of opposition in the pupil who cultivates a sort of resentment to the master. Here, the true duty of the teacher is to cut down the antagonism of the child by taking him into his confidence, love and sympathy. If the attitude of the educator is that of fatherhood, he is bound to find in the pupil, his hero-worshipper. It is needless to emphasize that the first impression of truth about any infantile enquiry given by the teacher counts in the transformation of the pupil's future character. If the first impression be far from truth, the pupil is bound to lose his confidence in the master, sooner or later. Truth-speaking is, therefore, indispensable to all teachers and parents.

Parental duty

The formation of infantile character depends upon the co-operation of the parent with the schoolmaster. The sooner Indian parents realise the urgency and utility of this psychological truth, the lesser will be their worry. They as a rule contradict the precepts of the educationist with

persistent reproach to their youngsters. When the teacher insists upon the value of outdoor games, parents discourage the same by over-repression, which causes great misunderstanding between the two factors. Such ignorant family influences result in a conflicting infantile character. Parents, if they are wise enough, will accept all school-invitations and attend the sports and school-day celebrations, judge the talents of their children and hear the school-reports of studies and games. By being in close contact with the teachers, they can make a sympathetic inquiry of the shortcomings of their infants and set matters right. All free-thinking people who believe in psycho-analytic investigation, will, by frequent co-operation with the teacher, direct the children's intellectual potentialities in the channels of their natural instincts and save the worry and misery that befall the lot of numerous misdirected children of the primary schools. An illustration will make this more comprehensive. A boy who as a child began scratching and disfiguring the walls of his house and school maintained it for several years, grew up into an excellent painter. Another boy whose instinct was towards marksmanship devoted himself to finger-billiards and bird-shooting and was about to be transformed into a successful hunter but on being compelled by his parents to study carpentry, proved a failure. The first duty of a parent is to determine with precision each infantile characteristic as it appears, from time to time and keep a record of the same for future direction. Once this is done, the training task will be simplified for character-formation.

"True learning is a process in which all the senses, and every pertinent nervous and muscular response furnish data for reflective thought in the manipulation of which data the self dictates further explorations and experimentations until insight and clarification bring assured and verifiable results in the form of new adjustments, more intelligently controlled interactions between persons, resulting in new patterns of personal and group living in human society."—Hugh Hartshorne.

STATISTICS IN EDUCATION—II

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

(Continued from the September Number)

Median:—Find the score of the boy who stands in the Middle of the rank and it is taken as the representative of the class or the *central tendency* and it is called the *Median*. E. g. In the above example there are 9 boys in the class. So the score of the 5th boy, that is, 23 will be the central tendency or the *median of the class*. We can also find the median by the following methods.

1. By arranging the marks according to the rank and finding the score of the middle boy. In the case of even number of boys the average of the middle two boys is taken.

2. By drawing a graph. This graph is called *Variation Array*. This shows how the members of the class vary from one another. Fold the graph at the middle line and find out the score.

$$\text{Middle rank} = \frac{\text{Number of pupils} + 1}{2} = \frac{n + 1}{2}$$

3. From the frequency table :

(C. F. Example given on page 95, Part I.)

Class Interval	Frequency.	Accumulated frequency.
40-49	3	3
50-59	7	10
60-69	11	21
70-79	14	35
80-89	9	44
90-99	6	50
100-109	3	53
total = 53		

$$\text{Median} = 70 + \frac{6 \times 10}{13} = 70 + 4.6 = 74.6$$

In the above frequency table the number of boys is 53. We must find out the score of the 27th boy. Find out the accumulated frequency of each interval, i.e., the sum of all these preceding frequencies. Find out the interval in which the 27th boy

falls, i.e., in the class interval 70-79. It is assumed that the 10 marks of the class interval are equally distributed among the boys, equal to the frequency of the interval, i.e., 13. Their marks are individual from 0 to 10. Now the interval 60-69 ends with the 21st boy. 27 boys get more than 69, the limit of the previous interval, which stops with the 21st boy and the 27th boy is the 6th in the interval 70-79. So the score of the 27th boy will be equal to $6 \times 10 = 4.6$ more than the beginning of

the interval, i.e., 70. So the central tendency is $70 + 4.6 = 74.6$.

3. **Mode:**—There is another way of finding out the central tendency. It is called the *Mode*. It is the average of the class interval which has got the highest frequency. It is a point on the X axis. This is unreliable in the case of multi-model curves.

Summary:—So we get 3 types of central tendency.

1. **Arithmetic Mean:**—Sum of the total marks of the individuals divided by the number of boys.

Defect:—Average may go very high or very low according as there are a few intelligent pupils or a few dull ones.

2. **Median:**—The score of the boy standing in the middle of the rank.

Defect:—In the comparison of 2 classes, one a large one and the other a small one, the median of the first will be affected if there are a few dullards. This will be the case only because the class has a large number of boys.

3. **Mode:**—This will be unreliable when the curve is multi-model.

Variability:—To arrive at a definite conclusion we must consider the variability from the median in addition to the central tendency. E. g. Let us compare the following 3 classes.

Class I	Marks	5, 10, 15, 20, 25, 30, 35, 40, 45.
Class II	"	21, 22, 23, 24, 25, 26, 27, 28, 29.
Class III	"	5, 22, 23, 24, 25, 26, 27, 28, 45.

Here the examination, the question papers, and the examiners are the same for all the classes. The median is also the same for all the classes, i. e. 25. So if we consider only the median we will be lead to suppose that all the classes are equally efficient. But if we look to the scores of the individuals we will find that in (1), some boys are very intelligent and some are very dull; in (2), all boys are more or less of the same intelligence; in (3), barring the first and the last scores the whole class is compacy. So only the consideration of the median will not be the sufficient data to judge the efficiency of a class. We must know about the range also. Range is the difference between the two extreme scores. We may conclude that the *smaller the range, more efficient and compact is the class and vice-versa.*

But this conclusion is not also true in all cases. Considering the 1st and the 3rd classes, we find that the ranges are the same but on examining the scores of the individuals, we know that the 3rd class is comparatively a compact one. The more compact a class is, the better its attainment. So in order to judge a class correctly and more accurately, we will have to find the *spread of the marks from the median.* This measure is the middle range or the *Inter Quartile Range.* Looking at the normal curve we find that there are large variations in the beginning and in the end and the middle half of the class is compact where there is slight variation in the scores of the individuals.

The score of the middle boy is called the Median. The score of the boy who stands $\frac{1}{4}$ the way up is called the *Lower Quartile.* The score of the boy who stands $\frac{3}{4}$ the way up is called the *Upper Quartile.* The difference between the Upper and Lower Quartiles gives us the *Inter Quartile Range.*

Method of finding the ranks of the boys of Upper and Lower Quartile:—Suppose a class has 24 boys. Take the first half, i. e., 1-12 boys. Then take the second half, i. e., 13-24 boys. Treat each half as a separate class. Find the median of each class. The median of the first half is the lower quartile and that of the second half is the upper quartile. In finding the inter quartile range the ordinary way of arranging marks will be reversed. The boy getting the highest number of marks is at the top of the class. So he is not the first but the last number in ranks. E.g. Let us take the following example.

1	2	3	4	5		21	Ranks
0	5	10	15	20		75	Marks

In the case of 21 boys the boy getting 75 marks will be the 21st boy.

$$\text{Rank of the Lower Quartile} = \frac{n+1}{4}$$

$$\text{Rank of the Upper Quartile} = \frac{3(n+1)}{4}$$

When we once get the rank we can find the score of the boy from the graph or from the accumulated frequency and the class interval of the frequency table.

We can get the Inter Quartile Range from the following:—

1. Frequency Curve, 2. Variation array.

1. **Frequency Curve:**—The median divides the area of the normal curve into two equal parts. To get the upper and the lower quartiles, divide each half area into halves again. Thus we get the upper and the lower quartiles. The area of the curve is divided into four equal parts and not the class intervals. But it is not always

possible to divide the area of the curve into four equal parts. So the inter quartile range is determined by the *variation array.*

2. **Variation Array:**—Here the most intelligent boy will be the last number. The middle part of the base line will give us the median or the score of the middle boy in the rank. The halves of the median will give us the quartiles.

Quartile deviation:—Deviation is the deviating of the marks from the median. Quartile deviation = Inter Quartile Range divided by 2. Quartile deviation is useful in giving us the nature of the curve, i. e., whether it is normal, Positively skewed, or Negatively skewed.

Let us take the following example in order to make the matters clear.

Example:—

Median	= 54)	Inter Quartile Range.
Lower Quartile	= 42)	= 68 - 42 = 26.
Upper Quartile	= 68)	Quartile deviation.
		= $\frac{26}{2} = 13.$

The difference between the lower quartile and the quartile deviation is 1 and that between upper quartile and quartile deviation is 13.

$$(Q.D. - Q1) = 1. \quad (Q.D. - Q3) = 13.$$

The result is a positively skewed curve. **Summary:**—

1. $(Q2 - Q1)$ less than Quartile deviation. — Positively skewed curve.
2. $(Q3 - Q2)$ less than Quartile deviation. — Negatively skewed curve.

Or

3. $(Q2 - Q1)$ greater than quartile deviation. — Negatively skewed curve.
4. $(Q3 - Q2)$ less than Quartile deviation. — Positively skewed curve.

Or

5. $(Q2 - Q1)$ less than $(Q3 - Q2)$ — Positively skewed curve.
6. $(Q2 - Q1)$ greater than $(Q3 - Q2)$ — Negatively skewed curve.

When $(Q2 - Q1)$ is less than $(Q3 - Q2)$, it means that the boys are compact on the side of the lower quartile. In the case of the normal curve, we have $(Q2 - Q1) = (Q3 - Q2) = \text{Quartile deviation.}$

Again to know the spread of marks, we must find out the *mean deviation* or the *standard deviation.* Only the average or the arithmetic mean does not give us any idea about the position of a boy in a class. At the most it will tell us whether a particular boy is below or above the average. E. g. Let us consider the following marks.

Marks: 2, 5, 7, 8, 9, 12, 14, 15, 18, 20. The average of this series of marks is $\frac{110}{10} = 11.$

Here, only by the average, we do not get the position of the boys securing 2 or 9 marks.

So we must know the *mean deviation*, which gives the knowledge of how individual marks are scattered away. It gives us the rate of difference of marks.

To get the mean deviation we must know the raw score and the average. In finding out the mean deviation we neglect signs and add up the numbers.

E.g. Let us take the above raw score whose average is 11.

$$\text{It's mean deviation is } \frac{\sum d}{n} = \frac{48}{10} = 4.8$$

Standard Deviation:—

In mean deviation we neglect signs which are objected by some on the ground that they are mathematically wrong. So, the other way is to square up the deviations, to add them up, and then to find out the square root of the total sum. This is the *Standard Deviation.*

Standard Deviation. $\sqrt{\frac{\sum d^2}{n}} = \sqrt{\frac{302}{10}} = 6$.
(approximately)

Numbers.	Deviation from the mean or average.	Square of Deviations.
1	-9	81
2	-6	36
3	-4	16
4	-3	9
5	-2	4
6	-1	1
7	-3	9
8	-4	16
9	-7	49
10	-9	81
Total 48		Total 302

N.B.—This refers to the raw score mentioned above.

Standard deviation is another name for the mean deviation with the idea of squaring the deviations. Generally mean deviation is not used. In a normal class, the range is six times the standard deviation.

6 S. D. = Whole Range.

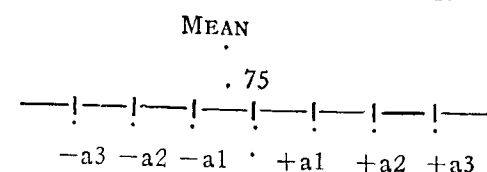
The standard deviation can also be got from the frequency table. E.g. Let us take the following example, whose average or the mean is 75.

Class interval.	Freq.	Average of class interval.	Difference between the average and the average of class interval	Square of differences.
40-49	2	44.5	-30.5	1020.25
50-59	5	54.5	-20.5	420.25
60-69	8	64.5	-10.5	110.25
70-79	10	74.5	-1.5	2.25
Total boys 25				Total 1553

Standard Deviation = $\sqrt{\frac{\text{Total sum of squares}}{\text{Total number of boys}}} = \sqrt{\frac{1553}{25}} = 7.8$ (roughly)

In average class interval we assume that every boy in the interval got roughly

the marks equal to the average. Standard deviation helps us in determining the comparison of two classes and the position of a boy in a class. We can represent the positions of the boys in a class in graphs. The graph can be drawn as follows.



Suppose the average is 75, and the standard deviation is 12. So a unit in the graph will represent S. D. and all the scores more than the average will be represented on the positive side of the mean and the less scores on the negative side. E. g. Let us take the following example. A boy gets 61 marks. So his deviation from the mean is -24. Now S. D. is 12. So he is -2 away from the mean. A boy getting 81 marks will be +4. In this way we can judge the position of a boy in a class. In practice smaller deviation shows a homogeneous class.

Percentile :—Instead of giving absolute rank which does not give us the clear idea of the position of a boy in a class to the boys, *percentage rank* is given. It is called the *Percentile*.

Suppose there is a class of 45 boys. The 45th boy is 100% as he gets the maximum number of marks. The 44th boy will get less percentile. Suppose we want to find the percentile of the 20th boy. This can be done by the rule of three as follows. 45 : 20 boys :: 100% : 44.4%. This means that 45% of the boys are below the 20th boy and 55% are above him.

We can also draw a smooth curve, called the *Ogive Curve*, showing the percentiles. This gives us the correct idea of a boy's position in a class.

(To be continued)

Some High Spots in American Education*

By Mr. C. C. ABRAHAM, B. A., M. P. E.

IN the Hall of Man at the New York Worlds Fair, the inscription which contains these words from the confessions of St. Augustine, were found :

"Man wonders over the restless sea,
The flowing water,
the sight of the sky,
And forgets that of all wonders,
Man himself is the most wonderful."

Man's vessels have crossed all oceans. Men have set their feet on both poles of this globe. No mountain seems so high that its peak cannot be reached by human steps. Men have even conquered the air and the secret of the birds. An old dream has been realised. Man can fly. He can actually span the world in three days. His voice flows through all the skies by radio more quickly than the storm wind. The modern toolman has created work more efficiently, more rapidly and more cheaply than his hands. When the sunset darkens the earth, electric lights supply their radiance. When the soil does not give enough of its products, modern chemistry knows how to make new ones. Pain can be lifted from man and his life span has been nearly doubled in some countries in the last 100 years. There are boundless wonders of technic. But behind all these there is a forgotten wonder: *Man himself*—with his heart, his brain and his hands.

Throughout the ages, Man has attempted to study Man himself. The biological sciences tell us about the evolutionary background of the human organism. They give us an insight into the structure and function of the organism and of its different parts; also into the growth and development of individuals, and the defects and handicaps of children. Sociology enables

us to know the nature of our society and the characteristics of the environment to which pupils must learn to adjust. Psychology helps us to better understand human behaviour and the processes involved in learning. Of even greater significance is the insight into the development of character and personality that psychology gives.

The Newer Biologic View

Biology has again come to the help of man to understand man better. *Integration* has become one of the big words in the American language. Like all 'big' words this one is apt to lose its specific meaning. Integration is a shorthand word used to designate intelligent behaviour. Integrating refers to continuous, intelligent, interactive adjusting. Each individual is born into a culture composed of great variety of aspects, economic, æsthetic, physical, religious—all of which are more or less complex and inter-related. His life is conditioned by his growth needs and the accumulated experience of the culture in meeting these needs. This means that the culture affects him, and he in turn affects the culture. Or, in other words, he is constantly in the process of inter-acting with his environment. Whenever a change, either within the individual or without the individual, seriously disturbs this inter-acting process, the result is an upset equilibrium, causing a strain called a need, want, wish or drive. To satisfy this need and to restore the desired equilibrium, the individual moves against the situation to relieve the tension. Thus pepper in the nose brings an upset which in turn results in sneezing. "Nature's Effort", we say, to remove the pepper. Or hunger (as an upset) brings "seeking" movements which typically find food to relieve the hunger. All such movements so arising we call behaviour. It appears that all life activities

* A Paper read before the Madras Physical Education Association on 25-10-39.

are of this nature. The specific "drive" to them comes thus from the upset and continues till equilibrium is restored. These efforts toward adjusting in the inter-acting process are called behaviour.

All living is inter-acting, adjusting behaviour. All such behaviour is purposeful, directed toward ends consciously formulated in the process by the individual as he resolves his disturbance. Purposeful behaviour implies intelligent behaviour. From the educational view-point, then, integration is a word to describe the process involved in this intelligent ongoing, inter-acting adjusting behaviour.

The integrating individual makes wide contact with the environment in which he lives. He approaches the ensuing disturbances or problems with confidence, courage, hope, optimism. He resolves such disturbances by the best thinking available at that time, draws relevant conclusions from them and puts into practice the conclusions in changed behaviour. He thereby builds dynamic drives and techniques for use in examining subsequent experiences.

The overt behaviour of a disintegrating individual is in sharp contrast. The disintegrating individual moves within a narrow, circumscribed environment. He attempts to escape the disturbances or problems. When escape is impossible he responds more emotionally than thoughtfully. He thereby decreases gradually, both his range of movement, and his power to grapple with his problems. He becomes uncertain, hesitant, fearful of himself and the society in which he lives.

This conception of integration as integrating behaviour needs to be explained a little further. In every consciously attentive movement to restore equilibrium in a situation, the individual acts as a whole organism. This means that all aspects of his being are involved, the physiological, which refers to internal glandular secretions, and chemical changes; the physical, which refers to the changed physiological

state as related to feelings and attitudes, and the mental, which refers to the quality of the thinking involved. In every instance of conscious behaviour, all of these aspects of an individual are involved.

Education in the light of the newer knowledge of the organism has taken on greater significance and meaning both in regard to the child and the attitude of the teacher toward the child. This view helps us to better understand behaviour. A new light is shed on the process of learning. The fact that the whole organism is in some degree changed in each learning experience has far-reaching significance to the modern educator. The part that environment plays in each learning experience brings the relationship between the organism and environment uniquely close. And finally, from this organism environment unity comes the consideration of the child as a social unit.

Growth Theory of Education

Education is growth. The real measure of achievement in education is not the mastery of a pre-determined body of academic subject matter, but the amount of growth which has taken place in the child in relation to the potentialities inherent in him. Educational activities are valuable to the extent to which they stimulate and guide this development. Education, from the standpoint of the child, is growth. Growing is not mere accretion. It is constant reorganisation. The adult is not just a 'big' child. The child is not a miniature adult. Teaching is guiding and stimulating growth.

The growth concept means that education is a pupil-centered process. Educational problems are those concerned with the development of individuals, all of whom are different, each of whom is unique. Mass methods of education and arbitrary standards of accomplishment easily obscure the extent of individual growth, and mercifully disguise the lack of it. The success or failure of a school cannot be estimated

in comparison of the number of successful candidates in a school leaving examination. Educational results must be expressed in the extent to which individual children have developed in proportion to their possibilities of growth.

Progressive Education & the Creative School

Mass education of the subject centred type or progressive education through creative activity, that is the major issue now in U. S. A. It is one of authoritarianism versus democracy and regimentation versus a creative environment. Is every human organism an unique and creative spirit? Is environment an important determiner or conditioner of human personality?

The issue become clearer if we examine education in practice. Let us visit a nursery school or kindergarten. Here we shall find happy children and optimistic teachers. There is a spontaneity on the part of the children. As we visit the first grade we are quite pleased but the fine edge has disappeared. In the second grade this decline in the dynamic quality of the environment is even more apparent. The children more often look bored and the teacher worried. With every succeeding grade, the spontaneity and enthusiasm witnessed in the early grades are missing. Should we on the same day visit College, we will have an even more disheartening experience. It seems anomalous that as children grow older, their educational environment grow steadily less dynamic. Yet, this appears to be the case.

Probably the reason for this condition is to be found in the increasing importance of subjects as we go from grade to grade. As the teachers become more and more interested in subject matter, these become less and less interested in a creative environment for growing personalities.

A creative school in the U. S. A. is not a "do as you please school." It is a school in which children engage in activities intelligently chosen with the help of teachers. It is a school which increasingly seeks not

only to apply intelligence, but to teach the importance of intelligent living.

A creative school is not a "do nothing school." It is one in which boys and girls work hard, but as free men and women. Madam Curie worked harder than any slave. Edison's hours were the despair of his associates. Children are taught the joy of hard work applied to a meaningful situation, the only kind of situation in which the hardest work is possible.

Creative education is not the teaching of "rugged individualism" nor the disregard for the rights of others. It is only as individuals acquire more respect for each other's personalities that creative living is possible. The only meaningful discipline is self-discipline, based upon a concern for the common welfare. A creative environment is necessarily social. The greatest creative uniqueness can be achieved only with the help of others. Therefore, creative human relationships are vital to all good education. There is thus no conflict between the individual and social aims of education.

Creative human relationships are neither weak, sentimental nor lacking in definiteness of goal or standards of achievement. On the contrary, they rest in a strong philosophy. They call for devotion, industry, and self-evaluation. It is authoritarianism which is weak. It lacks the spirit of adventure and the youthfulness to experiment. It is the weak teacher who must resort to force. Only the strong one can be creative through freedom. Authoritarianism is the escape of pessimists and the last refuge of cowards. Creative living demands optimism and courage.

Among all the arts, that of living creatively with others is the greatest. Such living transcends the painting of pictures, the writing of a poem or the creation of a symphony. Progressive education seeks such living for all pupils.

Individual Guidance and Counselling

An important outgrowth of this new approach to understand the human organism,

and education conceived as a social process through creative activity, has been the introduction of facilities for individual guidance and counselling in schools of all types in the U. S. A. Guidance is in fact permeating all education. Teaching is looked upon as guidance. The role of the teacher becomes that of the guide. The help given by a guide in a personally conducted expedition is guidance. His function is to show the way, to suggest things to do and to see and to give such help from time to time as will make the expedition more pleasant and profitable. To accomplish this, the best guides never obtrude themselves; they give as much freedom as possible and keep in the background when not wanted.

Understanding becomes the basis of guiding childhood and youth. Normal pupil-relationship is based upon mutual understanding, confidence and respect. To understand the pupil, the teacher himself must develop the attitude of the learner. The teacher's genius for guidance lies in his ability to adjust himself continually to meet the needs of the pupils in his own concrete situation for the sake of helping the members of his group acquire more useful ways of living.

Tests and Measurements in Education

Whatever exists at all exists in some amount, and anything that exists in amount can be measured. This is the philosophy underlying the field of educational measurements in the U. S. A.

It is the teacher's task to bring about certain changes in his pupils. He is responsible for increases in knowledge, improvement in various skills, and development of desirable attitudes, personalities and character. It is necessary for the teacher and school administrators to know how well this task is being accomplished with the individual pupil and the various pupil groups. Measurement thus becomes an important tool of education. The Standardised tests used for this purpose fall within five groups.

1. Intelligence Tests.
2. Achievement or Accomplishment Tests.
3. Prognosis or Aptitude Tests.
4. Practice Tests.
5. Character or personality Tests.

Health and Physical Education

In the field of health and physical education several new tests have been added. The most outstanding study in recent years has been the physical measures of growth and nutrition by Franzen. The age, height, weight tables were found to be inadequate as indices of nutrition. Franzen's study involved 10,000 children of varying economic and social status.

The A. C. H. Index, includes only 3 physical measurements, the arm girth, chest depth and hip width. It is now used as a screening test to diagnose malnourished conditions in children.

The Organic Efficiency Test

A very significant contribution to the health examination of pupils has been the Organic Efficiency or Cardio-vascular Test by Dr. McCurdy and Dr. Larson. Research has shown that this test is the most reliable out of 10 such tests namely, the McCloy Test, Barach Test, Stone Test, Tigerstedt Test, Basal Metabolic Tests, Difference between Standing and Horizontal Pulse Rate Test, Difference between Standing and Horizontal Systolic Blood Pressure Tests, Pulse pressure times Pulse Rate Tests, Pulse pressure times Pulse Rate divided by Diastolic pressure test and Crampton Blood Ptosis.

The doctor's examination of the heart and lungs is incomplete in the sense that only structural deviations are detected. The purpose of the Organic Efficiency Test is to indicate the circulatory respiratory efficiency. It is used as a supplement to the medical examination to yield a reliable, objective and valid index of functional status of the circulatory respiratory organs. The information of functional condition, after structural condition

"CAMPING CLASS"

By the Head Master, P. & M. High School, Jafarabad.

THAT real education is not confined only to the four walls of a classroom, but out in the lap of nature and society is a very well known and confirmed idea. Right from the early student life the ancient generation in India was entrusted to the Rishis for this purpose. Modern civilisation has changed the life in general, and the above ideal is much handicapped during this age. In India, especially where 90% of its population is among villages, the mass contact movement has attracted the attention of all social workers. In Europe and America many progressive schools carry out such education through camping classes. It is not a Scout camp. It is a special class of the school held in natural surroundings.

In our country this type of activity is badly needed even as an educational aid. City schools should try to organise such classes during holidays or vacations. School camp should form part of normal

life of the students. Love of nature is a valuable aid to the study of subjects like poetry, music, physical geography, drawing, photography, etc.

Such an experiment was undertaken by Parekh and Mehta High School, Jafarabad, (Kathiawar). A camping class was organised for about a week, at Delwada, a village, some thirty miles away, in the Nagher district — a very fertile strip of land lying between Gir hills and Arabian sea. The sixth class was selected for the purpose, and programmes were chalked out, circulars and letters to the neighbouring educational institutions were sent, requesting all to co-operate and gain mutual benefit.

The place selected had natural beauty and a special syllabus to suit the natural surroundings was prepared. A sketch map of the region was very helpful.

"Being Prepared" like this, on the 9th September, 1939, 19 students, with the Headmaster and two teachers, left Jafarabad for the camp. On the 10th, Delwada was reached, and the camp was arranged. Next morning saw us up at 5.30 a.m. The bugler was very punctual.

Regular work began according to the time table, shown below.

- 5-30 get-up.
- 7-30 Tea and breakfast.
- 8 to 10 Excursion.
- 11 to 12 Dinner.
- 12 to 1-30 Rest.
- 1-30 to 2 Preparation for the classwork.
- 2 to 4 Class. (3 Periods).
- 4 to 5 Visitors time.
- 5 to 7 Games etc.
- 7 to 8 dinner.

Continued from preceding page
of the heart is known, is of great significance to the physical educator.

The test items are as follows:—

1. Sitting diastolic pressure.
2. Vital capacity as computed from a breath holding test (before exercise).
3. Breath holding twenty seconds after exercise (exercise standardised for each age).
4. Normal standing pulse rate and pulse rate two minutes after exercise.

None of the above mentioned tests are by any means perfect, but in the hands of proper teachers they have value. Continued research is being carried on both in the field of educational measurements and in the field of health and physical education. It is not too much to say that America is leading the way in educational research.

8 to 9-30 Prayer, entertainments etc.
10 lights out.

Morning excursions were largely devoted to the socio-economic survey of the village community in the neighbouring area. The chief points for study were :—

(1) Soil, seasons of the crops, by well water, and by rain; average rainfall; temperature, range of temperature; nearest market place; means of transport; roads; agricultural holdings, debts; savings, etc., customs, superstitions, marriage and funeral expenses; educational facilities; health and sanitation.

(2) Flora and Fauna of the neighbouring forest.

(3) Visits to the Ports.

Articles of import and export; hinterland; customs; and naturalness of the Port. The Port visited was Nawabunder.

(4) Trips to historical spots like Ajar, Una, and Diu (Portuguese).

Ajar :—How old? Inscriptions, structure of the temple and Jainism.

Una :—Lake, its construction and inscription. Connected with Kunverbai the daughter of Narsingh Mehta, the saint poet of Gujerat.

Diu :—Fort, Church, harbour, length and breadth of the Island. Chief occupation, business with Africa. Children of mixed parentage.

One day, we had a chance to hear the Educational Broadcast from Bombay on a radio which added to the variety of our programme. Evening sports and games kept everybody fit and lively. To add to this were the entertainments. The light but jovial programme removed all fatigue of the busy day, and sound sleep kept us fit for the next day.

To add to the camp activities, there was the "camp daily" a small manuscript magazine. The editor was quite capable

in making the daily interesting and attractive.

During our camp, we visited some schools, and other educational institutions, thus widening the circle of professional friendship.

The educational value of the experiment should be clear to the person who properly understands the adult mind and realises that experience provides the best type of education. We have direct contact with nature, and various natural phenomena and thrilled by the experiences which inspire and prompt artistic impressions. Open air classes provide better opportunities to students for self-expression, than the close atmosphere within the four walls of the classroom. It gives opportunities to build up corporate life between teachers and the students. The classroom reserve is thrown off by the camp life. Social and personal contact is always very useful in teaching. We can study the students from close-corners. Different phases of a student's character that lie submerged in the class have chances to come out and develop. Shy and reserved students must be drawn out, and made to mix with others and speak. Such a social side of the camp is an important one. Much that is required of our young man is an *esprit de corps*, and capacity for organisation. To develop this we had different committees for different duties. These committees worked quite satisfactorily.

Camp diary is a very valuable thing, each student was asked to keep a "camp diary."

One thing was worth noting during our camp: it was the interest taken by the public. This shows that the considerate public is always ready to co-operate in our really useful activities.

For us it was only a week. It passed away like a dream.

Basic National Educational Conference

Prof. K. G. Saiyidain's Presidential Address*

I AM duly thankful for the great, but somewhat undeserved, honour that has been done to me in inviting me to preside over the deliberations of this important Conference. I have no claim to this distinction beyond the insufficient fact that like numerous other educational workers, I have been interested, both theoretically and practically, in the scheme of Basic National Education and the opportunity has been unexpectedly vouchsafed to me of making a modest start in this direction in the State of Jammu and Kashmir. This State from one point of view has an advantage over the rest of India in so far as its people, particularly the Kashmiris, have a remarkable tradition and capacity for artistic crafts and they have won the envy and admiration of outsiders in this connection. To them, therefore, the introduction of the craft in the elementary education does not appear to be an unintelligible innovation. The response of the teachers whom we are training for our new schools has been remarkably encouraging and it has greatly strengthened my faith in the soundness of the underlying principles of the new educational scheme.

I am sure you will agree with me wholeheartedly in deploring the circumstances which have made it necessary for me to preside over this Conference. I refer to the unavoidable absence of Dr. Zakir Hussain, the Chairman of the Hindustani Talimi Sangh, who, under the inspiration of Mahatma Gandhi has been the directing head as well as the guiding spirit of this great educational movement and whom no one can suitably replace on this occasion. I am sure

you will all join with me in the hope that he may soon be able to return to India and resume the leadership of the Movement which rightly belongs to him.

We are meeting to-day under the shadow of a national and international situation which is unprecedented in its acuteness. Western civilisation, driven by the merciless logic of certain forces inherent in its being, is involved in a death struggle and all the powers, which the advance of Science has so generally placed at the service of men, are being exploited for human destruction and to repress the urge for freedom in weaker nations. All the resources of human intellect and ingenuity have had to be diverged from creative and fruitful channels into the manufacture of ugly engines of death and destruction. Nazism, intoxicated with its disciplined strength, the bitter fruit of its effective suppression of individuality, has asserted itself successfully against some of its weaker neighbours and the democratic powers of Europe, moved partly by a belated sense of justice and partly by the instinct of self-interest, have taken up this challenge. Europe has been plunged into a war whose consequences in terms of human misery and bloodshed imagination cannot accurately foresee. India is not only powerfully affected by the lengthening and ominous shadow of this war but, in her internal politics also, she is face to face with a crisis of the first magnitude culminating in the recent or impending resignation of the Congress Ministries in various Provinces. It is against this background, surcharged with anxiety and unpredictable consequences, that we are having our first Conference of Basic National Education at the invitation of the Government of Bombay. Our meeting at this historical moment of time is not, however, a mere accident; to my mind this fact is charged with great significance. Tha

* Full text of the Presidential Address delivered by Prof. K. G. Saiyidain, Director of Education, Jammu and Kashmir, at the First Basic National Education Conference, held at Poona from Oct., 29 to Nov., 1.

casual observer may wonder why, when the rest of the world is headed towards one of the greatest disasters of human history, we in this Conference should concern ourselves with such small and apparently trivial matters as the education of young children in Primary Schools. This attitude is intelligible; for, to small minds, cultural forces have always appeared trivial and negligible in comparison with the forces of destruction. But this attitude reveals a lamentable perversion of values, a failure to appreciate the truth that it is the creative and constructive forces of culture which ultimately shape human destiny and that what we regard as the great and catastrophic events of history are a result not exclusively of economic but also of psychological forces which have been set in motion in the minds of individuals and groups. If, therefore, we concern ourselves with a better system or a new ideology of Education based on justice, co-operative endeavour, productive work and respect for human individuality, we do so in the belief that through such Education we can direct the intellectual and emotional disposition of the growing generations into the right channels and thereby help to constitute a powerful guarantee in favour of peace, justice and humanity. And may it be said to the credit of this country that even when she was faced with the greatest crisis in the national and international field, she did not fail to show due appreciation of the creative forces which weave the texture of a nation's intellectual and spiritual life. It is now over two years that the scheme of Basic Education was inaugurated by Mahatma Gandhi and, during this period, it has undoubtedly made great progress. In some provinces, it has passed beyond the preparatory stage and is being worked as part of the recognised system of Education. In others, the training of teachers and the preparation of detailed schemes of work is nearly complete and the next academic year should see the opening of new Basic Schools. Even in provinces where Con-

gress Ministries are not functioning, the basic idea of the scheme, e. g., its insistence on crafts and productive work, its view of the syllabus as an inter-related unity have exercised considerable influence on the educational re-organisation which is being attempted there. I have no doubt that the Secretary of the All-India National Education Board will give you a report of the present position of Basic Education in various provinces. Having arrived at this stage it is but proper that we should welcome this opportunity to comparing notes, to discuss our experiences and observations and to seek clarification of issues which are still doubtful. Such a Conference would be valuable under all circumstances but, in the case of a new scheme like this, where all the soil is virgin soil and constant, vigilant experimentation is needed to ensure success, the importance of free and frank discussion cannot be exaggerated. We have to benefit from what our colleagues in other parts of the country have done; we have to place our own experience into the common pool. We have also to safeguard against the ever-present danger of letting the scheme petrify into an orthodoxy which may not be criticised or modified in any particular. While clear and convinced about our objectives and basic fundamentals, we have to keep our minds open to suggestions and criticisms both from inside and outside, for no loyalty and no allegiance can be greater than the loyalty and allegiance that we owe to truth and the spirit of inquiry which is its handmaiden. We must relentlessly examine the methods, syllabus, the standards as well as the actual educative and economic implications of the scheme and, where intelligent experience demands any modifications, we should be gladly prepared to make them. I hope and trust that the Conference will set about its important task in this spirit of broad and open-minded inquiry.

Before I close I should like to refer to a question that is being asked all over the country at the present moment. What will

happen to the scheme of Basic Education when the Congress goes into wilderness? Partisans of the scheme ask this question with concern and anxiety; its opponents with ill-concealed triumph. I must confess that the question does not worry me unduly. The scheme was born when the Congress was in wilderness; it was but a chance that, soon after, the Congress assumed office and was able to extend its patronage to the movement; if the Congress goes into wilderness again, the scheme will have to stand on its own intrinsic merits. As a matter of fact the unexpected association of the Congress with Provincial administration has given to the movement a certain amount of extraneous, and even spurious prestige which is good from the point of view of quick results but perhaps not so good from a scientific point of view. On account of this association of the scheme with the Congress Governments in the provinces, it has unfortunately become a part of communal controversy. It is not for me, in this Conference, to discuss the nature or the rights of the controversy. If there is any truth in the allegations that have been made, it is the business of the administrators concerned to meet them. But so far as

the educational criticisms are concerned, it is a matter of pleasure to observe that no important and responsible school of thought in the country has differed from the basic idea of the scheme, viz., the imparting of education through some form of productive craft work. As for the many criticisms of detail that have been made, time and experience will, I am sure, triumphantly answer the doubts that have been raised. So far as the present crisis is concerned, I am sure that, if as a result of political changes, the scheme is deprived of Government patronage—though personally I see no reason why any reasonable Government should necessarily disown the scheme—those who strive for the inauguration of a better system of education in India will continue to do so, not in the sunshine of Government patronage, but through their own earnest, sincere and co-operative effort, and I feel confident that they will emerge wiser, more useful and richer in experience out of this ordeal. Let us, therefore, bend our united energies to working the scheme with intelligence and courage and do so in a spirit of humility which welcomes criticism and the lesson of experience and eschews the desire to offend.

Welcome Address by Mr. B. G. Kher

TEACHING is a difficult art or craft. It becomes more difficult when you have to employ a complicated method—a method where you have to correlate different subjects to a craft. This method is also in an experimental stage. We want more than one craft to be taught, that is, there should be different crafts for different schools according to local conditions. This means that teachers will have to be trained to correlate subjects not to one craft but to different crafts. How this is possible it is difficult for me to say. I would like the conference to consider this.

Drawbacks of Present System

The present system of education continuing to function listlessly and apart from the real currents of life, unable to adapt itself to the

changed circumstances. It is neither responsive to the realistic elements of the present situation nor inspire by any life-giving and creative ideal. It does not train individuals to become useful productive members of society, able to pull their own weight and participate effectively in its work. It has no conception of the new co-operative social order which education must help to bring into existence, to replace the present competitive and inhuman regime based on exploitation and violent force. There is, therefore, a demand from all sides for the replacement of the present system of education by a more constructive and human system which would be better integrated with the needs and ideals of life, and better able to meet its pressing demands. To meet this demand, a new system of education is propounded, a system aimed at

turning out children into useful citizens who would be capable of exercising with intelligence their rights and duties as citizens, who as active members of society, would be able to repay in the form of some useful service what they owed to it as members of an organised civilised community; it aims at producing workers and not drags and parasites, whether rich or poor, who would look upon all kinds of useful work, including manual labour, even scavenging, as honourable and who would be both able and willing to stand on their own feet.

Training of Teaching

The progress is slow since the ideal before us is to make basic education compulsory and universal in the province. But when changes of vast importance are to be made they cannot be made overnight. There are many difficulties in the way to be overcome. The first great difficulty is that of suitable teachers. We have opened new training centres and our object is also gradually to convert our present training centres into centres to train teachers for basic schools. But the main difficulty is that a vast number of teachers who are employed to-day and who cannot be removed are not qualified to undergo training for basic schools. You must remember that the minimum qualification for admission to basic training centres is the Matriculation. In the Jamia Milia where they have opened a training centre, only Graduates are admitted. This shows that the standard of general education required as preliminary to the training is very high.

The importance of the teacher in this scheme cannot be minimised. Even if we have trained Graduates to take up the work, unless they are filled with a passion for the basic system of national education, the scheme may not be a success. In this connection, I would like you to read the *Harijan* of October 21, 1939, wherein Mr. Rajagopalachari has, in a nutshell, explained the difficulty. He says, 'I must qualify as an ideal teacher myself before I start training teachers. Teaching is also a very important craft, and just as we educate through the craft of spinning. I should like to educate through the craft of teaching also. A normal school would come into being by and by. What I am keen on is being a teacher myself. Gandhiji would have been free to establish a school himself and give his system a full trial. He would then have been able to perfect the

system. But to-day a number of half-baked people have taken up the thing. They are simply carrying out the letter of his teaching with the result that they copy his mistakes also. The idea is so original that its practice is obviously beset with difficulties, and everyone who has a passion for teaching must make the idea his own and give it a trial after his own fashion and his own mind's bent. That is why I am looking forward to such an opportunity.'

More space is required for basic schools than for ordinary schools. Most of the present school buildings are unsuitable. Unless, therefore, a programme of constructing suitable buildings is taken up, we shall not be able to make a success of this new scheme. This matter, however, has been considered by the Sub-Committee appointed by the Central Advisory Board of Education. Their recommendation, if I may give out the information, is to ask Governments to raise loans for this capital expenditure. These schools are, however, under the control of local authorities. It will be for them to take up the question.

Finance

The most formidable difficulty which required solution, however, is that of finance. The initial expenditure of these schools is more than the initial expenditure of an ordinary school. This is but natural. Secondly, for basic schools we would require a larger number of teachers than for ordinary schools. The abolition of one-teacher schools is an improvement long overdue. We have not been able to do it so far because of financial difficulties. As against this, we would get some return from the labour of the school children. With sixty schools only, the problem had arisen as to what should be done with the yarn produced by the children. How should it be disposed off? This is a matter which must find an early solution. It could not be left to chance.

These are some of the difficulties which I bring to your notice with a hope that you will throw the search light of your experience and find a way out of them. Great ideals cannot be achieved in a day. They would cease to be great if they were so easily attained. We have an ideal system of education before us. We have to make all efforts to attain the ideal. But we must see that in taking short cuts to

reach our goal, we do not miss the ideal before us and go on a wrong track. Even if slow let us be sure. The goal we are out to reach is now defined, the path leading to it is still untrodden. We have to make the path as we go. It should be the simplest and easiest.

Opening Address by Acharya Kripalani

Acharya Kripalani, in opening the Conference, said that Gandhiji's system of education was based on the natural and scientific principle of learning from nature, from objects. "Creative work is the mark of the Almighty. We are like Him only when we create and make things. A scientific system must be based on the laws of nature. Science means search after truth with the method of experiments."

In order to understand the new system of basic education, Mr. Kripalani said we must understand the philosophy underlying all activities of Gandhiji, including this system of education he had propounded. According to his philosophy of non-violence and truth, humanity began with violence and had developed along

the lines of non-violence and truth. Concluding, Acharya Kripalani said, "He is a fool who thinks that all mechanisation will disappear but he is also a social fool who thinks that an individual should be sacrificed to the machine. When power accumulates, it breeds corruption. Therefore, it is the function of the new philosophy to remove this corruption and re-establish society on a spiritual basis. Gandhiji's philosophy of non-violence and truth has supplied this philosophy to the world and it will spiritualise socialism and democracy. Even in the sphere of education, this philosophy is applied in the form of the basic system of education and it will lead to the democratisation of education so that it may reach the masses."

THE EDUCATIONAL POSITION OF INDIA

The following table* shows the position of India, in regard to Education in comparison with other parts of British Empire.

1 Country.	2 Population 5-20 years in 1000	3 No. of pupils in Primary Schools.	4 No. of pupils in Secondary Schools.	5 No. of pupils in Vocational Schools.	6 No. of pupils in Private Schools.	7 No. of students in Universities and Colleges.	8 Percentage of all pupils to 2.
England & Wales	9,504	5,179,742	466,245	1,205,449	400,000	93,346	77
Scotland	1,213	630,425	156,818	174,634	14,000	18,249	82
Northern Ireland	344	194,347	13,683	22,770	3,000	1,580	69
Canada	3,250	1,799,833	307,651	81,976	108,775	92,798	73
Australia	1,866	828,648	102,170	87,604	240,146	10,781	69
New Zealand	399	221,857	21,224	17,290	32,518	5,218	75
South Africa (Europeans)	584	317,137	54,788	23,819	25,962	8,382	74
Elire (Ireland)	860	481,599	35,890	72,521	2,034	5,745	69
BRITISH INDIA	27,740	11,276,527	1,456,420	268,532	701,072	115,224	14

* "The Encyclopaedia Britannica Book of the year 1939" p. 214.

Principal K. S. VAKIL.

NOTICE

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

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

EDUCATIONAL INDIA

Masulipatam, Nov., 1939.

University Students and Vacations

WE understand that it is proposed to discuss at the December meeting of the Inter-University Board the question whether post-graduate students of our universities should be compelled to make better use of their long vacations. This is a very important question and we hope that the Board will be in a position to suggest some scheme under which vacations will be better utilised than is the case at present.

THERE is no reason why one should take into consideration only the post-graduate students in this connection. The question is as important in the case of under-graduates as in that of post-graduates. The scheme should be made applicable to all that enter the portals of our universities.

THE situation at present is most deplorable. One cannot find a worse set of idlers in our society than the large majority of under-graduates and post-graduates during the long summer vacation. Their interests in life are so narrow that when once they come out of the class-room they are unable to find anything useful to do. The edu-

cation they receive is so much divorced from the realities of the life around them that, when they go home during the vacation and spend their days with their parents, they are not in a position to help them in agricultural or any other kind of work. Most of them consider that work of this kind is beneath their dignity. Even those who think otherwise and who are anxious to be of service to their parents are quite helpless in the matter as they do not have either the necessary skill or physical strength for the purpose. Parents also are under the false idea that their sons need not soil their hands with work of this sort. The result is complete idleness in most cases. There may be some excuse for this during a part of a vacation immediately following a University examination. Examinations, as they are conducted in our country and with all the exaggerated value attached to them, involve the examinees in much strain and the vacation provides them with some relief. But in the case of students who have not sat for such an examination idleness has no excuse whatever. It is a national calamity that educated men and women in the vigour and freshness of their youth should be spending days and weeks without turning out any useful work. Many of them return very much deteriorated to their colleges after the long vacation and it takes them several days to become normally active again.

IN suggesting ways and means for bringing about an improvement in this state of affairs, there is one point which should be kept in mind. We are in this context dealing with young men who are expected to go out into the world as real university men with all its implications. Bearing as they do

the hall-mark of a University, their outlook should be liberal, their sympathies widened and refined, and their culture and insight into the values of life ennobled. They should become men of vision capable of leadership of a high quality. Mere study for examination does not produce these results—and this is all for which Universities stand now. Improvement will come about if during vacations our students are encouraged to devote their time to avocations which will make them better men.

THREE alternatives may be thought of in this connection: travel, stay in some centre of social work and study of the ideas of the best and the greatest thinkers of the world. Travel to spots of natural beauty, and to places which contain monuments of architecture, sculpture, painting, etc., is recognised in all countries to be a liberal education in itself. Our country abounds in such spots. It is a pity that owing to the bookish nature of our education very few make it a point to visit them. Even students of History and Art are not found to have first-hand and direct contact with them. This is all the more to be deplored as in these days we have numerous facilities for travel.

IN recent years numerous centres of social work have been started in different parts of our country. Reformers do not merely talk of reform now-a-days but they are actually carrying it out. We have rural reconstruction centres, centres for the uplift of the untouchables and for improving the lot of factory workers. Several organisations like the Y. M. C. A. hold courses for training men in this sphere of work.

Our under-graduates and post-graduates will become men of fine culture and excellent character if they spend five or six weeks of their long vacation in any of these centres and contribute their quota to work done in them. What possibilities there are if a few of them spend their vacation at Shegaon and undergo the discipline associated with Mahatma Gandhi's Asram! This will bring them into contact with the real problems of our country. In places like these they will have not only much to learn but also much to give out of their knowledge of science, history, art and literature.

UNIVERSITY education in our country is of a very narrow type. It is too highly specialised and the specialisation commences at a very early age. A graduate in Mathematics or Science knows little of the social, economic and political problems with which the world is faced today and the large variety of solutions put forward for them. Similarly a graduate in economics or history knows next to nothing of the nature of modern science and scientific thought and the transformation which the world is undergoing under their influence. We have, therefore, no education of the wholeman. It is because of this that quacks, communalists, and demagogues are having their triumphs. It is here that vacations may be better utilised by our young men. They should try to enrich their minds in such a manner that the narrowness of their outlook might disappear. Mahatma Gandhi, Dr. Tagore, Radhakrishnan, Bertrand Russell, The Webbs, Huxley, Whitehead, Wells, Bernard Shaw, and a host of others are interpreting the modern world, each in his way. It ought to be the duty of every one calling oneself a

graduate to know what these interpretations are.

THESE are only a few of the ways in which graduates and under-graduates should try to put their vacations to a better use. But all this should be done in an organised manner. And it is in creating the necessary organisation that the Universities have to play their part. It is then only that travel or residence at a centre of social work will have an educational value. Each University should create a separate department to make the arrangements necessary for these purposes. The selection of places to be visited, of the teachers that have to accompany the students, the gathering of preliminary information regarding them, correspondence with railway authorities or other travel agencies—these and many other things have to be looked to sufficiently in advance. Similar arrangements will be necessary in sending students to centres of social work. And as regards the study of the thought of great men the University should organise summer schools, create study circles and arrange for discussion classes. Students should be encouraged to attend them. Perhaps it may be of use if universities take these activities into consideration when they issue certificates of merit to their alumni.

THE Inter-University Board will be rendering a great service to the country if it bestows serious thought on this subject and works out a plan on the lines suggested above or on some other suitable lines for the guidance of our universities.

The First Basic Education Conference*

THE First Basic National Education Conference recently held at Poona was a unique success. Mr. B. G. Kher welcomed the delegates in his capacity as the Chairman of the Reception Committee. He referred in his speech not only to those features of the Basic Scheme with which the public have now become familiar but also to a few of the problems which have been brought to the forefront by the actual working of it. One of these problems was that of accommodation. Carding and spinning required more space than the old type of primary schools. The second problem was that of training suitable teachers. According to him, "The importance of the teacher in this scheme could not be minimised. Even if they had trained graduates to take up the work, unless they were filled with a passion for the basic system the scheme might not be a success." The most formidable difficulty was that of finance. The initial expenditure of basic schools is much greater than that of ordinary schools. A fourth problem related to what should be done with the yarn produced by the children and how it should be disposed of. Acharya Kripalani, who opened the Conference, emphasized the importance of having definite ideals of education. The Conference was lucky in having Prof. K. G. Saiyidain as its President. In his address he cleared most of the doubts raised about the working of the scheme and met successfully all the

* It is unfortunate that the Press did not give adequate publicity to the proceedings of this important Conference. Our observations are based on the notes of our Special Correspondent.

criticisms levelled against it. His well-balanced views were of the greatest value to the subsequent discussions. The presence of Mr. John Sargent, the Educational Commissioner with the Government of India, was of special value. His observation that we should not make shibboleths of correlation or of the idea of self-supporting education was timely. More significant and encouraging was his opinion that if money is required to finance a scheme of this kind it would be forth-coming even in an admittedly poor country like India and that he attached importance to the question of speed in translating ideas into practice. Such an opinion, expressed as it is by an officer of his position, gives one the hope that the Central Government will do all it can to extend basic education over the whole country in as short a time as possible.

THE Conference was one of workers in the field and as such it devoted its attention mainly to "a collective discussion of the working of the new scheme with the purpose of formulating definite findings for the guidance of their future work." The discussions centred round a number of subjects like the Training of Teachers, the Technique of Correlated Teaching, Financial and Administrative problems, the problem of Supervision and the formulation of Standards and Tests. They were of an informing and of a highly practical character based as they were on the actual experience of the speakers.

IN regard to the training of teachers the Conference resolved that the period of training should be one year, that there should be one uniform kind of training for all teachers—urban as well

as rural—the crafts varying according to local conditions and circumstances, although stress was laid on making the teachers rural-minded in general. A special committee was appointed to go into the relevant details. In regard to the Technique of Correlation it was pointed that attempts should be made to correlate the teaching of all subjects—History, Civics, Geography, Mathematics, etc.—round the basic craft and where such a correlation was not possible—and many speakers realised it—it was agreed that the gaps should be filled by other methods. Several were of opinion that 70% of the syllabus could be correlated with the basic craft. There was an equally thorough discussion of the financial implications of the scheme. Mr. L. R. Desai of Bombay gave statistics to show that the current expenditure of a school could be met by the sale proceeds of the articles made by the pupils when all the seven classes were in full swing. It was only the initial expenditure towards buildings and equipment that had to be met by the State or by private charity. It was the opinion in general that District Boards should take on themselves more and more of responsibility in the sphere of finance. As regards administration it was felt that the central direction should be left to the All-India Education Board (The Hindustani Talami Sangh) so that the required amount and quality of uniformity and coordination might be brought about. It was also suggested that each province should have a special officer for basic schools and that for sometime to come the present departments of education should not exercise control over them. The speech of Srimathi Asha Devi was particularly illuminating on the subject of the Basic Syllabus in Practice. Her

remarks were based on her experiences at Segao.

THE exhibition which formed an integral part of the Conference was also a remarkable success. It contained numerous charts, graphs, illustrations and samples of childrens' and teachers' work from the basic and training schools in different parts of the country and gave a visual representation of the new education in all its aspects.

National Education

WE commend to the attention of our readers the Draft Outline Scheme of National Education for India, prepared by a Committee of the All-India Federation of Educational Associations, which will be the main theme of discussion at the 15th All-India Educational Conference to be held at Lucknow this December. The discussion of the Scheme and its adoption will gain in value for two reasons. In the first place it will become the Scheme approved by educational experts from the whole country, unlike some of the existing schemes sponsored by purely provincial agencies. Secondly it will be discussed with Sir S. Radhakrishnan as the President of the Conference. He is also the Chairman of the Educational Sub-committee of the National Planning Committee and thus occupies a highly responsible position. Any decisions arrived at under his chairmanship are bound to carry considerable weight throughout the country.

THE scheme does not call for any comments in as much as it falls on the whole in line with the currents of the latest thought on the subject. We,

however, wish to invite attention to the following:— (1) Among the objectives the first place is to be given to the promotion of National Solidarity. This does not mean that the other objectives are less important but only that this objective is of urgent and immediate importance. The psychology of the pupils at school should be so transformed that they would accept the oneness of India as an article of faith. In these days, when sectionalism, communalism and sectarianism are becoming so rampant in the country and especially among the educated classes who for the sake of power and the promotion of their selfish interests have begun to exploit the mass mind, nothing is so needed as the inculcation of this faith. That India is one and that its oneness is to be preserved at all costs and under all circumstances should become the ideology of our national schools. (2) In regard to the pre-school stage the Government should not adopt a policy of indifference. While we recognise that finance stands in the way of provincial governments organising nursery schools, we think that these governments should encourage private bodies to organise such schools and encourage them in all possible ways. (3) We are glad that in regard to education between 7 and 14 the draft scheme is in accord with the fundamentals of the Wardha System. It is a good sign of the times that expert bodies are realising the great value of the system, inspite of the criticism directed against it by the communally-minded politicians. (4) The advocacy of parallel alternative courses in the secondary stage is an equally welcome feature. In this connection we wish to emphasize the word "parallel". For, in some of the provinces, where such

courses have been suggested there is an opinion that vocational courses are only for the dullards and that the so-called literary courses are for the more intelligent. This is a false view and the scheme under consideration completely discards it. This point is made clear also by its proposal to allot half the time at school to general education and the remaining half to vocational education and also the proposal to open University courses to all that come out successful from the secondary schools. (5) Although the Inter-University Board has not been in favour of a three-year under-graduate course, it appears to us that this change is one in the right direction. It gives to the University students who are mature in their ability to follow higher studies and dispenses with the need for passing two examinations within four years which is the case at present. Three years is a sufficiently long period for the Universities to mould the character of their under-graduates. (6) The doing away

with public examinations is another feature of the scheme. But we are afraid that it is too early to think of such a proposal. There must be some uniform test at the end of the school course or some kind of Matriculation test for admission to universities. Until teachers in schools become better trained, and trained especially in the use of intelligent tests and until they become more conscientious in the application of these tests we think that public examinations should be provided for.

Dr. Maria Montessori

WE extend a most hearty welcome to Dr. Maria Montessori who has taken the trouble of visiting our country at such a great deal of sacrifice and personal discomfort. We are sure that she will inspire those who are attending her classes at Adyar with a real love and regard for children and create through them a new world of bliss and happiness for them.

The Late Rao Sahib Dr. V. Ramakrishna Rao

WE are pained to record the sad demise of our friend and philosopher Rao Sahib Dr. V. Ramakrishna Rao, M.A., L.T., PH.D. Formerly he was for a long time the Principal of the P. R. College, Cocanada. He was more renowned as a scholar in English and had the unique honour of being rewarded the Sir Ashutosh Mukherjee Gold Medal in Letters for the year 1934 by the Calcutta University. He was an ardent disciple of the late Sir R. Venkataratnam Naidu, one of the two stalwarts of the Brahmo Movement in Andhra and vigorously worked for the rejuvenation of the Brahmo Movement in these parts. His *Altar-Stairs* and other works deserve special mention.

HIS sterling character, undaunted zeal for work, and above all his philosophic temper and soul force have won for him a soft corner in the hearts of all those that came under his influence.

SUCH a gentle soul passes away. A great man, a great mind departs from our midst on the 11th November, 1939.

May his soul rest in peace. Om !

THROUGH different PROVINCES

DELHI

INSTRUCTION IN BEE-KEEPING

With the object of imparting theoretical and practical instruction in scientific bee-keeping, arrangements have been made to hold a class for five weeks with effect from the 8th January, 1940, at the Government Cottage Industries Institute, Delhi.

Pandit Gulzarilal Bhargava, Bee (Honey) Expert, will be in charge of the specialised training, including field instruction. Special facilities will be provided for lady students and those from agricultural classes. Admissions to the class shall be open till the end of December next. Those desiring admission to the class may communicate with the Superintendent of Industries, Delhi.

INDUSTRIAL RESEARCH BUREAU

The Government of India have decided that, during the period of war, the Industrial Research Bureau should focus its attention on industrial research and development in connection with the prosecution of the war.

During this period, the Director of the Bureau is being stationed at Calcutta, where he is also in general charge of the Government Test House. The functions of the Secretary to the Industrial Research Council will, for the present, continue to be discharged by the Director of the Bureau to the extent that the other calls upon his time permit.

MADRAS

RADIO "CORNER" FOR COLLEGES

For the first time in the history of Broadcasting in this country, the under-grads of Madras are having their own "corner" on the air. The Madras Centre of All-India Radio is experimenting with a scheme of special broadcasts for the benefit of college students.

The broadcasts are inaugurated on the 2nd instant by Dewan Bahadur S. E. Rungnadhan, Vice-Chancellor of the Madras University. It consists of two half-hour programmes

a week, on Tuesdays and Thursdays, from 2 to 2 30 P. M. The programmes include talks on subjects of general interest to university students by eminent scholars.

A COMMON ENTRANCE EXAMINATION

Representatives of the Madras, Andhra, Mysore, Annamalai and Travancore Universities met on the 13th instant at Madras to examine the feasibility of having a common entrance (Matriculation) examination for all the universities. There was considerable discussion but no decision was arrived at, in view of the many difficulties to be faced before unanimity could be reached.

ANDHRA MEDICAL DEGREES

The Indian Medical Council, at its annual meeting held on the 31st October, noted the notification of the Central Government placing the Andhra Medical Degrees on the first schedule to the Indian Medical Council Act.

The Council deferred consideration of the resolution of the General Medical Council regarding the Andhra degrees, pending further information; as also of the letters of the Madras Government as the Andhra University regarding the deletion of the date of recognition of the Andhra degree.

NEW COURSES OF STUDIES

At an ordinary meeting of the Senate of the Madras University held on the 27th October, it was resolved that a Diploma in Co-operation be instituted in the University.

The Senate decided to impart Military Training to all students who underwent a University course of studies and also to start Diploma Courses in Journalism, Indian Painting, Indian Architecture and Indian Sculpture. It was resolved to publish a Concise Tamil Dictionary based on the Lexicon.

BENGAL

UNIFORM POLICY IN EDUCATION

The Council of Rulers of the Eastern States Agency discussed on the 30th October the

THROUGH DIFFERENT PROVINCES

187

question of educational advancement in the States and resolved that a Text-Book Committee and a Board of Examiners be constituted separately for the Oriya and Hindi speaking States of the Agency, the object being to have a uniform policy to serve the best interests of education in the States. The States were requested to suggest the names of their educational officers to serve on these committees.

INDIAN SCIENCE CONGRESS

A new committee of the Indian Science Congress will be formed this year in order to consider the progress, inter-connection and new directions of advance in the mechanical, physical, chemical and biological sciences, with special reference to India.

The Committee will survey at suitable intervals the advance made by the different branches of science and promote thought upon the social significance of their application. It will consist of the President, the three Vice-Presidents, two Secretaries, the treasurer and seven members of the Indian Science Congress.

BOMBAY

ADULT EDUCATION IN THE PRESIDENCY

Several voluntary organisations and individuals have been making efforts to promote the cause of adult education in the Province of Bombay during the last thirty years. The Bombay Government recently gave an impetus to the problem by the publication of the Report of the Committee appointed by them and by the subsequent appointment of the Provincial Board for Adult Education. The Servants of India Society have just published a survey of the work which is being done in this field.

The information collected shows that there are in all 160 institutions doing adult education work for several years and each one of them conducts several classes. Out of the 160 organisations, 71 are exclusively for men, 55 are exclusively for women and 34 are for both men and women.

The average number of persons taught annually is 15,000 of whom 8,000 are men and 7,000 are women.

103 institutions are maintained out of donations received from the public, 15 receive Government grant as well as donations from

the public; 16 are maintained out of the income from fees, donations and Government and Municipal grants; 8 receive Municipal grants as well as Government grants, 9 institutions are maintained from the income of fees only and 10 from the fees and Government grant.

The adult schools find it difficult to maintain regular and punctual attendance. Another difficulty of most of the schools is the want of proper equipment. Most of these institutions depend for finance on subscriptions and donations. Income from fees and Government grants is very inadequate. There is a great field for the development of adult education if adequate financial assistance would be forthcoming.

CENTRAL PROVINCES

VIDYA MANDIR BILL PASSED

The Central Provinces Assembly passed into law on the 2nd instant the Vidya Mandir Bill, as amended by the Select Committee.

The Education Minister appealed to the Muslims and other oppositionists to extend their full co-operation in the cause of the spread of literacy throughout the province. The Bill, he added, facilitates the establishment of Vidya Mandirs and Madinatulims in villages for the spread of literacy by establishing one school in every village, managed by the village committee. Uptodate, 100 Vidya Mandirs had been established on the initiative of the Government. The scheme was not intended to supplant the normal educational activities of the Government or local bodies, but the Bill intended to give corporate existence to those managing Vidya Mandirs and make them accountable in law.

COMMERCIAL COLLEGE FOR WARDHA

Wardha, which is gaining in importance day by day, may have a commercial college, the first of its kind in Central Provinces, if the efforts that are being made in several quarters materialise. At a meeting on the 5th instant at the Navabharat Vidyalaya, a donation of Rs. 1,00,000 was announced by Seth Mathurdass Mohta.

PUNJAB

URDU AS MEDIUM OF INSTRUCTION

It was the policy of the Punjab Govern-

ment to have Urdu as the medium of instruction in the Punjab in the interests of evolving a united nation, declared Mian Abdul Hayee, Education Minister, during question hour of the Punjab Assembly on the 2nd instant. The Minister added that in order to maintain a uniform medium of instruction, any departure from Urdu was discouraged. Exceptions, however, had been made in a few cases of girls education.

Replying to a supplementary question, the Minister said that all languages in the province including Urdu, Hindi and Punjabi were treated alike and similar facilities were provided for all of them in Government, District Board and Municipal Board schools.

HYDERABAD

VOCATIONAL EDUCATION IN THE STATE

The Department of Technical and Vocational Education, which is the direct outcome of the Mackenzie Committee's Report, has just issued its report for 1937-38. The review of the Education Member on the Report says that steps have been taken for the establishment of an Employment Bureau and a Central School of Arts and Crafts and the reorganisation of the Government Industrial Laboratory, the last problem being considered in consultation with the Department of Commerce and Industry and the Osmania University.

It has been decided to make a beginning with the establishment of commercial and electrical trades courses at the Osmania Technical College. The Department has been also examining the proposals relating to the provision of adequate facilities for industrial research in the Dominions.

REORGANISATION OF EDUCATION

A course of education, limiting the total length of the period to the final stage to 14 years, four years in the Lower Secondary, three years in Higher Secondary and three years in the University Degree courses, has been recommended by the Reorganisation of Education Sub-Committee appointed by the Board of Secondary Education to consider what steps should be taken to bring about a gradual transition from the present system of education in the State to the new system approved by the Government. The report of the Committee has just been made available to the public.

Regarding the question as to when bifurcation should begin, the Committee favours the view that education should be continuous and specialisation should be postponed until the child has attained the age of 14, as it is very difficult to ascertain the aptitude of a student at the end of the primary stage.

The Committee considers that vocational education should mainly be (1) Post-Middle (Lower Secondary), (2) Post-High (Higher Secondary), and (3) Post-University. It agrees with Mr. Abbot that, having regard to the prevalent conditions in India, industrial schools should be established at the end of the Primary Stage, parallel to the Lower Secondary schools, and that the course in such institutions should extend over a period of at least two years.

The Committee recommends that provision should be made for 5 different courses at the end of the Lower Secondary Stage, i.e., Vocational High Schools and Higher Secondary Schools, each with a three year course, and Teachers' Training Schools, Central School of Arts and Crafts and Agricultural Schools each with a two-year course.

SIND

ALL-ROUND PROGRESS IN EDUCATION

Introduction of compulsory physical training in colleges, creation of tenable scholarships at professional colleges and at the Indian Military Academy at Dehra Dun, rapid progress of women's education, particularly among Muslim girls, expansion of Mulla Schools and introduction of compulsory primary education—these are the most notable events mentioned in the Government Resolution reviewing the administration of public instruction in Sind for the year 1937-38.

BIHAR

ADULT EDUCATIONAL CONFERENCE

It is understood that the second session of the Indian Adult Education Conference will be held on December 2 and 3, 1939, at Bhagalpur. Dr. Syed Mahmood, Ex-Minister of Education, Bihar, has consented to act as Chairman of the Reception Committee and will open the Conference.



PUBLIC OPINION



MR. JOHN SARGENT ON BASIC EDUCATION SCHEME

"I am glad that there are hundreds of enthusiasts in India capable of doing everything for the scheme, but the scheme had to be worked out not only by the select few but hundred per cent of teachers employed in this country"—thus observed Mr. John Sargent, Educational Commissioner with the Government of India, speaking at the First Basic Education Conference at Poona.

Proceeding Mr. Sargent said that because perhaps he was getting to be an old man he attached some importance to the question of speed in translating ideals into practice. He hoped that within a reasonable period we should see the length and breadth of India covered with schools, not schools run for the profit of those who exploited children, nor cramming institutions whose sole object was to enable the pupils to pass examinations, but real schools where the children could work and play, learn and be happy. And in this basic education movement lay the germ of that hope. "I think we must labour to persuade people that money spent on this mental armament is as essential as money spent on much more ephemeral armaments. I am not going to give up my optimism that if money is required to finance a scheme of this kind, it will be forthcoming even in a country admittedly poor like India."

MR. S. E. RUNGANADHAN ON BROADCASTS FOR COLLEGES

"I do think that if the Radio is used with a clear recognition of its limitations as well as its advantages it could be made to play a very useful part in higher education" observed Dewan Bahadur S. E. Runganadhan, Vice-Chancellor of the Madras University, inaugurating the scheme of special broadcasts for colleges at the Madras Centre of All India Radio on the 2nd instant.

Proceeding he said: "It is obvious that the radio can never effectively do the work of the classroom. What it could do is to round off and supplement the instruction given in

Colleges by talks on a variety of subjects of general interest by competent lecturers. Owing to the rapid advance of modern knowledge in all its branches, there must inevitably be large gaps in the range of information available to the average student, and educational broadcasting should aim at filling these gaps by a carefully-planned series of talks on science and art. The radio could also be helpful in encouraging the habit of general reading among students by talks on the great classics and on outstanding books by modern writers. Travel themes, dramatic compositions and select biographies would also provide interesting materials of educational value."

RT. HON. SASTRI'S ADVICE TO TEACHERS

The noble role which teachers has to fill in life, their trials and their duty formed the theme of an interesting address delivered recently at Kumbakonam by the Rt. Hon. V. S. Srinivasa Sastry, Vice-Chancellor of the Annamalai University.

He said: "If any of you overwhelmed with to-day's troubles and pondering on the misfortune that attends your labours, if any of you oppressed by the tyranny of the management, harassed by what can be a greater tyranny, the demands of home, if any of you feel occasionally that you have not chosen your profession wisely or profitably, I venture to offer him this piece of advice. Try and put a little love into your work, call out the best that there is in you. Remember, however hard you may be pressed in a hundred directions, no student could ever hurt a teacher that knew them and whom they knew in return. Try, try that way of taking remuneration and I tell you, then you can snap your fingers at any management, however heartless. You can turn up the sneers and taunts of parents, you can say 'silence' to your cynical colleagues and you can go forward and meet the day's work with good cheer, knowing that if you sowed on a rich soil, your harvest will be meritorious and plentiful. That, gentlemen, is the secret of the teacher's calling, that is the key to his heart."

NATIONAL EDUCATION FOR INDIA

[The following is a draft Scheme of National Education prepared by a Committee of the All India Federation of Educational Associations. The Scheme will be the main theme of discussion at the 15th All-India Educational Conference to be held at Lucknow in the ensuing Xmas Week. A detailed comment on this Scheme appears elsewhere in the Editorial columns of this number.—Ed. E., I.]

1. Objects and Means:

1. The aim of Indian National Education should be the realisation of the maximum growth of every individual with a view to evolving an efficient co-operative Social order.

2. For the promotion of this aim, the following objectives should be held in view at every stage of education: (i) Physical Well-being; (ii) National Solidarity; (iii) Economic Efficiency; (iv) Cultural Development; (v) Ethical and Moral Consciousness.

3. The general scheme of National Education should ensure for every individual a maximum possible general cultural education and a preparation for occupational life, labour and hand-work forming an essential part of general cultural education at every stage as far as possible.

2. The General Scheme of Education:

(i) That it should consist of three principal stages: 1. Pre-school, 2. School, and 3. University.

(ii) That the Pre-school stage should be for children below 7 years of age. The committee could not, in the present circumstances, recommend that this stage should be treated as a necessary part of any provincial or state system of education requiring a provincial or State government to make adequate provision for it, though it would certainly welcome private bodies and individuals to undertake work at this stage with such financial assistance as may be available from Government.

(iii) That the School stage should be divided into (a) Primary and (b) Secondary stages.

(iv) That the primary stage should consist of Basic Education for all children between the ages of 7 and 14 years.

(v) That Basic Primary Education should consist of Standards I—VII, of which Standards

I—IV should be made immediately compulsory and Standards V—VII as and when circumstances permit.

(vi) That the subjects of the Primary School course should be, more or less, the same as those indicated in the Zakir Hussain Committee's Report with such modifications as local conditions may render necessary, Hindustani being included as a subject of study from Primary Standard V onwards as recommended therein.

(vii) That the method of instruction at the Primary stage should be that of education as far as possible, through purposeful creative activities related to local occupations and industries, arts and crafts.

(viii) That the Secondary stage should be of 3 years for pupils of 14 to 17 years of age who have completed Basic Primary Education and that it should include parallel alternative courses, partly general or cultural and partly practical or vocational, e. g., a General Course with Practical work, i. e., some craft or productive work which the student may be able to pursue latter at least as a hobby, if not as a vocation, a General and Commercial Course, a General and Agricultural Course, a General and Industrial Course, a General and Art Course in Drawing, Painting, Music, Dancing, Architecture, etc., a General and Home Economics Course. It is not intended that every school should make provision for instruction in all the alternative courses. What is intended is that each school should be left free to provide such of the courses, one or more as it may find necessary, to provide to meet the varying needs of its pupils.

(ix) That about half the school time should be assigned to general education and about half to craft or vocational education throughout the school course.

(x) That the medium of instruction should be the mother-tongue of the pupils at the

Primary and Secondary School stages, and as early as possible, also at the University Stage.

(xi) That change from one alternative secondary course to another should be permitted at any time during the secondary stage, provided the requisite fitness to enter another course is attained.

(xii) That adequate arrangements should be made for providing guidance to pupils in choosing their secondary school course.

(xiii) That the university stage should be divided into (1) Under-graduate and (2) Post-graduate stages (the first of three years).

(xiv) That the Under-graduate stage should include (1) Arts Courses, (2) Science Courses, (3) Commercial Courses, (4) Technical Courses, (5) Art Courses, (6) Home Economic Courses, and (7) Education Courses for Teachers, leading to the first Degree.

(xv) That the Post-graduate stage should provide for advanced work and research.

(xvi) That at the end of each school stage, there should be an internal school examination leading to a Primary or Secondary School Leaving Certificate awarded on the basis of the pupils' school record and performance at the examination.

(xvii) That the S. S. L. Certificate awarded at the end of the different alternative secondary school courses provided for in the scheme should bear the same value for purposes of employment in public service and for further study at the University.

(xviii) That persons holding the Secondary School Leaving Certificate should be considered eligible for admission straight away to the Under-graduate University courses corresponding to the Secondary School courses chosen by them in the secondary school stage, unless otherwise desired by the candidates for admission to the University. In the latter case, their eligibility for admission to a different course should be left to be determined by the Principal of the College in which they seek admission.

(xix) That adequate provision for continued education should be made at the end of the Primary stage for such pupils as desire further education by means of Continuation Schools or Classes according to their needs.

(xx) That adequate provision should be made for further primary, secondary, or university education of adults seeking it, according to their needs.

Correspondence

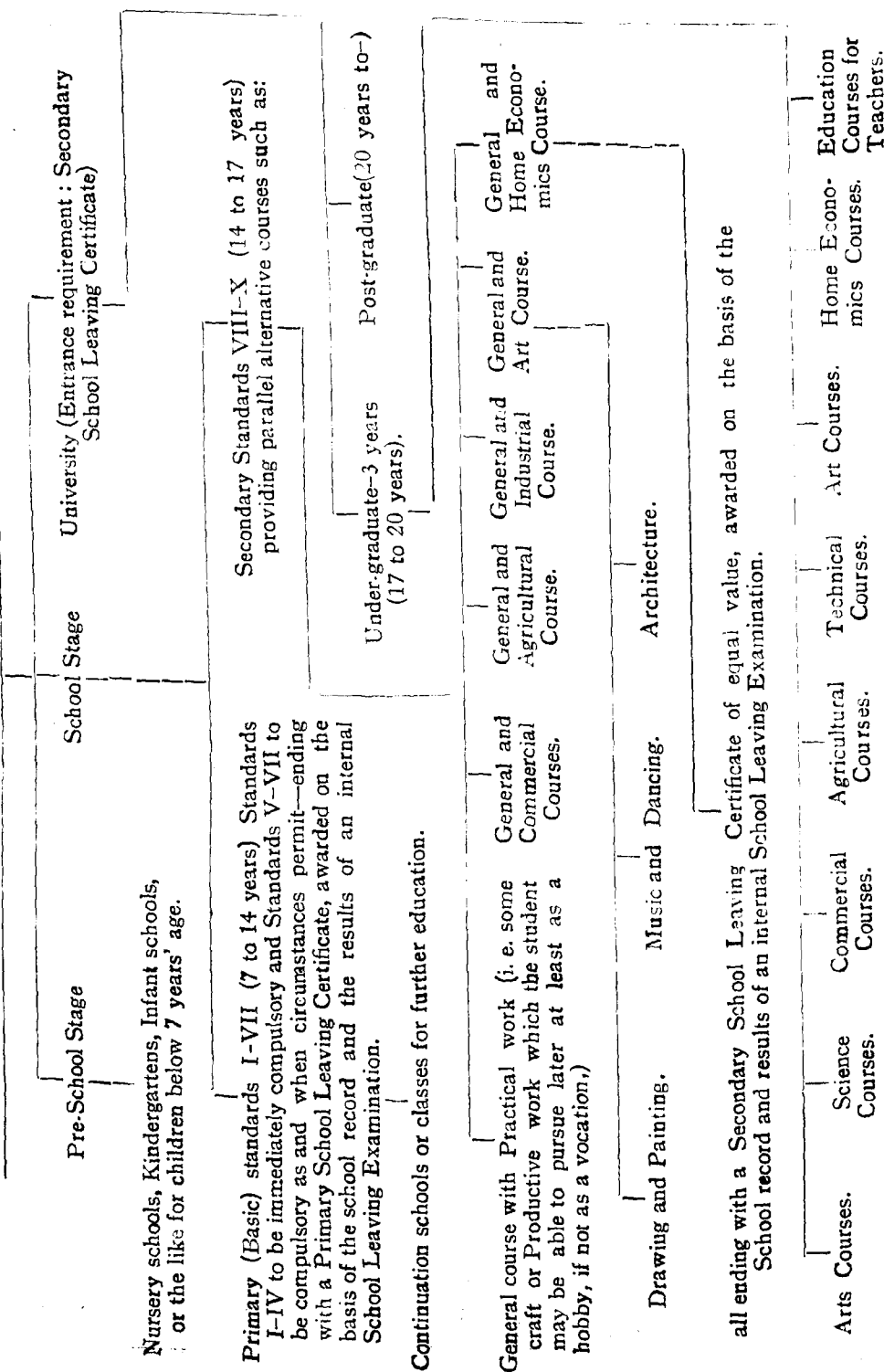
EDUCATION WEEK CELEBRATIONS AT BIMLIPATAM

Mr. M. K. R. Dikshitulu, B. A., L. T., Headmaster, Municipal High School, Bimlipatam, and Secretary, Education Committee, writes:—

The Education Week commenced on the 4th instant with a benefit Dramatic performance of "Cinema Girl" in aid of the Education Week funds. There was an Exhibition of paintings, drawings and Teaching aids on the 6th instant. The inaugural meeting was held under the presidency of Dr. T. R. Seshadri, M. A., Ph. D., F. I. C., Professor, J. V. D. College of Science and Technology, Waltair. Vidwan G. J. Somayajulu, M. A., L. T., Lecturer, University College of Arts, Waltair, delivered an interesting address in Telugu on "Modern Education".

On the 7th there was a procession of the pupils and teachers of the several schools of the locality, and the procession was taken to the slums to bring home to the masses the importance of literacy. On the 8th morning sports were conducted and in the afternoon there was a Ladies' meeting under the presidency of Srimati V. Rajyalakshmi, B.A. (Hons), Teacher, Queen Mary's High School, Vizagapatam. On the 11th prize distribution was held with Dr. K. N. Pisharoty, M. D., M. R. C. P., D. T. M., Assistant Professor, Medical College, Vizagapatam, in the chair. The prizes were given away by Mrs. A. Ananthanarayana Iyyer to winners in the several competitions. Dr. A. Ananthanarayana Iyyer, B. A., M. B. B. S., Assistant Professor, Medical College, Vizagapatam, delivered a lucid address in English on "Educated Life." The pupils enacted a Telugu farce and a historical playlet "Veerabhai".

A GENERAL SCHEME OF NATIONAL EDUCATION'S STAGES



WORLD TRENDS IN EDUCATION

A DISPASSIONATE analysis of the trends in education throughout the world during the last three years, both in term of outstanding achievements and fundamental reforms, leads one to conclusions that we feel should be given the widest publicity since they have to do with a vast and increasingly important sector of human activity.

Perhaps first of all should be noted a marked tendency in all countries to appropriate larger and larger sums for educational purposes. After the heart-breaking reductions of budget which became almost commonplace during the long years of economic depression, it is encouraging to report that appropriations for public education have again equalled, and in many cases surpassed, the 1930 level.

Educational reforms, during the three-year period under consideration, reached their climax in what might be called a "renovating fever". In almost all countries during the first two years of the period, educational administration and organization, the curriculum, and teaching method were all objects of profound transformations. This has lately been succeeded by a species of lethargy which has at least temporarily decelerated, if not entirely halted, educational experimentation and reform. It would seem that administrators are now preferring to improve, maintain, and develop reforms already adopted, and to rectify existing objectives and standards within the present frame of reference.

Generally speaking, there is observable a universal tendency toward augmented governmental influence in all phases of educational activity. Consequently, there is discernible a slow but incessant progression toward the co-ordination, centralization, and unification of both the pedagogical and administrative functions of education. The principal aspects of this reform are: a marked tendency to reduce the present uncontrolled diversity of schools and school systems; growing restrictions on the autonomy which certain educational institutions have heretofore enjoyed; and a more stringent control of the private schools that everywhere

are being forced to give ground rather than to encroach on state institutions of learning.

In the field of primary education, this reform movement has had two phases which correspond exactly to those already indicated for education in general. The first half of the period was characterised by changes in teaching method, the second by modifications of curriculum.

Secondary education continues to be a problem in the educational system. There is still no well-defined, dominant tendency with regard to its objectives, or to its general organization and structure.

On the other hand, there is a growing concern for post-graduate professional preparation. This is due largely to a need for trained men and women in all of the professional fields, and to the general failure of secondary education, which seems throughout the world to be weltering in a morass of stagnation and decay, whereas professional education for youth has become first-class.

Teacher education is another problem with which the educational world has been much occupied during the last three years. But even here the same slowing down is to be noted, due to widespread disagreement as to the type of curriculum best suited for the preparation of future educators.

There has been a marked improvement in working conditions and salary schedule of the school personnel.

A general trend toward intensification of physical education and health programmes would be distinctly encouraging were it not for the suspicion that the real aim is not so much educative as militaristic, particularly in those Old World states where preparation for war continues with unabated fury. The same criticism might be made for present emphasis on civic education.

—From *World Education*.

BOOK REVIEWS

FOURTH CONFERENCE OF INDIAN UNIVERSITIES, BOMBAY. 1st, 2nd and 3rd March 1939. Report of Proceedings. Issued by the Secretary, Inter-University Board, India, Lucknow.

This report contains the opening address of H.E. the Governor of Bombay and of Diwan Bahadur S. E. Runganadhan, the Chairman of the Conference, the proceedings of the three sub-committees appointed to go into the details of the various resolutions sent up by different universities and the proceedings of the conference itself. There are a number of useful appendices on some of the topics that came up for discussion at the conference. The text of all the resolutions passed at the conference is also given. The report is valuable in as much as it gives an idea of the numerous problems with which universities in India are faced to-day and the lines on which representatives of universities think they should be solved. Incidentally it enables one to see how in our country there are certain subjects, like the use of the mother-tongue as the medium of instruction, which still provoke controversy. Even men of the highest intelligence and endowed with imaginative insight are not free from the influence of mere routine and conventional practices.

ADHUNIKA VIGNANAM by Vasantha Rao Venkata Rao. Published by Sarada & Co., Vizianagaram. Pp. 50. Price As. 6. 1938.

This small book in Telugu contains three studies on (1) the Secret of Creation (2) Mantras and (3) Journey on the Moon. The author who is a lecturer in Physics in Maharaja's College, Vizianagaram, has succeeded in expressing in clear and forcible language the ideas put forward by the scientists of the present day in regard to Creation and the Moon. In his second study he has attempted to establish a connection between scientific ideas and the efficacy of magic spells. The studies are illuminating and deserve to be read by all.

SILVER JUBILEE COMMEMORATION VOLUME OF THE SARVAJANIK EDUCATION SOCIETY. Compiled by V.R. Trivedi, M.A., and Published by the Hon. Secretary, Sarvajanik Education Society, Surat. Pages 172.

There can be no nobler work than that of labouring for the diffusion of knowledge in a country of such appalling wide-spread illiteracy as India and the members of the Sarvajanik Education Society, which has completed 25 years of useful existence, may well lay the flattering unction to their souls that they have laboured fruitfully and worthily in the lord's vineyard. The nucleus of the extensive educational organisation of this Society was the Surat English School which was started in the eighties of the last century. It grew into a full-fledged High School in the first decade of the present century and the Society came to be formed in 1912.

During the quarter of a century that it has been in existence the Society has steadily gone on extending its activities and now the educational institutes under its management include a College preparing students for the highest degrees of the Bombay University, a Science Institute, a High School for Girls, an Industrial School, Teachers' Training classes, a Law College and a number of schools in outlying villages.

The Society has been singularly fortunate in its workers and donors. The Sarvajanik Education Society and the several institutions under its management are an abiding monument to the magnanimity of character, the unbounded munificence and the innate love of culture of the people of Surat. The Society has a splendid past and, there is no doubt it has a more glorious future. The Silver Jubilee Commemoration Volume is a proud record and those who have contributed to make it possible have good reason to congratulate themselves on the splendid achievement.

—V. M.

RECENT OXFORD BOOKS FOR TEACHERS

EDUCATION AND VILLAGE IMPROVEMENT By I. W. Moomaw. Rs. 2/-

This is intended to serve as a practical handbook to those engaged in the work of rural improvement in India. Careful instructions and detailed projects are given for animal husbandry, poultry farming, etc.

SOME ASPECTS OF INDIAN EDUCATION, PAST AND PRESENT By Sir Philip Hartog, 3 s. 6 d.

THE EDUCATION OF INDIA: HISTORY AND PROBLEMS. By Rev. T. N. Siqueira, S. J. Rs. 3/-

It is a handy textbook which picks out the outstanding events in the education of the long past and draws attention to the main problems of today.

SUGGESTIONS FOR THE USE OF NEW-TYPE TESTS IN INDIA. By E. W. Menzel. Rs. 3/-

A new title in the 'Teaching of India' Series. The book will be very useful to teachers and to Training Schools where improved methods of examining and experimentation in education are urgently needed.

SUGGESTIONS FOR THE TEACHING OF GEOGRAPHY IN INDIA. By E. A. Macnee. SECOND EDITION. Rs. 1-8.

INDIAN EDUCATION IN ANCIENT AND LATER TIMES. By F. E. Keay. Rs. 5/-

THE PSYCHOLOGY OF LEARNING AND TEACHING. By H. S. Perera. Rs. 3/-

A PROGRAMME OF PHYSICAL EDUCATION FOR GIRLS' SCHOOLS IN INDIA. By Mrs. H. C. Buck. Rs. 3-12.

A LIST OF TECHNICAL TERMS in English, Hindi, Urdu and Marathi. Rs. 2-8.

OXFORD UNIVERSITY PRESS

MOUNT ROAD :: Post Box 340 :: MADRAS

'THE SOUTH INDIAN TEACHER'

IS

The Official Journal of

The South Indian Teachers' Union.

It is therefore the Journal of the Teacher

AND

No teacher should be without it.

Subscription is only Rs. 3/- per annum

Registered Office :—

41, Singarachari Street,
Triplicane, Madras.

All Educational Institutions and Libraries
Should subscribe for

"THE EDUCATIONAL REVIEW"

A MONTHLY RECORD FOR INDIA NOW IN ITS 45TH YEAR.

Managing Editor: Mr. S. KANNAN

ANNUAL SUBSCRIPTION

INLAND Rs. 5 FOREIGN Rs. 6-8-0

SRINIVASA VARADACHARI & CO.,

216, Mount Road, MADRAS

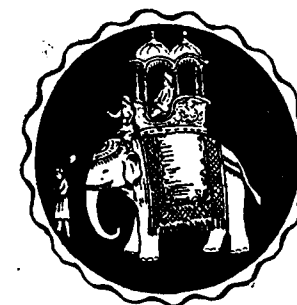
Vol. VI: No. 6

December, 1939

EDUCATIONAL INDIA

A HIGH CLASS MONTHLY DEVOTED TO TOPICS
EDUCATIONAL AND LITERARY INTEREST

Edited by M. VENKATARANGAIYA



EDITORIAL BOARD

M. Venkatarangaiya	C. Swamikannu Paul
M. Seshachalam	C. B. Krishna Sastry
D. Nityananda Sastry	

The Educational India Office,
MASULIPATAM (S. India)

INLAND
Rs. 3-8-0

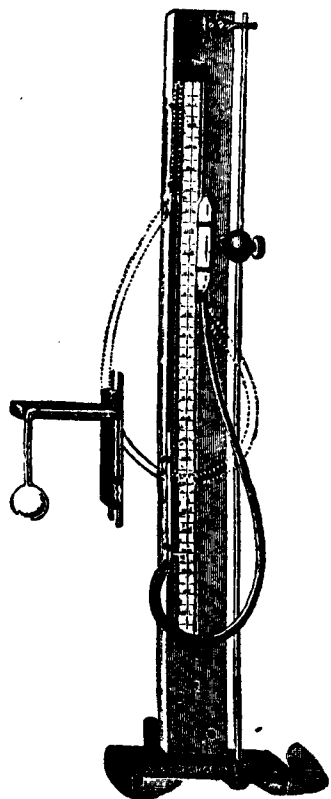
Single Copy As. 6

FOREIGN
Rs. 5-0-0

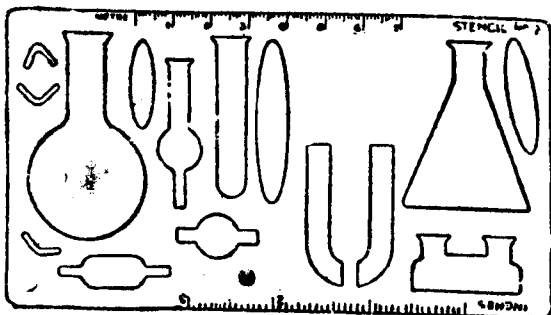


SCIENTIFIC APPARATUS

First
Quality
Goods
●
Apparatus
from
Original
Makers
at
Moderate
prices
●



SERVICE and Satisfaction
Guaranteed



CENTRAL SCIENTIFIC
SUPPLIES COMPANY, LTD.
G. T. MADRAS.

Educational India Business Notice

EDUCATIONAL INDIA is published on the 20th of every month. But a Double Number is issued for May and June. Complaints for non-receipt of the Journal for any month should reach our office not later than the 1st of the next month.

*

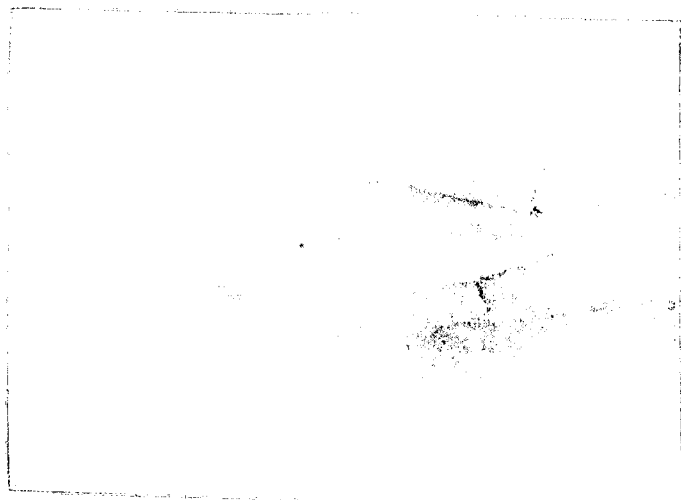
SUBSCRIPTIONS may date from any Number but the year commences from July. Back numbers too will be supplied if required. The annual subscription, *always payable in advance*, is Rs. 3-8-0 Inland and Rs. 5/- Foreign, and it may be sent by Money Order or by Postal Order. If sent by V. P., registration charges will be extra. Cheques will not be accepted unless the Bank Commission is added on to the subscription amount.

*

WHEN SUBSCRIPTIONS EXPIRE an intimation will be sent along with the last Number with which the subscription expires. Unless a renewal is received previous to the publication of the following issue, the Magazine is discontinued. All remittances are payable to the Managing Editor. Subscribers will avoid any delay in the receipt of the first copy of their renewal by remitting promptly.

*

ADVERTISEMENT RATES are furnished on application. The payment for advertisements is strictly in advance, except where approved accounts are opened.



DR. S. S. KAPPAKURISHAN
President of the
Conference



DR. S. S. KAPPAKURISHAN
President of the
Conference

A LINGUA FRANCA FOR INDIA

By Mr. A. S. VENKATARAMAN

A WELL-MEANING graduate friend of mine having been asked to fill my self-filling fountain-pen once returned it full as he said, and when I began to write, I had to curse my pen, unreasonably, as I found it later. This is perhaps an extreme illustration in support of the indictment against our educated youths. H. G. Wells says, "It is our gravest accusation against present-day universities that they will now graduate men and women who speak and write inexactly, have no frame work for general ideas, and think no better than labourers who have left school at 12 or 13.

The Truth of the Matter

An examination of the figures below will provide us an illuminating commentary on the situation in India.

Hindustani (including Western Hindi, Punjabi and Rajasthani)		139.3 Millions
Bengali	49.3	"
Telugu	23.6	"
Tamil	18.8	"
Marathi	18.8	"
Canarese	10.3	"
Oriya	10.1	"
Gujarati	9.6	"

The Prime Factor

There may be many reasons why it should be so, but an investigation of them is at present outside the pale of this essay. Suffice it to say that the fact can hardly be repudiated. It is a travesty of education in India. What is true of an average educated Indian must be truer of the average illiterate countryman! If we can put our finger on any one course, more than on any others, it must be the foreign medium in our schools and colleges and the absence of a suitable lingua franca in this country.

Some Mis-statements

Of the several mis-statements about India—shall I say legends—one is that in India there are several hundred languages, at least two or three hundreds! Though it cannot take rank with another legend that India is a country of tigers and snakes, still it is sufficiently serious. At that rate, every country in Europe should boast of many languages in terms of tens, England at least thirty to forty and Germany fifty to sixty. It is evident that here is confusion of dialects with languages or a desire to indulge in a terminological in-exactitude.

The only inference we are compelled to draw is that considering her size, the number of languages is small, surprisingly small and not larger than it really is. It is quite possible to tear a passage away from its context and contradict the very thing that it seeks to prove or illustrate. Apart from a large number of dialects—of which any country at any time is full—the number of major languages is not even a dozen, and to argue that it is a large number even for a vast country like India must be considered to emanate not from a discerning observer but from a biassed, hostile critic. The more silent one is about it, the more eloquent will be that silence! It is another superstition about this superstition-ridden land.

Some Results of 'English' education

When 'English' education was introduced, it was declared (famous despatch of 1854) "It is indispensable that in any general system of education the study of the Vernaculars, should be assiduously attended to and any acquaintance with improved European language can only be conveyed to them through one or the other of those vernacular languages." It is un-

fortunate that in spite of the despatch Vernacular Schools were neglected while enthusiasm for English education was waxing great continually because of its utilitarian aims and the gulf between the classes and the masses was widening. University education as well as Secondary Education was contaminated by this poison. The masses were estranged, and the classes were not benefitted culturally as much as one would expect. Education at school became artificial and entirely unrelated to life.

Effects of a Foreign Medium

The Calcutta University Commission Report says, "The premature use of a foreign and half-understood medium in teaching the ordinary subjects of the school curriculum tends to produce intellectual muddle, which is concealed more or less at the matriculation test by remarkable feats of memorisation, but made plain when the new stage of the matric is reached." The inference is obvious. The channels of creative endeavour were closed except for a stray geniuses Tagore, Bose, Ray, C. V. Raman, Radhakrishnan. Intellectually an era of sterility set in. Emotionally an age of instability was heralded. Educationally, culturally the life of the masses remained untouched and unaffected. Among the witnesses before the Calcutta University Commission, there is practical unanimity of views regarding the terrible effects such as lack of interest, lack of assimilation, lack of originality in thinking and expression, retardation of boys in their progress and their premature elimination from school.

English as Lingua Franca

Even admitting for the sake of argument that all this is true, the position of English as the lingua franca of India is not prejudiced. That is at any rate the position of the proponents of English and their arguments are by no means without weight and value.

The claims of English as lingua franca cannot be altogether ignored. Dr. Bra-

jendranath Seal, a famous Professor of Philosophy and a scholar of eminence and repute, advocates English as the lingua franca of the educated classes and goes to the length of asserting that under polyglot conditions, English is the only refuge and resource. It has been occupying a unique position as the language of the educated classes, as an official and court language, as the language of fashion, of industry, of commerce, of schools and colleges, of politics and politicians.

It would seem that to dislodge it from its present position would mean a negation of history, a retardation of progress and a violation of the principles of natural and human justice. It has been not only one of the potent influence in the development of the conception of our Indian nation but has also created and stimulated national consciousness, and political awakening. To enlarge on this aspect would amount to a painting of the lily, and the more we refer to it, the more obvious would be its hold on the classes as well as its importance and value.

'Federation' and English

More so, in view of the Federation that is to bound to come sometime or other in the future the present surge of nationalism has brought the conception of India, a nation into practical politics. With the administration of Federation, there would be a *bundle* state with emphasis on the oneness of the state though in reality the emphasis will be on the individuality of the members. A bundling medium would be necessary, and perhaps no stronger tie could be conceived than that of language. If so, can any language other than English be said to possess potentialities for the future? Supposing it could be replaced by any Indian Vernacular, would it not appear anti-nationalistic in the wider sense of the term?

Which Language is Eligible?

When all is said and done, it would be idle not to consider the other side of the

question. A wave of national feeling has passed over the country and the present stir has affected the masses. Whatever the Congress might not have done, it has at least made the townsman and the villager politically mined, nationalistic and there are good signs of national wakening. The question is no longer one of the creation of a race of clerks and quill-drivers but it is one of the vital problems of mass education and culture. We are perforce compelled to think in terms of the masses who cannot be educated in a foreign tongue, and we have to seek a language that has its roots in the masses, that touches the life of the people at several points, that deals with their joys and sorrows and that mirrors the life of a people as a whole, not that of a few at the top. Considered from this point of view English as a foreign language cannot be considered the lingua franca of India.

Position of Hindustani

The question arises then about a suitable common language in India.

That language of all languages in India numbering its votaries by the millions has a greater claim than any others. A language which is the lingua franca of the intelligentsia only has no chances of consideration. Judged by this standard, Hindustani including Western Hindi, Punjabi and Rajasthani occupies a coveted and covetable place. With the languages in Southern India, it has a close affinity. Being spoken by about 140 millions, it is understood by scores of millions more. It is more easily learnt than a foreign language however alluring it may be and however pre-eminent it be in respect of trade, commerce and international cultural contact. From the point of view of cultural background, similarity of ideas, linguistic relationships and wide popularity and range, there is no language comparable with Hindustani.

Some Mis-conceptions

Regarding this there are certain mis-conceptions, which it is as well that we

should seek to eliminate. It is vaguely commonly behind that Hindustani includes Hindi and Urdu, as spoken and written in 2 scripts and Hindustani is a golden mean between the two. As a matter of fact there are a number of dialects, a considerable number wrongly described as languages by some people. The number of dialects is legion, that there is a crying need for standardisation and uniformity. In the course of the paper it will become evident that Hindustani means in relation to Hindi and Urdu.

A Wrong Notion

Without doubt both Hindi and Urdu are indigenous in origin. It is wrong to consider that Hindi is the language of the Hindus and that Urdu is the language of the Mussalmans. It is more to the point to comprehend that both are two aspects of the same basic language, one deriving its inspiration from Sanskrit and the other from Persian.

Hindi and Urdu

As the language of the people in Northern and Central India Hindi continued, and when under the Muslim rule, Persian became the Court language. Hindi, the living language that it was—became Persianised and this form known as Urdu developed round the Imperial Courts. The term 'urudu' was brought into use in the Moghul period but with doubt it was another variant for Hindi. Up to 1857 the two terms were freely used as synonymous expressions, except for the two scripts, Urdu and Hindi.

Some Tendencies

In the second half of the 19th century however, owing to rising national consciousness, probably as a reflex action, the Hindus being first affected by it, stressed on purer Hindi and Devanagari script, while later on, the Mussalmans developed their form of nationalism relying on Urdu as their particular reserve. This divergence widened and deepened into a conflict with its own repercussions, on the scripts. Thus there grew a battle of scripts and the communal flag was hoisted. True nation-

lism could not be narrow and communal and when intelligent people in the interests of true nationalism emphasised the common features between Hindi and Urdu and favoured Hindustani as the national language, the separatist tendency could not be put down. The demon of communalism is still raising its ugly head. With a full development of nationalism, the separatist tendency is sure to disappear. As a renowned Indian politician says, "A separatist in language is a communalist and political reactionary."

The Essential Difference

For a long time down the terms 'Urdu and Hindi' were interchangeably used, the only difference being that one was highly Persianised and the other was not. As time went on, Urdu became the language of the towns as Hindi became the language of the villages. The same thing holds good even today. The essential difference between the two aspects Hindi and Urdu of the same basic language Hindustani is that one is the language of the people in the villages, as the other is the language of people in town and cities. Even the Mussalmans in the villages are more conversant with Hindi than with Urdu. From the palace and the Imperial Courts, Urdu has entered into towns and cities, leaving Hindi to live in villages.

Latin Script

Among those, who are in favour of an Indian language such as Hindustani is, there is a section which favours the Latin or the Roman script. Perhaps this is a compromise—feeble it may be, between the whole-hoggers and those in favour of English. In reply it is argued that script or language, each has its own traditions, affinities and contacts that what applies to the one applies equally well to the other. If sentiment is against English as a foreign language it is also against the Latin script, because it is foreign.

The Two Scripts

So far as Hindustani is concerned, there are two Indian scripts which require

consideration. One of them is common to other languages in Bengal and Bombay, as well as to people who are conversant with Sanskrit. The Devanagari script conjures up a vista of associations in the minds of people who know Bangali, Marathi, Hindi and Sanskrit. This script is backed up by scores of millions of people.

As compared with the Hindi script, the Urdu is easier to learn and write though less scientific at the same time. It is just possible that this script also may have its own rich associations in the minds of its votaries.

Sources

For the present under conditions of communal conflict it is well to leave things alone. Each language or each aspect of the same Basic language with its own script may be allowed to develop on its own lines. The one is heavily indebted to Sanskrit and derives its inspiration from it, the other derives its inspiration from Persian.

A Fundamental Factor

There is a fundamental factor in the situation which can by no means be ignored. If for any reason English is un-acceptable as lingua franca, for that very reason an Indian language must be commonly acceptable. Hindi or Urdu or Hindustani, whichever it is, the question for us to consider is whether the particular language is capable of address itself to the masses. A language which confines itself to a group at the top is artificial and stilted; so also a language which is jealously guarded as a preserve by a handful, by a literary coterie, is taboo. Sometimes the very Pandit or the Munsif becomes the very enemy of the language. He takes his stand against enrichment of the language by borrowing from other literatures. He is a purist and a puritan! The language of a progressive nation is a living language. Not all its experience is capable of being expressed by its vocabulary without inspiration from other sources. A living language is a growing language, and in a degree a borrowing

language too, more so when it is a deficiency language, not equal in rank to any major languages of the world. A deficiency language cannot without obligations to other languages answer the needs of a complex life (as modern life is). Its vocabulary is poor in point of technical knowledge, scientific progress, intellectual life, industries, philosophy and arts. In the absence of improvement and additions to the vocabulary the language cannot grow and without it there can be no mass contact. The joys and sorrows of the common people as well as their every day experience and life must be mirrored forth by the particular language. Culture today must have a wider mass basis and language which is one of the embodiments of that culture must also have that basis. Considered from the point of view of a living language and the point of view of mass contact Hindustani claims the place of honour.

Hindustani as all India language

Hindustani, as an all India language requires attention, adaptation and therefore a slight modification. In certain respects it stands unrivalled. Its range, and therefore its appeal, is wide. It is easy to learn. Its grammar, were it not for its confusion of genders, should be simple. Both scripts for the present may be permitted. On the lines of Basic English with its vocabulary of 850 words, only 16 of which are verbs (Verbs create the complexities of the English language) Hindustani may be simplified without distorting or disfiguring the original. Basic Hindustani should provide an approach to the language proper. A vocabulary of 1000 words will do. Its grammar may be made simpler than it is. It will help Hindi or Urdu to draw nearer without creating impediments to the development of either. Foreign technical words may be incorporated.

The Policy of the State

The State also must enunciate its policy. The official language of each

province should be the language of the linguistic area both scripts being officially recognized. State education should be given in the language of the student and the medium of instruction should be the language of the linguistic area. In the Hindustani speaking provinces both scripts will be taught in schools. In the non-Hindustani provinces Basic Hindustani should be taught in the Secondary stage, the choice of script being left to the pupil. University education should be in the language of the linguistic area, Hindustani and a foreign language (English or any other) being compulsory subjects, provision having been made for them on an optional basis in Secondary schools.

A Committee in Bihar

Already in Bihar and Orissa a Committee—we are glad to note—appointed by the Bihar Government is working out details for the introduction of Hindustani as a common language to be used as a medium in educational institutions and it is expected to give an authoritative solution of all questions in this connection. It is hoped that when the Report is ready and when Basic Hindustani is invented, an all India language will be a fact accomplished.

A Voice of Protest—End

Already there is a voice of protest from Prof. Amarnath Jha. He argues that while Urdu sought no contact with the masses dwelling in the villages (not even the Muslims) Hindi never lost contact with the masses. It has the advantage of deriving its source from the pure stream of Sanskrit—a link that binds Hindi to Bengali, Marathi, Gujarati, Tamil, Malayalam, Telugu, Canarese and other important languages. If Hindi has any defects it has the defects of nativity. He objects to the creation of a hybrid monster in the name of a common language for India. This is a point of view which should also be considered.

MADAME MARIA MONTESSORI

By Dr. G. S. KRISHNAYYA, M.A. (Madras), M.A., Ph.D. (Columbia)

IF it were not for the pre-occupation of India and the world with matters political, the arrival in Madras last month by air, of the internationally famous educationist, Dr. Montessori, should have attracted considerable attention. It is a sad commentary on present-day scale of values that so little notice is taken of persons and activities connected with the quiet and orderly improvement of mankind and so much of agents and movements bent on the destruction of the race!

The originator of the Montessori Method is paying India a long promised visit. She is now running a Training Course in Adyar, Madras, where a large number of teachers from different provinces have gathered to take advantage of this unique opportunity — an opportunity not only of studying the Method but also of catching something of the spirit of its illustrious originator.

A brief account of the life and work of this outstanding Italian visitor will throw much light on the main principles of the Montessori Method. Every new system bears the stamp of a personality and this is no exception.

Work with Defectives

Maria Montessori was born in 1870. Her parents were not very well-to-do, but her abilities were quite exceptional. Having taken the degree of Doctor of Medicine — and she was the first Italian lady to overcome the social and professional obstacles in the way — she accepted an appointment in the Psychiatric Clinic of the University of Rome. A keen interest in children's diseases, especially those of defectives, took possession of her. One who has not visited the poverty-stricken sections of Rome can have little conception of the conditions there, where want and depravity produce

many abnormal children, some functionally defective, others unawakened and backward. Dr. Montessori attacked this situation with all her instinctive maternal sympathy, and came out with the assertion that feeble-mindedness was not the problem of the physical alone but of the teacher as well; that pedagogy more than medicine could improve conditions. The outgrowth of this agitation was the establishment of the State Orthophrenic School of which she became the head. Here she not only trained teachers in special methods of dealing with those ordinarily neglected, but taught the children herself. "These two years of practice", says Dr. Montessori, "are my first and indeed my true degree in pedagogy."

For light on this problem she turned to Itard, the French physician, and his disciple, Seguin, many of whose materials she has modified and adapted in her system. Working on these lines, she achieved startling results. She evolved a plan of teaching by which subnormal children were brought up to grade, passing the usual tests of normal children of the same age. "I became convinced", she says, "that similar methods applied to normal children would develop or set free their personality in a marvellous and surprising way."

Dr. Montessori later withdrew from the active work of teaching defectives, and re-entered the University. Opportunity and materials to test her belief soon arrived. She was invited to take charge of a school in 1907 and was given a free hand as to method, equipment and organization. She christened it with the happy name of *Casa dei Bambini* or the Children's Home. Others were started soon after and it is in these much talked of schools that Dr. Montessori first demonstrated the power of a few

well-known but often neglected principles governing child life.

Principles

Madame Montessori examined the educational systems of Europe and was astonished to find everywhere the children reduced to immobility in the class-rooms, "like rows", as she put it, "of butterflies transfixed with a pin". In her schools, freedom of movement is the rule as also the freedom to work at one's own pace and will. The "directress", as the teacher is called, is merely an observer waiting for the proper moment to put the child in a "learning environment". The "free discipline" found here is reminiscent of a well-ordered community of adults.

Those who have read Dr. Montessori's books remember how emphatic she is about sensori-motor development. Childhood should be a time of great importance for the storing up of satisfying experiences with things if later life is not to be impoverished. Sight takes from touch, in adult life, much of its responsibility, but the accuracy of eye-sight depends in large measure upon the touch and motor experiences of childhood in regard to form, texture, direction and distance. A keen observer of children's occupations, Madame Montessori makes her system turn round tactile-muscular activities which children can engage in and enjoy.

Another feature of her system is the stress on self-education. Says Dr. Montessori "In the place of the old time teacher, we have substituted didactic material which contains within itself the control of error and which makes auto-education possible to each child." The elaborate educational apparatus is an intrinsic part of the Method which emphasizes training of the senses

and self-corrective independent work. The exercises are graded and follow a definite sequence which suits the growth of a child's mind. The coercion of absorbing work renders disorderliness impossible and leaves the 'directress' free for the more exacting and delicate portion of her work of rendering timely and individual assistance.

It is interesting to note that there is no time-table and no class-teaching. Prizes and punishments are disallowed. Fairy tales are not permitted. To prepare them for life children are taught to serve at table, wash up and make themselves generally useful as also to manage their toilet.

Children in the *Casa dei Bambini* learn to read, write and count before the age of six. Dr. Montessori has now perfected means by which children can individually study grammar, geometry, arithmetical operations with large numbers, fractions and so on. Her book, the *Advanced Montessori Method* dealing with the ages six to ten, must therefore be studied along with her earlier publication *The Montessori Method*. She has also evolved a system of religious instruction in connection with her method.

Efforts have been made to establish schools based on the Montessori idea in Switzerland, France, England, the United States and other countries. There are several institutions in Bombay and in the other leading cities of India where full fledged Montessori classes are conducted. Her training classes in Italy and in Britain have been very popular and there is no doubt that the course now offered in Madras will secure for the Montessori Method larger recognition and for Madame Maria Montessori the appreciation which she so richly deserves.

"True learning is a process in which all the senses, and every pertinent nervous and muscular response furnish data for reflective thought in the manipulation of which data the self dictates further explorations and experimentations until insight and clarification bring assured and verifiable results in the form of new adjustments, more intelligently controlled interactions between persons, resulting in new patterns of personal and group living in human society."

—Hugh Hartshorne.

THE EDUCATIONAL PYRAMID

A SYNOPTIC VIEW OF EDUCATION

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

RECONSTRUCTION is the watchword of the hour. Of all the problems of reconstruction none is more important and insistent than that of education. Education is the realisation of human values; further, vast extensions of political enfranchisement are taking place in our country; and they will make for betterment only in so far as political decisions are the result of considered and mature judgement on the part of the whole electorate; and this cannot be unless the benefits of a wise educational policy are freely and fully offered to every citizen in the country.

The failure of education in our country to fulfil its object is due to the lack of a sound philosophy of education, that is, a synoptic view of its entire process. Attempts at reform touch only the fringes or fractional aspects; they are never comprehensive enough to tackle the problem in all its entirety. Therefore at a time when educational planning of many kinds is being actively discussed, it behoves us to take an all-round view of education, and decide which of the plans proposed has the best promise of laying the foundation for an united Indian nation, and solving our economic and social ills.

"The Pyramid" analysed

The whole philosophy of education can be diagrammatically represented by a *Pyramid*. The pupil, the learner is worked upon by the influences coming from the four corners at the base of the Pyramid, and is elevated to the Apex by these educative forces. The first educational problem is that of ascertaining what the learner already possesses, his intelligence, aptitude, interests, habits of mind and body, his heredity and environment. The securing

of an inventory of his status and achievement is the first step in the success of education. Secondly, the goal, the aim must be made clear; it is the point at which the learner wishes to arrive; and this is the apex of the Pyramid. Let us therefore represent the pupil when educated by a position at the Apex, higher up in the field. Now in advancing from the initial low plane to this higher level, the pupil has gone through a number of educational agencies which reduce themselves ultimately to four cardinal factors. They are:—1. The Teacher, 2. The Technique, 3. The Curriculum and 4. Incidental activities. All these constitute an inter-related and inter dependent organic system. Psychological problems arise in connection with every point. *Who* shall teach depends on *what* is to be taught; and that depends upon *who* is to learn and *why* it should be learnt.

1. The Pupils

It is necessary to consider what the learner brings to his task, what his original equipment is, what his limitations, motives, special talents and defects, his level of intelligence, his emotional balance, his array of interests, his physique and bodily conditions and his home environment. Recent work in psychology has resulted in techniques, tools and discoveries which contribute to a better understanding of the individual. Psychology has at its command today not only tests of ability and aptitude but also measures of behaviour, interest, attitude and adjustment to environment. These determine the case with which learning may be accomplished in any direction, and set limits to training. The teacher is not a miracle-worker; he is only a drawer-forth; and he cannot draw forth that which is not there.

2. The Objective

Education would be mechanical and futile without explicit recognition of the objective. We require an adequate psychology of objective in order to shape the motives and incentives, choose the teachers, adapt materials and curriculum, and select students for admission. Education and life are of one piece, and must be guided by one principle. The system of education must be suited to the people for whom it is intended, and should therefore bear close relation to their cultural and economic life. Education should be definitely used as a unifying agency, rousing national consciousness, stimulating a healthy patriotism and fostering a sense of national unity. The mission of realising the fundamental unity of India is through education. We must saturate our schools and colleges with our indigenous culture which is the product of India's thought and creative activity. A nation's schools should be an organ of its life, whose special function should be to consolidate its spiritual strength, maintain its historic continuity, secure its past achievements and guarantee its future. Again, breadwinning and soul-saving are not two different things. Health, practical efficiency, citizenship and recreation are the main goals of education. Does it promote health? Does it enable him to secure a living? Does it make him think and feel in terms of national pride and self-respect? Does it provide means for the wholesome use of leisure?—These questions must be answered before the student and the teacher embark on the educational enterprise.

3. The Curriculum

What shall be taught and what left to individual discovery? What knowledge is of greatest value? The determination of such a curriculum ought to be established on adequate psychological grounds. The present curriculum has become a miscellaneous tyranny of subjects in which the culture of the body has parted company with the culture of the mind, and the culture of the soul is nowhere to be found.

We want a system of education in which the needs of the body, mind and spirit are fully satisfied. These three form distinguishable aspects of the inseparable unity of personality. Each requires its proper nutriment. The body is kept trim by right food and proper exercise; the mind is informed by science, art and literature; and the spirit is illumined by Philosophy and Religion. It is inevitable that in a very short time by the sheer momentum of human development, the transfer of the administration of India from foreign hands to those of the people of the country would be a *fait accompli*. Therefore the curriculum must train the youth to be ready and competent to take over the responsibility of governing the country.

4. The Technique

Problems of method and the technique of administration of schools are closely related to special circumstances, subject-matter and the personnel. How and where shall we house the classes? How shall we motivate the pupils? What method shall be used in teaching? The present system underrates the work of our hands in comparison with the work of our heads. How few of us possess a pair of hands capable of creating any beautiful thing for the eyes to see, the ears to hear and the soul to rejoice in? Beauty is a human want; and all of us are born to be creators of beauty, and are endowed with a pair of hands for that purpose. The Wardha Scheme is bound to have remarkable repercussions in the Educational Ideology in India. It makes a healthy protest against the tyranny of a purely academic and theoretic instruction, and requires that all teaching should be inspirational rather than instructional, and demands that teaching shall be carried on through concrete life-situations relating to craft, and social and physical environment. It is an excellent instrument of educating the body and mind in co-ordination. Hand-work instils love and respect for manual labour, and supplies a great opportunity for creative activity.

5. Incidental Activities

The Extra-curricular activities are most successful in nursing a social outlook, developing mutual forbearance and tolerance and establishing right relations with one another. Here we are in a burdened struggling India with its religious dissensions and communal tensions calling for an urgent solution. Adolescence is the period of intensive building of social ideals; and the schools therefore must instil in the pupils the fact of fellowship, the duty of service and the power of sacrifice, and combat the sectional movements that are clogging our progress. What we demand of a human being is that he should be a good fellow-worker, a friend to all, and a true partner in love and marriage. All human problems are solved by friendship, social feeling and co-operation. Every school should create an atmosphere of sociality, mutual understanding and broadmindedness. The best hope for the future of mankind lies in man's love of team work. Therefore the social side of the individual should be oriented deliberately in every-one of the school activities.

6. The Teacher

The teacher is the foundation upon which the whole educational edifice rests. The most essential condition for the success of education is the supply of a sufficient number of men and women of the type best fitted to train character and develop thought. The teachers are directly

responsible for integrating education with the life of the community. They are the most numerous and the most influential body of social servants. The engineering of human nature is invested in their hands. "They are *human engineers*" building up intelligence and personality in the pupils. Superficial knowledge in mechanical engineering would mean a defective building whose collapse might cause the loss of human lives. No one realises to what extent superficial psychological knowledge applied in the course of managing human nature results in lost opportunities, sterilised ambitions, discouraged efforts, delinquency, crime and disintegrated personalities.

The teacher is everywhere a man who has put the grosser prizes of acquisition behind him. But if he is to be effective in his work, he must be paid enough to maintain his family in decent comfort without extra earnings, and must be assured of the security of tenure. A failure here would paralyse all advance, and frustrate the brightest hopes. Again, the conditions of service should be made more tolerable for men of independent spirit, and more attractive to men of first-rate ability. The educator must be realised from conventional restraints, and be at liberty to express his individuality in the ideals and methods of his school. In short, he must be trusted, and receive official consideration due to his professional standing and the importance of his service.

"As the honour of an army is in the keeping of the individual soldier, so the honour of our profession is in the keeping of the individual teacher. Let us remember that in the faithful carrying out of our daily work lies the best, nay, the only real preparation for better days. And by the intensified devotion to our daily work let us make our personal answer to the great challenge to education."—Dr. G. P. Insh.

"The task of the teacher is the interpretation of literary classics, as it were, simultaneously upon two levels which complement each other. It is his business, on the one hand, to clarify literature by giving the work of art its appropriate living relationship to historical forces; on the other, to discover in the work of art what it has to offer as a record of intellectual and spiritual achievement and aspiration."

FIRST BASIC EDUCATION CONFERENCE, POONA

By Mr. L. RAJAGOPALA RAO, M. A.

"HERE is the Premier" said the audience in hushed voice as the then Honourable, now plain, Sri B. G. Kher walked up to the dais with a smiling face. With him came Acharya Kripalani, with a condescending twist of the lip, looking before and around for possible Communists and Socialists whom he does not regard well. The loudspeakers were set in condition and we began to hear the first shots fired in the victorious march of the Basic Scheme of Education, for though the scheme has been put into practice for over an year, the first glimpses of victory became visible only in and through the Conference.

The Ex-Premier aptly began with a clear and convincing narrative of the experiment conducted under his guidance in the Bombay Presidency. It is a record of the sincere labour of a firm believer in the scheme and a person who has been taking much keen interest in spreading its beneficent results not only in his own Province but throughout India. The public will remember that the Central Advisory Board of Education accepted this scheme when it met under his presidentship. He concluded his opening address with an appeal to all educationists to try and adopt the scheme with a living faith and not to have any prejudice because it emanated from Wardha.

Acharya Kripalani pitied some of our educators and educationists for their obscurantism and upbringing in second-hand lore. In his presidential address he gave a wholesome advice to those who are either opposed to the scheme or are ignorant of its nature, to re-read their books on pedagogy and think out logically in order to see the soundness of the fundamental basis of the scheme. However he was plain in warning that the sociological and economic implications of the scheme are as important as if

not more important than the psychological. After his concluding remarks the Exhibition was thrown open.

The Exhibition

It is an Exhibition which all India can be proud of. From Kashmir in the north to Machilipatnam in the south, all the parts of the country where the scheme is adopted, participated in the Exhibition. The big hall of the Training College for Men, Poona, was filled from ceiling to floor with charts and models from the various training centres. Eleven training schools and some compact areas and Basic Schools took part. The artist, the educator and the craftsman were brought together in the exhibition. The arrangements of the exhibition and the contents and the form of the exhibits showed the beginning of the happy blend of these three into a whole. The exhibits showed good craftsmanship and artistic finish, the charts were educative and instructive and the arrangement of them showed artistic taste.

There were models of cardboard and woodwork and samples of yarn spun, the work of small and big hands from far and near working under different conditions and climates but exhibiting unity and a common mind. An invisible hope, a noble purpose, a look of satisfaction and a revolutionary zeal appeared like a linking chain through them all. There was variety and individuality in the models of work exhibited. The art and the majesty of the seat of Empires, Delhi, are obvious in the Jamia Milia models. Colour, design and beauty were blended in those of U.P. C.P. showed variety, diversity and sincerity and Madras showed shrewdness, plainness and the Kalankari art of Andhras. Spinning models and yarn showed with vengeance the unity of India and its common heritage and common achievement. Each centre vied

with the other but all were alike proving without any doubt how ancient and universal the art of handspinning is and how easily it can become the focus of common endeavour.

The charts showed the educative value of the scheme, how every kind of craft work can be put to educational use i.e., for imparting knowledge, giving manual skills, developing reasoning capacity and character. Records of actual achievement in all these were given by all the centres. It was evident from the charts that more general knowledge was given to the children in Basic schools than is usually given in the traditional schools. The manual craft skills were entirely new assets of the Basic schools. The diaries of teachers, the hobbies of pupils, the hygienic and social charts, the percentage of wastage charts—all gave evidence of a steady progress of the intellect and the development of the qualities of responsible work, sincerity, punctuality, tolerance etc., and the growth of moral stature. What could not be shown through charts and models, i.e., the living models of children in their natural and varied growth as represented by their works, were supplied by the Basic schools of Loni and Sawad—two centres near Poona. There were daily demonstrations of model lessons with the Basic school children of these places. What a happy, active and jubilant lot these children are! They are trim, healthy, laughing, playing and singing. They did everything with zest, were laughing all the time and singing in chorus with all their hearts. Everyone inevitably felt that these children will grow into real men and women, cheerful, sincere and hardworking.

More, of course, would be desired and a little more or less here or there would have been welcome, but as the fruit of work is not older than a year the exhibition has been quite satisfactory and appreciated by almost all attending the conference. Streams of people flocked into the hall to see the exhibition and from morning till late at night there were small groups of people sit-

ting before the exhibits and charts noting down diagrams, charts and graphs, collecting data and seeking explanation from the people in charge of the exhibits, in order to ascertain how the work is organised in the different centres and what progress has been made.

The exhibition was an important part of the conference. It showed the progress of work and the lines on which the work is progressing. But there was the important task of gathering the experience of all the people actively engaged in the experiment, regarding the actual working of the scheme in practice, what lines of approach they were making, the success of the plan followed, the modifications in the scheme that are found necessary and the problems, if any, that they have met during the course of their day-to-day work. The conference was meant only for a discussion of these practical questions. So, it was, that the programme of the conference was drawn up in a business-like way. All ceremonial functions and show were avoided or restricted to a minimum. It was a workers' conference, workers in the field of the new education.

The conference sat for three days from 30th Oct., to 1st Nov. The programme was a heavy one with two sessions each day lasting three hours each and a further discussion in the night beginning from nine O' clock. There were in all about one hundred delegates many of whom participated in the discussions. The discussions were presided over by Prof. K. G. Saiyidain, Director of Education, Kashmir. Prof. Saiyidain is a young Mohamman, slim and fair in appearance and a fine and brilliant professor and perhaps the youngest of all Directors of Education in India, with a strong faith in the scheme and firm determination to work it through. He has started, in his Kashmir State a training school at Srinagar and a Basic school at Jammu. He came punctually to the hall and all delegates came to attention as soon as he took his seat on the dais and bent forward to the loudspeaker to announce the commencement of work.

He conducted the proceedings in an able and efficient manner and contributed immensely to the smooth and successful conclusion of the conference. He would pull up any speaker who deviated from the topic or became too voluminous. He got the maximum of real work done within the short period of the conference.

It looked, in fact, a short period because the subjects dealt with are so weighty and important—the training of teachers of Basic education, the technique of correlated teaching, the financial and administrative problems connected with the introduction of Basic education, the Basic syllabus in practice, and the problem of supervision and the formulation of standards and tests in Basic education. Needless to say that all the workers brought their rich experience to bear on the discussions. All the subjects were discussed though one cannot say thoroughly, because there was not sufficient time and also because the experience of the delegates was a short one of about a year.

All the subjects were felt to be equally important and evoked much discussion. However, two topics in particular engaged the attention of the conference, the training of teachers and the technique of correlation. The delegates seemed to be very much concerned about these two subjects. The period of training of teachers for periods less than a year was found to be unsatisfactory. Neither was it found good to introduce a three years' course at this stage. A minimum of one year and maximum of two years of training was found to be suitable. Regarding the selection of teachers, though almost all delegates insisted on sound academic qualifications, it was agreed that the aptitude and previous history of the candidates should be taken into consideration and that exceptions should be made in the case of deserving and capable people in regard to educational qualifications at the time of selection. In Bihar, candidates with lesser qualifications than the Matric are being selected if

they are found to possess good general knowledge and aptitude. There is a selection examination and all who passed it are selected irrespective of their educational qualifications. That seems a sound procedure.

Then, about the technique of correlation everyone had something or other to say. But a timely warning was given by Smt. Asha Devi that the syllabus ought to be taken in its spirit and not in its letter. She narrated how in Segaoon they are developing a real community school and how through the medium of the school and the boys they are changing the life of the Segaoon village. Food, clothing and cleanliness the first requisites of existence are being tackled first. Lessons came automatically and in a natural correlated way. The children, it appears, are becoming leaders of social reform in the village and educators of the parents. Mr. John Sargent, Educational Commissioner with the Government of India, spoke in a similar vein on the last day of the conference. He, too, said that what was required was the happiness and improvement of the child and the community around and that it is not good to make 'correlation' into a shibboleth.

However, it was felt that some guidance was necessary in regard to the technique of correlation and it was left to the different centres to work out definite lines of correlation and exchange opinions through 'Nai Thalim' the organ of the All-India Education Board.

There was much propaganda made in some parts of the country by a section of the Muslim community, against the scheme. But it was so refreshing to find a Muslim of outstanding status and name presiding over the conference and to hear the several Muslim friends praising the scheme and advocating its adoption. In fact the best work in connection with the practical working of the scheme, may be said to be that of the Jamia Milia, Delhi. Their sincere and valuable work was appreciated by all people. They have shown great work and their enthusiasm and sincerity was evident

in every bit of work they did and exhibited. The conference showed that in all essential matters Hindus and Muslims are one and in fact possess the same outlook, culture and ideology, and that they are moved by the same sentiments and needs.

Throughout the proceedings of the conference, Kaka Kalelkar Sahib stood like a sentry, keenly watching every bit of the work and every part of the discussion, apprehensive, it seemed, lest corruption be introduced into the scheme in the name of correlation or through half-baked understanding or lest the scheme be led into wrong channels. He gave warning of his presence on the very first occasion of the opening of the conference when he pulled up Honourable B. G. Kher and Acharya Kripalani for speaking in English. He would not allow any resolution to be passed which seemed to go against the spirit of the scheme or the ideas of Gandhiji and his presence at the conference forced many to speak in Hindustani to the distress of some South Indian listeners.

On the closing day there was final summing up of the findings of the conference; the result of the labours of three strenuous days. The findings were recorded in the form of resolutions and it goes to the credit of the president of the deliberations that he brought them out so clearly by carefully sifting the essential from the non-essential ones. The following are some of the important resolutions:—

1. That the minimum period of training for the scheme should be one year.
2. That in the training of pupil-teachers both the correlated method and the subject method be followed to see which is more suitable.
3. That both the intensive and extensive methods of spreading the scheme be tried.
4. That no difference need be made between rural and urban training.
5. That the three centres be fully utilized for correlation.

6. That the supervision of Basic schools be entrusted to the training schools and colleges.

7. That the Central Government be requested to finance a part of the expenditure to be incurred for making the scheme universal throughout India.

8. That no English be introduced in the Basic course.

These resolutions have all been passed unanimously and the conference concluded its session.

It was on the whole a very successful conference. It was one of the best representative of educational conferences held in the country. Representatives of almost all Provincial Educational Departments, the Educational Ministers of North West Frontier Province and Sind, the Educational Commissioner with the Government of India, representatives of Missionary institutions and other private educational bodies, thirteen Basic Training Schools and Colleges, compact areas and several village Basic schools besides visitors from several Universities and distinguished educationists and social workers attended the conference. In a word, every institution in the country connected with education and social work sent its representative and workers from cities and remote villages met to exchange views and to fraternize.

The conference is a landmark, a milestone in the progress of Basic education. Anybody could see that. There are already thirteen training centres and about two thousand Basic schools spread throughout the country. Almost all the Provincial Governments and the Central Government are keen on adopting it. The scheme is now on firm ground and the First Basic Education Conference is a record of its progress, at once promising and praiseworthy, showing the sincerity and persistent endeavour of the different workers in the field of whom, perhaps, the most hard-working are Smt. Asha Devi and Sri E. W. Aryanayakamji. These two were the moving spirit behind the whole conference.

THE EDUCATIVE VALUE OF TOYS

By Mr. R. A. ATHALEKAR, B.A. (Hons.)

THE showcases of many of the shops are decorated with a number of various and attractive toys. Not only are they attractive, but many a time they are also instructive. And children take such a great delight in looking at them and in having them to play with, that their thirsty eyes seem to drink them all in a draught. When there are many toys around them, the atmosphere seems to them to be filled with divinity and they are so absorbed in them that they feel themselves to be in a world of imagination. It is the attractive colour that leads the children to that divine atmosphere and their curiosity about the toys holds them there. But then they are not satisfied by seeing or possessing the toys, but their deeper interest makes them break the toys and remake them and to satisfy their creative instinct.

Creative instinct, like all other instincts, is the chief source of child's activity. And the modern psychologists or educationists are of the opinion that the instincts should not be suppressed. For if they are suppressed they will be under a great tension and they may, sometimes, by chance, give way in an undesirable manner. On the other hand they cannot be given unlimited field for their play. They should be guided in a useful way so that the child may fairly develop and the instincts may know their own limits. This is sublimation of instincts. And the business of education is to sublimate the instincts.

Toys can be used to sublimate the instincts of a child. The instincts get a free scope when a child plays with toys and moreover, the child's activity is then harmless. The instincts get developed on the useful side of life and hence sublimated. Besides, the knowledge and skill, which the child acquires promote the healthy

growth of the child. Take for instance the toy motor car. At the sight of the motor car the child is attracted by its colour and is tempted to have it. Further it becomes curious about it and can learn that it can go. So it becomes acquainted with the colour, form and size of the motor car and also it comes to know that there is something in it that makes it go. It attains the skill of winding the key and moving the motor car here and there. Then by accident it breaks the motor car and sees that it cannot move. Then the idea of repairing it enters its head and it pretends to go to a false shop in a corner and have its car repaired. But later on a stage of life comes when the child wishes to repair or even make the motor car itself. And then if circumstances be favourable it can make it at the age of ten or even earlier. The same is the case with a doll or any other toy though for some complicated toys greater development will be needed. But what is development at all? It is the product of the child's activity and favourable circumstances. Neither the road nor the engine alone can make a vehicle move. Similarly neither circumstances nor the activity of the child can develop the child if they are not mutually connected.

At the end of the rainy season the season of flying kites begins. Younger children see the kites flying in the sky and they wish to fly their own kites. So they are seen busy in making kites. They collect the material—coloured paper, pencil, scissors, paste, etc.—trace the kite, cut it out, paste it and are ready to fly it, out in the field. Thus they intuitively learn what a kite is and acquire the skill in drawing, cutting, pasting and flying the kite. They also have the skill in geometry and get the knowledge that kites can fly when there is wind. They learn all these things by

experience. Thus they learn a great deal, and without any trouble, through their play. Only the systematization of the knowledge thus acquired, is necessary.

Another game of young children is that of making a zoo. They require a number of toy animals for it. What an amazing interest and curiosity they have in it! They collect a number of toy animals and pictures of animals and arrange them in order. If some toys and pictures are lacking they draw the pictures themselves to make up for the want. They make the posters and the hand bills so exquisite that they should feel it a real zoo. This game has a great instructive value. A marvellous interest can be created in them for the study of animal life. Only that they should be encouraged to draw the pictures and make the clay models of the animals and a conversation about the habits of the animals should be held.

Young girls are usually fond of playing with dolls. A girl will make a dress for her doll, will prepare its bed and will do each and everything for it. She will wash it and feel it and then let it sleep in its bed. Sometimes she will pamper it and sometimes she will be angry with it. She will advise her dolly to obey her and to be always good. She will warn her not to disobey her and not to do wrong things. So if a conversation be held with the young girl about what her dolly should do and what she should not do, it will be a very good moral lesson for the girl. And the skill that the girl acquires in doing things for her dolly is of a great value.

Thus children learn a great deal by playing with toys in earlier years. They learn the things by doing. But later on, they are not satisfied, merely by playing with toys. They wish to make the toys themselves. And if fostering circumstances be created around them they will achieve even that art.

First when the child plays with a toy it breaks it by accident and wishes to repair

it. If then it sees other children repairing similar toys or making them it will imitate them and hence learns to make toys. But the other children must make the toys so that the younger child should imitate. This will be possible if toy making be introduced in the school curricula.

Now-a-days, drawing, painting and hand-work of various kinds are being introduced into the western schools. Many younger children are occupied in paper cutting, clay-modelling, knitting and making models of various articles of all sorts. Thus they can acquire a good mechanical skill and can apply the principles of elementary science to real life. So they learn to adopt their life according to scientific principles.

But here in our country we do not give so much importance to handwork and kill their activity. So we instil in them the habit of idleness from earlier years. Our future generation should be so developed as to fit it for great industries. So industrious habit, scientific outlook, curiosity and many other potencies should be developed in children. So they should study a great deal of science with a keener interest and they should also learn to apply science to life. Today, if we leave aside some of our great towns science has not entered our daily life. But things will not remain as they are. Progress of science is not going to be checked and machinery cannot be driven out of human life. But life should be adopted to machinery as it should give maximum output with least possible combustion. Therefore we cannot neglect the study of science but we should make it easier for the future generation by making it acquainted with it as early as possible. Our nation is a self-supporting nation but she should be industrialized.

We need not be afraid that there will be only on-sided development of the child if science be stressed so much on him from earlier years. Science will develop only material and intellectual aspects of

humanity. It may not develop the aesthetic, linguistic and spiritual aspects. If these be developed by other devices science cannot undo them. And science has its own value. If the aim of education is the realization of self it cannot be achieved by neglecting the physical aspect. There cannot be self without the individual. And individuality or personality cannot be developed to its fullest content by neglecting the physical aspect.

The first requirement of introducing of toy making in schools is extensive funds. Rich men should invest the sums required and the business should be well managed

and organized so that the finished product might fetch money to cover a little of the expenses. Then the work can be more or less self-supporting.

Another great difficulty is scarcity of men able enough to conduct this kind of work. That also can be removed gradually. Intelligent men of science with some mechanical skill should be sent to foreign countries such as Japan, America or some European country to learn the work and they should train the science graduates in our country. Those trained graduates will be able to conduct the work efficiently.

STATISTICS IN EDUCATION—III

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

(Continued from the previous number)

Correlation:—Correlation deals with the relation of different subjects. There is a controversy as to whether there is a relation between different subjects, i.e., whether a boy weak in mathematics is also weak in science? *Correlation is the measurement of the extent to which two different subjects would agree.*

If this agreement is greater, then it is called positive correlation and; if that is less or negligible, negative correlation.

E.g. Positive Correlation: The greater the number of unemployed, the greater number of thefts. Here the number of thefts and the number of unemployed have a positive correlation. E.g. Negative Correlation: Increase in the number of employed, the less the number of thefts. Here the number of thefts and the number of employed have a negative correlation.

Let us take the marks in English and History of a class of 25 boys and try to find out the correlation between English and History.

Boys.	Marks in English.	Marks in History.	Rank in English	Rank in History.	Difference of ranks.
1	42	41	1	2	-1
2	40	40	2.5	4	-1.5
3	40	42	2.5	1	-1.5
4	39	40	4	4	0

.....
25

Square of difference.

1
2.25
2.25
0
.....

Then we use the Spearman's formula to find out the coefficient of correlation R.
Spearman's Formula.

$$R = 1 - \frac{\sum d^2}{n(n^2 - 1)} = 1 - \frac{61.5}{25(25^2 - 1)}$$

$$= 1 - \frac{61.5}{2600} = 1 - .24 = .76$$

This is the correlation between English and History. This is very near to 1. Hence there is a positive correlation between English and History.

Examine the marks. If the numbers well at English are also well at History, then there is a positive correlation between the two. But if it is contrary, then there is a negative correlation between the two. Roughly this quantitative correlation can be established by going through the score. But it is not always easy when the ranks are oddly distributed.

We may also use Spearman's Foot Rule in the above calculation.

Spearman's Foot Rule :

$$R = 1 - \frac{\sum g}{n^2 - \frac{1}{2}}, \text{ where } g \text{ is the gains in ranks only.}$$

Sometimes the rank idea may not be suitable, especially when the number of candidates is very large. E.g., Matriculation Examination where the number of boys is nearly 17000, we shall have to think of marks only. Larger the number of students, the more reliable is the coefficient of correlation. Generally when the number is less than 50 the correction is never reliable. Generally the coefficient of correlation is found out from the results of the Public Examinations.

We may use *Karl Pearson's Product Moment Formula*, in the calculation of the coefficient of correlation.

Suppose we take a class of 10 boys and their marks in English and Mathematics. We take the average of the marks in English. We compare any individual score with the average. This is the deviation from the average in English. This is X. In History it is Y. Then we make the following table.

Marks in English	Marks in Maths.	X.	Y.	XY.	X.	Y.
A. 49	58	-18	-8	144	324	64
B. 69	61	7	-5	-35	49	25
C. 73	42	11	-24	-264	121	576

(Table continued)

D. 51	78	-11	22	-132	121	144
E. 85	92	23	26	598	529	676
F. 67	59	5	-7	-35	25	49
G. 53	72	-9	6	-54	81	36
H. 45	49	-17	-17	289	289	289
I. 78	80	16	14	224	256	196
J. 55	69	-7	3	-21	49	9
Mean	62	66	Total	714	1844	2064

$$R = \frac{\sum (x)(y)}{\sqrt{\sum (x^2) \sum (y^2)}} = \frac{714}{\sqrt{1844 \times 2064}} = .366$$

= .4 (roughly).

Correlation by ranks.

R can be found out from the ranks as follows.—

Boys	Rank in English	Rank in History	Difference of Ranks	Square of Ranks
A.	10	8	2	4
B.	4	6	2	4
C.	3	7	10	49
D.	8	3	5	25
E.	1	1	0	0
F.	5	7	2	4
G.	7	4	3	9
H.	9	9	0	0
I.	21	21	0	0

$$R = 1 - \frac{\sum d^2}{n(n^2 - 1)} = 1 - \frac{96}{10(10^2 - 1)} = 1 - \frac{846}{10 \times 99} = \frac{23}{55} = .4$$

Both the above results tally approximately. This method is easy for class purposes.

Use of correlation :

Correlation is used in schools and in Mental Testing.

1. In schools it is used to test the method of examining, (oral, written, essay-type, new exam.) by the teacher. The teacher may find difference between the types of examinations and finds the correlation between the methods.

The finding of the correlation impression of the teacher and the attainments of the boys.

E.g. In English, according to the impression, the teacher may arrange the ranks or marks. Then take the results of the examination and then find the ranks; and find the correlation. If it is highly positive, then the teacher's is correct. If not, the teacher must be very careful in forming opinions.

- Relation between the various subjects and General Intelligence.
- Have a common paper for the both A & B divisions of a class. Find the ranks. Then take the results of any examination. Arrange them in ranks.
- Correlation between the different subjects:
The method of finding out this has already been explained fully in the text.

2. It's use in Mental Testing :

This R, the coefficient of correlation, is of much use in Mental Testing. It is used in testing his own tests. The standardised tests are given to a group of pupils and the ranks are found out. Then, if I devise new

tests, they are again given to the boys and the ranks are found out. If there is positive R, then my tests will be standardised tests. If not, they will be useless.

Psychologists are finding out various types of memory images,—auditory, visual, logical and so on. They are finding out the R, between these types.

R is used in finding out the reliability of the tests devised. E.g. One set useful in Bombay in English, and the other set elsewhere are taken. Both the tests are compared with standardised tests and R is found out. In this way suitability and reliability of the tests are found out.

Dangers: If the data is limited, R is unreliable. So a large number of boys must be taken. If the data is less, we can say that R with reference to a batch is such and such. We can say that the correlation between two subjects is high, in the case of a particular batch.

If it is low, the teaching may be defective. Sometimes the personal factor comes in. One may give difficult questions and be liberal in marking. The other may be strict in marking. Still another may be liberal in both. The R will be different in all the cases. So R will differ with different examiners.

TASK BEFORE YOUNG INDIA

DEWAN BAHADUR S. E. RUNGANADHAN'S ADDRESS

Osmania University Convocation

"Students have to realise that discipline is not opposed to freedom but is complementary to it; that the final aim of all discipline is the development of self-control and that without such self-control and thoughtful self-direction, freedom would degenerate into licence," observed Dewan Bahadur S. E. Runganadhan, Vice-Chancellor of the Madras University, in the course of his Convocation Address delivered at the Osmania University on 2nd December.

Continuing, the Dewan Bahadur said that he regretted there was abroad a spirit of restlessness and disquietude, of rash and unthinking opposition to authority among young men in India to-day. He, however, did not wish to go into the reasons for the prevalence of such a spirit.

"Unique Experiment"

"Hyderabad is unique," the Dewan Bahadur said, "in the field of higher education, in

that, in addition to its own University, which has now been in existence for over 20 years, it has permitted the continuance of the affiliation of the flourishing Nizam College to the University of Madras. This is evidence of the generous desire on the part of His Exalted Highness's Government to encourage, during this transitional period, both types of education, to meet the varied requirements of the youth of the Dominions.

"The Chancellor of your University proposed a bold experiment in higher education when he recommended to His Exalted Highness the establishment of a University in which the medium of instruction should be Urdu, while English was to be retained as a compulsory subject of study. The purpose of this great foundation, to quote the notable words of the firman issued by His Exalted Highness, is that in it "the knowledge and culture of ancient and modern times may be blended so harmoniously as to remove the defects created by the present system of education and full advantage may be taken of all that is best in the ancient and modern systems of physical, intellectual and spiritual culture. In addition to its primary object to diffuse knowledge, it should aim at the moral training of students and give an impetus to research in all scientific subjects. The fundamental principle in the working of the University should be that Urdu should form the medium of higher education, but that a knowledge of English as a language should at the same time be deemed compulsory for all students". These words bring out in clear terms the view of His Exalted Highness that the future progress of India with its old and highly developed civilisation, should be not only by the preservation and development of her indigenous culture but by the blending with it of the science and learning of the West.

Media of Instruction

"It is needless for me to dwell on the great advantages of employing the major languages of the country as the media of instruction in higher education. They would help to make knowledge real to the student, would bridge the gulf between the educated few and the vast illiterate sections of the community and would give a great impetus to the development of modern Indian languages and to the diffusion of knowledge and culture. Unfortunately what has been so successfully attempted in the State

of Hyderabad is not easy of achievement in other parts of India. There are almost insuperable difficulties in the way of replacing English immediately by the languages of the country. We have to remember that the language of public administration in many parts of the country is still largely English, that there are in certain cases several major languages spoken in the same area and that many of the Indian languages are yet not quite suited to serve as vehicles of modern thought. However, University authorities are giving their earnest attention to this question and are making every effort to encourage the development of Indian languages.

"One of the most commendable features of recent educational reform in India has been the recognition by the Universities that the extension of the domain of knowledge should be the highest goal of their effort. It is impossible to over-estimate the importance and value of research both in the sphere of humanistic studies and in pure science. It advances our knowledge of the world of nature and of man, and vitalises the studies which give us that knowledge. I am glad that research is encouraged in this University by insistence on the submission of theses for the higher Degrees.

Promotion of Research

"Though the establishment of Degrees to reward research is of importance, the first thing needed for the promotion of research is the organisation of proper training for research students. It is a matter of common experience that teaching which consists merely in the handing on of text-book information to students loses vitality and interest. It is therefore necessary not only that the teachers of the University should conduct research on their own lines, but that there should be organised training of students in the methods of research. This means that there should be adequate provision for Libraries and Laboratory equipment for systematic post-graduate work, and leisure for teachers, so that they may have time to investigate and make additions to knowledge. It is in this way alone that the Universities can fulfil their high function of advancing knowledge and kindle among their students an enthusiasm for the disinterested pursuit of truth."

Mr. Runganadhan next paid a tribute to the work of the Bureau of Translation of the University and said it would be an excellent thing if the University could establish a Central

Research Institute which would deal scientifically with the literature and history of the past.

"It is gratifying" Mr. Runganadhan continued, "to find that in this great and progressive State, due attention has been paid to the provision for technical education. The importance of technical and vocational education for the industrial development of the Dominions has been realised and a programme of expansion has been planned. One learns that the programme includes the establishment of post-primary industrial schools and vocational high schools and the expansion of the Osmania Technical College into a Polytechnic Institute. It is also stated that proposals for the establishment of a School of Arts and Crafts and of an Industrial Research Laboratory are under the consideration of His Exalted Highness's Government. In view of all these developments, I have no doubt that in due course, the system of technical education in the State will be made complete by the establishment of one or more branches of technology in the University, which are specially suited to the needs and conditions of the Dominions.

Spirit of Restlessness

"Students have to realise that discipline is not opposed to freedom but is complementary to it; that the final aim of all discipline is the development of self-control and that without such self-control and thoughtful self-direction freedom would degenerate into licence. It is to be regretted that there is abroad a spirit of restlessness and disquietude of rash and unthinking opposition to authority among young men in India to-day. I shall not go into the reasons for the prevalence of such a spirit; but I would fain hope that it is only a passing phase. Though the task of the Universities is, in regard to the training of character, made doubly difficult by such a situation, they cannot abandon their duty in this respect. They have to devise every possible means of training the rising generation by intellectual and moral discipline for the great social and political responsibilities which await them. I would at the same time appeal to the students to realise that discipline is more than obedience to a set of rules. It is a way of life. It is the result of a slow process of self-training which enables a man to become an integrated personality, able and willing to co-operate with others for the common good.

"The greatest need of our country to-day, as everyone has regretfully to admit, is the

promotion of harmony and goodwill between the great Hindu and Muslim communities. May I say that the students of this University belonging as they do largely to these two communities could do a great deal in this direction by their example and influence? They live a common life here under ideal conditions. As students, they are free from the controversies and acerbities of public life. They have come together for the pursuit of knowledge and learning, which have no communal or national barriers. They have in addition the advice and guidance of their teachers and Wardens. If in these circumstances they do not acquire that sense of a large fellowship which transcends communal and racial boundaries, learn tolerance and consideration for others and cultivate friendliness and goodwill towards one another, then I am afraid that their training and education has not borne fruit.

Need for self-discipline

"The chief characteristic of a really civilised society is the spontaneous and willing co-operation of its members in all that concerns the well-being of the community, for such co-operation implies self-discipline, a sensitiveness to the feelings and needs of others and a readiness to subordinate personal ends to the common good. While there is much talk of freedom and independence in the country, we find around us strong sectarian and religious animosities and unbridgeable social cleavages and mutual suspicion and distrust. Is there any hope of a change for the better? I think there is. The hope lies with the youth of our country. It is they who should turn their gaze more towards the future than to the past. It is the tendency to hark back to the past that has been a fruitful source of antagonism and jealousy.

"While we should be grateful for our rich cultural heritage, from whatever source derived, and should preserve all that is best in it, it should be now our business to press forward and seek new ways of living and acting together, consistent with changed conditions, so that a stronger and a more united and prosperous India might arise as a result of our common endeavours. All intolerance, exclusiveness and hatred are utterly detrimental to social and national solidarity and progress. There is here a great work of reconciliation for everyone to do, whatever his position in life may be. And we look particularly to the educated youth of the country with its idealism, its keen sense of enlightened

The Members of the Editorial Board
EDUCATIONAL INDIA

*send Cordial Greetings to all
 Contributors, Subscribers and Readers*

*&
 Wish Them A Very
 Happy and Prosperous New Year.*

citizenship and its breadth of outlook to undertake this vital task of promoting harmony and goodwill among all sections of the community.

Task before the Youths

"Graduates of the year, let me offer you my hearty congratulations on the success you have achieved and wish each one of you a career of great usefulness to yourself and to your country. You will, I hope, by reason of the training and culture you have received at the University, bring to bear on the solution of the difficult problems which will face you a wide outlook and a balanced mind. Do not be carried away by mere catchwords, but exercise your independent judgement and discriminate between what is false and what is true. When appeals are made to your patriotism, you will be able to judge for yourselves whether the sentiment appealed to is of a worthy or an unworthy kind. Patriotism is a great and noble virtue, but it is an emotion which is capable of being exploited for unworthy ends

and sordid purposes. You will have to see to it that you interpret your patriotism worthily and direct it along fruitful channels of service to your country.

"A United Nation"

"In view of the magnitude of the work which lies before us, it behoves us to think not so much of our rights as of our duties as citizens. The great task of creating a united and prosperous nation is one which should appeal to your highest patriotism and call forth your best energies. You are aware that the greater part of Europe is plunged to-day in a ghastly war in order to resist aggression and to preserve freedom for both individuals and nations.

"Value, therefore, the freedom that you have as a priceless possession and use it in the service of the community. And above all carry into life with you the spirit of the University, which is a home of learning and knows no distinction of creed or race or colour."

NOTICE

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

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

EDUCATIONAL INDIA

Masulipatam, Dec., 1939.

Matriculation Again

IT is reported that the Madras University has decided on having its own Matriculation examination as a test for admission to its degree courses in place of the Secondary School-Leaving examination which has been serving the purpose of an entrance test for the last nearly thirty years. A similar step will be taken by the Andhra University and perhaps by the other Universities in Southern India. While there is nothing improper in Universities having their own entrance tests, it is necessary to consider what effect their decision will produce on secondary education if it is not accompanied by several other changes that the government and the public have been considering necessary for sometime past.

THIS question assumed prominence in consequence of a reference made to it in the famous Press Communique issued by the Madras Government in June 1937. It was there stated that something should be done to check the flow into the Universities of students who do not really desire to prepare for the Universities or who are unfitted for the higher type of literary studies. It was proposed in that Communique that at the fourth

form stage a bifurcation of courses should be brought about, that one set of courses should be provided for those who wish to enter life immediately after completing the secondary course and who, therefore, possess a vocational bent and that another set of courses should be provided for those who are anxious to proceed to the University. It was in that connexion that Government recommended that the Universities should establish their own Matriculation examination to select students for admission at the end of the high school course while the Government would continue to hold a School-Leaving Certificate examination for those pursuing the vocational courses.

OUR readers are aware that the whole subject was discussed at a conference convened a few months ago by the Government of Madras. The conference accepted the principle of bifurcation and also the outlines of the courses of studies for a number of vocations. The situation at present is a little ambiguous. It is not known how far this principle of bifurcation commends itself to the new government in the Madras Province which has taken the place of the Congress Ministry. It has also been felt all along that the provision of vocational courses will entail heavy expenditure and that it is only after a regional survey of the economic conditions of particular areas that government will be in a position to decide what vocational courses should be started in particular areas. Under these circumstances no one can say when the bifurcation will become an accomplished fact.

IT is because of this that the decision of the Universities to have a Matriculation examination of their own with

effect from 1941 appears to be rather premature. The mania for University education is still very strong. When courses of a vocational character are not provided for, the only alternative open to the secondary schools in the province is to prepare all their pupils—running to more than 25,000—for the Matriculation examination. The domination of secondary education by the requirements of Universities, which has all along been deplored as a regrettable feature, will become stronger and all the evils arising from it will become more acute. This introduction, therefore, of a Matriculation examination at the end of the secondary course should come not before but after the bifurcation of the secondary courses. Otherwise we will be going back to the conditions that prevailed before 1911, conditions which were regarded by one and all as most harmful to the cause of true education in those days.

ENTHUSIASTS for Matriculation will do well to recall to their minds the circumstances under which a separate Matriculation was given up in 1911 and the Secondary School-Leaving Certificate was accepted as a test of entrance to the University. The arguments put forward in those days have not lost their force even after the lapse of nearly thirty years and it is worth while to remind ourselves of some of the arguments used at that time in favour of abandoning the Matriculation examination.

ONE such argument was the injury caused by an external examination. It was then pointed out that it unduly overshadowed all instruction in the classroom, that standard set by it was necessarily narrow and that in view of the large numbers that had to be examined the standard had to confine

itself to mere examination achievement, without regard to mental development or general growth of character. The examination was also a very hard test; its standards were capricious and it resulted in enormous numbers of failures, so much so that the Senate House of the University of Madras came to be called the slaughter house. In addition to this it was felt today that the secondary courses should have a variety and flexibility about them, and that they should provide for the aptitudes and tastes of the different types of pupils that are found in schools. The Secondary School Leaving Certificate examination that took the place of the Matriculation was welcomed in those days because it secured continuity of effort throughout the school course and the certificate was not only a record of the achievement of a pupil at the final examination but also of his work throughout the school course. It is true that the S. S. L. C. today is very much different from what it was aimed to be by its originators; but the Universities themselves have to share a good deal of blame for this unfortunate change.

THERE is thus a danger that all the evils arising out of a rigid, uniform external examination dominating the whole school course will once more affect the secondary education in Southern India, unless the decision to have a Matriculation is postponed until after an effective bifurcation of the secondary school courses as contemplated by the Government communique of 1937.

School Inspection

THE importance of school inspection is recognised by all. But at the same time there is a wide spread

feeling that the inspection with which we are familiar is not what it ought to be, and that it requires radical improvement in several directions. In what respects it may be improved is shown to some extent by the report published elsewhere on the inspection made by Sri E. W. Aryanayakam, Secretary, Hindustani Talimi Sangh. In the first place it was of a very highly intensive character. Though the school was a small one the inspection went on for three days, the object of the inspectors being to understand the nature of the work done in the school, the difficulties under which the pupil-teachers and the staff are labouring and cooperate with them in the removal of those difficulties. It is the existence of a feeling of comradeship and sympathy that gives value to school inspection. It should not end in mere fault finding. In the second place the suggestions put forward for improving the school are of a most comprehensive character. This is due to the fact that the inspectors recognised that education should have an intimate connection with life and that the educators and the educated should understand their environment and make the fullest use of it in the process of education. It is this that differentiates basic education from the bookishness which goes ordinarily under the name of education today. Provision for the teaching and practising of Music, for going on excursions to places of historical interest, for opening a dispensary to serve the needs not only of the school but of the neighbouring villages, and for the practising of gardening and boating—it is activities of this sort that are suggested in the report. How different is all this from the suggestions made by most of our inspectors of schools!

Dr. G. S. Krishnayya, M. A. (Madras), M. A., Ph. D. (Columbia)

WE are glad to learn that Dr. G. S. Krishnayya is appointed as the Educational Inspector of Bombay City and the Suburban Districts and Inspector of European Schools in the Bombay Province. This is the first time that an Indian has been chosen to inspect European schools in Bombay.



DR. Krishnayya comes from Masulipatam. He is the son of the late Rev. G. Kantayya of the C. M. S. Mission and the nephew of Dr. J. C. Kumarappa. He was educated at the Noble College, Masulipatam and at the Madras Christian College. He subsequently proceeded to America and took his Ph. D. in Education in the Columbia University.

HE was for sometime the Inspector of schools in the Hyderabad British Administered Areas and later on became a Professor in the Kolhapur Training College. He has been one of the most valued of our contributors.

A MODEL INSPECTION REPORT

Wardha Training School, Bari, Cuttack

Work commenced in newly constructed buildings on the banks of the river Brahmani on June 1st, 1939.

Number of students admitted	...	29
Matriculates (untrained)	...	12
Matriculates Secondary trained	...	1
Matriculates Elementary trained	...	1
Middle Vernacular trained	...	14
Intermediate	...	1
		29

Number of working days 121. Percentage of attendance 88. Syllabus followed was that prepared by the Zakir Husain Committee.

Candidates were trained to be able to teach grades I and II.

EXAMINATION

Factors tested.

1. Understanding of the fundamental Principles of Basic Education.
2. Progress in Craft and efficiency.
3. Ability to handle children and teach.
4. Attainment in Art work.
5. Physical training. Ability to organise games and take care of the physical development of pupils.
6. Work done for rural uplift.
7. Attitude towards the work and personality.

Method of procedure.

1. Examination of school records of daily work and periodical tests. Rating of teachers in various subjects.
2. Tests in craft work. Spinning, Carding and making slivers.
3. Supervised practice teaching. Supervisor's opinion; record of notes of lessons prepared; class materials and aids in teaching prepared; sample tests of the best, medium and worst candidates.

In these days of narrow provincialism his appointment gives evidence of the special broad-mindedness characterising the Bombay Government.

WE wish Dr. Krishnayya all success in his administrative work.

4. Understanding of the fundamental principle of Basic Education — *Viva-voce* and written.

5. Conducting of Deshi games, group drills and *viva voce* regarding children's development and health.

6. Record of work done in Art.

7. Rural uplift and extra curricular activities. Record of work done, especially during cholera epidemic.

8. Attitude towards the work — Personality — Teachers' opinion and *viva-voce*.

Out of 29 candidates under training 27 were found fit to be placed in charge of Basic Schools to be opened from January, 1940.

* * *

The work of these teachers in their respective Basic Schools will be inspected in December, 1940 and certificates of proficiency will be issued to those who are up to the standard.

Considering the difficulties that had to be faced in organising a new training centre and the short period of training, the standard achieved is very satisfactory; which reflects great credit on the hard work done by the organising officer, headmaster and the staff.

The cost of training per pupil-teacher was Rs. 20/- Of all the Government Basic Training schools started in various provinces this has proved to be the most economical consistent with efficiency. The pupil teachers earned on an average Rs. 4-8-0 per-head for the total period of 121 days, working two hours per day at the basic craft of spinning.

Staff:—1. Headmaster, 2. Science Master, 3. Doctor Teacher, 4. Physical Instructor, 5. Art Teacher.

Of these the Science Master and the Doctor teacher have not yet been appointed. The course of training given to the out-going pupil-teachers is defective so far as Science, health and hygiene are concerned. It is therefore very desirable that these two teachers are appointed in time to join before the beginning of the next session.

* * *

Teachers should be given facilities for gaining expert knowledge in the basic craft

chosen (spinning and weaving) so that the dualism of craft teacher and subject teacher may be avoided, which will prove more economical and academically sound. In the first instance we recommend the science master being deputed to get intensive training in the basic craft.

The Art teacher should be given facilities for getting intensive training in Card-board modelling and the Physical Instructor should also be given facilities for getting intensive training in spinning and wood-work. After receiving such training, these two teachers will be able to render full service to the institution.

Library.— A well-equipped library is very essential for an institution of this kind. At present there are only 298 books in the library. We recommend that a fairly liberal grant be earmarked for this purpose and spread out within the next two years.

Music.— Provision should be made for teaching music, vocal and instrumental to the pupil-teachers and children in the practising school.

Excursion.— During the period under training the pupil-teachers should be taken out for excursion to places of historical interest and educational centres, for which we think a sum of Rs. 300/ only may be provided.

Hostel.— There is accommodation for 30 students. At present there is no bedstead provided for these students. Considering the dampness of the floor especially during the rainy season and the fear of poisonous snakes and scorpions it is advisable to provide students with bedsteads.

Medical Aid.— The nearest dispensary is six miles from the training school. With the appointment of the doctor for the training school, a well equipped dispensary may be located in the school compound to serve the needs of the neighbouring villages and the training and practising schools. Provision should be made for the periodical medical inspection of basic school children in the compact area and the pupil-teachers.

Gardening.— The headmaster has taken pains to organise a good vegetable garden with the help of his students. There is a great possibility for developing this activity so that in time agriculture may be introduced as a subsidiary craft. What is badly needed is a tube well with a sufficient supply of water.

Boating.— Advantage should be taken of the Brahmani river for practising boating. A fairly big boat to accommodate ten at a time may be placed at the disposal of the training school. This will help the training school in rendering effective service to the villages especially during floods and epidemics; and also facilitate in keeping in touch with the work of the basic schools majority of which will be located along the river.

PRACTISING SCHOOL

Efficient training of the pupil-teachers will largely depend on having a well organised practising school. A good start has already been made. Progress of the children in Grade I is satisfactory. The syllabus followed is that prepared by the Zakir Husain Committee and published in the book "Basic National Education." The syllabus for the seven grades should be translated into Oriya and published by the Government and distributed to Basic Schools. Provision should also be made for the production of suitable literature for Basic Education and translation of such literature prepared by the Hindustani Talimi Sangh, Wardha.

Children showed all round development and their general knowledge was considerably greater than that of children of the same age taught according to the old system. With the addition of Grade II in January, 1940 a third teacher will be required. We recommend that Sri Lalmohan Pradhan, one of the best students of the first batch be appointed to this post. Sanitary arrangement is unsatisfactory. Children should be taught hygienic habits by making them use urinals and latrines. The river side should be protected and not polluted. Urinals and latrines should be provided without delay.

GENERAL REMARKS

We were pleased with what we saw at the schools. Work seemed to go on smoothly under the able guidance of the Chairman of the Board of Basic Education, Orissa. We hope the work with the next batch of students would be of a much higher standard of efficiency. We appreciate the help and co-operation received from the headmaster and the staff in our examination and investigation work.

(Sd.) E. W. ARYANAYAKAM,

1-12-39.

Secretary, Hindustani
Talimi Sangh.

THROUGH different PROVINCES

DELHI

ALL-INDIA EDUCATIONAL CONFERENCE

The fifteenth session of the All-India Educational Conference is to be held in Lucknow from December 26 to 31, 1939, under the auspices of the All-India Federation of Educational Associations.

Eminent men and educationists including Sir C. V. Raman, Dr. G. S. Arundale, Principal Seshadri, Prof. A. R. Wadia, Sir Syed Ross Masood, Sir P. S. Sivaswami Aiyar, Dr. Shyama Prasad Mukerji, Sir T. Vijayaraghavacharya, Dr. C. R. Reddi and Pt. Iqbal Narain Gurtu are expected to participate.

Special sessions of Women's Education and New Education Fellowship will also be held.

EMPLOYERS AND ADULT EDUCATION

"The work of the General Education Sub-Committee of the National Planning Committee is no less important now than when the Congress Ministries were in power. The present situation must come to an end sooner or later when the National Governments come back to power they must have some plans to work upon" observed Sir S. Radhakrishnan, presiding over the meeting of the General Educational Sub-Committee of the National Planning Committee held last month.

Referring to the problem of adult education, Sir Radhakrishnan said that the problem was an important one and could be solved in big cities by legal sanction whereby the employers of the work-people should be asked to give at least two hours' weekly instruction on general knowledge. The problem, he added was not merely of literacy, but of educating general public.

The Committee appointed four sub-committees, namely, Pre-Basic, Basic, Intermediary and University Education Sub-Committees to go into the various stages of education.

TRAINING OF AIR PILOTS

The Government of India have decided to give financial assistance to men who are prepared to be trained as pilots and engineers and to give an undertaking to serve in the Air Force if and when called upon to do so.

So far as pilots are concerned, the aim is two-fold—first to give advanced training and improve the standard of a batch of pilots who are already qualified and second to increase the number of pilots available by giving *ab initio* training to a limited number of unqualified applicants.

A grant of Rs. 51,400 has been made available in the current year and this will be expended on the training of pilots in the Flying Clubs at Calcutta, Bombay, Madras, Karachi, Delhi, Lahore, Cawnpore and Lucknow, and on the training of mechanics wherever facilities are available. To provide for the growing demand for flying training which is expected, a part of the grant is being allotted for the training of four Indian pilot instructors. These will be selected from the best qualified pilots now available and their training as instructors will be completed at selected Flying Clubs.

AGRICULTURAL RESEARCH

The meeting of the Advisory Board of the Imperial Council of Agricultural Research was held on the 4th instant under the Chairmanship of Mr. P. M. Kharegat, to consider the various reports of the Sub-Committees and other subjects on the agenda.

There was a request from the Inter-University Board for supply of a list of subjects suitable for research at the universities. It was agreed that, it would be in the best interest of research to provide facilities for research scholars to see what was going on at other centres of research. It was decided that both the central research institutes and the universities should submit detailed suggestions regarding the lines, on which this extremely necessary co-operation could be established, and in this connection, it was pointed out that the departments of economics of the various universities could help in undertaking surveys and research

relating to marketing and other problems of agricultural economics.

MADRAS

REFORM OF SECONDARY EDUCATION

The Government have asked the Director of Public Instruction for his views on the recommendations of the Conference of educationists which the former Minister for Education had called, on the subject of reorganisation of Secondary Education in Madras.

HINDI IN SCHOOLS

No drastic change, it is learnt, is contemplated by the Government in the policy pursued by the Congress Ministry, in regard to the compulsory study of Hindustani in the first three forms of Secondary Schools.

It is not likely, however, that there will be an extension of the scheme to a hundred more schools next year as planned by the Ministry.

COMMERCIAL EDUCATION CONFERENCE

The Secretary of the Reception Committee of the First Provincial Commercial Educational Conference states that the Conference is to be held at the Hindu High School, Triplicane, Madras, on the 29th and 30th December, 1939, under the auspices of the Presidency Commercial Institutes' Association. Mr. K. S. Aiyar will open the Conference and Mr. S. Satyapuri, Mayor of Madras, will preside. Rao Bahadur C. Gopala Menon will open the "Twin Arts" Exhibition.

BENGAL

PUBLIC INSTRUCTION IN THE PROVINCE

The Government Report on Public Instruction in Bengal for the year 1937-38 is published recently.

The total number of secondary schools for Indian boys rose during the year under review from 3,079 to 3,102. High English Schools rose from 1,180 to 1,202 and Middle English Schools from 1,857 to 1,860, while the Middle Vernacular schools fell from 42 to 40. Pupils reading in high schools increased by 14,136; those in Middle English Schools by 13,977. The number in middle vernacular schools also rose from 3,107 to 3,187 or by 80. The

figures for pupils in 1937-38 include 836 girls reading in High English Schools, 3,900 girls in Middle English Schools and 205 girls in Middle Vernacular Schools.

As regards Grant-in-aid the report says: "The 10 p. c. cut on the allotment for grant-in-aid has not yet been restored and this has adversely affected the efficiency of many struggling schools." It is extremely regrettable that Government in spite of its realisation that the cut has impaired efficiency in many schools has not seen its way to restore it. The report further admits the necessity of increasing government grant-in-aid to non-government schools.

"The condition of secondary schools especially in rural areas is far from satisfactory. The prospect of high school education opened up by the revised Calcutta University regulations is viewed with mixed feelings by the School authorities.

BOMBAY

MEDICAL INSPECTION OF PUPILS

The question of the medical inspection of school children has been engaging the attention of Government for some time past. Government have now directed that all children in the Province should be medically examined at least twice—for the first time on their admission to the schools and later when they reach the age of 8 or 9. In the case of children who on medical examination, are found to be defective in health and to be in need of medical treatment for ailments that may be observed in them, medical examination should be undertaken more frequently and the necessary medical treatment should also be given to them.

Government have already issued orders to the effect that medical inspection of school children in Local Board and Government schools in areas allotted to them should be one of the obligatory duties of the subsidized medical practitioners appointed under the Rural Medical Relief Scheme. Instructions are now being issued that wherever there are Local Board or Government-aided dispensaries it shall be incumbent on them to treat the children in primary schools who on examination, are found to be in need of medical treatment and that in towns and cities Government as well as Municipal hospitals shall be utilised for the treatment of school children.

A provision of Rs. 50,000 has been made in the current year's budget for grants to local authorities in this connection.

U. P.

RURAL DEVELOPMENT

Satisfactory progress in regard to rural uplift work in Lucknow is recorded in the annual report of the Lucknow Rural Development Association which was presented on the 3rd instant at the annual general meeting of the Association under the presidency of Mr. Gopinath Srivastava.

The President referred to the activities of the Association and paid a tribute to the work of the Secresary, Rai Saheb Anand Swaroop and other members of the staff. He refuted the charge made in certain quarters that the Rural Development Associations were being used for Congress propaganda.

BOARD OF PSYCHOLOGICAL STUDIES

It is learned that a Board of Psychological Studies is constituted in the United Provinces.

It will be recalled that the United Provinces Primary and Secondary Education Reorganisation Committee recommended the establishment of such a body.

The Government have appointed a Committee of six members with Mr. J. C. Powell-Price, Director of Public Instruction, as Chairman to advise them regarding the constitution of the Board and the scope of its work.

The Committee held its sittings at Allahabad on November 27 and the following days, but the details are not yet published.

C. P.

NAGPUR UNIVERSITY COURT

The annual meeting of the Court of the Nagpur University, held under the chairmanship of Mr. T. J. Kedar, Vice-Chancellor, has decided to confer the honorary degree of Doctorate of Literature on Mr. A. C. Sen Gupta, at present Director of Public Instruction.

The Court has made a recommendation to the Academic Council to hold all University examinations twice a year as was done this year and in order to meet the pecuniary deficit, if any, to charge double the present examination fees and hold such examinations only if a

definite minimum number of students was forthcoming to take the examination.

The Court by another resolution recommended that Harijan and other backward class students should be exempted from payment of their examination fees for a further period of five years.

PUNJAB

STUDENTS SIGN A PLEDGE

Sir Douglas Young, Chief Justice of the Lahore High Court, presided at a Board meeting to admit students to the new College of Physical Training and Scouting at Kot Lakhpat. One hundred and twentyfive candidates were admitted.

Every successful candidate signed a statement that he realised that discipline must be maintained in the college and that therefore if he did anything contrary to discipline, such as taking part in a strike, he be dismissed at once and on no account be re-instated.

STUDENTS TO SUBMIT PHOTOGRAPHS

In the Matriculation examination of the Punjab University all male private candidates shall have to submit along with their admission forms three certified copies of their photographs.

This decision of the Syndicate of the Punjab University was approved by the Senate at its meeting held on the 9th instant.

The Senate also approved of the recommendations of the syndicate relating to the sanction of a grant of Rs. 10,000 towards the construction of a swimming pool for women.

BIHAR

SANSKRIT EDUCATION IN BIHAR

A course of studies, which could enable the 'orthodox' type of scholarship to receive encouragement as well as meet the needs of the times, was decided to be recommended by the Sanskrit Education Reorganisation Committee, appointed by the Bihar Government after a number of meetings held at Darbhanga under the Chairmanship of the Maharajadhairaja of Darbhanga.

Two sub-committees were formed, one for framing a questionnaire on the lines approved by the Committee and another for formulating a scheme which may form the basis of further discussion.

The Committee further decided to request the Government to specify the complaint made by the public with regard to the administration of the Bihar Sanskrit Association without which no enquiry was possible.

PATNA UNIVERSITY REFORM

The limitations under which the Patna University laboured and which prevented it from emulating and keeping pace with other progressive universities not only foreign, but Indian, were pointed out by Dr. Sachchidananda Sinha, Vice-Chancellor, addressing a meeting of the Senate on November 23.

Dr. Sinha maintained that Patna University was no University at all, but is a glorified education board. He expressed the hope that the Committee appointed at the instance of Dr. Rajendra Prasad under the Chairmanship of Prof. K. T. Shah for reorganising the system of university education in order to attune it to everyday life and meet the needs of the present times might be able to bring about the desired change and broaden the scope of university education despite the resignation of the Ministry and that the Government of the day would give effect to the report of the committee when submitted.

MYSORE

COMPULSORY PHYSICAL EDUCATION

Compulsory physical education in colleges has been introduced in Mysore from the first year University class this year.

The question had been engaging the attention of the Mysore University for some years and a resolution on the subject was passed as early as 1929, but it could not be given effect to for want of funds.

The students of the Junior Intermediate Class are required to attend lectures on hygiene, wholesome living etc., and appear for an examination conducted by the Superintendent of Physical Education. Physical Education has been included in the College time table just like any other subject. As evidence of having undergone the training satisfactorily, each student should attend at least 80 per cent of the total number of periods.

CHEMICAL ENGINEERING COURSE

At the instance of the Government, the University of Mysore is now considering the feasibility of instituting a course in Chemical Engineering in the University.

The proposal was just considered by the Academic Council who voted in favour of it. A Committee, fully representative of scientists, has considered the question in all its aspects and the Committee has resolved that it is desirable to institute a Post-Intermediate degree course for four years in Chemical Engineering, parallel with the other Civil, Mechanical and Electrical Engineering courses and that a post-secondary diploma course of two or three years' duration in Chemical Engineering might also be instituted.

It is likely that the institution of a post-secondary diploma course might be deferred.

The Senate of the University at its next meeting will consider the scheme of instituting a course of Chemical Engineering and consider the courses of study.

The new scheme will cost about Rs. 75,000 by way of non-recurring cost and about Rs. 22,000 annual recurring expenditure.

TRAINING IN FORESTRY

The Government of Mysore will open with effect from January 2, 1940, the Forest Training School, in Bangalore, for the training of Rangers. The school will be located at the Forest Research Institute, Bangalore. Dr. K. Krishnaswami, Assistant Conservator of Forests, will be the Principal of the School and he will be assisted by Dr. M. N. Ramaswami and Dr. S. A. Kabir. Admissions will be for graduates in Science only.

There was a forest school some time back, but it was abolished after training had been given to the requisite number of rangers. For some years past the rangers had to go to Dehra Dun or Coimbatore for training.

HYDERABAD

OSMANIA UNIVERSITY CONVOCATION

The annual Convocation of the Osmania University was held on the 2nd instant in the address hall of the University at Adikamet. There was a large gathering of prominent persons.

Rt. Hon. Sir Akbar Hydari, Chancellor of the University, presided and distributed the diplomas and medals to 202 candidates, of whom 10 were women. Among the successful candidates 15 obtained the Master of Arts degree, including five women. Dewan Bahadur S. E. Runganadhan, Vice-Chancellor of the Madras University, delivered the Convocation Address.

PUBLIC OPINION

DR. PATTABHI ON THE REMOVAL OF ILLITERACY

"It is a tragedy that in spite of 150 years of British rule, the percentage of literacy in our country should still stand at seven or eight. But when you work it over communities and over villages, you will find that the Muslims and the villages present a measure of ignorance of which the British can have no reason to be proud of" thus observed Dr. B. Pattabhi Sita-ramayya, inaugurating the campaign for the removal of illiteracy started by the Masulipatam 3rd Division Congress Committee on the 12th instant.

Continuing he said: "This task of making up for what we have lost during over a century has fallen to the lot of Congressmen. You may rest assured that even Congress Governments cannot undertake this stupendous task without the aid of the non-official public."

Then in the course of his speech, Dr. Pattabhi suggested, "If every graduate is told that the degree that he has acquired will be conferred upon him on producing a certificate to the effect that he has served one year in a village in the literacy campaign in spreading primary education free of all charges or remuneration, the removal of illiteracy be effected as if by a miracle. There was a time when Law graduates joined the Bar forthwith. Later on apprentice course has been introduced. It is a course only after finishing which the senior lawyer had merely to present his apprentice to the High Court for the latter to be admitted to its rolls. After some time the apprenticeship examination has been introduced. Finally, the apprentices have been asked after passing the examination to pay a fee of Seven Hundred and Fifty Rupees each in order to enrol as an advocate. No one can say that the B. L. of the older days is in any way inferior to the costly advocate of the present day. Likewise the future graduates may be asked to serve their period of apprenticeship in the villages carrying on literacy campaign with all their might and main thus acquiring the qualification for being dubbed graduates of the

University by virtue of the fact that they have redeemed their debt to the nation. This is a matter for the Universities to think of. I wish some of our Universities addressed themselves to this task. The problem of removing illiteracy must be attacked from all sides. Government, Universities, institutions public and private, and non-officials must all put their shoulders to the wheel and set it in motion."

MIAN AFZAL HUSSAIN ON THE AIM OF WOMEN'S EDUCATION

"Acquiring knowledge should not be the only main object of education. We must strive for higher ideals in life, particularly in the education of girls", declared Mian Afzal Hussain, Vice-Chancellor of the Punjab University, in the course of his presidential address at the prize giving ceremony of the Fateh Chand College for Women, Lahore.

"The normal life of a woman must always include the care of others than herself", observed Mr. Hussain. "Therefore we must instill into the youthful mind the elements of such education as would develop the best of her sex, the ability essential for the proper modern ideal of *Griha Lakshmi*." The Vice-Chancellor assured them that the Punjab University was fully alive to the necessity of a special course of training for the girl students which would enable them to perform the duties of a house-wife effectively, adequately and efficiently.

Continuing the Vice-Chancellor expressed the opinion that no education was bad as long as it made the recipients of the education think. He was not one of those who suggested that the education imparted to girls should be different from that imparted to boys. He said, "We want education among women so that they make good mothers, able to develop the mind of their children." For that purpose knowledge of natural laws and natural phenomena, human affairs and human activities was essential and for that purpose a general education common to boys and girls was needed. Mian Afzal Hussain also wanted that moral education should be an essential part of their curriculum.

DR. SYED MAHMUD ON ADULT EDUCATION

In the course of a message to the All-India Adult Education Conference held at Bhagalpur early this month, Dr. Syed Mahmud, former Education Minister of Bihar, observed:

"To my mind, in universal education rests the surest foundation of national well-being. Hence, till the teeming millions of our unlettered adults are redeemed from their ignorance, no lasting progress in any direction is possible of achievement. India's march onward has been considerably hampered by the dead weight of her illiterate millions. Unquestionably, the education of the adults who form the nation of to-day, is intimately bound up and is as important as the education of the citizens of tomorrow for, the parents doubtless exercise a profound influence on the formation of the character and the education of their children.

"I think the greatest need of the hour in India today is to press into service all our national resources in removing this great basic national deficiency. No one who has a spark of love for his motherland can afford to remain indifferent to this noble cause and indeed he should know no rest till each and every educable man and woman is won back to light and knowledge. It need scarcely be emphasised that literacy is but the first stage in adult education and the success of this movement will chiefly depend on patient teaching by teachers trained in the technique of adult education and a well-planned curriculum."

MRS. NAIDU'S CALL TO YOUTH

Mrs. Sarojini Naidu, addressing a large gathering of University students at the Bennet Hall, Lucknow, on the 29th November deprecated, in strong terms, the present tendencies to speak lightly of nationalism, politics, revolution and freedom. The students, who were the citizens of tomorrow, should also stop thinking in terms of personal prejudices, communal bickerings and the narrow sphere of nationalism.

"My message to you," she continued, "is that you will get freedom, collective freedom for the whole nation; but it will not mean very much unless we attain individual freedom as well, and unless each one of you becomes free, and emancipated. Unless your individual fear is conquered and unless you get rid of your

individual ignorance and your prejudices are given up, unless your sense of isolation, morally, economically and communally, is made to disappear, you are not free and you are not fit to fight for India's freedom."

"The first step towards the achievement of freedom, therefore," continued Mrs. Naidu, "is to free yourselves." People were talking about politics and nationalism; but if they wanted to be fighters in the cause of their country's freedom, they should get over their personal prejudices and think in terms, not of their nation, but of the world as a whole.

DR. MONTESSORI ON THE TEACHERS' ROLE

"All the characteristics in man, good and bad, were acquired by him as a child. The child elaborated and developed its own personality through its own activities" said Dr. Maria Montessori in the course of an address delivered at Madras on the 10th instant.

Continuing she said: "What scientific education to do was to study these activities and the 'elaboration' going on within the child and isolate the laws which governed and inspired those activities. The child taught itself. No better illustration of this could be given than the process by which it acquired speech. Biology declared that certain sensibilities were developed in an organism at the period and for such length of time that it was necessary for the growth and unfolding of the organism. Thus the child had its own 'sensitive periods' which could easily be recognised by man. During this period, the child acquired impressions of things, directed its own moments in response thereto and coordinated its activities which resulted in its development. In this formative period, the child possessed 'strength which nothing or no one could overcome'; it had 'the will of God and the strength of Nature which impels it in its activities.' It should be the task of educators to prepare the environment for the child to carry on its activities during this period. If educators made it their aim and objective to follow the laws of development of the child through its own activities and, if education followed those laws of natural development, the results achieved would be most surprising. To go against those laws was 'to get into a struggle with the child, violate laws of nature and disobey the Creator.'"

EDUCATIONAL ASPECT OF BROADCASTING

By Mr. JAMES R. ANGELL

THE world of scholars has not as yet taken broadcasting very seriously. But education is something to which wireless is making a real contribution and one which promises to grow steadily in importance.

For practical purposes it is convenient to divide the educational area into two sections, the one aimed directly at the classroom, and the other occupied with service to the general public. No sharp line can be drawn between these fields for they obviously overlap.

What makes a broadcast educational? It is difficult to offer any precise definition of Education which will wholly satisfy every critic; any radio program might reasonably be considered educational in purpose which aimed to increase knowledge, to convey information, to stimulate thinking, to develop taste or appreciation, or to create and encourage attitudes and forms of conduct ethically and socially valuable. This is frankly a rather loose characterization, but it may serve, and especially if such programs be contrasted with the great mass of programs designed merely to amuse and entertain.

The early reaction of teachers to bringing the wireless into the classroom was one of hostility, through fear that the teacher's job would be imperiled. This fear was quite ill-founded in fact and was soon dismissed, for broadcasting may render a most useful service in supplementing the work of the teacher, if certain conditions are realized.

The broadcast material must be adjusted as closely as possible to the actual needs of the classes, graded to the age level at which it is directed, and offered at the appropriate date to fit effectively into the progress of the classes concerned. Such a requirement can be met only when the broadcaster has collaborated with well informed representatives of the teachers. The only solution, and as yet a decidedly imperfect one, of schedule difficulties is to make the broadcast so valuable that the schools will change their time-tables in order to receive the material. The American problem is more perplexing than elsewhere because of the larger

number of schools, subject to a much larger number of controlling agencies, and four different time zones. The use of recordings made from broadcasts is one solution which represents the maximum of flexibility.

It was early recognized that if school broadcasts were to attain their maximum value they must be accompanied by documentary material. There has been developed a large body of excellent material, partly manuals for teachers, partly those designed for pupils. Prepared with the assistance of able and experienced teachers, many of these manuals are models of ingenious and effective organization.

In no country is the situation very satisfactory as to the number of schools having effective receiving sets. Presentation of the best material under bad conditions represents only a waste of time, and bad reception is apt to create an unfair prejudice against the use of all broadcasts.

What are the values which emerge from school broadcasting that could not be as well, or better, secured by the regular teacher in the schoolroom? From every point of view music is the medium in which wireless has achieved its greatest triumphs. No ordinary school can possibly offer its children the same musical opportunities. By collaboration with teachers of music in the schools it is possible to offer a course in musical understanding and appreciation far beyond the resources of any single school. In the United States we have even succeeded in giving instruction in the playing of musical instruments and have created a large group of musicians who play in their homes synchronously with broadcast orchestras. The National Broadcasting Company has for eleven years been offering, weekly throughout the school session, a course in musical appreciation conducted by Walter Damrosch and participated in by more than three million children. The peculiar contribution of the wireless is no less definite in the arts of speech than in the case of music.

One of the surprising achievements of wireless is its success in presenting drama. When well cast and presented by talented actors,

drama heard by means of wireless is astonishingly moving and even the most sluggish imagination is stirred to fill in with the throbbing reality of life the various scenes portrayed. This has made it possible to give school children, far remote from the centres where adequate theatrical production is to be seen, a direct experience of great drama which is of utmost value. The one serious drawback is the necessity of abbreviating the longer plays. The results, when the cutting is skillfully done, are extraordinarily effective. A dramatic literature prepared specifically for the radio and with full regard to the techniques peculiar to that medium is already appearing and may grow rapidly. It is possible also to use wireless to expose school children to the thrilling experience of noble poetry recited by skilled performers. We have too largely lost the feeling for the beauty of the spoken word and radio offers a rare opportunity to restore something of this forgotten treasure.

It is hardly necessary to cite all the subjects of instruction in which radio has been found a useful adjunct. These will undoubtedly change from time to time, but there are few in which some success has not already been achieved.

Among the peculiar values which wireless brings to the schoolroom is the stimulating thrill which comes to pupils who hear the living voice of a recognized master speaking upon his speciality—a great actor reading Shakespeare's lines, cultivated foreigners speaking their native language, or a man who has lived for years in Asia or Africa or South America describing the peculiarities of climate, commerce, travel, domestic life, and the attitudes of mind of the people.

In educational broadcasting outside the schoolroom the problem takes on very different features. In this broad field, which may fairly be called that of adult education, there is no limit to the service which can be rendered.

Recalling the earlier definition of education some of the things now successfully done by wireless, include news—the weather, markets, public affairs, international relations, and the like. The field of religion is most helpfully cultivated. The influence on musical taste of the superb programs is demonstrable. Similarly there is to be heard discussion of important political, economic, and social issues by the ablest and best informed of living speakers.

Great national interests are immensely aided by broadcasting.

In recent years the power exhibited by this new agency to stir mass emotion and to direct public opinion is well nigh terrifying. In the totalitarian states this power has been employed a manner which menaces civilization itself. Liberal education in free countries attempts to present all aspects of the issues with which intelligence is concerned. It attempts to lay deep and strong foundations upon which truth may securely rest, rational judgments may be built, and a humane civilization may be encouraged to flourish. The totalitarian states use wireless, as all other agencies, to promote the ideologies upon which they feed in contemptuous defiance of truth. Radio may accordingly constitute a priceless blessing or an unspeakable curse to mankind depending upon the spirit in which it is employed.

SCHOOLHOUSE ON WHEELS

The problem of giving an education to the young inhabitants of Ontario's sparsely settled regions has been partly solved by the use of railroad cars equipped as schoolrooms. The settlements visited by the travelling schoolhouses are those that are too new to have schools, and temporary settlements, such as communities of woodsmen, railroad workers, and trappers.

Each school car has "a bright classroom with blackboard, regulation desks, maps, globes, schoolbooks, and so forth; a library of books for the students and adult visitors as well; and comfortable living quarters for the teacher." The cars are built to serve twenty-four children at a time, and are often filled. Each car stays on its siding at six communities in a month, stopping three days in each. The pupils from five to sixteen years old, spend the greater part of each day in school. Before the car moves on, the teacher supplies them with enough organized homework to keep them busy until the schoolhouse returns.

Many languages—French, Rumanian, Italian, Indian, and English—are spoken in the regions now served by the seven school cars that are in use. The mobile schools are an aid in improving the inhabitants' knowledge of the common language—English.

—World Education.

Letters to the Editor

Democracy in Schools and Colleges

Sir,

To all outward appearances every cultured man speaks of democracy in terms of praise as the right kind of constitutional procedure which will advance and further the progress of the people. The moment he is elevated to a position of rank, he begins to realise his superiority complex and lord it over his colleagues, clerks and menials. The innate love for position, power and pelf finds a dominating expression through his fascist personality.

Even in politics we find that Democratic Institutions have contributed most and to the uplift of humanity and its progressive enlightenment. The so-called fascist countries are being guided by democratically minded demagogues who are actuated solely by a desire to promote the prosperity of the people. They know it too well that as a passing phenomenon fascism may be a temporary palliative to cure the ills of mankind and that it may have to give place to a well ordered democratic polity.

Schools and colleges form the nursery training ground for pupils of different ages and attainments in the essentials of culture-giving subjects and citizenship. It is only a good student that can be expected to blossom out in course of time into a good citizen. Educational institutions are for the most part now being controlled, regulated and influenced by lovers of autocracy and selfishness. They are neglecting all useful opportunities which may be taken advantage of in inculcating lessons of democracy to the youth of the land. From the constitution of the governing body of the institution to the organisation of the executive of the Students Debating Union, we find the same spirit manifesting itself in a variety of ways.

With a view to enlist the sympathy and goodwill of a large majority of the citizens of the place, every governing body should be so reorganised as to consist of truly elected representatives, wherever possible, of the different educated classes in society and charitable associations, so that they may all try to raise funds

necessary for its expansion and development. Care should be taken to see that representatives of municipalities, district boards, banks and insurance companies, zamindars, parents, old boys and teaching staff are also given a place in governing bodies, so that all may work hand in hand for the realisation of a common object and the promotion of its educational efficiency.

In the internal administration of the institution, the head teacher should solicit the earnest co-operation of the other members of the staff by freely associating himself with them, entrusting every member of the staff with a portion of the work, so that all may realise the benefits of joint responsibility in the working out of an institution. He may, with much relief to himself and advantage to the school or College, organise a Teachers' Union and constitute, if necessary, a School or College Cabinet on an elective basis and take their advice freely on every topic connected with the smooth running of the institution. In matters relating to admissions, promotions, time-tables, examinations, expulsions, prescription of text books in particular and fixing of holidays and other allied matters, the advice of the majority of members may be solicited and acted upon. Headship of the institution may also go in by rotation for a period of three or five years among the senior members of the staff who have put in considerably long periods of service and have been known for their capacity and character.

Such a step will ensure hearty co-operation at all times on all matters pertaining to school organisation, discipline and administration, without engendering feelings of jealousy and suspicion among them and promoting a spirit of self aggrandisement.

The pupils may also be trained in principles of democracy by giving them opportunities to elect the members of the executives of Debating Unions, Sporting Clubs, Dramatic Societies, prefects of various classes and members of courts of honour empowered to deal with cases of breach of discipline. They may also be given power to spend moneys connected with societies and clubs, Excursions, Exhibitions, maintain accounts and be encouraged to hold parliamentary debates on select topics, so that they may develop good ideals of citizenship even during their period of study at school or college.

—C. B.

BOOK REVIEWS

THE EDUCATION OF INDIA—HISTORY AND PROBLEMS. By T. N. Siqueira, S. J. Oxford University Press. Pp. 220; Rs. 3/- (1939).

Thirty years ago eminent Indian leaders like Lala Lajapat Rai found the key to the renaissance of India in organising a system of national education. Their object was to give to the youth of India a kind of training which would make them love their country and her cultural heritage. They were of course advocates of India's political independence also as they found that a true national education was impossible in a dependent country. Many among the orthodox educationists criticised them and their views and in all this criticism the powers that be had their own share. But the history of education in India during the last thirty years has shown how correct was the diagnosis of those great patriots and how constructive really was their policy. Today everyone condemns the system of education as it has been organised by the British authorities for the last one hundred years and the condemnation has centred itself round the one point that this education is not Indian and is consequently not suited to Indians.

It is therefore very refreshing to find that in this well-written and suggestive book Father Siqueira has gone into the heart of the Indian educational problem, pointed out the most serious defect in the existing system of education and put forward a plea for its reconstruction more or less on the lines advocated by the Indian leaders of a generation ago.

The book is divided into two parts. The first deals with the history of Indian education from the earliest times down to the present day. The single chapter devoted to Ancient and Medieval Education is inevitably sketchy but it brings out the salient features of the education of the old days—its religious and personal nature in the earliest times, the monastic system of the Buddhist age with its large Universities, the neglect of education by the early muslim rulers and its patronage by the Mugal emperors. It is interesting to note that under Akbar,

"Hindus and Muhammadans studied in the same schools and colleges, and went through the same curriculum." In the four chapters devoted to the history of education during the British period, more details are given of the schools started by the Portugese whose aim was to spread Christianity and of other schools started by Christian Missionaries. A detailed account is also given of the controversy between the orientalisists and the occidentalists which resulted finally in the Proclamation issued on 7th March 1835 by Lord William Bentinck under the inspiration of Macaulay which laid down, "that the great object of the British Government ought to be the promotion of European literature and science amongst the natives of India, and that all the funds appropriated for the purposes of education would be best employed on English education alone." This was followed some years later (1844) by the Proclamation of Lord Hardinge as a consequence of which only those who received English education were made eligible for appointment in the Public Services. It is these two events that have given a new turn to education in India and it is the unfortunate consequences resulting from them that are carefully examined and summed up by our learned author.

No one will take objection to the conclusion he arrives at after all this examination. "The great defect of Indian education during the last century is that it has not been Indian and consequently not been education." How profound a truth does this single statement contain! In what sense it is not Indian is well explained in the concluding chapter.

The second part of the book deals with the author's views on what he regards as the main problems of Indian education to-day. One of them is women's education. In this connection he thoroughly discusses the *Pros* and *Cons* of co-education and comes to the conclusion that it is not an ideal to be aimed at. Many will differ from him in regard to this but the arguments which he gives in favour of his view deserve serious consideration. Another problem is that of Physical Education. In dealing with this he cautions against regarding physical education as an end in itself but subject to this consideration he advocates games, drill, scouting and military training and pleads for supplying the pupils at school with proper and nutritious food. The chapter on Adult education is the most suggestive and least

controversial of all. Its importance in our country and the subjects which should be included in it as well as the methods that should be adopted to spread it are elaborately dealt with. The chapter on religious education is however the most controversial in the book. The author is of the view that no education can be regarded as complete unless it includes religious education as an integral part of it. Many people will admit the truth of this dictum but the difficulty in our country is that owing to the existence of numerous religions, it is not possible to make provision for religious education in schools. It has to be left to other voluntary organisations or to the parents at home. The only other alternative is to have denominational or Sectarian Schools. Father Siquiera is a strong advocate of such schools. But the danger of having them in our country is to strengthen the evils of sectarianism from which we have been suffering from a long time. Such schools breed fanaticism. And this danger is all the greater if teachers believe in proselytisation—which is un-Indian in character. It is one thing to teach that there is truth in your religion but it is a quite different thing to say that your religion alone contains truth and that all other religions are false. A chapter is devoted to experiments in education made at Visvabharati, the Doon School at Dehradun, and the Wardha Scheme. There is a sympathetic study of all these experiments.

The book is a welcome addition to the literature dealing with the educational problems of modern India and deserves to be carefully read and pondered over by all those who believe in education which is truly Indian. —M. V.

EVERYDAY CONVERSATION READERS, PRIMERS I, II AND III—By H. Martin, M.A. (Oxon.). Published by Messrs. K. & J. Cooper, Bombay. Pages 44, 40 and 40 respectively. Price 3 annas 6 pies each.

In spite of the large place that is given to English in the curriculum of studies in Indian secondary schools, it is lamentable to see that the products of these schools are not equal to the task of carrying on conversation in a style that is familiar without being vulgar and elegant without being ostentatious. They are altogether ignorant of colloquial terms of expression and talk like a book. A corrective must be devised at an early stage to remedy this defect. The

three Primers under review should prove eminently useful in this direction. They cover a very wide range of topics centering round the class room, the play-field and the home and the subjects are such as crop up in daily life. The language is calculated to make the pupils acquainted with conversational terms of expression. The books are sure to be of great use in the teaching of spoken English, as distinguished from written English. At the same time nothing can replace the living voice of the teacher and the teacher should not ignore his work of giving the pupils correct ideas of pronunciation and intonation, which are no less important than the phraseology. The books are attractively got up and are priced cheap.

—V. M.

FACETS OF MODERN ENGLISH POETRY by Prof. V. N. Bhushan. Published by the Manager, *The Mahratta*, Poona. Pages 56. Price 4 annas only.

It is a hazardous enterprise to adjudicate on the merits of contemporary poets. We are too near them to see them in their proper perspective. Of this danger the author of this booklet is well aware. Without attempting, therefore, a "dogmatic assignation of values," he has been content to pursue the humbler path of "study and inquiry." He has dealt comprehensively with the manifold aspects of modern English poetry and has supported his critical comments with copious quotations from the writings of critics of established repute. The author's fervid enthusiasm for the study of literature and his command of glittering phrase are everywhere in evidence.

—V. M.

BOOKS RECEIVED

PSYCHOLOGY AND PRINCIPLES OF EDUCATION—By Prof. Anjilvel V. Mathew. Published by Karnatak Publishing House, Bombay.

CARDBOARD, WOOD AND METALWORK—PART I—CARDBOARD MODELLING by Lakshmiswar Sinha. Published by Hindustani Talimi Sangh.

EMOTIONAL VOICE—A Book of Verse—by Robert H. Gracefield. Published by Arthur H. Stockwell, Ltd. London.

RECENT OXFORD BOOKS FOR TEACHERS

EDUCATION AND VILLAGE IMPROVEMENT By I. W. Moomaw. Rs. 2/-

This is intended to serve as a practical handbook to those engaged in the work of rural improvement in India. Careful instructions and detailed projects are given for animal husbandry, poultry farming, etc.

SOME ASPECTS OF INDIAN EDUCATION, PAST AND PRESENT By Sir Philip Hartog. 3 s. 6 d.

THE EDUCATION OF INDIA: HISTORY AND PROBLEMS. By Rev. T. N. Siqueira, S. J. Rs. 3/-

It is a handy textbook which picks out the outstanding events in the education of the long past and draws attention to the main problems of today.

SUGGESTIONS FOR THE USE OF NEW-TYPE TESTS IN INDIA. By E. W. Mensel. Rs. 3/-

A new title in the 'Teaching of India' Series. The book will be very useful to teachers and to Training Schools where improved methods of examining and experimentation in education are urgently needed.

SUGGESTIONS FOR THE TEACHING OF GEOGRAPHY IN INDIA. By E. A. Macnee. SECOND EDITION. Rs. 1-8.

INDIAN EDUCATION IN ANCIENT AND LATER TIMES. By F. E. Keay. Rs. 5/-

THE PSYCHOLOGY OF LEARNING AND TEACHING. By H. S. Perera. Rs. 3/-

A PROGRAMME OF PHYSICAL EDUCATION FOR GIRLS' SCHOOLS IN INDIA. By Mrs. H. C. Buck. Rs. 3-12.

A LIST OF TECHNICAL TERMS in English, Hindi, Urdu and Marathi. Rs. 28.

OXFORD UNIVERSITY PRESS
MOUNT ROAD :: Post Box 340 :: MADRAS

'THE SOUTH INDIAN TEACHER'

IS

The Official Journal of

The South Indian Teachers' Union.

It is therefore the Journal of the Teacher

AND

No teacher should be without it.

Subscription is only Rs. 3/- per annum

Registered Office :—

41, Singarachari Street,
Triplicane, Madras.

All Educational Institutions and Libraries
Should subscribe for

"THE EDUCATIONAL REVIEW"

A MONTHLY RECORD FOR INDIA NOW IN ITS 45TH YEAR.

Managing Editor: Mr. S. KANNAN

ANNUAL SUBSCRIPTION

INLAND Rs. 5 FOREIGN Rs. 6-8-0

SRINIVSA VARADACHARI & CO.,

216, Mount Road, MADRAS