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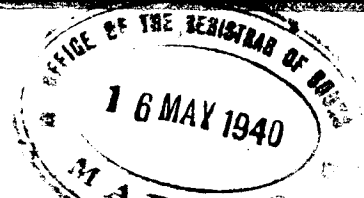
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EDUCATIONAL INDIA



EDITORIALS

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ALL-INDIA EDUCATIONAL CONFERENCE

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PANDIT NEHRU'S INAUGURAL ADDRESS

SIR S. RADHAKRISHNAN'S PRESIDENTIAL ADDRESS

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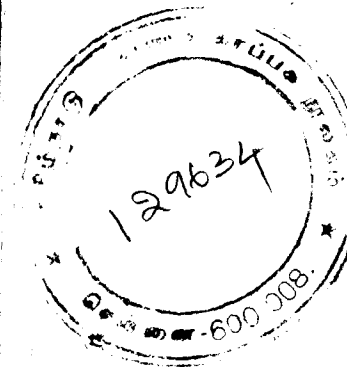
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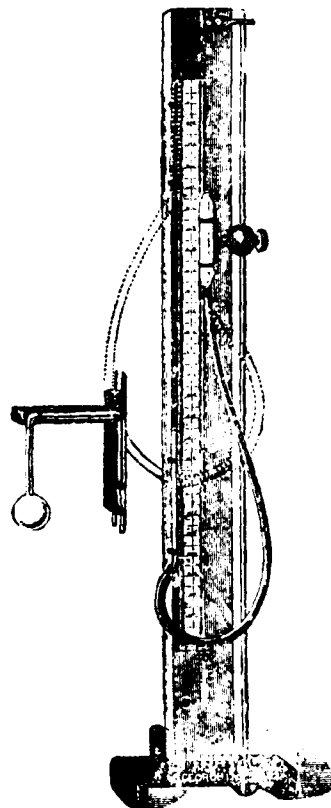
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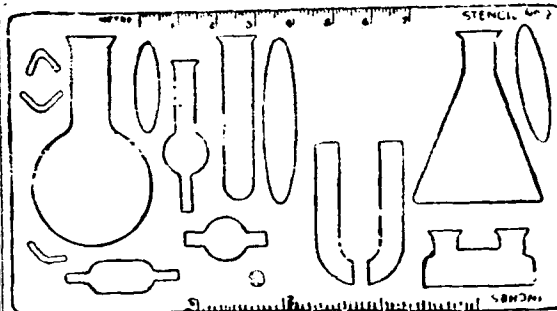
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TEACHING TO LEARN

(In Literature)

By Mr. B. V. SUBBA RAO, B.A., B.Ed.

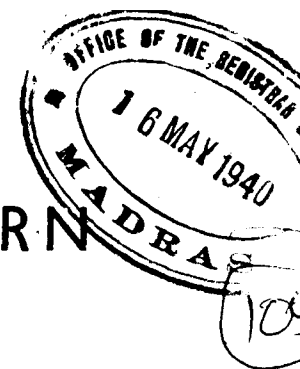
BEFORE Prof. Thorndike of America conducted his famous experiments concerning "Transfer of Training" the educative process was used to be summed up by the correlatives 'teaching' and 'learning.' But now, to these are added the correlatives "Teaching to Learn" on the teacher's part and "Learning to Learn" on the pupils'. An attempt is made below to bring out what is meant by 'teaching to learn' and how to do it. Since the subject is rather subjective, I crave the indulgence of the reader for the frequent appearance of the first personal pronoun.

Years ago, in the Junior Intermediate class an incident occurred. The lecturer taught us in Geometry what is called a 'rider' i.e., an exercise bearing on a proposition. He drew the figure on the board, said such and such a construction is to be adopted, and explained the several steps of the proof. The moment he finished I stood up and asked, "Sir, how could you know that this has to be done like this?" The class burst out laughing; the teacher laughed too and came out with the reply, "Well, I have learnt it before and I am teaching you now." Needless to say, I felt keen disappointment at the answer. Let every teacher of Mathematics imagine the same incident happening in his class, and let him attempt to give a good answer. The answer will be what exactly is meant by 'teaching to learn.'

Do not think this applies to the Mathematics lesson only. It applies to the English lesson as well, especially if it is a poetry lesson. Such honest questions do occur in the realm of art and very often youngsters are left to luck and to stumble upon the right answer themselves. Again, to give my personal experience, sometime ago when-

ever I attempted to understand Tagore's *Gitanjali* or *Post Office*, or read poems like Wordsworth's *Simon Lee*, *Daffodils*, *On Westminster Bridge*, etc., I used to feel that they are mere rubbish and commonplace and wondered how the poets could think of writing about silly subjects like Simon Lee, the old huntsman or a boy looking out of the window. If I approached any of the senior students or other elders who, I imagined, had the artistic tinge about them with the question, "How could you understand and enjoy *Gitanjali*? Can you show me the way to do it?", they always indulged in high praise of Tagore, his fertile imagination, his facile pen, his mystic musings, and all such beautiful phrases, none of which could initiate me into the mysteries of mysticism.

This sort of phenomenon can be more markedly seen among cinema-goers. You find many persons coming out quite disappointed with what you consider a "high-class picture." Once a certain clerk of the D. P. W. happened to be my Companion in the theatre and the picture was "The Unexpected" produced by Prabhat Film Co. While the film was running, I was blurting out my feelings of joy or pain and nudging at him to draw his attention to some beautiful hit or other on the screen. He was not feeling interested in the picture and was unable to put up with my appreciative effusions for long, and betrayed his sense of boredom by telling me, "Can't you sit quiet and enjoy it within yourself?" As a matter of etiquette, I complied; and while returning home I continued talking in the same vein. My friend was troubled by the inferiority complex for not being able to understand and enjoy the picture and said, "That is the worst picture I have ever



seen." I replied, "Then, you deserve to be only a clerk in the D. P. W." Stung by this remark, he retorted, "How on earth could you find it interesting? No plot, no incident, no climax, no denouement, and not even a love scene. I wonder how you could enjoy it so thoroughly." His question was rather disconcerting. It is easy to enjoy a thing of beauty but it is not so easy to explain how exactly you feel it beautiful. So I took pains to explain to him and convince him about the merits of the picture; and then I found that it involved an introspective and critical analysis of the whole of my emotional experience while watching the picture, and giving an objective expression to a subjective experience. I succeeded.

There are many wiseacres of artists who say that such questions defy explanation and that the beauty of a piece of art is only to be felt and not to be analysed. In saying so, I believe, they are only admitting their ignorance or incapacity. For, emotions have a rational and objective bases and arise under a set of circumstances which, if reproduced, will also regenerate the same feelings. It should be possible, to some extent at least, to reproduce the objective stimuli either by verbal description, or pictorial representation, or by making the emotion re-live within oneself; and since emotion is contagious it should be possible to make another feel the same emotions, though in a slightly artificial manner. This is exactly what an actor does on the stage.

As teachers of English are more concerned with literature, let me illustrate how this may be done in this province of art. For this purpose I take the following poem of Wordsworth.

UPON WESTMINSTER BRIDGE Sept. 3, 1802.

Earth has not anything to show more fair :
Dull would he be of soul who could pass by
A sight so touching in its majesty :
This City now doth like a garment wear
The beauty of the morning : silent, bare,
Ships, towers, domes, theatres, and temples lie

Open into the fields, and to the sky,
All bright and glittering in the smokeless air.
Never did sun more beautifully steep
In his first splendour valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep !
The river glideth at his own sweet will :
Dear God ! the very houses seem asleep
And all that mighty heart is lying still !

To borrow John Ruskin's expressions, there are two stages in explaining this poem : first, entering into the meaning of the poet, and the second, entering into his heart. As for the first, I have nothing to add to the famous illustration of *Lycidas* given by Ruskin and his dictum of keen etymological study of words to arrive at the meaning of the author. In the particular instance of this poem there are no words which present such etymological difficulties to understand. In fact, shorn of the mystic veil around it, much of it looks like mere prose in Iambic lines; and this is exactly how the casual reader feels about it. In order to realise the majestic beauty of these lines one must feel what the author felt i.e. enter into his heart.

As for sharing the emotion of the author, Ruskin enjoins the injunction that one must be too too exceptional a being. I do not stress upon so much exceptionality but as the second line of the above poem says, one should not be "dull of soul as to be untouched by a sight so majestic." This I mean about the teacher only and not about the students. It is the teacher's task to enkindle the students and make them feel the mystic thrill the poet felt at the moment of writing the poem. This he cannot do unless he himself has seen and felt such a sight. One lamp lights another.

The emotional experience of Wordsworth under certain circumstances is the inspiration for writing the poem. So to share his inspiration we must understand and meditate upon the peculiar surroundings and circumstances at that moment. Hence the teacher must make the students clearly picture before their imagination the following circumstances in which the poet was placed.

He was going out of the city of London early in the morning and was passing over the Westminster Bridge. The river was flowing beneath it, the sun was rising on the horizon in a rare brilliance—rare in those climes. From that high position he was able to have a long-range view of the many tall buildings such as towers, domes, temples, etc., lying along the margin of the river and also the valleys and hills far away on the horizon.

After making the students dwell upon this picture in their imagination, it should be pointed out that what touched or inspired the poet was 'the calm so deep' and the sight of a cluster of tall objects such as the masts of ships, towers, domes and temples rising from the ground to the sky and standing silently like a congregation of men standing in silent communion and prayer before the altar. He was touched by the breathless silence of the scene, which he emphasises by the repetition of words and phrases like 'silent, bare'—'smokeless air' i.e., without the slightest disturbance—'a calm so deep'—'glideth', suggesting free, frictionless, noiseless movement—'houses seem asleep'—'lying still', etc. The river gliding at his own sweet will suggests the attitude of a man who, having stepped into a holy place, walks away stealthily on tip-toes being unwilling to disturb the prevailing peace and calm. 'All that mighty heart is lying still'—this suggests that early in the morning the inhabitants of the town were still abed and that the din, bustle, and the feverish activity of the streets of London has not been resumed, and that the poet found himself alone in the midst of the scene.

Having impressed upon them the 'Calm so deep', it should be pointed out how our lonely presence amidst deep silence produces in us a feeling of awe. Let the student imagine that he stepped out into the street at the dead of night. How would he feel? His loneliness and the deep silence pervading over the entire city would inspire a feeling of awe in him. We feel awe

because, before silence we are conscious of something all-pervading and transcendental. An all-pervading presence makes us feel our littleness and insignificance, and this in its turn engenders an attitude of humble, and mute devotion. The feeling of devotion before an almighty and majestic silence (note the use of the word *majestic* in the poem) makes Wordsworth feel the significance of tall objects such as masts, towers and temples. They symbolise to him a congregation standing in mute and dumb prayer—a reflection of his own inward emotional state. This suggestion is borne out by the description 'silent bare'—'bare' because a person in communion stands naked with all his follies and foibles before God—open unto the fields, and to the sky.

Thus by means of critical and introspective analysis of our own experiences it is possible to locate the exact stimuli which produced the emotional state represented in the poem. And when these are clearly pointed out, the students are bound to feel in some measure, the author's inspiration. However if the teacher finds that all this has no effect upon the students, he should have recourse to the last course viz., narrating the incidents and circumstances that led to a similar experience on his part in such a manner as to re-live within himself the emotional state. Then it is bound to be contagious. If I were to do it, I shall have to narrate something like this :

"Once I happened to spend a night on the Durga Hill. I slept in the corridor of the temple and the full moon was lavishing its light on the entire city below. As I went to bed, the hum of activity in the streets below could be heard. At about the dead of night I was aroused from a deep slumber, rather suddenly. Stepping out and walking up to the wall along the hill's edge, what did I see! A dead calm was prevailing over the whole city and the white, tall buildings shining in the moon-light were like a host of sepulchres in a Muslim burial-ground. Far away in the sands the narrow-ed Kistna river was winding its way beyond

the horizon stretching along its length to lose itself in the everlasting sea. Alone amidst that breathless silence hanging over distant plains, alone on the hill rising aloft in a lonely splendour, I felt a strange awe! Dear God, is the city dead?"

In this particular instance it is easy to gather from the poem itself, the context of the inspiration, but in the case of many others the details and references to it are missing. Then the teacher's task becomes more difficult, and he may have to improvise an imagined setting and back-ground from his own stock. A tale hangs about each song of Thyagaraja and how he was inspired to write it, but much of the material is lost. If only some editor would come forward and edit the songs of Thyagaraja, each preceded by the story of the events that led to the inspiration, it would add to their meaning and significance and they are bound to occupy a front rank in Telugu Literature just as they do in our music.

Lastly, let me point out that all the above procedure is applicable more in the case of Lyric poetry than in the case of Didactic, Narrative, or Epic poetry. Also, such poems should not find a place in any of the text books prescribed in the High School classes; for the students are not old enough to have sufficient emotional experience as to make them understand and feel,

in the full measure, the mystic halo surrounding them. In the Third Form or Fourth Form many generations of students learn by rote the simple poem of Wordsworth, 'We Are Seven.' But how many of them stopped to reflect what inspired him in his talk with a cottage girl to write a poem about it? For the matter of that, how many of the teachers themselves know that there are "Intimations of Immortality" in 'We Are Seven'?

I go further and say that teaching English poetry in the High School classes is a waste of precious time; for in so far as the aim of teaching English is to equip the student with that acquaintance of the language which would enable him to gather all the technical and scientific knowledge that is not available in the vernacular, prose answers his needs more than poetry. The study of English Poetry should be taken up only in the university classes by those who intend to make a special study of English literature. It may be objected that by excluding the study of poetry, we are neglecting the emotional and aesthetic aspect of a child's education. But the answer is that it is foolish to attempt to train the emotions of the child through the foreign medium, and that the mother tongue and the great classics in it alone should cater to his emotional and aesthetic development.

VALUES

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A smile upon a human face,
It counts for more, it counts for more
Than stars that round their orbits race,
A million suns in boundless space—
It counts for more.

A frown that darkens human eyes,
It matters more, it matters more
Than the eclipse whose shadow flies
Across the sun and chills the skies—
It matters more.

—Henry Martin.

HINTS TO EXAMINEES

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

EXAMINATIONS! Like the poor, they are always with us. They are ever present in the mind of the student, either dimly seen in the not too distant future, or looming up just ahead, uncomfortably near. And the nearer the dreaded ordeal comes, the more worried becomes the poor victim. 'Shall I pass?' 'Shall I fail?' he wonders. We know, of course, that for passing an examination two things are essential — brains and hard work. Work without brains, or brains without work, means, as a rule, failure. However brainy a student may be, he will probably fail if he does not carefully prepare for the test; and however hard the dull student may work, he does not stand much chance of passing. But, apart from work and brains, there are some minor helps to success in an examination which even the clever and industrious student should not neglect. And to give some hints to examinees on these minor though not unimportant points is the object of this paper. There may be nothing fresh in them; but it is well to be reminded of their importance. Good advice, like doses of medicine, has to be repeated over and over again until it produces some good effect. So "Read, learn, and inwardly digest!"

Here then, are a few hints about some very simple details that seem of so little importance that they are too commonly ignored by Indian students.

(A) Attention to Order and Neatness:

1. Always carefully *number* your answers.
2. Always leave a *broad margin* at the left hand of each page.
3. Always leave a *wide space* between one answer and the next.
4. In explaining words, lines, or phrases, write each *on a separate line* above your answer, and *underline* them.

5. When quoting, don't forget the inverted commas or quotation marks.

6. In writing an essay, write the subject (*correctly*) at the top of the page, and underline it, leaving a space between it and the beginning of the essay.

7. *Write carefully and legibly*, attending to capitals and punctuation.

8. Be careful about your *spelling*.

9. When you cross out a word, or several lines, do it thoroughly and unmistakably, so as to leave no doubt as to what is to be omitted and what is not.

10. Don't write out the question before your answer. It is quite unnecessary to do so (so long as you number your answers properly), wastes time, and irritates the examiner.

11. In short, try to present your answers in as neat, orderly and legible a manner as possible. Remember that examiners are very human, and (especially when they are tired and working late to get out the results in time to satisfy an exacting Registrar) are liable to fits of exasperation over untidy, slovenly and badly written papers, with disastrous consequences to the wretched examinees who have been inattentive to details.

(B) Attention to Time:

One of the commonest excuses made by examinees for failure is that "the paper was too long", or that "they had no time to finish". And one of the silliest (and most irritating) remarks written at the end of unfinished answer-books is, "*No More Time*". Of course, sometimes (for even examiners are not infallible) examination papers are too long; but as a rule it is not the questions, but the answers, that are not short enough. It must be remembered that part of the test in an examination lies in

the time allowed. It is not only the examinee's knowledge that is to be tested, but also his rapidity of thought and conciseness of expression. The examinee who complains of long papers is generally a candidate who writes three words where he need write only one; who is diffuse in writing, and who thinks that a multitude of words will do as well as accuracy of knowledge. If in each answer you write twice as many words as are required, you will, of course, require six hours to do a three-hours paper; but in that case you cannot fairly blame the examiner, but your own verbosity.

Another common mistake is to spend a disproportionate amount of time over one or two questions, with the consequence that you have not time to do the rest, or only just time to hurry over them superficially. You should, at the beginning, calculate how much time you can allow on the average to each question, and keep more or less strictly to it. For example, if there are eight questions in a three-hours' paper, you know that you cannot allow more than about twenty minutes on the average to each. If you spend half an hour each over five questions, then you will be able to give only ten minutes each to the remaining three. And then you will probably say the paper was too long and there was no more time.

Therefore :

1. *Be concise* in your answers. Express them in as few words as is consistent with accuracy and fulness. *Never use two words where one (the right one) will do.*

2. *Watch the clock*, or keep your watch on the desk before you. Having calculated how much time you can give to each question, keep strictly to it, leaving enough time at the end for quiet revision.

3. When a question is subdivided, realise that each part of it carries only a fraction of the total marks for one question; and don't make the mistake of spending too

much time on a fraction of a question (This mistake is very common).

4. *Do not give what is not asked for.* If you do, you will waste valuable time, do yourself no good, and irritate the examiner.

5. *Always revise each answer* before you go on to the next. Two minutes spent in this way on each answer will not be a waste of time; and it will save you marks by enabling you to correct careless mistakes made in the hurry of writing.

(C) Attention to the Questions

Carelessness in reading the questions set is responsible for many a failure. The examinee, in his nervous excitement, feverishly glances at the question, gets a hasty (and perhaps erroneous) idea of what it means, and then at once, without any preliminary thought, plunges into his answer. It is more than possible that he has misread the question and he diligently spends twenty precious minutes covering the pages of his answer-book with a lot of stuff, which may be very good in its way, but which, unhappily, has little or nothing to do with the question in hand. Afterwards he thinks with satisfaction of how many pages he has filled in answering that question, little dreaming that the examiner will impatiently draw his blue pencil over them all as irrelevant matter. A few minutes "wasted" in reading and thinking over the question, will save you from many minutes really wasted in writing a wholly irrelevant, and so useless, answer.

Therefore :

1. *Read, re-read, and if necessary, study each question carefully, before attempting to answer it.* Before you put pen to paper, be perfectly clear in your mind as to what exactly is asked for and (equally important) what is *not* asked for. If you cannot give what is asked, do not give what is not asked; for by so doing you will simply waste your time and exasperate that short-tempered person, the weary examiner. Better a blank page than a page of stuff that has nothing to do with the question.

2. *Pay special attention to what the examiner asks you to do.* There are certain words constantly used in examination papers the precise meaning of which you should know. The examiner may ask you to Define, Explain, Criticise, Discuss, Illustrate, Enumerate, State, Paraphrase, Comment on or Write notes on, Describe, and so on. As he means something definite by each of these expressions, you must learn to know what precisely he does mean by each, and do what he asks, and nothing else. If he asks you only to define, you need not criticise or discuss; if he wants you to enumerate, you need not comment on or illustrate; if he wants you to explain a passage, he does not want a paraphrase; and if he asks you to discuss or explain, merely to state or enumerate is not enough. See just what he wants, and let him have (if you can).

(D) Attention to Logical Order :

Your answer should follow a logical line of thought. This necessitates thinking out and planning before you begin to write. *Five minutes spent in arranging your thoughts and sketching out a brief scheme, will be five minutes saved, and not wasted.* When you have grasped what the question is, sit and think out your answer, jotting down notes as ideas come into your head, and then rapidly arrange them in logical order into a skeleton scheme or plan. With this outline before you, you can write your answer much more rapidly, fully, concisely and correctly than if you start writing without previous thought.

All these details may seem unimportant and too obvious to need such emphasis. Obvious they may be, but unimportant they are not; and the frequent neglect of them by students shows how necessary it is to repeat and emphasise them.

THE REMAKING OF PRIMARY EDUCATION TO A CHANGING SOCIAL ORDER

By Mr. M. T. VYAS, M.A. Educ. (London)

THAT the present system of education is entirely defective and unsuited to the growing life in the country is a truth that has come to be accepted by all. Where we seem to differ is only in analysing the causes of this malady and defining the methods of its cure.

The purpose of education should be to fit the child for life. It should equip him not alone to pursue his personal life but to make him aware of his duties to the community and of his share in the making of the social, economic and cultural life of the nation. Viewed from this point of view, our present system of education is not only grievously unsuited but alarmingly reactionary.

Education does not touch very nearly three-quarters of the population of this country. And where it does touch, it is a disruptive rather than cohesive force. Education does not touch the village life. It alienates village children from their surroundings and leaves them in the void. The village arithmetic deals with pounds, shillings, and tons rather than their everyday coins and weight. The history he is taught is never related to that of his own district. The geography he is compelled to imbibe does not give him any knowledge of his immediate surroundings. It is Macaulay's idea of education of turning out cheaper clerks that has reached the smallest village school and with such success, that the ambition of a village boy is to be a mere

hack of a clerk with no initiative or independence rather than follow an independent profession, even if it were to pay more. How many sad cases do we come across of graduates possessing lands in their own villages and yet preferring to live a life of servile drudgery as petty clerks or police men.

Education today emphasises the wrong values, and in a rapidly changing social order creates the "wrong men". It served its own purpose till now to create through education a set of "Yes" men, who meekly acquiesced in the existing order of things. To-day, the world about us is rapidly changing. Both national and international lives are making new demands on the citizens. A new co-operative social order has to be built up out of the ruins of our village and national economy. If we have to remake life in this country, we have to remake education and that too primary education.

What shall we keep in view in remaking primary education?

If education is not to be imposed from outside but if it is to grow from within and is to meet the needs of both—the individual and the community—it should keep in view the following factors:—

1. We have to create a system of education that will not only fit the citizen to the new order that is coming but also equip him to create that social order. We have to evolve a system of education that will thus suit the peculiar circumstances of this country. To draw parallels from, or to copy systems of other countries would be dangerous. Often such inspiration is sought to be drawn from English institutions. England evolved a system of state education only in the seventies of the last century. By that time, England had evolved a democracy that gave the vote to the propertyless Industrial and Agricultural workers. She had organised her economic life to a position of industrial prosperity. All that was called for was to build up a system of schools that would cover the whole

country and organise a type of instruction that would help the citizen to intelligently co-operate in the existing economic and social order.

In India we have a double task to perform in remaking education. We have to keep two objectives in view. We have to fight to eradicate the appalling poverty in this country and to create a national economy that will remove social injustice and provide for the needs of all. We have yet to struggle to achieve a political emancipation for nearly 50 per cent of the population, who are without votes and so have no share in the control of their destinies. Education in India to-day, therefore, should try to reach out to the masses and awaken in them the desire to change and create the impetus to struggle for that change. It should also equip them to take up their share in the new social commonwealth that would be born out of the struggle of the masses.

2. Since our national life centres to a large extent round the village, we have to relate our education to the village life, keeping in view the village economy. The village school should bear the impress of the social life of the village, its agriculture and its industries.

Content of Education

The subject matter of education should, therefore, be re-shaped in the light of the above considerations. And here we are faced with a great difficulty. While we are ready to accept though that too vaguely, that the content of education must change, we are not willing, in practice, to adopt a bold and fearless revision of our ideas of education. The slightest change, like doing away with one subject from the curriculum and replacing it by another, or even a little modification in the syllabus of a particular subject upsets us. Countries like Japan, Denmark, Russia and Belgium have boldly broken themselves away from the traditional content of education, and in reorganising education have thought in terms of their changing social order.

In this breaking away from the dead past, the Wardha Scheme points the way. Mahatma Gandhi has boldly thought of not only breaking away from the traditional education but suggests what should be thrown out and what should come in. He expects us (here I shall quote his very words) "To educate village children in villages so as to draw out all the faculties through some selected village handicrafts in an atmosphere free of superimposed restrictions and interference." Mahatmaji asserts, "Thus considered, the scheme is a revolution in the education of village children."

The contents suggested by him are well known to all of us, but after accepting them boldly, let us be aware of the need of a careful experimentation to help us in amending our remaking of education.

We thus come to the following cardinal points in our outlook on education:

(1) That the existing system of educa-

tion is reactionary and divorced from the needs of the country.

(2) That a system of education has got to be evolved which will be closely related to the economic and social life of the country.

And now we arrive at the most important point: How far is it in our power to make education universal, considering our limitations mostly financial?

Under these limitations, Wardha showed us a way, which has been the subject of comments for the last so many months. Without going into the details of the criticisms and objections, is it not possible for us to accept just one suggestion that the children can produce useful articles which the school, the parents, and the children can make use of for themselves?

We are shocked at the idea of exploiting the child; but our social conscience is not shocked at the denied opportunities to eighty per cent of our children!

Why Health Education in our Schools?

By Mr. C. C. ABRAHAM, B.A., M.P.E.

THE need for health education in our schools requires no special emphasis. It is a well known fact—although accurate figures for each province are not available—that the percentage of children with remediable and preventable defects is very high. A Simla Correspondent gives the following figures regarding physical defects: 81.6 per cent for boys and girls together in the North West Frontier Province; 77.1 per cent and 55.4 per cent for boys and girls respectively in the urban areas of Delhi Province; 29.3 per cent for boys in the rural areas of Delhi; 60 per cent and 34 per cent for children of both sexes together in the urban and rural areas of the United Provinces and 45.4 per cent for boys and girls together in Bihar as a whole. The health examination of 210 school children

in Saidapet in 1935 revealed the following facts: undernourished 38 per cent; defective tonsils 32 per cent; defective vision 12 per cent; bad teeth 66 per cent; enlarged glands 43 per cent; skin trouble 29 per cent; defective hearing 6 per cent; phimosis 13 per cent; poor chest 12 per cent; unhygienic personal habits 40 per cent; suspected tuberculosis 8 per cent. What is true of the community in Saidapet could be considered true of most communities in Southern India. It may be better or worse. Only a systematic and thorough study will reveal the facts.

Childhood defects show in adult life

That most of these remediable and preventable defects of childhood will show themselves in disease and incapacity in

adult life, is a well established medical fact. To quote the Chief Medical Officer to the Board of Education, England and Wales, "Medical Science has proved with unmistakable clearness that disease and incapacity in adolescence and adult life find their source all too often, in the seed time of childhood. It cannot be doubted that much of the excess of sickness and mortality under 40 years of age must be attributed to this origin, and some of the maternal mortality, some of the time lost in industry, some of the lack of resistance to infective disease may all derive from this same source."

Majority of the school health authorities in America are in agreement that children suffering from physical defects cannot attain their normal and potential achievements. A study by Harlan of 361 poorest and 387 best pupils in eight grades indicates that the poorest pupils show 29 per cent greater defectiveness. Health is put down as the first of the seven cardinal principles of education in U. S. A. It is more and more realised that since the school is increasingly responsible for the child's education, physical as well as mental, efforts should be made to improve and protect his health as well as to develop his intellectual aptitudes, and that it is an unsound educational policy which strives to increase mental learning without regard for the presence of remediable physical defects.

Malnutrition is our Great Problem

There is even a greater challenge than this. It is the fact that thousands of our school and college going boys and girls are actually living below par. These boys and girls do not consult physicians, they are not found in hospitals, but they drag on, day after day, inefficient in their academic work, unable to enjoy even a recreational activity, unmotivated from the standpoint of facing tomorrow's challenges. Many of them are definitely malnourished. A large percentage of malnutrition is due to lack of the most

elementary biological need—food. There are others because of the effects of worry and fear and the strain of economic pressure under which they are living. Thousands of children even in our well-to-do homes are malnourished and the cause is ignorance on the part of parents on some of the essentials of a balanced diet. Many of them do not know where to turn for advice. Many do not realise that health rests on a foundation of exercise, rest and sleep and a balanced diet. Many do not realise that the simple, plain diet is the best and the cheapest and that the other fundamental needs of the body, exercise, rest and sleep, may be had without charge. Money is not the essential.

Need for Mental Hygiene and Sex Education

There is no denying the fact that our boys and girls have great many mental or personality problems. Ignorance is the tap-root of many of their difficulties, conflicts, fears, and superstitions. Boys and girls need help to develop a rational insight into their personality problems—their talents, interests, motives, handicaps, emotional and intellectual peculiarities, and the causes of their weaknesses or failures. A prime characteristic of a sound mind is that it attempts to discover, understand and evaluate itself.

The healthy mind adopts wholesome attitudes towards life's problems. It manifests a healthy interest in living and secures satisfaction from the mere process of living. A healthy mind shows itself in its willingness and ability to make successful adjustments to life's critical situations. Failure to adjust usually manifests itself in feelings of dissatisfaction, frustration, emotional disturbance, mental maladjustments, unwholesome habits of thought and conduct, excessive daydreaming, fears, worries, development of inferiority feelings, and various kinds of defense mechanisms and bad sex habits. The need for instruction in mental hygiene and education in matters related to sex is immense. This is yet another challenge to our schools and colleges, because the school

and the college are the only safe places where they can get these.

Commercial Health Propaganda

There is a growing health consciousness throughout our country. This is evident in the increasing number of commercial advertisements in our newspapers, magazines, railway platforms, and other public places, regarding food, sex, and other matters related to health. These advertisements have the health consciousness appeal. On all sides one hears, "Do this for health; go there for health; drink this; eat this; take this; take that; keep alkaline, get vitamins—all this leaves the public utterly confused.

We have to take our lesson in this matter from other countries. In Denmark all patent medicine-advertising in the public press is forbidden. There has been in existence since 1932 a law which absolutely prohibits the advertising of goods purporting to have a curative, disinfecting or prophylactic effect. In Norway, a law has been in force since 1930 whereby no patent medicine or pharmaceutical product may be advertised in any way or even sold, without the authority of the Medical Board of the Ministry of Health. In Sweden, there are similar regulations which prohibit advertisements of products with exaggerated claims.

Health Education has a real task to perform; it has an essential place in the whole school and college program. Children as well as adults must be taught to recognise propaganda; they must be taught how to recognise truth from error. They must learn when to turn for advice, whom to trust and not to trust. Boys and girls must be taught some of the fundamental principles of how the body functions. They must be able to recognise the simple laws of life—the values of stimulating work, joyous exercise, food, rest, sleep and relaxation. Fundamental protective community sanitary rules must be enforced. Children must be exposed to a happy and

joyous environment in which growth and development proceed harmoniously. All these are tasks for the education.

Whither Education in our Schools and Colleges?

One hears it often said by headmasters of schools and principals of colleges and other educators "Well, we know our boys and girls are not all healthy; they need health and physical education. But the problem is an economic problem. Parents are poor and the school or college has no resources to draw from for such emergencies." That day of economic emancipation, that Utopian day when the parents will have money in their pockets and the schools and colleges are subsidized by government to meet these needs, is yet to come. It may not come for a long time. To wait until such time comes, will mean a grave neglect of a great educational need. What is wanted is a revaluation and a reorientation of our educational principles, policy and objectives. It is about time we should stop and ask "Whither education in our schools and colleges? Do not most of our school and college graduates break down under the stress and strain of a very heavy curriculum of studies and examinations and later meet with complete frustration when unemployment faces them? Is not education still thought of as the cultivation of the intellect? Is not the traditional in us hanging on like a parasite and eating into our very system?

A man's intellect does not operate separately from the rest of him. It both acts on and is acted on by his emotions, desires, fears, likes and dislikes and conditions of body chemistry which are related to his temperament, character and health. The cultivation of the intellect irrespective of these human urges and conditions will be only partially effective. It will not prepare the individual to act as a whole, in control of all his driving forces. When any part of man's organism is out of order, whether mind or body, both mind

and body are likely to be disturbed. All of us know the difficulty of thinking clearly and easily when the common cold blocks breathing and causes a splitting headache. The use of insulin in shock treatment of certain mental diseases points to the close relationship of mind and body. We also know that a jaundiced body is accompanied by a jaundiced disposition. For this reason, we must define the function of education no less broadly than the cultivation of the whole man at his best, the development of a strong, virile, healthy, integrated personality.

Leadership is Essential

The preservation and promotion of the health of our children should become a great national concern. This is a task good enough for our statesmen, doctors and educators. Health education in schools and colleges has a great part to play. This leads to the problem of leadership. No program of health education that could be considered worth while can go on without the help of service-minded doctors and well educated, trained leaders in health and physical education. Every classroom teacher in some degree has some contribution to make to school health education. Teachers' Colleges and Training schools for teachers should make health education a significant part of the training of all teachers.

Program of Health Education

A complete appraisal of the health status of every pupil should be the starting point. The usual medical inspection, where not more than 2 minutes are given for the examination of each child, is a farce and should be a thing of the past. On the other hand, what is wanted is a complete health examination, where a child's entire physical and mental personality is considered. This needs the services of a

doctor and a qualified health and physical educator. They have to engage in a co-operative effort to get at all the data for a complete and a satisfactory health appraisal of the individual. The findings of such examination should be carefully and systematically recorded in proper health records. Individual conference with each pupil must then be arranged, when his health status is discussed and definite plans are made to remove any preventable or remediable defects. Counselling and guidance in health is an important phase of health education, because such a situation affords opportunity for instruction in health which will have significance to the child. If the man in charge is sympathetic and tactful, the whole life of the child may be opened up, and the opportunity for service will be just as large as he is able to make it. On the other hand, it is very easy to close the door between student and teacher, and when once closed it is often very difficult to open. Much more may be learned by securing the child's co-operation, confidence and friendship.

The basis of health education should be to provide such and as many other healthful experiences, such as clean and attractive school site, buildings, classrooms, and playgrounds, and where children can experience proper sanitary conditions. Our main problem in health education in schools and colleges will be to change behaviour. Mere instructions in health will not get us anywhere. Knowledge of facts does not change behaviour. To provide as many healthful experiences should increasingly become places of living where health becomes the natural result of very many factors associated with good food, work, play, sleep, rest, relaxation, fresh air, sunshine, correction and removal of all defects, avoidance and prevention of infection, and a wholesome mental attitude towards life and society.

Ideals & Practice of the Teaching Profession

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

It is worth while on the part of us, teachers, to consider the ideal and the actual, the privileges and pains, the responsibilities and obligations of the great profession to which we belong. That ours is the noblest of professions is a commonplace platitude. Whether it is noble or not, few will doubt that it is the sorriest of trades.

The Ancient Ideal

Teaching in Ancient India was certainly the noblest calling. The teachers then were embodiments of true culture who taught by precept and practice the supreme lesson of character to their disciples among whom were princes as well as poor people. They were treated with great respect and reverence by Kings and people. But, today, conditions are thoroughly different. The status and importance of teachers are hardly recognised; their profession is the least fostered by either the public or Government. "Like the roots of the tree that sustain it but lie buried underground, the work of teachers is not visual and demonstrative" and hence is not properly appraised and appreciated. But curiously enough, men in power and the public in general, have often the tendency of comparing the modern teacher with his glorious predecessor of Ancient India and expect him to be an embodiment of knowledge, culture and sacrifice, though under modern conditions of struggle for existence, the ancient ideal has crumbled to pieces.

Need for economic uplift of the profession

Teachers today are, in a sense, frankly wage-earners intellectual labourers, if one likes the expression. To discharge their duties efficiently, they must be helped to improve their economic conditions and given ample opportunities and facilities for books, magazines, travel etc., most of

which seem to be beyond the reach of the average secondary schoolmaster today. So, one of the essential features of educational reform must be the economic advancement of teachers on whom the future progress of our country so largely depends. Government has to realise that schemes and projects of educational reorganisation cannot be carried out to any real degree of success, so long as the general economic level of the teaching profession is not considerably raised.

Importance of organisation

And to better their economic lot, it is their duty to organise themselves thoroughly. Teachers must work in a spirit of harmony and promote the sense of professional solidarity and consciousness to the degree to which it is exhibited by the National Union of Teachers in England. They must stand ever united on the basis of mutual service. This is the first great ideal that teachers, under the generally depressing service conditions obtaining today, must keep before them, the ideal of professional solidarity and unity. To realise it, it is incumbent on them to work with the fullest faith in teachers' associations and guilds.

The Teacher's task

The economic aspect of the profession apart, let us consider some ideals in relation to the teacher's professional equipment or attainment. Though his material prospects are poor, it can still be his lot to enjoy the work he does with the pupils and derive pleasure from the fact that they improve in knowledge and character under his guidance. There is a common complaint today among teachers that there is a deterioration of standards in the work of pupils. If this is true, it is their duty to readjust their work with a view to yield better results. The co-operation and active interest of pupils must

be enlisted and their mental activity increased to achieve greater success.

Reconcile theory and practice

This achievement would be possible if teachers keep before them the sound theories and principles of education and the technique of the "New Teaching" and follow them as earnestly as they can. The gulf between the theory or ideal and the actual practice must be bridged; and practice must be brought closer to the ideal. External examinations and the exaggerated importance attached to them have been partly responsible for deviation from the ideal. It is hence the duty of teachers to prevent examinations from usurping the place of true teaching. They must, on no account, yield to the temptation of having recourse to the unscientific "short-cuts" of coaching, under the lure of examination results. Pupils must be discouraged from learning things mechanically, as it is bound to arrest their mental growth and initiative. Teachers have indeed to exalt their teaching by a little more of idealism than at present. To do so, they have to keep "the lamp of knowledge burning undimmed" as Principal Seshadri said the other day. Then alone could they "illuminate the class-rooms". There should be also "centres of joy, radiating happiness and inspiring pupils with joy in the acquisition of knowledge."

Fundamentals in education

Another important consideration for teachers is to distinguish clearly between the "fundamentals" and "circumstantials" in education, and plan their teaching work accordingly. Marks, school-inspection, examinations—things such as these are mere circumstantials; they are external to education proper. Only the minimum of importance has to be attached to them. Teachers must overcome the fatally easy tendency of thinking in terms of these externals. Attention must be focussed on the true ends of education rather than on these trivialities.

Holidaying

Teachers must consider too the importance of holidays and holidaying in their own interest and that of their work. While "outsiders may gibe about the long school holidays," teachers have need to use them to the full, to retain their "zest, health and freshness." Teaching makes a heavy call upon nerves, brain, sympathy and physical strength, and holidays must be availed of for the purpose of recuperation. A wise planning of holidaying by groups of teachers, and periodical excursions will do them great benefit and increase their efficiency in teaching.

Private reading

Teachers must also cultivate more and more the habit of private reading and equip themselves with a store of general knowledge to be drawn upon in the course of class-work. Moreover, at all times, books afford them a pleasurable excitement to relieve the monotony of school life. Books must be read for enjoyment and diversion, besides being turned to for intellectual companionship.

Team-spirit

The cultivation of a team-spirit among teachers is another essential ideal for successful teaching. They must meet one another often and co-ordinate their efforts and endeavours for the realisation of common aims. Mutual discussion, mutual "give and take," will vastly help them in their work. An atmosphere of academic discussion is indispensably necessary for sound teaching practice and purposeful teaching. Such academic spirit will foster the critical faculty among teachers and help to resolve several difficulties arising from crowded curriculum or faulty syllabuses.

A single unity

Moreover, teachers must strive to eradicate the apparent disconnection between the several subjects taught to pupils. We must give school-children "a single unity" in education. As Dr. Whitehead,

the distinguished educationist, says in his work on "The aims of education", there is only one subject matter for education: life in all its manifestation. He writes "Do not teach too many subjects; what you teach, teach thoroughly. Let these be the first two commandments in any scheme of education. ... Let the main ideas which are introduced into a pupil's education be few and important, and let them be thrown into every combination possible. The pupil must make them his own and understand their application here and now in the circumstances of his actual life."

Synthesis of Knowledge

In the light of this extract, it is obvious that true culture or proper intellectual activity is hardly possible under a crowded curriculum of subjects and studies. True education must stimulate the mind to its own activity and spur the pupils on to the completion of their own knowledge and culture. Mere loads of information cannot go to make for culture. So, teachers have

to synthesize all knowledge taught to pupils. This must be done by their co-ordinated efforts and hence the team spirit needs to be cultivated by them more and more.

Individual work by pupils

To conclude: Success and progress in teaching depend on the sincere efforts made to reach the ideals and not on bringing down the ideal to the level of the actual. So let us strive towards the realisation of the ideals by our constant efforts. Let us strive to give every boy and girl coming into contact with us an opportunity for the best that exists. Let us greatly encourage their individual work, as voluntary, self-directed study by the pupils is more important in education than external teaching. Let us give them the necessary guidance by way of suggestion and stimulus, and make them feel a sense of intellectual adventure. Then the acquisition of knowledge would be made really delightful to them. And then we shall have fulfilled the aims of the noble calling to which we, teachers, belong.

The XV All-India Educational Conference

An Eventful Session at Lucknow

Pandit Nehru Inaugurates and Sir Radhakrishnan Presides

[The XV All-India Educational Conference met from 26th December in the Kaiserbagh Baradari in Lucknow. A large number of delegates representing different Provinces, various Universities and prominent educational institutions of the country attended it.

After Pandit Jawaharlal Nehru delivered his speech inaugurating the Conference, Dr. Rai Rajeswar Bali delivered his address as Chairman of the Reception Committee. Sir S. Radhakrishnan was then duly proposed and seconded as President of the Conference. Sir Radhakrishnan then delivered his Presidential Address extempore.]

Inaugural Address

The following is the full text of Pandit Jawaharlal Nehru's inaugural address:

When your friendly invitation to inaugurate this Conference reached me by telephone at Wardha, I hesitated for a moment, but for a moment only, for one may not dally with a long distance trunk call on the telephone. I felt honoured that a body of learned men should have summoned me to their select gathering. For though I have not been a stranger to the halls of learning, for many years my path branched off from them and took me to strange and dusty byways.

Often I had dipped into those wells where lie imprisoned the thoughts and dreams and experiences of past ages, but fate and circumstance conspired together to drag me away from that pleasant and ordered life and cast my lot among the vast unlearned of this country.

Vital Necessity

I met multitudes of men and women, the vast majority of whom had never known school or college, nor had they ever been touched in



any way by the education that the State or private enterprise had organised.

I felt attracted by your invitation for what is there more attractive and vital today than education? In this warring world, full of sorrow and conflict, with a thousand problems oppressing us, how shall we find peace and a solution for these problems except through right education?

So I have come to you to wish you well and to commend your labours. It would ill become me, a layman and an amateur, to discuss the intricate problems which are meant for experts. But there is danger in the expert's specialised way of looking at things, for he may lose the right perspective and forget to see life as a whole. That danger has to be guarded against especially now when the very

foundations of life are challenged and are at issue. What is your objective, your aim in education? Surely you train the rising generation for life. What pattern of life do you envisage, for unless you have that clear picture in your minds, the education that you give will be superficial, faulty and aimless, and your problems and difficulties will ever increase. You will go on lecturing on navigation while the ship is going down.

Ideal of Education

The ideal of education has long been the improvement of the individual. That ideal must inevitably hold, for without individual advancement there can be no social progress. But even that care of the individual must today be considered in terms of the mass of the people or else the enlightened individual will be submerged in the unenlightened mass. And in any event, is it right or just that a group of individuals should have opportunities of advancement and growth which are denied to the many?

THE ENVIRONMENT

Complex of Prejudice and Superstition

But, even from the standpoint of the individual, a vital question has to be faced. Can an individual truly advance, except in the rarest cases, if the environment that surrounds him is pulling him back all the time? If this environment is evil or injurious to him, the individual battles in vain against it and must inevitably be crushed by it.

What is this environment? It consists of inherited ideas, prejudices and superstitions which restrict the mind and prevent growth and change in a changing world. It is the pressure of political circumstances that keep the individual and the group in enforced subjection and thus starve his soul and crush his spirit. It is, above all, the stranglehold of economic conditions which deny opportunity to vast masses of people. It is this complex of prejudice and superstition, political and economic conditions that form our environment which holds us in its grip.

Acquisitiveness

Through your educational system you may teach all the well-known virtues, but life today teaches something else, and the voice of life is louder and more effective. You may teach the

advantages of co-operative effort, but our social structure is based on cut-throat competition, and each one tries to rise on the dead selves of others. The glittering prizes go to him who is most successful in knocking down and crushing his rivals. Is it any wonder that our youth should be attracted by these glittering prizes, and should hold that acquisitiveness is the most desirable quality in an acquisitive society?

We swear by non-violence in this country, yet violence envelops us not only in its more obvious forms of warring nations but in the very social structure in which we live. Out of this violent environment no real peace or non-violence can ever come, unless we change that environment itself.

Forces of Evil

Our educational system, in spite of the ideals which it may profess, is itself an outcome of and a part of this environment. It seeks sustenance from it and, consciously or unconsciously, supports it. Yet if there is anything clear in the world today, it is this: that this environment is the cause of most of our troubles, and to leave it as it is, is to head straight for disaster.

Indeed, it may already be too late to prevent that disaster, and the war that is raging in Europe may yet shatter the edifice of modern civilisation. We shall not escape this tragedy, and even if we survive this general collapse our own problems threaten to overwhelm us, unless we see aright and act aright. Recent events have shown how strong the forces of evil and disruption and narrow minded bigotry are in this country. We have seen also how the dominant political and economic interests resent and combat change.

Social Outlook

These are larger problems which will not come up before this conference, and yet they affect our education vitally and all our educational efforts will be in vain if these problems do not find proper and early solution. But even apart from the problems of the moment, no educationist can ignore the vital question of what education should aim at in the social and economic sphere. All education must have a definite social outlook and must train our youth for the kind of society we wish to have. Politicians may strive for political and economic

changes in order to bring that society into existence, but the real basis of that society must be laid in the teaching of our schools and colleges. The real change will have to come in the minds of men, though that change can and will be helped greatly by external changes in the environment. The two processes go together and should help each other.

Our present-day social fabric is a decadent and dying thing, full of its own contradictions, and leading continually to war and conflict. This acquisitive and competitive society must be ended and must give place to a co-operative order, where we think in terms not of individual profit but of the common good; where individuals co-operate with each other and nations and peoples work in co-operation for human advancement; where human values count for more and there is no exploitation of class or group or nation by another.

If this is the accepted ideal of our future society then all our education must be fashioned to that end and must not pay homage to anything that is against this conception of the social order. That education will always have to think in terms of the hundreds of millions of our people, and not sacrifice their interests for any group or class. The teacher will then be not just a follower of a profession which gives him a livelihood, but one who has chosen his vocation in the ardent spirit of a missionary in a sacred cause which fills his being.

Role of Teacher

Recently much thought has been given in India to educational progress and people's minds are astir and expectant. That is full of hope in this world of today which has so little hope. You will no doubt consider the new Basic scheme of education. The more I have studied this and watched it grow, the more fascinated I have been by it. Further experience will no doubt bring changes and variations but I have little doubt that we have found in this scheme the path that leads to mass education on the right lines, when education keeps in tune with life and prepares for life. Particularly it is suited to a poor country like India.

Tragedy of India

As I have wandered about India and seen her millions of unhappy, sorrow-laden people, with sunken eyes and hopeless look, I have

felt overwhelmed with the tragedy of India. Yet I have always sensed the tremendous vitality of our people and felt confident that they will pull themselves out of this miserable condition and recover the bright and happy faces and hopeful eyes that should be the birth-right of every individual. They hunger and have not the wherewithal to eat, they seek work and find none, their bare bodies shiver in the cold, their homes are mud huts, continually tumbling down, bright-eyed opportunity never comes their way.

All this is tragedy and must be remedied. But the greatest tragedy is the killing of the spirit, when there is no hope or sense of adventure or pride left in them. It is this that we have to end before India is reborn.

*"Let not young souls be
smothered out before
They do quaint deeds and
fully flaunt their pride,
It is the world's one crime its
babes grow dull,
Its poor are ox-like, limp
and leaden-eyed."*

*"Not that they starve, but
starve so dreamlessly,
Not that they sow, but that
they seldom reap,
Not that they serve, but have
no gods to serve,
Not that they die but that
they die like sheep."*

Unpleasant Reality

It is pleasant for intellectual and enlightened people to discuss calmly the affairs of a troubled and distant world. They feel secure and well contented in their limited spheres, cut off from reality. But reality is upon us now and the troubled world is no longer distant but threatens to envelop and overwhelm us. Those who are frightened of this unpleasant reality and seek refuge from it, struggle helplessly and bitterly against fate, and function more and more like marionettes controlled by unseen forces. None of us dare to act in this weak ineffectual way when everything that is worthwhile in life calls to us to clear thought and brave deeds. The world is unpleasant; let us realise it and then, like men, seek to change it and make it a pleasanter, juster place for all of us to live in.

Welcome Address

Indian Outlook in Education

In the course of his Welcome Address to the conference, Rai Rajeswar Bali, the Chairman of the Reception Committee, said:—

The real tragedy of the life of our youth is the sad fact that in spite of the best education that the country can give him, he generally fails to get even an approximately adequate living. Besides being a serious economic problem, it has created ugly and tremendous social and psychological problems which do not augur well for the future of the country. A disgruntled, disappointed and pessimistic army of energetic young unemployed is a danger to the community. It is true that the real solution of the problem—development of industries on a wide scale—is beyond the scope of the conference, but we cannot fail to take account of the fact that there is a lot of aimless education and that, in the peculiar conditions of this country, we have to see if we can find a via media between the views of those who advocate the linking of technical education with general education and those who consider such a scheme unsound and unpractical. In any case, we must train our young men in a manner that when industrial development takes place on the desired scale, their training may prove a help, instead of impediment, in the process.

Present System

We hear it said every day, and it is a fact, that the present system of education was devised in the main to produce clerks and that it has admirably succeeded in its object. It is a sad commentary on our national character. It is time that we replaced this system by another which may be able to meet our needs of tomorrow. National efficiency and vigour depend on the efficiency and vigour of its component units. We want men who by their initiative and enterprise can raise the country to a higher plane and make the world at large a better and a sweeter place to live in, men who by their energy and dash will restore the motherland to its pristine glory and give the world a new message of hope and cheer which it so badly needs. For this we have to shake off the shackles which the West has imposed on us.

The Indian brain is not lacking in originality and resourcefulness. Even today it has produced men like Gandhi and Tagore, Raman and Ramanujam, Dayanand and Ramakrishna. Why then should the processes of our thought be bound to the chariot-wheels of an alien civilization? Why must we always go to Newton, Darwin and Einstein, Shakespeare, Ibsen and Bernard Shaw, Disraeli, Gladstone, and Karl Marx for our inspiration? Why must we slavishly follow their systems, methods and ideologies? It is one thing to profit by the richness and variety of human knowledge and experience, it is quite another to put our own hooks and blaze our own trail. There is a vast lot in our history and tradition which we can draw upon to build a new order suited to the genius and culture of the race assimilating all that the West can give us to make it fuller and richer. We must be Swadeshi, not merely in outward form and apparel, but to the core. The age of Ravi Varma is past; we want Abanendra Nath Tagores and Jagdish Boses.

Presidential Address

After thanking the organisers for asking him to preside for a second time over the All-India Educational Conference, Professor Sir S. Radhakrishnan said:

We are meeting at a time of great urgency, for discussing a problem of the utmost importance. History is being re-made and the world will not be the same thing if the war continues for another year or two. What we will make of our country, what will be our contribution to the new order will depend on the aims and contents of our educational planning.

What is a national scheme of education? It means a scheme for the entire nation in all its stages, pre primary, secondary and university, adult education, women's education, it is not a matter for controversy. Every progressive country of the world makes provision for such a plan. The poverty and the backwardness of our country and the accident of political subjection are responsible for the widespread illiteracy of our population and the limitations of our higher and technological education.

Increased Importance

With the slow transfer of responsibility to the leaders of the people, the question of educa-

tion is assuming more importance and its rapid spread cannot be checked. We are met here to confer, deliberate and frame proposals for the consideration of those in power and authority. But no educational system can do its duty



either to society or its pupils if it has not a clear perception of what it is aiming at, what it is setting out to teach, what things it considers its citizens ought to know; otherwise what we teach will be both pointless and wasteful.

There is nothing national with regard to education. The different countries are provinces of a common republic of culture. There is no such thing as Proletarian Mathematics or Nazi Chemistry or Jewish Physics. Culture is a great international. Science is cosmopolitan in its essence and reality; its range and appeal are universal and not partisan or nationalist. A piece of scientific research may include contributions from workers in Japan, America and Germany.

If we leave aside the quasi-intellectuals who are under servitude to political propaganda,

we will find that the authentic writer, artist and scientific worker are the lords of mankind, the aristocrat of the human community, who work under no man's direction, who have nothing above them under heaven, who are subject only to the inner necessity to do the utmost that is in them.

In education, we are above all politics. The fundamental principles of human development are everywhere the same. If in any particular country or population we have a large number of mental deficient or seemingly unteachable people, it does not mean a local difference in the human mind. It only means that stupidity is in power and schools are feeble and futile.

Definite Bias

And yet it is possible for us to impart through education a definite bias. The Chinese, the Hindu, the ancient Spartan, the mediaeval scholastic, the Catholic have used education for developing a particular type of human individual. The Nazis, the Fascists, the Bolsheviks and the British aim at producing pupils who will fit into their social schemes. By artificial methods, we turn them into strong nationals. The melancholy spectacle of the world with its dementia of national hatreds and the cynical savagery with which nation is turned against nation and millions of young men are ready to kill and get killed shows the utter futility of mis-education. When God make a prophet, it is said, He does not unmake man. Because we are English or German, Hindu or Muslim we do not cease to be human beings. Nationalism, whatever may have been its justification in times gone by, is today a dying creed. The development of the rapid means of communications of telephone and wireless, the motor car and the aeroplane, and the changes effected by industrial revolutions, require us to look upon the world as a single unit and make a real community of men possible.

The tragedies of the world are due to the persistence of the old habits of living in a new world where they have no meaning. We are told that the Allies are fighting Hitler as they fought the Kaiser.

As the suffering and sacrifice of the last generation did not bring about a saner world, the defeat of Hitler today is not likely to serve humanity better. The hopes of the present generation are likely to be betrayed again if our vision is limited to defeating the enemy. What

we have to fight is not Hitler but a sick acquisitive society with its balance of power and unco-ordinated economic enterprise, an unjust social order where the pride and the prosperity of a few are built upon the shame and subjection of the many, an unjust international order which acquiesces in the degradation of many nations.

Frustration Symptoms

Hitler and Stalin are the symptoms of the frustration of individuals in societies and of nations in the international world. It is not by treating the spots on the skin that the fevered patient can be cured. If there is not a drastic change in our ways of thought and practice, our race may die not of a natural catastrophe or dread disease but of the disease of nationalism. Adapt or perish is the implacable law of life to all her children.

Are we then to educate our children on this basis of nationalism when we know that history and human psychology tell us that nationalism means that once in every generation the cream of our manhood must be tormented, killed and destroyed morally and mentally.

I am not saying that there is no place of nationalism at all. Till the present age, the world was a large place and its people lived in isolated corners. Lack of trade routes and means of transport and primitive economic development helped to foster an attitude of hostility to strangers. In such a world of physical barriers, nationalism was a natural necessity and provided scope for the political, social and imaginative life of the people.

Spirit of India

India has its geography relating to the land which she occupies and a history dealing with traditions by which she lives. There are certain things without which we cannot live and certain values without which we do not care to live. These values determine the life of the country more than heat and cold, more than rivers and mountains. India symbolises a spirit, a character, a temperament, a destiny. She is not a racial identity or religious unity, but she is that attitude of mind which declares the reality of the unseen, the call of the spirit. This spiritual pattern has affected all those who have made India their home.

According to this ideal, the aim of education is the freedom of the human individual, the freedom to think and to adore, to dream and meditate. Life manifests itself in the individual. He is the lamp of the spirit on earth. He learns and suffers, he knows sorrow and joy, he forgives and is forgiven. He enjoys the thrills of his victories and suffers the anguish of his failures. In a civilised society, the individual must be able to practise his natural virtues of body, mind and spirit. To serve and protect human creativeness is the end of our education. If the State controls the minds and bodies of men, if the youth are disciplined, moulded mentally, massaged and manipulated on the principle that they should know what the State permits them to know we will develop robots and not free men.

Old Habits

In our country we must shake off the habit of bearing everything with folded hands, natural catastrophes, the oppression of despots and the tyranny of sacred books. If we cease to think, we will become fanatics of religion and of politics. If we teach them to be free men we will acquire a right social outlook. To teach the multiplication table or motor-driving is easy, to teach men how to make the best of life that lasts only a few years is difficult. In a great educational renaissance, we must be educated into the ethos or spirit of a new world which is at once a prayer and a prophecy.

I do not desire to forestall the decisions of the national scheme of education. I have given you a few broad general observations. Every individual has a three-fold function in this world, to earn a livelihood, to be a citizen, to be a man. We are all in different ways trying to earn a livelihood by serving society through wood work and carpentry or higher mathematics and aeronautics. Our education has been more or less academic and we are trying to re-mould it in a more practical way.

Three stages

Answering to our workers, skilled artisans and leaders, education has three stages, the basic, the secondary and the university. We cannot develop any one of these at the expense of the other. A widespread basic education requires teachers in arts and crafts and leaders of science and industry which only a university

can produce. A harmonious development of these three stages is essential. The charter of Hinduism 'Tatvamasi', the Christian gospel of love and the Islamic concept of brotherhood make out that a fight for freedom and the development of the human personality cannot cease so long as the human soul is what it is. There are no permanent obstacles to mutual understanding of different peoples, nothing to render their spirits incommunicable. And the great function of our educational institutions is to develop and increase the sense of mutual understanding and confidence.

Much more than all these is the freedom of the spirit of man. The story of mankind, the drama of his progress from chaos, disorder and barbarism to order, peace and humanity is a most thrilling one. The life of a man with its endless varieties of form and spirit, all the different ways, in which human nature seems to express itself, its ambitions and adventures, its failures and opportunities through all of which the unconquerable spirit of man hoping, striving, failing but generation after generation gaining ground, never giving up the forward struggle is a witness to the creative spirit of man. It is at the heart of history. Let us hold fast to the anchor of spirit, however much the winds may change, the tides ebb and flow.

RESOLUTIONS

GENERAL

The Conference passed resolutions urging the Government to lift education from the arena of party politics, to afford equal opportunities of advancement for all men and women of the same professional status and experience, and to enable rural children to have the same facilities for physical and mental activities as urban children.

The Conference affirmed that true education is possible only where there is (a) full civic and political freedom for the teacher as a citizen (b) the fullest measure of pedagogical freedom, consistent with the public interest, in the classroom; and requested the Federation Executive to oppose with all its power any attempts to encroach upon the full civic and political freedom of a teacher.

Having realized that the teaching profession as a whole lacks organisation, it opined that the status and position of the teacher of

every grade needs to be properly assured and that definite authoritative recognition is necessary to be given to the rights as well as the responsibilities of the teachers, resolved that the Executive Committee of the Federation should be requested to prepare a concrete scheme for organising the profession on a basis of professional solidarity, and to formulate the rights and duties, privileges and responsibilities of the teachers, in such a form that the scheme thus prepared may prove a basis for a comprehensive National Charter of the teachers' rights and duties, status and responsibilities, duly guaranteed by the highest legislative authority in the land; and that the Scheme thus formulated be submitted to the Annual Council of the All-India Federation of Educational Associations, for necessary action.

Other resolutions related to formation of "Teachers' and parents' Leagues", the preparation of a comprehensive scheme for the use of motion pictures in education, the expansion of the present facilities for the naval education of Indian boys and the organisation by Government of Air Defence Cadets like those existing in England.

The Conference also recommended to the Government of India and the Provincial and State Governments to adopt the scheme of National Education prepared by the National Educational Scheme Committee of the All-India Federation of Educational Associations and approved by its Council.

CHILDHOOD AND HOME EDUCATION SECTION

That this Conference draws attention to the fact that the great strides in modern educational approach have been made in the Infant Schools deplores the paucity of such institutions in India and the omission of any scheme for infant education in the Basic National Educational Scheme.

PRIMARY AND RURAL EDUCATION SECTION

That the British Indian Governments and the Indian States be requested to introduce forthwith free and compulsory primary education in the areas under their jurisdiction.

That in all primary schools the children be supplied with mid-day meals and their health be periodically examined.

That this Conference, urges that all Local Authorities should be required to provide Agricultural Colleges for senior boys and girls in their areas.

SECONDARY EDUCATION SECTION

That English should occupy a position only second to the mother tongue in the secondary school curriculum.

That this Conference urges upon the various Provincial Governments and Indian States to introduce forthwith into the non-Government schools of the country the system of deducting 8½ per cent from the salaries of teachers and contribution of an equal amount by the schools to Provident Fund as obtaining in the Railways, Offices of the Port Commissioners, Offices of some of the Universities and such other semi Government or public institutions.

UNIVERSITY EDUCATION SECTION

That the Universities in India should introduce Aeronautics, in their Engineering Courses.

That a beginning should be made all over India in the introduction of the mother-tongue as the medium of instruction in University classes.

That the Universities should establish contacts with commercial and industrial organisations in the country.

That Chinese and Japanese should also be included among the languages studied at Indian Universities.

VOCATIONAL EDUCATION SECTION

That this Conference is of opinion that the National Planning Commission appointed by the Congress be requested to bear in mind the necessity of contact between industry and education and should suggest a long term plan for Vocational Education.

That this Conference recommends that in order to secure suitable avenues of employment to those who are trained in different Vocational Institutions, the provincial administrations should organise Boards of Vocational Selection and Guidance consisting of representatives of Vocational Schools, employers of labour, and Chambers of Commerce with the provincial directors of education, industry and agriculture as ex-officio members.

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, January, 1940

The Dilemma of the Educationist

It is universally recognised that the function of the educationist is to train boys and girls in such a manner that they might adjust themselves to their environment and lead a life which will be in harmony with that environment. For, true happiness consists in such a life of harmony. An educationist should, therefore, have a correct conception of the environment for which he is educating the children which he is educating the children which he is educating the children. During modern times much of the progress in education has been the outcome of the teacher knowing more and more of this psychology and it is to this that we have to attribute all those improvements in the methods of instruction centering round the names of Rousseau or Montessori or Mahatma Gandhi. The Dalton Plan, the Project Method and the Wardha Scheme owe their significance to a great extent to this knowledge of the true nature of the child. But to-day the difficulty with which the educationist is faced is of a quite different character. It is due to the fact that there is a good

deal of uncertainty in regard to the kind of the world or the environment for which he has to educate the children in schools. This environment seems to be undergoing a change; but it is not clear in what direction it is changing. It is in consequence of this that he is placed in a dilemma.

CONTRAST the position of the teacher today with that of his predecessor in Ancient or Mediæval India. In those ages society was organised on a caste basis. Every one accepted it as an ideal way of ordering the world. Very few questioned its basic foundations. And education consisted in enabling an individual to discharge his duties as a member of such a society. The educationist had not to face any problems regarding the nature of life which ought to be led. What was true of India was equally true of many other countries—in the East as well as in the West.

THINGS, however, are quite different today. Indian society has been undergoing a dissolution for the last nearly one hundred years. No one believes in the old caste organisation based on birth. In fact it has ceased to exist. The political conquest of the country by the British has resulted in new social, economic, religious and cultural ideas exercising a strong influence over the minds of the thinking section of the people. Educationists have eagerly responded to this influence. And the youth of the country have in recent years been taught—negatively more perhaps than positively—that there was not very much of value in the traditional order of life and that they should prepare themselves for a world based on individual enterprise and contract, competition and machine produc-

tion. The youngmen and women of the country have been preparing themselves for such an order of things. These were supplemented by the ideals of nationalism and democracy emphasized by all those patriots and statesmen anxious to bring into existence a strong, united and self-governing India.

BUT even before this transition from the old to the new has been completed, we are hearing new voices and new messages. This is making the task of the educationist much more difficult. Western civilisation and culture, which were hitherto accepted as standards by almost all Indians, are now being attacked on all sides. The leading men of thought as well as of action are speaking in terms of a new world order. It is this that gives special significance to the speeches delivered by Pandit Jawaharlal Nehru and Sir S. Radhakrishnan at the All-India Educational Conference. Pandit Nehru asked the teachers assembled there: "What is your objective, your aim in education? What pattern of life do you envisage, for unless you have that clear picture in your minds, the education that you give will be superficial, faulty and aimless, and your problems and difficulties will ever increase." He gave in his address a picture of the present day environment in which we are living, an environment based on cut-throat competition—each one trying to rise on the deadselves of others, the glittering prizes going to him who is most successful in knocking down and crushing his rivals. He pleaded for a new society—a new co-operative order—where we think in terms not of individual profit but of the common good, where human values count for more and there is no exploitation of class, group or nation by another.

SIR RADHAKRISHNAN was no less emphatic in condemning the existing order of things and pleading for a new order. According to him the tragedies of the world are due to the persistence of the old habits of living in a new world where they have no meaning. What we have to fight, is not Hitler but a sick acquisitive society with its balance of power and uncoordinated economic enterprise, an unjust social order where the pride and the prosperity of a few are built upon the shame and subjection of the many, an unjust international order which acquiesces in the degradation of many nations. In his view no educational system can do its duty either to society or to its pupils if it has not a clear perception of what it is aiming at, what it is setting out to teach and what things it considers its citizens ought to know. Otherwise what we teach will be both pointless and wasteful.

ALL these statements have a profound truth in them. But they do not help the educationist out of his dilemma. What is his exact role in society? Is he free to train his pupils to any order of life which he considers to be the ideal order or is his function limited to devise ways and means for training the pupils to a way of life accepted as good and noble by the society as a whole? Is it right for the teacher to teach, for instance, pacifism to his pupils at a time when war is still looked upon as a legitimate method of settling international differences? Other issues of a similar character are to be found in plenty in all countries of the world to-day. It is true that things are changing. But there is no agreement as to whether changes are proceeding in the right or the wrong direction.

Everything is in a flux. The standards of value have not become settled. Educationists are, therefore, perplexed as to where they stand and as to what kind of environment they should educate their pupils for immense responsibility rests on them but before they can discharge satisfactorily this responsibility, it is the duty of statesmen to bring into existence the new world order which they think should replace the old.

The All-India Educational Conference

THE fifteenth session of the All-India Educational Conference that was inaugurated at Lucknow by Pandit Jawaharlal Nehru and presided over by Sir S. Radhakrishnan was a great success. Every educationist who attended the Conference must have been immensely benefited by it. Delegates and visitors had much to learn not only from the speeches and discussions but also from the way in which the Conference was organised and the general spirit of goodwill and co-operation that pervaded the whole atmosphere. The Office-bearers of the Reception Committee and the Secretary, Dr. L. K. Shah, spared no pains whatever to make the Conference as businesslike as possible. Everything was done in accordance with a well-laid out plan and the work went on quite smoothly without any hitch whatever. Visitors from distant places felt grateful to the organisers for the Handbook of Lucknow published by them—a handbook which gave an account not merely of places of interest in Lucknow but also of the educational activities in the United Provinces and for the daily bulletins issued which kept

the delegates in touch with everything in the Conference. How much of organising capacity is latent among the members of the teaching profession was revealed by all this.

THE Conference was most representative in its character. Persons of both sexes attended it in very large numbers. There were delegates from the British Indian Provinces as well as from the Indian States. From Kashmir in the far North to Travancore in the far South all areas were represented on it. There were many Europeans and Americans among the delegates; and among the Indians there were Hindus, Muslims, Christians—that is, persons belonging to all faiths and sections. It was a truly national gathering and it was a sight which would have filled the heart of any son of India with joy. In these days when separatist tendencies are growing stronger and stronger, and when voices whispering the desirability of political disruption of the country are becoming louder and louder, it was gratifying to see men and women of the country meeting for five days on a common platform, demonstrating that behind all diversities there is the fundamental unity of the country and her people, and that the only way in which that unity could be strengthened would be by placing before all a common objective for the realisation of which they are prepared to work together. For those who are troubled and worried by the disruptive forces now raising their heads in this our sacred land, the representative character of the Conference has created hopes of a better order of things.

IT is worthy of note that though one of the objects of the All-India Federa-

tion of Educational Associations is "to support, to protect and to improve the character, status and interests of the teaching profession in India and to secure for it its legitimate place in national life," nothing was done at the Conference in a mere trade-union spirit. Not that the teachers had no grievances in regard to their pay, prospects or tenure of office but they felt that in such a Conference it is best that they devote their time and their energy to the discussion of questions of greater significance to the nation as a whole. The only exception to this—if at all it can be called an exception—was the fifteenth resolution passed at the Conference which ran as follows:—

(i) "This Conference affirms that true education is possible only where there is (a) full civic and political freedom for the teacher as a citizen (b) the fullest measure of pedagogical freedom consistent with the public interest in the classroom.

(ii) it views with alarm the tendency of some governments to restrict the rights, powers and prestige of teachers by preventing them from taking part in the political, civic and social activities of the country.

(iii) it requests the Federation Executive to oppose with all its power any attempts to encroach upon the full civic and political freedom of a teacher."

NO one will take objection to a resolution like this. Recent events in some provinces like Madras have shown that even a democratic Congress Ministry is apt to place unnecessary restrictions on teachers and forget that teachers do not cease to be citizens when they choose teaching as a means of earning their livelihood.

EVERY delegate to the Conference must have been impressed—as we ourselves were—by the large amount of thought now bestowed on education-

al questions in our country and the amount of experimental and research work done in that sphere. The Conference had necessarily to be broken up into numerous Sections. There were Sections on University Education, Health and Physical Education, Secondary Education, Primary and Rural Education, Childhood and Home Education, Adult Education, Vocational Education, Moral and Religious Instruction, Women's Education, Examinations, Training of Teachers and Internationalism. The Presidents of the Sectional meetings and those that read papers in them and took part in discussions brought a good deal of serious study to bear on all questions and the opinions expressed were in most cases based on first-hand experience and observation. When the proceedings of the Conference are published in a book form it will reveal to the world how active are the educationists in India today.

THE exhibition attached to the Conference was one of its greatest attractions. Exhibits were received from all parts of India and they had a great deal of bearing on Basic Education, the New Education and Adult Education. The exhibits in the Adult Education Section were specially valuable to those working for the removal of illiteracy in the country.

THE main achievement of this session of the Conference was the acceptance of the Scheme of National Education prepared by a Special Committee of the Federation. We have already in an earlier issue published this Scheme and commented on it. It is gratifying to find that as a body the teachers of the country have taken upon themselves the responsibility of placing a construct-

ive Scheme of education before the several Governments concerned.

WHILE many people have contributed to the success of the Conference, special mention has to be made of Prof. P. Seshadri, the President of the Federation. He is the father of the Federation; and he has been responsible for its steady growth all these fifteen years. It is really his favourite child. His extensive experience of men and things, his shrewd commonsense and catholicity of outlook and the balanced judgment characterising his utterances have been responsible not only for the success of this session of the Conference but also for all the good work that the Federation has been doing. It was with genuine pleasure that the Conference heard him when he stated that it was his hope that after he retired from active service he would settle in Northern India and see that the All-India Federation of Educational Associations occupied in our country the same place that similar associations are occupying in Great Britain and the United States.

Personal Notes

MR. P. VAIDYANATHAN, M. A., Research Scholar in Economics, Annamalai University, was offered a scholarship for higher studies in Economics by the Sydney University, Australia.

DR. S. N. CHAKRAVARTHY, M. Sc., D. Phil. (Oxon), D. Sc. (Oxon), Chemical Examiner to the Government of U. P., has been awarded a D.Sc., by the Oxford University.

MR. B. S. KULKARNI, of the Indian Institute of Science, Bangalore, was awarded the degree of Ph.D. in Chemistry by the Bombay University.

MR. P. KOTISWARAN, Lecturer in Physics, Hindu College, Masulipatam, was recently awarded the D. Sc., degree by the Madras University.

Letters to the Editor

BACK TO MATRICULATION!

BY ACADEMICUS

IT is learnt that there is a volume of opinion in favour of the resuscitation of the Matriculation examination and the relegation of the Secondary School Leaving Certificate Examination to the background. It was nearly three decades ago that the new scheme of School Final Examination with the courses of study had been ushered into existence as a panacea for all educational evils and the promoter of true scholastic interests. But it was found out in actual practice that it had fallen short of expectations and requirements and that it did more evil than good.

Consensus of Opinion

At the meetings of the Inter-University Board, the All-India Educational Conference and the Educational Reorganisation Committees held recently, it was resolved that an earnest attempt should be made to bring back the matriculation to life from its state of suspended animation and make it the entrance test for all university courses of study. It was also recommended by the Conference convened by the Madras Government to confine the S. S. L. C. to courses of study mostly vocational and partly literary and leave the courses of study mostly literary and partly vocational to the control of the respective Universities. There was some difference of opinion with regard to uniformity of courses, and a common examination to be conducted by a representative body of the three South Indian Universities.

Death knell of the S. S. L. C.

It looks almost certain that the death knell of the S. S. L. C. has already been tolled and that Matriculation will lift up its head and dominate the academic field. All true lovers of education are agreed that any scheme of secondary school course should have a vocational bias so that pupils may develop the instinct and eke out their livelihood if they are not able to secure a decent job in any one of the learned professions or ministerial services. It is also recognised that specialisation in any subject of study should not be taken up in right earnest

by High School pupils at a tender age, when their powers of right discrimination are still in a nebulous condition and that a knowledge of four or five cultural subjects coupled with a practical acquaintance with some petty handicraft should be aimed at in High School courses of study.

A New Outlook

The Vernacular of the locality should be given precedence over a working knowledge of English, which has to be deprived of its leading place. Elements of Arithmetic, Algebra and Geometry, Outlines of History of India, World Geography with special reference to India and Civics should occupy the next place of importance. A knowledge of the outlines of History of England may be obtained in Fourth Form which is marked out as a convenient stage for the bifurcation of courses. As Civics deal with all essential matters connected with health, hygiene, local self-government and administration, from the primary school to the end of the High School course, a student should be made to study the subject as a compulsory one in these days of national consciousness, unity and freedom. Every student is also expected to know something of Biology, Physics and Chemistry as we are living in a scientific age when the forces of nature may be harnessed with considerable advantage to serve nation-building activities.

Vocational Subjects

In the list of vocational subjects, in at least one of which every student has to specialise, may be included spinning and weaving, printing and binding, carpentry and woodwork, rattan work and coir making, typewriting and shorthand, book-keeping and accountancy, ministerial work, travelling agentship and salesmanship and other subjects.

The New Matriculation

For the examination the courses of study may comprise 60 pages of Telugu prose and poetry selections from standard authors of the past and present times, and 60 pages of English prose and poetry selections from authors ancient and modern. As regards other subjects, the University may with much profit prescribe for the Entrance classes two or three good text books of about 150 pages per subject from among the best books found in the market and give discretionary power to the Headmaster and

senior members of the staff to make their choice in mutual consultation.

While the courses of study may be made uniform throughout the three South Indian Universities, each University may conduct its own Entrance examination. This Entrance examination is to serve as a common basis for admission to University courses and ministerial services of the lower grade, so that they may not undergo another ordeal of Public Service Commission Examination, which may be reserved only for direct recruitment to higher grades of government service.

Hours of Work

The school day may be divided into two sessions of four and three periods each of forty-five minutes duration. The morning session may be devoted to the teaching of English, Vernacular, Elements of Mathematics and History and Geography and Civics. The evening session may be devoted to the teaching of Science subjects, Vocational training, General knowledge, Moral Instruction, the conduct of Library work, Debating Unions, Physical and Military Training.

Examinations

The University may conduct the Entrance examination with one question paper per day of about two or two-and-a-half hours duration. Some questions may require lengthy answers, ranging between two and three well chosen paragraphs and the rest may require short answers in a couple of sentences. Every pupil may be given a progress certificate of 2 pages at the time of leaving the High School stating his rank in every subject in pre-Entrance and Entrance classes at school, character and conduct, physical training and special aptitudes if any so that it may serve as an index of his abilities and progress.

Age Limit

The age limit for the last appearance at the Entrance examination may be fixed at 18, so that students who wish to seek service under Government may do so and the University classes may be rid of over-crowding of misfits.

Thus a harmonious blending of the merits of the old Matriculation with the modern S.S.L.C., taking care to make the Entrance Test a real test for higher courses of study and professional courses of the lower grade will make the proposed Entrance Examination effective, efficient and beneficial.

THROUGH different PROVINCES

DELHI

A RESEARCH COUNCIL FOR INDIA

At a discussion held at Madras on the 5th instant under the auspices of the Indian Science Congress, with Sir T. Vijayaraghavachariar in the chair, a resolution that a Committee be appointed with Sir Vijayaraghavachariar as Chairman, and Prof. B. Sahni, Dr. J. C. Ghosh, Col. Chopra, Dr. M. N. Saha and Prof. P. Paria as members, to draw up a reasoned memorandum on which a recommendation could be made to the Government of India to bring into establishment a Council of National and Industrial Research, was passed.

The purpose of the Council, it is stated, is to have some organic connection between the various survey organisations (agricultural, industrial, etc.) in India and the Universities, such as existed in Great Britain and most of the Dominions.

INDIAN RESEARCH FUND ASSOCIATION

In order to help the Indian Research Fund Association in the distribution of its funds to the best advantage, it has been the custom, says a Communique of the Public Health Commissioner, to convene an annual conference of medical research workers and administrative officers of Provincial Medical and Public Health Departments. This conference, assisted by Advisory Committees for the major subjects of research, makes recommendation to the Scientific Advisory Board of the Association regarding the allocation of grants for the ensuing year. The committees dealing with cholera, malaria, maternal mortality, nutrition, plague, leprosy and tuberculosis respectively, reviewed the work carried out during the past year by the various enquiries financed by the Association, recently at Delhi.

MADRAS

CIRCULAR ON HINDI IN SCHOOLS

Circulars have been sent to the Headmasters of the Secondary Schools in the Pro-

vince where Hindustani is being taught as a compulsory subject of study, asking them to report to the Director of Public Instruction "whether the addition of compulsory Hindustani in the curriculum imposes a great strain on the average pupil and takes too much of his time from the other subjects, or whether in their opinion the few periods a week devoted to Hindustani is not a serious reduction of the time available for other studies."

The Headmasters have been requested to give the Director of Public Instruction, as early as possible, in the light of their experience of the working of the scheme, their considered opinion on the desirability of continuing Hindustani as a compulsory subject.

DR. MONTESSORI

Dr. Maria Montessori, who is conducting a training course in education at Adyar, has been invited to make a tour this summer of American countries, including Mexico, Columbia, Cuba, Venezuela, Puerto Rico and Chile. The tour will end in Chile and then she will hold a training course like the present one under the auspices of the Government of Chile and the University of Santiago.

It is more than possible, however, that Dr. Montessori will make her permanent residence at Adyar. She has received advice that the Secretary of State of the City of the Vatican has given the blessings of H.H. the Pope for a training course, which is being given in Rome, parallel to the course at Adyar.

INDIAN SCIENCE CONGRESS

The 27th Session of the Indian Science Congress was held from the 2nd to 8th instant at Madras under the presidency of Prof. Birbal Sahni and was opened by H. E. Lord Erskine, Governor of Madras.

Over 250 delegates from other parts of India and about 150 from the Madras Presidency attended the Conference which was a great success. A good number of papers were read and the discussions and popular lectures were extremely interesting and instructive.

The next session will be held in Benares from 2nd to 8th January, 1941. Sir Ardeshir

Dalal, Managing Director of Messrs. Tata Iron and Steel Co., Ltd., has been elected General President.

INDIAN STATISTICAL CONFERENCE

The 3rd Indian Statistical Conference was opened by H. E. the Governor at Madras on the 3rd instant, and continued till the 5th under the presidency of Prof. H. Hotelling, the well-known American economic statistician.

Apart from joint meetings with the Mathematics and Agriculture Sections of the Conference, meetings dealing with economic statistics, especially labour, census, unemployment and prices, were conducted.

BENGAL

TRAINING IN PHARMACY

The establishment of an institution to provide training in pharmacy is strongly recommended by the College of Pharmacy Committee, appointed by the Government of Bengal with Col. R. V. Chopra, Director of the School of Tropical Medicine, as Chairman, in its report which has been submitted recently.

As there is no institution in India, which provides training in pharmacy up to the standard existing in western and other countries where the profession of pharmacy is on a higher and more advanced grade, the Committee strongly recommends that such an institution should be brought into being without further delay.

If the scheme is given effect to, it has been estimated that Rs. 3,65,000 (including the donation of Rs. 2,00,000 promised for the purpose by Dr. Anklesaria) would be required for capital investment and Rs. 40,000 for recurring expenditure (excluding receipts for student fees, etc.)

The Committee recommends that there should be legislation to control the profession of pharmacy in Bengal, as it thinks that without legislation, the scheme for the establishment of a college of pharmacy and imparting pharmaceutical education to the youths of the province will not be successful.

The Government of Bengal, it is understood, are now considering the recommendations of the Committee.

INDUSTRIAL RESEARCH

The Bengal Industrial Research Board requested the Calcutta University recently to

submit schemes for research of industrial value, along with details about the laboratory where they may be carried out, the cost and the measure and importance of the results expected.

The University has, accordingly, forwarded two schemes to the Research Board, prepared by Prof. Meghnad Saha and Prof. S. K. Mitra, respectively. The University has further proposed that Prof. Saha and Prof. Mitra may be invited to attend the meeting of the Board when the schemes are discussed, in order to enable them to explain their views to the Board.

BOMBAY

ADULT EDUCATION CAMPAIGN

The programme of adult education formulated by the late (Congress) Government, is making headway in Bombay City. The second batch of ten thousand adults, mostly workers, are now well on the way to literacy.

Over five thousand citizens received instruction in the three R's during the first term in the city. The next session began in November. The 551 classes, now being run in the various wards of the city, impart literacy to over ten thousand adults, and they will emerge fully able to read and write by the end of February. The adult Education Committee has enlisted the active support and co-operation of the big employers for the furtherance of the scheme, and one factory is understood to have consented to allow women workers to leave an hour earlier every day so as to enable them to attend the classes.

URDU TEXT-BOOKS

It is understood that objections on behalf of the Muslim community to the use of the series of Urdu readers published by the Jamia Millia, Delhi, were recently under the consideration of the Government of Bombay and the late Ministry came to the conclusion that the local educational authorities should be advised not to prescribe these books for use in Urdu schools and that where they were already prescribed, they should cease to be used, if the parents objected.

The series has since been further examined by the Urdu Text Book Committee which has recommended that the books are unsuitable for use in the province. The Governor has accepted this recommendation and orders are issued

removing them with immediate effect from the approved list of text books. It is, therefore, not now open to local educational authorities to introduce them in schools where they are not already in use.

Where the books are in use, it has been decided that in order to minimise inconvenience to pupils, parents and teachers, the series may be continued until the end of the present school year, unless the parents object. The series will, however, cease to be in use after the end of the school year in all schools controlled by the Government.

GOVERNMENT TO RUN LIBRARIES

The establishment of a Central Library in the City of Bombay and regional libraries in the three linguistic centres is engaging the attention of the Government of Bombay.

It is proposed to locate a Central Provincial Library in Bombay City and the regional ones at Poona, Ahmedabad and Dharwar. A Committee has now been appointed to consider and report about the extent and arrangements of the establishments.

U. P.

PROTEST AGAINST RETIREMENT AGE

The following resolution was passed at a meeting held under the auspices of the U. P. Secondary Education Association, Centennial School Branch, Lucknow.

This Branch Association places on record its protest against the recommendations of the inquiry committee that the superannuation age must be fixed at 55 and also against the distinction made regarding the system of promotions about the heads and their assistants.

In view of the commitment made by the U. P. Government with regard to the contribution to the provident fund of the teachers in non-government institutions, it is a breach of faith on the part of the Government if it ceases to contribute its share up to the age of 60. The U. P. Government is requested to fix the age of retirement at 60. The Inspector of Schools should be authorised to grant extensions if the teachers concerned are quite fit for work.

REFORM OF LEGAL EDUCATION

"It seems to be generally accepted that the present system of legal training has not kept pace with the growing needs of the times and that there is a demand for greater efficiency in

the young lawyers who seek to enrol in the ranks of the legal profession. At the same time, it must be conceded that appreciable improvement has been effected, since legal education has been made the sole concern of the universities which could, however, approach only the academic side of it, not being in a position to supplement it by practical training of any kind," says the Committee appointed by the Government of the United Provinces in 1937 to suggest reform in legal education.

The ever increasing number of briefless lawyers has received the attention of the Committee, who feel that insistence of a higher degree of efficiency attainable after a more serious study and better training than demanded now is the only means of eliminating the mediocres from the ranks of the profession.

As regards the period of legal education, the majority of the members feel that three years are sufficient, two years at the University and one year practical training. It should, however, be remembered that the conferment of the LL. B. degree does not, by any means, connote a sufficient passport to the profession, which could only be got after a candidate satisfies the Council of Legal Education.

C. P.

VIDYA MANDIR BILL

It is understood the Governor has given his assent to the Vidya Mandir Bill, which was one of the five Bills passed at the last session of the Assembly, prior to the Ministry's resignation.

NEW COLLEGE FOR WARDHA

It is understood that a new College, named Mathwadas Mohta Commerce College, is being opened at Wardha in July or August next. The Marwari Education Society is at the back of the scheme.

It may be recalled that at a meeting on the 5th November at the Navabharat Vidyalaya, Wardha, Seth Mathwadas Mohta announced a donation of One lakh of rupees for founding the college and it is in the fitness of things that the college is named after its principal donor.

PUNJAB

INDIAN POLITICAL SCIENCE CONFERENCE

The Second Indian Political Science Conference was held at Lahore from January 2 to 4

under the chairmanship of Dr. P. N. Benerji.

Representatives from all the Universities in India attended the Conference. Over a dozen papers were read on the "Working of the Central and Provincial Governments of India" by Professors of the various Universities.

The next session of the Conference will be held in Bangalore. Dr. Beni Prasad of Allahabad University has been elected President of the Indian Political Science Association for the year 1940.

STUDENTS TOUR TO JAPAN

A students' tour of Japan in the summer of 1940 is being arranged by Sardar Amar Singh Bamral of the Far Eastern Society of India, Lahore.

According to the present plans, about fifty students from all over India, will be taken to join the party and will have to pay only for a fraction of their expenses, the rest being met by a Kobe society known as the Ai Rin Kwai and some other Japanese institutions.

The Ai Rin Kwai was founded by Mr. Roy Smith, an American Missionary, and Sardar Bamral in 1924 at Kobe, with a handsome subsidy from the Japanese Government. It has been inviting every year a group of American students. At Mr. Bamral's request, the Ai Rin Kwai has agreed to pay the expenses of the railway journey in Japan of a party of 50 Indian students.

MYSORE

UNIVERSITY SETTLEMENT

The University Settlement in Bangalore has now commenced work in right earnest with nine students to begin with.

The Settlement engages itself in various special activities, such as rural week-end camps, living with Harijans and engaging themselves in adult education work and formation of youth leagues.

WARDHA SCHEME AT WORK

The first annual report of the working of the Wardha Experimental School, Tagadur, for the year 1938-39, which was adopted at its recent meeting, stated that the institution which was started at Tagadur had proved to be a real "Sisu Vihar" for the have nots — the village children.

A special feature of this institution was the difference in atmosphere of the institution from that of the ordinary primary schools. Another healthy feature was the orderly way in which instructions were being imparted to the children, to the accompaniment of songs.

The basic craft in the school, the report stated, was spinning and the syllabus prepared by the Zakir Hussain Committee was followed closely. The progress in craft had not been as satisfactory as was anticipated in the schools attached to the training centres at Wardha.

The finances of the school were entirely met by public subscriptions and donations. The total collections for the period under report were Rs. 746-10-2 and the entire amount with the exception of the closing balance Rs. 195-7-10 had been spent.

COCHIN

GOVERNMENT'S NEW EXPERIMENT

The Cochin Government have drawn up a scheme for the solution of the problem of educated unemployment and the Ministry of Rural Development is responsible for the same.

The idea is to encourage the educated unemployed to colonise and to cultivate habitable forest regions in the interior of the State by assigning to them "puduval" lands in deserving cases, on low 'taravila' or rental to be collected in easy instalments after three years from the commencement of cultivation. The total area of compact blocks which can now be conveniently colonised by the educated unemployed of the state would come to about 1,500 acres. The Government observe that the assignment of these lands to the unemployed besides adding to the area of cultivated dry lands, furnish some solution to the growing problem of unemployment.

BURMA

VISUAL EDUCATION

H. E. Sir Archibald Cochrane, Governor of Burma, has sanctioned the establishment of a State Cinema Service to commence immediately.

The scheme will be put into operation as soon as the necessary equipment has been completed and the personnel of the new service recruited.

The object of the establishment of the service is to educate both children and adults by visual means.



PUBLIC OPINION



DR. SYED MAHMUD'S NEW YEAR MESSAGE

Dr. Syed Mahmud, ex Minister of Education, Bihar, in a New Year Message to the Mass Literacy workers of Bihar, says:

"On the first day of the New Year, my thoughts go to all those selfless workers who are engaged in the noble mission of bringing light to the unlighted and of eradicating ignorance and illiteracy from our province. To this band of noble workers I send my new year greetings."

Stressing the need for public support and co-operation, Dr. Mahmud says: "I have an impression that the enthusiasm of the workers is showing signs of flagging due perhaps to a misapprehension that, with the change in the Government the movement has ceased to command the support and guidance of the Government of the day. I refuse to believe that any Government which has any regard for the moral and material progress of the people could afford to be indifferent to a movement of this type which is out to contribute to the enrichment of national life. If there is any movement which is decidedly above party politics and is unaffected by changes in the complexion of the Government or alteration in the programme of political parties, it is a beneficent movement of this type which stands for making the life of the people richer, fuller and more purposeful. I therefore appeal to the Government and the public to make united efforts to infuse fresh life and vigour into this movement."

like manipulating a penny-in-the slot machine which can produce quite and definitely computable results. The moment requires the co-operation of various groups and departments on several fronts: co-operation amongst the various departments of the State; co-operation between the Government machinery and the other public organisations; co-operation between the public and the official and voluntary workers. As this co-operation is progressively secured and mass opinion is educated in favour of this movement, success is generally attained."

Mr. Saiyidain added: "So far as this State (Jammu and Kashmir) is concerned it may be stated with confidence that the results of our efforts have so far been promising, in spite of the fact that progress all along the front has not been uniform. The personal enthusiasm and keenness of the teachers is a crucial factor in the success of the centres and this quality varies from individual to individual. In spite of these difficulties, there is a gradual awakening of the people to the need for adult education; the number of voluntary workers is steadily though somewhat slowly increasing; the school and college students are beginning to show greater interest and in some cases, inter-departmental co-operation has produced very good results. As an instance in point, practically all the operatives of the Jammu Sericulture Factory have attained literacy, an achievement on which they as well as their instructors (all voluntary workers on the staff) deserve to be congratulated."

MR. B. G. KHER ON EDUCATIONAL WORK IN BOMBAY

In this course of an address at Madras on 23rd December last, Mr. B. G. Kher, Ex-Premier of Bombay, said that if there was one sphere of administration on which hung the whole future of the country, it was that of education.

Mr. Kher recounted the steps taken by the Bombay Ministry for the promotion of physical and literary education, for the bifurcation of higher secondary education into vocational and literary courses, for

PROF. SAIYIDAIN ON ADULT EDUCATION

Mr. K. G. Saiyidain, Member, Wardha Education Board and Director of Public Instruction, Jammu and Kashmir State, in an interview to the *United Press* on the progress of adult education in India in general and the Jammu and Kashmir State in particular, states:

"The attempt to import literacy and extend knowledge to the millions of human beings, who have been suffering all the handicaps and disadvantages of ignorance of centuries, is not

overhauling the system of elementary education, for introducing the Wardha System and for the propagation of Hindustani, and said that instruction in the mother-tongue was the best means of raising the level of education. While endeavouring to make as many as possible literate, they should remember also that if they did not provide the further facilities for education of the persons made literate they might be "laying out a dangerous future for those persons." There were to-day 550 schools in Bombay City alone working for the eradication of illiteracy. The Congress Ministry wished to make it obligatory on every employer of labour to look after the education of the employees. Perhaps this could be achieved only through legislation. But a good beginning had been made.

No well-balanced society, Mr. Kher said, could flourish and thrive on a system of education based on the idea that the barest minimum called primary education would do for the "masses" and that higher education was necessary and should be made available only for the "upper strata of society." A level of education far higher than the present primary stage should be made available to all.

MR. N. S. SUBBA RAO ON THE FUTURE OF INTER-UNIVERSITY BOARD

Mr. N. S. Subba Rao, Vice-Chancellor of the Mysore University, pleaded for the appointment of full-time officers for the Inter-University Board and for a permanent habitation for it, preferably at Bombay, in the course of his presidential address at the annual meeting of the Inter-University Board held at Waltair on the 14th December.

If these suggestions were accepted, he said, the Board could engage itself in addition to its present work in intensive investigation of important educational problems of an all-India character. One was the problem of unemployment among graduates and others who were falling by the way. It could not be solved merely by limitation of admissions whether arithmetically or by a rise in the standards of admission. They had to think in terms of distributing temperament and while keeping some away from Universities by sending them to appropriate vocational institutions outside the Universities, distribute those admitted to the Universities among the present bookish or

literary courses and others of a more practical character which would have to be planned and instituted.

Other subjects which might well engage the attention of full-time officers of the Board, he concluded, were ways and means of imparting instruction in Universities in the mother-tongue, of establishing greater contact between the Universities and the people at large by extension lectures and by university settlements. All these meant larger resources, which would have to come partly from the Universities and partly from the Government of India. More than money cost the need of the hour was cost in terms of a willingness to use the Board as the only extended machinery of university administration. That cost would surely be incurred if the Time-spirit were recognised as favouring the federal idea. Our own country and the world were called upon to think federally and Indian Universities might well set an example by accepting the federal way themselves.

SIR SHAFAT AHMED ON UNIVERSITY'S ROLE

"A University is a laboratory of thought, where trained minds devote themselves to the pursuit of knowledge for its own sake and serious attempts are made to solve the problems of Science and Art. If the new universities had not been able to play their assigned part in the system of our national economy, they stood condemned and should either be overhauled or scrapped" thus observed Dr. Sir Shafaat Ahmed Khan presiding over the University Section of the All India Educational Conference at Lucknow.

Sir Shafaat then dealt with the relation between the Government and the universities, and drew attention to the recommendations of the Sadler Commission particularly in regard to the need for autonomy of the universities.

After dealing with the basic principles of the problems with which they were faced at the present time, "The amount earmarked for research," he said, "is so inadequate that it is difficult for the best-managed institutions to organise a course that will yield substantial results within a reasonable period." He also referred to the need for correlation of studies, classification of teachers and fixation of a specified number of periods of work for teachers.

EDUCATIONAL PROFITEERING

By M. A. MAZUMDAR

This country is being rapidly honeycombed with privately owned scholastic establishments. There are hundreds of these in existence. Many more spring up every year in the manner of mushrooms. Why? Because there is money in education. Racketeers with an eye to business and a nose for money discover in the sphere of education a veritable gold-mine. These men are not educationists either by instinct or by desire or by training or by vision or by any known standard. They are businessmen pure and simple. They have no sense of the tremendous responsibility they shoulder, no genuine interest in education, no high ideals, principles or practices. They plunge into the realm of education because they mean business and happen to possess the capital necessary. Education brings grist to their mill.

How do these men make and multiply money?

Let us examine a typical privately owned and managed school.

Its building is a hired one: not specially designed and constructed for educational purposes. It has no compound to speak of. It lacks space, ventilation and light. The furniture in it is old, rickety and creaking. The future citizen has to pass the most impressionable period of his life in this uncomfortable structure. This is because the school is in the hands of a businessman who desires to squeeze the maximum of monetary profit out of the minimum of investment.

Most of the tutorial staff is hopelessly inadequate. I have had frequent talks with its members and wondered how any sane public could even trust the destinies of its young people to these shallow incompetent men. These persons are teachers because the teacher's position still affords to have a refuge of graduates at the sea of unemployment. They owe their selection to their employer's thoroughly businesslike method of recruitment. The employer lays his hand on the cheapest men available. I have seen a very well informed and able M. A. rejected in favour of a Class Three graduate. But even these men are disgruntled. Even they do not get their due. Often they have to put in months of unpaid apprenticeship. Then they are doled out derisive salaries (their pay-sheets often show larger amounts than what they actually get). These salaries are seldom paid

regularly, and sometimes do not cover the vacations. There is no contract, no grade, no promotion, no permanency, no security. The men are overworked. Often a man has to carry on the jobs of two or three colleagues on leave. Imagine the lot of an ill-paid teacher of English teaching Sanskrit, Mathematics, Geography and Science to half a dozen classes for a fortnight. Imagine the lot of his students. No wonder these people are sometimes given up to evasion, neglect, sloth, ill-temper and tuition-mongering. They do not and cannot be expected to educate their charges.

For the discomforts and the chaff they get, the students of the school have to pay not a little. Their parents and guardians are fleeced mercilessly. They have to pay admission fees, monthly fees (these are just), water fees, library fees, games fees, examination fees, and all sorts of fees. The water fees sometimes go as high as five annas per head per month, five annas for about 30 glasses of water! The library fees amount to about a rupee a year per head but the library remains stale and stagnant.

Then there are fines. Yes, fines. A delinquent is asked to pay in each for his misdemeanour. The fines range from two to four annas for offence. The school makes capital out of the usual and natural lapses of the scholars. I know a teacher who extorts about Rs. 10 from his class by way of fines every month.

This sordid tale of greed and grab does not end here. The proprietor of the school runs special tutorial classes outside it with the fine pretension of helping weak students. Weak students pay all the school fees all right. But the school does not think it its duty to bring them up to the normal level. It morally compels them to seek refuge in the special tutorial classes, and pay more fees.

There are many more sources of money. The proprietor derives a handsome revenue from dubious admissions, promotions, and frequent changes of text books.

This is what a typical private school is. There are exceptions, of course. But these are few and far between. The majority of private schools present the picture reproduced above.

—Condensed from *The Times Supplement*.

BOOK REVIEWS

PSYCHOLOGY AND PRINCIPLES OF EDUCATION by Prof. A. V. Matthew, S. M. T. Teachers College, Kolhapur, with a Foreword by Prof. H. R. Hamley, London University Institute of Education. Pp. XXIII, 374. Published by Karnatak Publishing House. Price Rs. 4-4-0.

The need for a text book on Educational Psychology which would, within a manageable compass, make available to the student in training college all that he requires on the subject, has long been felt. Prof. Matthew has brought out such a book and he deserves to be congratulated. The author's wide reading, careful study and ripe experience stand out clearly in every page of his book. It is not a mere compilation. His refreshing originality is an important characteristic of the book.

The prominence that he gives to the 'Unconscious' in education is timely and therefore welcome. We have been too much concerned with the overt or observable behaviour of the child, to the neglect of the covert or the unconscious. In a recent issue of the "Teachers' World," Miss Nancy Catley points out that a child's spelling mistakes may sometimes be due to emotional causes! Every teacher cannot be Psycho-analyst and should not pretend to be one, but if educators would pay a little more attention to their pupils' emotional life, many of the so-called difficult children can be successfully dealt with. Prof. Matthew has done well in calling attention of his readers to this aspect of psychology and its bearing on education.

The book is also valuable for the emphasis it places on a religious outlook both in the teacher and in the taught. Prof. Matthew, using the Pauline exhortation, requires the teacher to sanctify himself for their (the pupils') sake. And this strain runs throughout the book. Again in the chapter on 'Discipline' after quoting from Isaiah, he says that the teacher should to some extent share the guilt and shame of his offending pupils! The book should therefore be read not only by the student in the training college, but by all teachers and parents.

Though the book is a good text book, and contains all that there is to know for examination purposes, the author does not want his readers to be merely satisfied with reading his book. He gives at the end of every chapter reference to standard works, where the subject might be pursued further. University questions, and an index at the end of the book enhance its usefulness.

That such a good book suffer from a mistake here and a mistake there is a pity. On page 70 line 1, the word 'tiger' must be replaced by the word 'deer'. On page 321 the word 'cognitive' is spelt 'cognative'. On page 331 instead of 'stripes' we have 'strips'. In the Index, the reference to 'Aveyron—wild boy of' is given as 143, whereas it is really 142. It is hoped that in the next edition all these mistakes will be avoided.

— S. D.

READ AND PLAY SERIES: (1) *Diamond Cuts Diamond*, (2) *Evil for Good*, (3) *Money or wisdom*, (4) *The Biter Bit* — by Sanjiv P. Kulkarni, B. A., with a Foreword by Prof. N. S. Takakhav, M. A., I. E. S. Published by Swastik Publishing House, Bombay, 4.

The Swastik Publishing House has brought out a series of 4 little books containing short plays in English for the class-room by Mr. Sanjiv P. Kulkarni.

The aim of these series is to enable the pupils to acquire correct conversational English. 'Talking like a book' is a common drawback with most educated Indians. If this defect is to be avoided, proper training in conversational English must be given in the very early stages. These plays are meant to be read and acted by children of 10 or 11 years of age. Therefore these books must be very useful to the teacher who wants to teach his children conversational English.

— S. D.

Approved for class use for schools in the Madras Presidency. (Vide "Fort St. George Gazette," dated 2nd May, 1939.)

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The subject-matter should be in easy words—easy to read and easy to pronounce; at the same time these words should be of everyday use.

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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.

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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.

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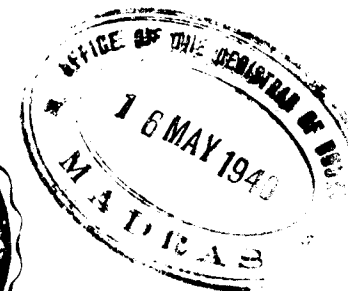
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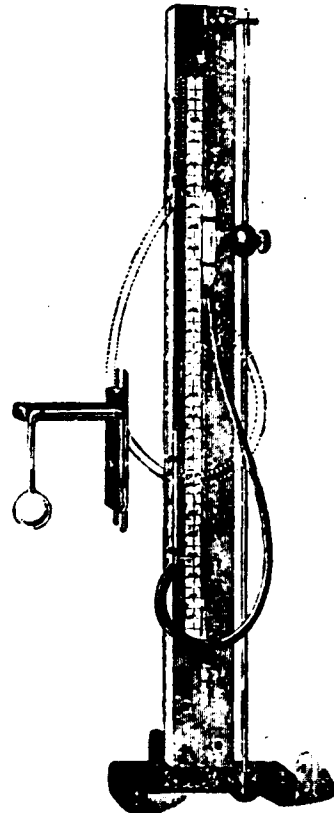
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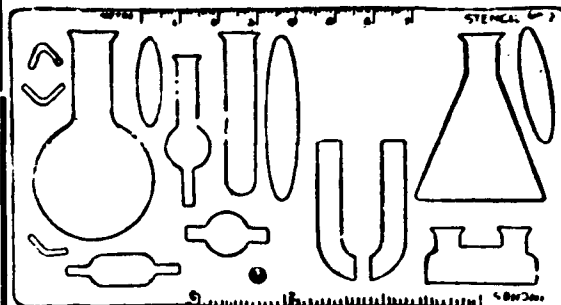
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TRAINING OF TEACHERS FOR BASIC EDUCATION

By Mr. E. W. FRANKLIN, M.A., B.T., T.D., (London).

Principal, Vidya Mandir Training Institute, Wardha.

THE success of any new scheme of education depends ultimately upon the quality and efficiency of teachers who are to work it. The best of schemes are likely to fail in the absence of teachers capable of putting it into practice. This is more so in the case of the Wardha Scheme of Education which demands certain things over and above that ordinary possessed by a teacher. The selection and preparation of teachers is, therefore, a matter of considerable importance in this Scheme.

The features of the Wardha Scheme which make new demands upon the capacity and ability of the teacher are:—

(i) He must be an expert technician of the craft.

(ii) He should possess full information and knowledge about the subjects of the syllabus.

(iii) He should possess the ability to impart the knowledge contained in the syllabus in and through the medium of the craft work. The teaching of the syllabus, therefore, is to be correlated with basic craft. He should be able to make his teaching realistic and practical and closely related to the life and experience of the pupils.

The Wardha Scheme demands that the teaching should be carried out in addition to the craft in correlation with the two main media in which the child moves and lives, namely the social environment and the natural environment. The teacher, therefore, ceases to be merely an instrument for imparting the necessary knowledge in abstract.

The teacher is also required to be to a large extent a rural worker. According to the Wardha Scheme, the teacher is an agency for the reconstruction of the existing

social and economic order. The Teacher is also required to be an instrument for national reconstruction.

It will be seen, therefore, that the scheme makes very big demands upon teachers. The preparation of teacher, therefore, is to be carried out along the lines which will ensure that he is suitably fitted for his great task. Great and noble as the task of the teacher is, it is still further enhanced by this scheme of Education.

The training of teachers of this scheme must go much beyond the present form of training for teachers. Usually the training is largely the placing of technique and skill of teaching in the hands of teachers. This skill and technique, the teacher has to carry away to his school and put into practice in teaching his pupils. The new training that is demanded is to be very different from this. The teacher is not so much supplied the necessary technique of teaching; he has to think out his technique himself. Since the Scheme is based upon a basic craft and since it is necessary to impart the knowledge and information through its medium, the task of teaching implies using the craft for imparting the given knowledge. The teacher is required, therefore, mainly to be a correlator and perfect in craft.

It is clear that these great demands cannot be met by the teachers who are at present working in primary schools. A more qualified person is required to teach the Basic Syllabus. The various Re-organisation Committees appointed by different Provinces have demanded that the minimum qualification for a candidate for Basic Training should be the matriculation. If this qualification is insisted upon in order to ensure that the academic part of the syllabus may be properly handled by teach-

ers, it is necessary to equip them with requisite efficiency in craft work. Under this scheme of education the teacher has to combine in himself the craft technique and the ability of teaching academic subjects. Besides these, he should be able to teach art, music, physical education and agriculture.

The teacher, who is to be trained for the Wardha Scheme of Education must undergo careful and prolonged training. It is too early to say at this stage what the total duration of training should be. The experience of existing training school seems to be that the minimum period of about 3 years will be required in order to equip the teacher efficiently for this Scheme. It is also necessary to make provision for the retraining of the teachers during their subsequent careers. It is necessary to have refresher courses at suitable intervals for teachers trained in Basic Training Schools. The training schools must have well qualified and capable teachers. The ordinary lecturers of training school, therefore, must be efficient in craft as well as fully equipped for teaching the academic subjects. A complete orientation of the existing forms of training is, therefore, demanded by this scheme. In the training of such teachers the bulk of the time will have to be devoted to equip the teacher with the necessary craft efficiency. Experience shows that it is necessary to devote almost half of the time to training

in craft. Half of the time is to be devoted to other subjects like principles, management, hygiene, organisation, administration, etc. and to such other activities as agriculture, art, music physical education etc. We can have no longer lessons divided into periods for teaching in this scheme. There is no such thing as division of time periods for lessons. The so called lessons are all centred round the Basic Craft and the various subjects of instructions are woven round it. It is not possible to have the practical teaching given at a single stage during the course of the session. The syllabus at different times of the year introduces new features and therefore the practical teaching is to be taken almost throughout the year. This type of practical teaching raises the question of supervision of teaching. It is true, that teachers under training cannot be expected to do practical teaching until they have acquired tolerable efficiency in their craft work. But once this is acquired, the practical teaching is continued almost throughout the period that the teacher stays in the training school.

The points mentioned above have touched on the general problem of the training of teachers for Basic Education. It is necessary to think out a careful plan regarding the training of teachers for this scheme and the subsequent re-organisation that this training will demand of the existing training schools.

TRAINING THE TEACHER

The following paragraph is from an address by Mr. D. H. Drummond, Minister of Education, at the opening of the 41st Conference of the New South Wales Public School Teachers' Federation:

"During the year it has been my good fortune to secure the consent of the Treasury to the liberalizing of teachers' scholarships. Today every student admitted to the College receives a scholarship. I believe that you must train the teacher far more than you must train the tradesman, because after all the teacher is the teacher of all other persons in the basic and fundamental things of life. For that reason I adhere strongly to the best possible training for the teacher that our finances will permit us to give." —*Bulletin Trimestriel*, Paris, June, 1939.

SCHOOLING IN WAR TIME IN ENGLAND

By Prof. ANJILVEL V. MATTHEW

WHEN the war clouds were gathering fast in Europe towards the end of August, one of the most urgent matters that engaged the attention of the British Government was the safe-guarding of the life and educational activities of the children. In the last week of August Monday, August 28, to be more precise, a rehearsal-evacuation was made over an extensive area, an area containing, as the Ministry of Health announced, some eleven million inhabitants with a school population of over 1,000,000. Details of this evacuation rehearsal and of the real thing that followed two or three days later in the same week are now available in educational and other English periodicals.

Before dealing with the details of evacuation it is important to notice two sets of facts which form a necessary background in our appreciation of the situation: (1) the murderous and bestial character of modern warfare and (2) the immense solicitude and respect for the sanctity of child life in all democratic countries. Modern war is no respecter of persons and places. The messengers of destruction can reach within a day places distant from each other not by hundreds but thousands of miles; and by the nature of things they cannot easily—and very often they do not even care to—discriminate between the offending and non-offending section of their enemies. As a matter of fact submarine boats and aeroplanes mark out for destruction the least defended sections of the hostile population. Bombs containing explosives, incendiary materials or poison gases of various descriptions may be thrown on thickly populated places; and the victims are more often the civilian population than actual fighters, and among them the worst sufferers are bound to be the children. Children are not only the most helpless and the most loved portion of the population, but it is

they who should carry on the life and work of the next generation. Hence both through sentiment and through realization of the hard facts of life, all governments try to safeguard child life.

The evacuation areas are made up of the most vulnerable parts of England and Scotland, which are likely to draw the special attention of the enemy through their industrial, commercial or military importance—central places such as London, Liverpool, Portsmouth, Chatham, Manchester, Birmingham, Newcastle-on-Tyne, Leeds, Sheffield, Edinburgh, Glasgow and Clydebank—to mention some of the most important. Provisions were made throughout the country for about three million persons—including school children, mothers with children under five, and expectant mothers. Quite a large number of them have been evacuated to reception areas consisting of villages and the smaller inland and sea port towns. There is a third class of areas called neutral areas—places considered neither specially vulnerable nor so free from danger as to be considered a safe retreating centre for the inhabitants of the evacuation areas.

Very important and detailed survey work and preparations of different kinds were made far in advance of the evacuation. Three ministerial departments i. e. the Ministry of Health, the Board of Education and the Minister for Scotland closely co-operated in the enterprise; and in addition to the permanent staff of these departments a number of voluntary organisations such as the Women's Volunteer Service and Child Welfare Associations took part in the great project. The various reception areas were thoroughly examined, and billeting arrangements were made for about three million people. Actually, in the course of three days, in rare cases in the course of five days,

1,317,000 persons were evacuated. The railway trains, passenger steamers and all other national means of transport were completely at the service of the evacuation authorities for a period of three to five days. When it is realized that this great movement of a population of about twice the size of a major Indian State like Kolhapur, or of about 40% more than the total population of the city of Bombay or Calcutta, was so speedily, efficiently and safely made—not a single case of serious casualty was reported—we may appreciate the eulogy bestowed on the organisers by the **Times* in a Special Article: "There is no parallel in history for the great exodus which took place during the last week-end from the dangerous and congested industrial centres of England and Scotland. Nor can one recall a greater piece of non-military planning than the transport and administrative arrangements which made the evacuation possible. Yet evacuation was something more than the mere transporting of human beings from one place to another. It meant the planning of departures, the assembling of kit and clothes, the writing of labels and the inscribing of banners. At the reception end it meant the visits of thousands of helpers to millions of householders in search of billets; the inspection of premises, the preparation of forms, the reorganization of medical and educational services, the revision of time tables, and the surveying of the school accommodation. The outbreak cry of war pushed some of these facts outside the public mind, but every teacher will be proud at the thought of what the profession has done and will feel gratitude towards the railway officials and local government workers who made things easy for children and adults."

This great enterprise was made possible as the minister of Health said immediately after, in a broadcast, through the co-operation of large numbers of people; and they are all worthy of thanks—"the parents for their coolness and foresight; the children

for their steadiness, their trust and cheerfulness; and the teachers, the invaluable teachers, who have been repaid, I like to think, in this one week-end with a deep and scarcely-looked-for tribute of confidence and affection for their years of devotion. And lastly and chiefly the reception areas—the local authorities who planned the survey and reception arrangements, the voluntary helpers of all sorts and conditions, the hundred thousand volunteers, for instance, in the Women's Voluntary Services alone; and above all the householders, great and small, without whose goodwill this movement could never have been begun, much less completed."

If this great exodus was the end of weeks of hurried survey, planning and corporate thinking, it has like every other great enterprise been the starting point of numerous fresh problems. Evacuation has rudely shaken many families both in the evacuation and reception areas out of their calm complacent settled life; and it has given more than a shaking to the routine life of the school population. Teachers and pupils have been obliged to live away from their home towns, in entirely new surroundings where they have to live and work in rooms and buildings they cannot call their own, without the amenities or attractions (or distractions) of life they have been accustomed to in great urban centres. Teachers and pupils have to do without the numerous classroom requisites and lesson-aids such as books, maps, charts, tables and desks, and without special rooms and laboratory materials for subjects like science, geography and history. The pupils and teachers of the same school are themselves not rarely scattered in several educational districts and some of the head teachers have quite a job to make circuits, some times several scores of miles, to be in touch with their assistant teachers and the batches of pupils entrusted to each one of them. Though the attempt of the authorities was to keep intact the integrity of each emigrating school, it has not always been possible to realize this ideal—so much so

that there are head-teachers themselves who find that they have to work under a head-teacher in a reception area—not to speak of assistant teachers who, they are not compelled by their own superiors to work under a new head, are so helpless in the matter that they have to submit to the new conditions for which they were not prepared. There is much heart-burning on this subject on the part of teachers of the evacuated schools, but if the war is to last some time such adjustments will be found quite necessary both in the interests of pupils and to prevent wastage in national resources.

Not a few schools however are able to have their own integrity preserved in reception areas. In order to make this possible, double shift arrangements are made. Suppose in the reception area X, there is a school running; and that into that area a London or Manchester school is evacuated. Now in this area the home school and the visiting school both hold classes—one school works for a week from say 9-30 to 12-45 and the other school from 1 to 4-30 and in the next week the second school will work in the first shift and the other in the second shift.

In addition to all these troubles of organization, the question of cost has not been a negligible factor. Not only has the transport of about a million and a half of school children, children under five with their mothers, and expectant mothers been costly, but the state undertook to provide the cost of living in the billeting homes. Thus for each billeted child a householder gets 10/6 (ten shillings and six pence) or if more than one child is billeted in the same house the billeting charges are 8/6 for each child. This cost also is paid by the State. Later, on the parents of the evacuated children have been asked to pay something towards the cost of the billet of their children; but this payment is to be according to the ability of the parents, and all children whose parents are too poor to pay will have all their expenses found.

So much about the organization of this great enterprise. Now let us see the educational implications of this enforced change of educational conditions. First of all it is an unparalleled opportunity for the youth to have their realm of experience widened beyond any previous expectation of even the boldest educational theorist. Many of the children have never gone out of their congested home cities, and have never been able to visualize life outside their busy industrial and commercial neighbourhood. Most of the children evacuated—even those who have occasionally been taken out into the country or seaside for a change—have never had the experience of living so real a country life as they do now. This advantage of a very widened experience is not exclusively that of the evacuated children; for, the children in the reception areas come into daily contact with boys and girls who bring with them the atmosphere of a crowded city life and learn a lot about conditions of life in the city from their juvenile companions. This is one of the greatest virtues that have accrued out of a dire national necessity.

Evacuated pupils get in many respects a more real education than formerly. They have greater opportunities, for instance, to study nature in a more direct way than before. Whereas formerly they had lessons about natural objects such as plants and rocks and crops and hills and rivers and animals from books they have now a chance of knowing these things by direct personal experiences. They see and study ancient buildings such as churches and manor houses in their neighbourhood. They come into contact with people who sing and love the ancient choruses usually sung in country churches. In all these ways their knowledge of history and geography and botany and zoology become wider and more real. The absence of maps and charts and graphs and laboratory apparatus which otherwise would have been great handicaps thus becomes a new opportunity in the hands of enthusiastic teachers.

* Literary Supplement September 9, 1939.

Most children are happy in their new surroundings; but no one is unmindful of the fact that to quite a number of children especially to the smaller ones, who have never left their homes before, this sudden launch into a new atmosphere is perplexing and unsettling and the mental disturbance not rarely causes waking up in the night, anxiety, dreams and physiological troubles like bed-wetting and irregularity of "habits". Even this has its redeeming features. Teachers are expected morally, though not legally, to take a greater personal interest in their children. Even considering the convenience of the billeting families, teachers are expected to spend more time with their wards, the evacuated children; otherwise the families will have too much trouble putting up with the noise and pranks of children whose school hours often cover not more than four hours. Corporate activities and amusements, mutual help and service by the children themselves, the senior children taking special interest in the smaller ones seeing that parents are away—all these social activities and experiences are encouraged by the teachers; in short the fact of teachers and pupils living far away from their homes in unfamiliar places weld them together into small educational communities—a kind of realization of the educational dream of philosophers and social thinkers from the days of the Indian *Rishis* and Plato down to our own days of Dewey and Gandhi.

The great experiment has been of value also in another respect—it has revealed to the English public how unsatisfactory life still is in slum areas in the cities. In spite of compulsory attendance in schools, provision of health visitors and child welfare centres, and numerous other facilities provided and efforts made to improve the life of the poorer folk in cities and towns, their social and hygienic habits are far from satisfactory. One of the distresses that caused the greatest inconvenience and irritation to the billeting families was the dirty ways of children and, where mothers accompanied them, of the mothers. The dirt and vermins which they brought from the city

was much harder for the clean middle class families of the countryside to bear than the inconvenience of having a few permanent guests whom they had to put up and feed, and sometimes even to clothe though this was not legally expected of them. Dirty, verminous, as unused to habits of common decency as untrained animals revelling in dissipation and destruction—such, as a responsible journal puts it, are the characteristics of these unfortunate children, billeted upon the unfortunate occupants of clean country cottages—worthy of their mothers, many of whom are described as dirty, vicious and lazy."

As the days passed into weeks and still the British cities have been rather free from air raids, there has been a general tendency for parents to take their children back to their homes in the cities. A fairly high proportion of evacuated children returned from the "receiving" areas to their home towns. There they had no schools to attend as the schools had been evacuated, and the result was that children ran wild in the streets; and now that there is black-out in the cities, the running about of children is more dangerous than in normal days. So to keep these children out of danger and not to neglect their education in spite of their being, or their parents being, unwilling to listen to the state authorities, attempts are made to have what are called home school service. Two or three or at the most about a dozen children are gathered together in one house by teachers who remain in the evacuation areas and they are given about an hour or so of teaching; and assignments are given for children to work for themselves alone. This is a means whereby the principle of what educationists call the *Dalton Plan* is fairly extensively used. This however is not as satisfactory as a regular school where all conveniences for work are provided. Dalton plan itself will work better where children can have their school library to use and the teachers to give help when pupils ask for it. So there is a demand made in many quarters that

children must be compulsorily evacuated. The British authorities are however sure not to enforce compulsory evacuation so long as the situation is not more dangerous than it is at present. The alternative is to reopen schools for those children who remain in evacuation areas, which is now sanctioned by authority of the Parliament. Of course conditions of protection against air raids are laid down—at the same time the appeal is renewed to parents not to bring back the children until the situation in the evacuation areas cannot be authoritatively declared to be free from danger.

Meanwhile it will be interesting for us also here in India to watch how the evacuated schools function in the reception areas and to observe their repercussion on the system of education in general; for, evacuation at any rate means comparative freedom from the rigidity of an ordinary school, greater insistence on the community life of the school, more real and concrete associations of pupils with real life and nature and less dependence on books and lesson aids, and a widening of personal experience for the teacher and the taught.

ON BASIC ENGLISH

By Mr. A. S. VENKATARAMAN

A review of 'A critical Examination of Basic English' (Bulletin No. 2 of the Department of Educational Research, Centurio College of Education, University of Toronto) says, "what alarms the writers is that some day the pidgin of Basic of which an example is given below, may oust normal English."

'The servant of the church said it was very kind of the women of good birth to help him in making the meeting of friends come off so well,' (In normal English: 'The Priest thanked their ladies for their help in making the party so successful.') This is one view of Basic English based on one example but I believe it is an overstatement or an emphasis of a half truth. Some people may christen it with the name 'howler'. Strangely enough 'help' as a verb is beyond the Basic Vocabulary.

Aim:—The essential aim of Basic, as its very name British-American-Scientific-International-Commercial is- (to use the words of Mr. Adolph Myers in his 'Basic and the teaching of English' "to meet every sort of need for a simplified English that history and circumstances have crea-

ted".....a) "the need of the foreign learner for a short cut to English.....b) "the need of both the Englishman and the foreign student for an instrument of analysis, a control, a check, a guide, a discipline, a return to first principles, a means to a closer a 'just' ment between thought and language, c) "the need of the businessmen, Scientists and statesmen for a simple easily learnt medium of communication which will eliminate waste of time and misunderstanding involved in translating and interpreting."

The aims having been definitely expounded, critics of Basic English in fairness to its sponsors and promoters, have to keep themselves bound and guided by them. A failure to do so will take away the reason or principles behind their criticisms.

Dr. Ballard:—Dr. Ballard tries to seek distinction between simplification of teaching and simplification of language and confines Basic to a simplification of teaching. It is possible to distinguish the two processes but it must be conceded simplification of language is a means, an essential means of attaining simplification in teaching.

Experts at Simplification

There are experts to whose devices at simplification have all become very familiar to us. Works which can be understood only by persons with a vocabulary of 15 000 to 20,000 words can be brought within the reach of a vocabulary of 15,000 to 50,000 words. The Smaller vocabulary is built on word-frequency schemes of Dr. West, Dr. Fancett or Dr. Palmer, based on Prof. Thoradike's plan or ideas. This process can be described as a process of Vertical translation, and many similar attempts have been made.

Retold Series, abridged editions, simplified texts, adapted ones, their name is legion. To these add the contributions of word-counters like Dr. West, Dr. Fancett and Dr. Palmer. Many classical works have been brought within the reach of an Indian child.

Simplified Texts not successful:—It is problematical how far the retold texts or simplified texts have stimulated a love for a study of English literary pieces. It is possible many forces are at work and the blame cannot all be laid at the door of the Simplified text. But the fact remains, that judged by the result, by the number of pupils who have profited by the study of English abridged texts, in the sense that they have eventually taken to reading English literary master-pieces, the situation is no better than it was at any other time before.

It seems that books on fiction as such stagger the reader just because of their very size. Secondly the multiplicity of subjects and the tyranny of the external examination kill the little joy that there is in reading. Above all there is something in the back-ground of the English novel, the atmosphere into which an average Indian pupil cannot easily enter. The names of characters, of towns and places, the slang, the turn of phrase and expression—all these for the very reason that they attract an English Reader, scare away an average

Indian reader be he a child or adult. There may be exceptions but they will only establish the rule.

Considering this state of affairs, it appears that Basic has a solution to offer.

Efforts to seek the introduction of literary English in schools have not met with success, and at any rate, the achievement has fallen far short of our expectations. Without pitching your star to a high waggon, lessen your ambitions.

Point of view in Basic English:—Basic sets out to supply the need by simplifying English. Looking at English from the foreigner's point of view, Mr. Myers, the representative of Basic in India, says "what Indian children need is a working knowledge of practical English not a luxury knowledge of literary English, a failure to realize which aim has led to the tragedy of English teaching in India."

Points to be noted—features

1. In the first place the subject matter treated is meant to be suited to the mind-age of the Indian pupil, fairy stories, nursery rhymes meant purely for children are taboo.

2. Secondly the language is simplified. A minimum vocabulary with a maximum utility is selected. It is curious why the vocabulary is restricted to 850 words. English may be considered a synonymous language for ordinary purposes and looking at it from the point of view of the foreign learner there are far more words than there is need for. Taking the vocabulary of an English child of eleven to be 8,500 words and supposing there are 10 ideas capable of being expressed more or less roughly by one word, there is a vocabulary of 850 words. Such words are most intensive in meaning and elastic. Words are chosen not because they are more common but because they are *useful*. In this way grammar too is simplified.

3. Again this selection is rendered possible by the analytic power of English. With a change in preposition (directives) and with their addition to the operators, word

combinations are rendered elastic to meet varying needs. A lack of words is made up by the elasticity in meaning due to the combination of operators and directives. The covering power of the combinations becomes extra-ordinary. The adjective use of descriptive nouns ending in—*ing* (I am writing) and the use of ending—*ed* or—*ing* add to the utility value of Basic.

4. It is striking how the choice is made by a process of elimination. Many synonymous expressions are eschewed. Many verbs are eliminated. With it unnecessary tense complications are avoided. Many words are excluded because they are far removed from reality. Either they are short-hand words like accelerate, as certain or clarify, or they are fiction words or suggestion words like modesty.

5. While word combinations are encouraged, their use too is restricted. The number of idioms too is restricted. A list is made up of 250 idioms, formed from the combination of names of things, operators and directives.

The Merits of the Scheme

(a) **Minimum:**—It is of the essence of the Basic scheme that the vocabulary should be a minimum utility, suited not only for children but also for adults to learn in as short a time as possible, capable of being learnt and understood without serious effort, yielding pleasure with a sense of achievement possessing a surrender value of cent per cent. This limited vocabulary has its undoubted advantages. It supplies a stage from which the pupil can easily use higher, a stage from which the adult cannot relapse into illiteracy, a secure base, an equipoise from which there can be no fail and no risk.

(b) **Practice:**—Basic stresses the

importance of practice and practice at the one-level period. A deplorable feature of the existing Readers is a failure to ignore this valuable point on a tardy recognition of this point. However limited a vocabulary it be, it cannot be useful without scope for practice. A limited vocabulary with plenty of practice is bound to be more useful than an ill-designed vocabulary scheme at a high level of vocabulary. From the point of view of self-effort as providing an easy scope and as calculated to foster self reliance it is commendable. Practice with 40 books with 1 million words in them serves not only to stabilize and consolidate the existing vocabulary but also to create sound habits of literary reading and effort.

(c) **Habits:**—Habits of using correct English obviate the necessity for any elaborate rules of grammar. "More practice of language, less need of grammar" is more or less the watch word of promoters of Basic English. Users of English are well aware that there are a few pit-falls for Indian pupils. If synonyms, verb tenses, proposition and the word-order are the peculiar virtues of English, they are for that very reason impediments to the successful using of English by a foreigner at an early stage. If by minimising the avoidable evils and stressing the more useful things, nor the more necessary things, or the more common words, drill in the correct forms can be imparted in the early stages, perhaps that will be a solution of the problem for the foreign learners. This is sought to be realized by the Basic Scheme. It is one thing to plan the vocabulary on any principle you like but it is another to give scope for practice. What is more important is, its practice at an early stage so as to help the formation of correct linguistic habits.

MAKING STUDENTS WORK AT THEIR BEST

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

THE aim of all sound education is to provide opportunities for the students to learn the maximum within a stipulated time, and to inspire them to work at their highest level of efficiency so that their creative and specific talents may find their fruition in sound and socially serviceable achievements. The process of learning is through and through dynamic; it is never a passively received gift. It is essentially action taken in the line of the great as resistance, and so is necessarily effortful and painful. The only way to insure steady improvement in learning is to create in the learned "the will to learn." It is this which directly gives rise to patience and perseverance, vivacity and joy, vigor and discipline and seriousness and scrunity which are indispensable for the mastery of any skill. The activity of the self moving towards the fulfilment of a definite purpose is called *the will*. It means executive ability, and is responsible for the performance of chosen deeds. The powers of will are established by exercise. The children who are trained to persist in their tasks and to get absorbed in them are growing into well-regulated personalities. It is the weakness of will, want of confidence in one's own powers, shyness, fear and laziness that are the most potent causes of failure in learning.

Abulia—Lack of Will-power

We frequently come across young men who suffer from "*abulia*". This is a term which signifies complete absence of will-power, and consequently utter lack of executive ability and zest for action. Personal inefficiency and failure in life is ordinarily due to "*abulia*." It is a strange frame of mind which is conscious of the aim, and ambitions of achieving mighty things, but unfortunately lacks the effort and enthusiasm to adopt the means and

execute the task. The abulic persons are unable to persevere in any task, and are incapable of regularity and industry. They are hopelessly hesitant and vacillating, and suffer from excessive fear, inertia and a heightened form of inferiority complex. To think and to wish is not enough; it is action which counts. Therefore when the course of action is blocked up, when thought is divorced from performance, and when the individual has a hundred wishes but no will, the matter becomes serious.

It is in this connection that psychology makes itself immensely useful as the handmaid of the science of teaching by pointing out the laws of learning, and revealing the steps to be taken to increase the efficiency of the process. It rightly asks if we are applying the most efficient teaching in our school system, and suggests the ways and means which will effectively stimulate the individual to master the desired forms of activities.

Motivation

Learning is facilitated only when it is properly motivated. To motivate is to energise by a specific goal. The fundamental energy-releaser is a definite purpose and a regular plan of action. Almost all of us are eleventh-hour workers; and it works well, because the goal is immediate and urgent, and is within the scope of quick realisation. Continued effort and "staying power" are due to the goal which is a personal goal. In the day to day routine in the class-room, the successful teacher vivifies the pupils by a definite aim.

Not only is there a necessity for a definite goal to stimulate the pupils to action; but it is more essential that it should be whole-heartedly accepted by them; the goal must have a fascinating interest for them, and appeal to them

vitality. Along with this, if they are made responsible for their actions, and if there are competitors of a worthy type, then assuredly the best in them is drawn out, and they grow splendidly in executive skill and active doing. A sense of responsibility and a healthy competition are unfailing sources of creative energy and high-grade initiative. Abulia is more often due to the fact that no scope is given to initiative and creative ability. If you not only fix the general purpose for another but also boss each detail and constantly interfere in the work, the zest for action completely vanishes, and abulia naturally sets in.

Again healthy rivalry and friendly competition are indispensable conditions of self-improvement. It is achievement that directly contributes to further achievement. To gain social approbation, to be noticed and noticed favourably by his fellows, man will undertake the most difficult things, overcome all obstacles, and undergo any amount of pain and strain. But then, the pupils must be on their guard to undertake at first only that which they *can* accomplish; because every failure will weaken and dishearten them, damp their enthusiasm, make them diffident, and produce in them an incurable inferiority complex. The sure secret of success is to aim at only what one is able to achieve, and to be able to do what one wills. The wise teacher studies the mental capacities of his pupils and sets such tasks which are within their reach.

Praise and Punishment

Another effective weapon for releasing energy and overcoming abulia is the judicious exercise of praise. Kind words and generous appreciation expand and energise the individuals, and make even the most arduous undertaking a heroic adventure and a personal triumph. They stimulate the individuals to go ahead and work with zest and zeal. No good comes out of censure and carping criticism. Instead of damning the pupils for work ill-done, and heaping reproaches for it, the teacher should recognise and appreciate the things done

well, and gladly mark them with praise, the sweetness of which will serve as a call to further and bigger achievements. It is usually pointed out that punishment is legitimate, and is absolutely indispensable. If the aim of education is to inspire children to work to their utmost capacity and to present opportunities for inventiveness and discovery, then motivation by punishment is hopelessly out of place, and positively destructive in its effects. Fear and coercion are intrinsically negative and inhibitive; they actually produce aversion for the subject and hatred for the teacher, and eventually lead to intellectual paralysis. The child who is in constant fear of punishment completely loses interest in his work, becomes easily tired, and ultimately falls a victim to nervous breakdown.

"Practice-curve"

A mighty factor which makes practice perfect, and which acts as a strong incentive to rapid progress is what the psychologist calls "the practice-curve." This is a chart or graph which records the course of learning, and shows the improvement made by the pupil week after week. This "check-up" method is a visible index of the success earned by the pupil, and vividly points out where he stands at the present moment with respect to the past achievement and possible future. The periodic stock-taking is therefore a great necessity as it measures the progress, and prevents the setting in of plateaus.

Cultural value of Learning

Creativeness, adventurousness and the acquisition of knowledge for its own sake constitute the basic nature of the child; and the great problem of education is to arrange that the human environment and the intellectual atmosphere at home and at school enliven the native interest, quicken the ambition, and afford wholesome opportunities for unfolding the hidden potentialities. As Dean Ashbaugh rightly points out "the evidence of a great teacher is not that his students know the material he has taught, but that they come from his courses

with an insatiable desire to know more and more of his field." The child is eager for new information on any subject and is directly and immediately interested in acquiring knowledge for its own sake. Curiosity and the desire to learn are so powerful and natural with him that discoveries, new ideas and personal achievements are intrinsically valuable and delightful to him, and are their own rewards. When the child's native curiosity is aroused, and his will to learn and the cultural interests in learning are properly and sufficiently stimulated, the minor problems of the specific methods and the details of acquiring mastery over the different subjects may safely be left to take care of themselves.

Learning is essentially a voyage of discovery and a career of invention. The child has to learn almost everything; and the development of personality is a learning process which goes on steadily from infancy onwards; and in this mighty task of building up of a properly integrated personality, the teacher plays an important part. To develop in the child healthful and sustained activities, to generate in him a sense of enlightened freedom and individual responsibility, to inspire in him noble and expansive interests, and to give joyfully his wise companionship and ripe knowledge—it is these which make the teacher's vocation worth while.

THE PROGRESSIVE EDUCATION MOVEMENT

By Mr. V. S. VENKATANARAYANA, M.A.

MODERN educational literature is full of results of experimentation and research. We find new terms, new viewpoints and newly coined phraseology to explain subtleties or to distinguish one aspect from another. America is the activity field for such ceaseless inquiry and work. We hear now of a Progressive Education movement in the United States and a New Education Movement in Canada—the standpoints of both the movements being the same though clothed in different kinds of dress. Education is a process of continual progress or development of the individual's personality so as to enable him to face problems of life boldly and without demur. Now the two movements mentioned above are dead against formalism and formalistic teaching.

The protagonists of these movements say that all educational machinery, regarded by the conservative and traditional elements as sacred and orthodox, is the results of the fight of some dissenter against formalistic imposition. Educational theory gets its contents through the work of rest-

less individuals—restless in devising means for improving the state of society to which they belong. The Progressive Education movement is one such movement, the logical outcome of restlessness on the part of a band of American educators for the bettering of humanity.

The Progressive Education Association

As opposed to the traditional mode of educational instruction and theory, an association of eminent educators of the United States of America, with many professors of the Columbia University, having an "excellent patron saint" in the person of Professor John Dewey, was formed to bring about a reorganisation of the existing educational thought. The Association carried on much work since its inception two decades ago: experimenting with all its theoretical ideas, devising new schematic procedures like directed study or supervised study and so on. It will do well for us to consider the various ideas brought to the forefront by the Progressive Education Movement and to examine as to how

for their concepts can be helpful to us in our educational work.

The Progressives and their Principles

The Progressive Educators think in terms of the pupil and the curriculum. They want the curriculum to be the container of items chosen by the pupil in consequence of their appeal to him. There is a 'bi-polar' theory implied. The child and the curriculum form the two poles where the pupil-pole is the dynamic one from which the curriculum-pole draws its contents. These progressives want that the curriculum should be revised to suit the tastes of the pupils. They emphasize the need for the growth and development of the individual in accord with his natural tendencies. They ask for the deletion of "conventional academic subjects" and stress the importance of developing creative abilities. They emphasize the enthronement of individual interests purposes and desires. Discipline is a taboo; punishment is not to be dreamt of. Also of late it has been further stated that rigorous standards of scholastic achievement should not be set and attainments in terms of these levels should not be the criteria for promotion from class to class and that this promotion should be as a matter of course—'on schedule'. The most important argument in support of this is the demoralising and detrimental effect it might have on the pupil. This view gained much currency due to the spread of the principles of mental hygiene.

The Progressive Educators want that there should be no growth under restriction: the pupils should learn through their actual experience and activity. The systematic and sequential learning-process does not appeal to them. They cherish the growth through individual activity and encourage the child to find solutions to problems chosen by himself. The Progressives advance the proposition that the schools of the lower should form the nucleus to a new social order. Education for making good citizens is their creed.

Increasing emphasis is placed on social studies, and 'present or current problems' are made the centres of learning. We shall now consider some of the criticisms directed against this movement.

Critics and Supporters

Of the Critics of Progressive Education Professor W. C. Bagley ranks foremost. He says that the so called Progressive Education is only a new one in name and not a really new conception. It is at least two hundred and eight years old and it has been stressed by educators long long ago. Professor Bagley characterises Progressive Education as being 'too soft' cf. an article by him appearing in the American journal: 'Education,' October 1939 issue). He states that the clear tendency of 'curriculum-revision' to suit the tastes and desires of the pupils had been unfortunately "to minimize basic learnings, to magnify the superficial, to belittle sequence and system, and otherwise to aggravate the weakness and ineffectiveness of the lower schools." The discrediting of the exact and exacting studies has been too much in evidence and "the primrose path of least resistance was open" in the field known as social studies. "The lower schools failed to lay adequate foundations in fundamentals which has led to ineffectiveness in the study of the high ideals of the Progressives."

The passing of pupil from one class to another brought forth another evil of having 'over-age' pupils in the intermediate classes and kept in the lower classes. We now get 'over-graded' or over-aged pupils in the higher classes hampering progress due to lack of clear grasp of the subjects.

Professor Bagley adds further that the Progressives seem to think that the school is to make the child provide for himself the natural experiences that the child is expected to grow up and will miraculously take care of himself. Too much emphasis on the child's individuality and the efficiency of the whole of Progressive development of individuality.

We shall now come to one of the upholders of progressivism namely Professor William H. Kilpatrick of the Columbia University. He holds that Progressive Education is the only type which can have a psychology of its own that can stand the test of current criticism. He puts forward the view that for Progressive Education 'life and living come first and constitute the content of the school-day and school endeavour.' The traditional mode took upon itself to teach students school subjects with the naive expectation that they will be able to apply them later on to life-situations.

Education means according to this concept the getting in of information in preparation for the life after one leaves the school. Progressive Education implies learning by a person (or group) facing and meeting a life-situation, whereas the primary part was borne by the teacher in traditional schools, here the progress of the pupil is wrought by the pupil under the guidance of an instructor 'working at purposes of his own.' Instead of passive receptivity we have under this concept inquiry on the part of the pupil. This theory gives, according to Professor Kilpatrick, "a better basis on which to build an educational procedure and programme." Progressive Education is in its basic theory solidly founded in philosophy and psychology to a better degree than the traditional or other schools of thought and has in its armoury tools to enable its recipients to meet or encounter the common demand of life as well as the more specific demands of ethics, democracy, mental hygiene and new social situation.

Our Considerations

We have endeavoured to set forth as briefly as possible the essential facts on which the Progressive Education movement of the United States of America rests. We have now to assess the relevancy of such a movement, seize the essentials necessary for the healthy propagation of education and examine how far the theory

of the Progressivists and their experimentation are acceptable.]

Education for Life

We hear so often that the education as meted out in our schools and colleges do not fit the pupils to lead a citizen's life after their scholastic career. What are the most important requirements that can meet this criticism and fit the scholars for the life-that-will-be-theirs? If we consider this question we find that every individual in society who wants to make himself an efficient unit of it should have initiative, capacity for independent thinking, and consciousness of his duties and that he should be able to grasp situations, and assess their merits and demerits. It is obvious to us that in order to encourage initiative and creative ability in the pupils, their surroundings and their training must be such as will foster natural growth. The pupil should think for himself; his inquisitiveness should find free play. But all these can be done only under the vigilance and direction of an instructor or director or whichever name we might give to one who does look to the growth of the pupil-personality. The pupil must be helped in choosing the problem to work upon. We do not think that the Progressive Educators do wish that the pupil shall be left to himself in the matter; for Professor Kilpatrick whom we quoted above also concedes the need for an instructor.

In order to develop the pupils the teachers or instructors should try to 'provide situations and experiences for practice in desired skills and experiment with new methods of evaluation'. They have to bear in mind the life-situations and try to correlate all curriculum-items with life-situations. This is one of the significant efforts of the Progressive Education Association. It is clear therefore that it is too presumptuous to think that the pupil can by himself select that which is conducive to his progress. This has to

be done by the instructor for we cannot expect the selective capacity in the immature brain.

How to provide for natural growth? It is therefore a pedagogical problem as to how we can inculcate in the pupils the desirable tendencies for natural orderly growth in the pupil-personality without making him feel that something is being imposed on him. Rousseau, who provided the drive to the child-study movement on the continent of Europe, says: "Let him (the child) always be his own master in appearance, and do you take care to be so in reality. There is no subjection so complete as that which preserves the appearance of liberty." The pupil must feel that the item chosen is his own and serves his own purpose.

Professor William A. McCall says in an article: 'My philosophy of life and education': "Every natural mechanism has a sign cut deep within its substance which reads: 'No purpose, no learning.' From snail through child to an adult this rule holds absolutely." Nobody will gainsay this fact. We all agree that when the purpose of a certain act is understood or presented before a learner, the learning is easier. Professor J. W. A. Young in his 'Teaching of mathematics' says: "The pupil is the one whose welfare is at stake in the process of education and if he so desires he is entitled to be told as much as he can comprehend of its uses and purposes." The contention here is that the purpose of each act cannot be comprehended by the pupil in full nor can he choose what is good to him. Child-freedom, child-curiosity—all these should be fostered; for everything can succeed only by leaving no stone unturned 'to secure the intelligent co-operation of the pupil, rather than his unwilling, or even willing acquiescence.' Individual activity should not be curbed; it should be fostered.

* Teachers' College Record, Columbia University, October 1935, P. 50.

The Bi-polar theory of Progressivism

The Progressive school of thought as we have seen above emphasize on the two poles the pupil and the curriculum and regard the action of the pupil-pole on the curriculum-pole as the educative process. But we have seen that this will fall flat when we leave it at that. The pupil-pole and the curriculum-pole have a vigilant maker or guardian. We have humanity and life-situations. These latter are provided by God—the supreme power directing everything in the universe. Just in the same way we have the instructor determining the causal power of the pupil-personality. Therefore it is better forces to accept the bi-polar process as given by Sir John Adarus. He likens the teacher and the pupil to the two poles of a magnet and says that the interaction of these two gives rise to education. The words 'teacher' and 'pupil' are modified into 'educator' and 'educand'. As the educand grows in mental age the educator recedes to the background providing adequate ground for the free display and exertion of self-activity on the part of the educand pole. Thus we find that the educator and educand are important—the curriculum being personified in the educator who determines it; of course in complete agreement with the innate dispositions of the pupil-personality.

The very same thing is told by Professor McCall in the article referred to above. He says: "Thorndike has shown that man is the multiple response creature 'par excellence'.... Theoretically if the teacher can make the pupil's purpose strong enough, she can extract from him every response of which his natural mechanism is capable. It is poor pedagogy to have a pupil learn an ability by purposing an activity which requires that ability if the purpose is secured by punishment. It is poor pedagogy because, as Kilpatrick has pointed out, punishment may bring undesirable as well as desirable purposes; hence the teacher must carefully estimate whether

the desired purpose and ability are worth the concomitant undesirable purposes...."

Curriculum Items

The champions of Progressive Education advocate that the curriculum must consist of life situations to be chosen by pupils according to their desires and that it should abandon academic subjects. They contend that no useful purpose is served by them in equipping the pupils with capabilities to deal with life situations. No transfer of abilities is effected—they say. So much so we find that the 'exact and exacting' studies do not receive the attention that they deserve from the hands of the Progressive Educators. Transfer of abilities is certain but psychologists are not certain about what it is that is transferred. Professor Bagley is convinced, for instance, that ".....the possibilities of transfer are increased by the kind of teaching that makes the students conscious of the procedure as such, and keenly appreciative of its value as general procedure." He says: "The theory of 'identical elements' I regard as sound—but it is not rich in pedagogical suggestiveness. The theory of transfer through 'concepts of method' and 'ideals of procedure' furnishes a definite suggestion for teaching. The two theories are not consistent with one another."

The same is repeated by Professor Charles H. Judd of the University of Chicago. Now we find that everything devolves on the methods of instruction—not on the abandoning of the subjects but on organizing them in such a way as to arouse the interest of the pupil. This must be the care of Progressive Education. The problems are to be motivated. To quote Professor McCall again: "Many a great purpose has been killed because the teacher has tried to drill it into the pupil. Abilities can be drilled in; purposes cannot... The Psychology of learning purposes is not the same as the Psychology of purposes."* The business of the instructor is to

perceive this fact and plan the growth of the child arousing his purposes in complete consciousness of the life-situations thereby correlating items learnt with actual life.

The Question of Promotion

We have seen that the Progressive educators are for the pupils passing 'on schedule' whereas the opposers put forward the objection that we find pupils equipped in a 'hotch-potch' shade unable to cope up with what is expected of them in the higher classes. It is obvious to us that the question of promotion is one which is dependent on both the pupil and the instructor. If the instructor fails to infuse into the pupils adequate ideals, it is his mistake and if there are negligences on the part of the pupils they must be so ied as not practise indifferent attitudes. Promotion, moreover, is not the be-all and end-all of education. It must be first enunciated that promotion is not any reward or prize but the transfer from one field to another; that is, from one type of study to another type of study after finishing the first.

What we mean is that education must be regarded as containing a whole series of jobs to be learnt and carried out. They must be in the shape of assignments. As soon as one grade of assignments are finished the other grade or type must be taken up. This is in essence the meaning of a promotion. One is not superior to another; but only the next step. When all these assignments are finished—that is, when the projects chosen for the pupils by the pupils under the guidance of the instructors are finished—the boy or girl is to be said to have completed his or her scholastic career. Then the demoralizing effect or disintegrating pupil-personality—all become non-existent. The pupil is free to leave the institution after his jobs are completed and take up his work in life.

Towards a New Social Order

In addition to creating in the pupils an ability to face human situations, the Pro-

gressive Educators aspire to create a new social order. As mentioned above assignment work may be taken up by the pupils individually; but for all inspirational work, as Dr. Hayward puts it, which is the only means to infuse the social sentiments, group-listening is the most preferable way. Here all the cherished ideals can be infused and inculcated in all the pupils. This will surely satisfy the contention of the Progressive Educators that education is more than intellectual training—the physical, moral and aesthetic training is equally important for the education of the whole-man. We must thank the Progressive Educators for serving as realists trying to fulfil their theories in practice. The effect of their movement has been already felt in

England. In the publication of the Board of Education, London viz. 'Suggestions for the consideration of teachers' (1937), we find the definition of the functions of the school as described below. The school has (1) to provide the right kind of environment which is best suited to individual and social development (ii) to stimulate and guide healthy growth in the environment (iii) to enable the children to acquire the habits, skills, knowledge, interests and attitudes of mind which they will need for living a full and useful life; and (iv) to set standards of behaviour, effort, and attainment, by which they can measure their own conduct.' We hope the movement will spread to India also and create the progressivist type of schools in large numbers.

EDUCATION AND WAR

By Dr. I. L. KANDEL, Ph. D.

THE world has again been plunged into the horrors of war. The last war to end all wars proved to be but the beginning of a series of "white wars" which has culminated in the conflagration of a red war. A war fought to make the world safe for democracy has led in twenty-five years to a war which again threatens the foundations upon which human civilization has so painfully been built up. The World Federation of Education Associations was organized in order that a common language of discourse, the discourse of a common humanity, might be developed among those to whose hands in a large measure the future of each generation is entrusted. The war thus becomes a challenge to teachers throughout the world to take thought and discover the reasons for the failure of education to become an agency for the advancement of civilization and culture.

Under international law those countries which are not engaged in the war are

required to be neutral. But there is nothing that any law can do to prevent human beings from exercising their divine right to reason, to discover, if possible, what can be done through education to bring up a generation that will not tolerate conditions which have produced the situations responsible for wars. Those who are members of the teaching profession, if they give any thought to the purposes of education, cannot escape the realization that such membership implies faith in the educability of human beings, belief in the perfectibility of man, and hope, in the progress of culture and civilization. But this faith, this belief, this hope, must be guided by a higher faith which transcends distinctions of class, of race, of religion, and of national boundaries.

There has been in recent educational theory too great a tendency to stress individualism without giving the individual a faith by which to live, or, as a reaction to this stress on individualism, there has been a tendency to revert to a type of nationalism

* Teacher's College Record, Columbia University, October 1935, Page 58.

too often synonymous with primitive tribalism. The individual without a faith which helps him to recognize the humanity in his neighbor becomes but an atom subject to the machinations of propaganda; a nationalism become tribalism seeks to found itself not on love and reason but on hate and irrationalism, which set the hand of man against his fellow because of his race, color, creed, or national loyalty. Bounds have been set within national boundaries to the aggressiveness of individuals by placing them under the rule of law, by developing some protection for the rights of individuals under that law, and by spreading a measure of social conscience and obligation. There are those who appear to decry nationalism forgetting that common bonds of traditions, loyalties, sacrifices, and language cannot be set aside, and that the world has much to gain from the contributions of such cultural groups to the common culture of humanity as a whole. But unless, in the words of Hobbes, the life of man is to become again, under the constant threats of war and the use of force, "nasty, brutish and short," the existence of nations, like the lives of individuals, must be placed under the rule of law that can be enforced.

Nations, however, are but collections of individuals and education can only be addressed to individuals. While the crisis which was unfortunately to culminate in war was going on, there was held in New York under the auspices of Teachers College, Columbia University, a Congress on Education for Democracy. There was one striking note running through all the deliberations of the three-day congress, in which representatives of all phases of American life and education and delegates

from Great Britain, France, Poland, and Sweden participated. This note was the emphasis on moral and spiritual values as the basis of democratic ideals. It is not possible to do more here than to quote one statement—that of Lord Eustace Percy: "The democratic philosophy of government presupposes personal religion, and is meaningless without that presupposition. For the purpose of my present argument, the religion may be anything you please, so long as it sets standards of personal conduct which are as valid for an Englishman in a Chinese village as for an American in his own home town."

It is only through moral and spiritual values embodied in a personal religion that that understanding can be acquired which recognizes the human dignity in each one of us, irrespective of race, color, creed, or national loyalties. If hate is a passion which cannot be eliminated, let it at least be directed against those things that should be hated. It was a Greek philosopher who said that the function of education is to teach us to love the right and to hate the wrong things. It is the essence of the Judaeo-Christian tradition to love our neighbors as ourselves. In this crisis, which threatens to engulf mankind, we need to be reminded of Carlyle's ringing appeal: "Are not all true men that live, or that ever lived, soldiers of the same army, enlisted under Heaven's captaincy to do battle against the same enemy—the empire of Darkness and Wrong? Why should we misknow one another and fight, not against the enemy, but against ourselves, for mere differences of uniform?"

— From *World Education* for Nov., '39.

THE NATION AND ITS TEACHERS

The basis of good national education is good teachers, and they are worthy of adequate pay and security in their old age. If they can accumulate degrees and write books along any line, well and good, but first requisite should be their ability to inspire youth.

—Eleanor Roosevelt.

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, February, 1940

MASS LITERACY

IT is a happy sign of the times that every public worker in the country is realising the need for the removal of mass literacy and that active steps are being taken in every province for this purpose. The work done in this connection in the province of Bihar during 1938-39 is most encouraging. The reports* of this work has been recently published and we commend it to all those who are interested in the spread of literacy among the masses. It gives within a short compass an account of the objectives of the Literacy Campaign, the ways and means of carrying it on, the organisation that is required for the purpose, the difficulties that workers may have to face in early stages and the means by which they should be overcome. It throws a good deal of light on many other questions connected with the subject and will prove helpful to every one engaged in the liquidation of illiteracy in our country to-day.

IN a country like ours where the percentage of illiteracy is as high as ninety but where we are attempting to

* Bihar Mass Literacy Campaign 1938-39. Report of the year's work. The United Press Ltd., Patna.

introduce democracy and throw upon the masses the heavy responsibility of choosing their rulers and pronouncing judgment on their work, things are sure to fall into chaos and confusion unless we make it possible for every man and woman to follow intelligently all that is going on in the legislatures and in the other organs of administration. There is a wide spread idea that even though our people are illiterate they are sufficiently educated in their own way and that they possess the shrewdness and common-sense based on practical experience of life though not on books and that in consequence they are in a position to discriminate between right and wrong in politics and public affairs. This view, however, embodies only a small amount of truth. For the masses to become really educated the most effective instrument is literacy. Other devices may supplement this but cannot take its place.

TO spread literacy among the masses through a scheme of free and compulsory education for children of a certain age is now recognised to be a very very slow process. Moreover, owing to the financial burden that it is bound to create, no provincial government is to-day prepared to undertake such a scheme. Under these circumstances it is only by approaching the adults directly and imparting literacy to them that the object can be achieved. The urgency of the problem suggests no other course. It has also been felt by every one that if the father and mother and other grown-up members in a family become literate and appreciate the advantages of literacy they would make their children literate or they would at least be more willing to send their children to schools

and the spread of elementary education would meet with fewer obstacles. Willing co-operation from the parties affected makes every task easier of accomplishment.

IN our attempts to spread mass literacy there is one point whose significance should never be lost sight of. The methods to be adopted in instructing the adult should be entirely different from that adopted in the case of infants and children attending elementary schools. The psychology of the grown-ups is different; their interests in life are also different. So, those who undertake this campaign against illiteracy must be properly and specially trained for their work. They should become acquainted with all those devices that have been made use of in many parts of the world—for simplifying the teaching of the alphabet and of reading and writing to the adult and for the preparation of the special type of readers and books for their use. We should not think as if we are starting the work for the first time. Nothing has so much retarded the progress of elementary education in our country as the employment of unscientific and medieval methods of instruction even though we have a large number of schools and colleges for the training of teachers. And as the teachers of adults cannot use the same coercive methods as teachers of boys and girls the only road to their success is the acquisition and cultivation of the highest kind of skill regained for the purpose.

WE are emphasizing this aspect of the movement specially because, in carrying on this campaign, we have to rely to a great extent on voluntary workers. Most of these are bound to

be laymen who will have nothing to their credit except the unbounded enthusiasm for the cause. Moreover we find that the youth of the country are taking immense interest in this affair. Youngmen and women in schools, colleges and universities are anxious to give a practical turn to their desire to improve the lot of the masses. In almost every province they are coming forward in large numbers to utilise their holidays and vacations for spreading literacy. This is a move that all should encourage. In these days when most of the leisure time of the youth is wasted in idle talk one should welcome their eagerness to give a practical turn to their enthusiasm. But before they actually begin their work they must get themselves trained for it. And it is the duty of colleges and Universities to provide them with all the facilities required for this purpose.

THE Bihar Report makes reference to the various difficulties that workers will have to face in carrying on this work. Prejudice, the opposition of vested interests, the indifference of the adults themselves, and the expenditure involved are some of them. But these are not insuperable difficulties. They have been partially surmounted in that province. Experience is sure to reveal many methods of completely overcoming them. It is only the first steps that are always the most difficult. When one batch of adults in a village are educated they will themselves carry on the rest of the work. The fact that the obstacle caused by the *Purdah* of women was successfully met by entrusting the work of teaching them to the "Little Teachers"—to boys below the age of

14—shows how human ingenuity works when faced with difficulties. We hope that in every province the campaign will be carried on with faith in its possibilities and with a firm determination to achieve success.

N. R. SARKER ON EDUCATION

SRIJAT Nalini Ranjan Sirkar, the ex-Minister of Finance in the Bengal Cabinet, outlined a new scheme of education in a speech which he recently delivered at Decca in connection with the education week. Being a businessman he looked at the question mainly from the point of view of business and employment. His analysis of the situation is not very much different from that which has been made by several other observers for the last ten or fifteen years. He referred to the phenomenal increase in the number of young men thrown on the unsheltered labour market and unable—because of their purely liberal and academic education—to find a career in life. This, in his opinion, not only brings out the defects of an educational system "but is also full of dark and fearful omens for politics and for society." He proceeded to say: "As these young men and women realise that society does not want them and has no work for them, they gradually come to the conclusion that if society does not want them, then society must be changed, a new order must be created in which there would be room for them and the opportunity for work, for position and for happiness. Slowly, but inevitably, they form themselves into the vanguard of revolution." It is this, more than anything else, that gives urgency to the subject of educational reconstruction. In

inviting attention to this aspect of the problem he has shown that he possesses the true instinct and insight of an experienced businessman.

ACCORDING to him what is required is planning in education so that the youth might be turned into fields in which they could secure employment. Education should be viewed against the realities of our economic order. "The educational preparation of the various sections of our people must be conditioned by the channels of employment in existence and the extent of employment in each." This view again has been expressed by several authorities in recent years but the pity of it is that no government has taken the matter seriously on hand. There is everywhere a policy of drift. Mr. Sarker lays special emphasis on the reform of secondary education so that it might become more vocational and technical and the usual rush into the Universities might be arrested.

WHILE he was Finance Minister one reform which he introduced in this connection was the creation of the post of an "Employment Adviser" to the Provincial Government. This was on the model of what he found in several progressive countries like Sweden and the United States. Another idea which he had in mind was the appointment of a Committee to advise the Employment Advisor himself so that information might be systematically collected in regard to the avenues of employment in the learned professions as well as in other walks of life and necessary guidance be given to educational managements and pupils in regard to the courses to be opened and pursued. More important than this was another idea under which all matriculates

should be employed for one year after their matriculation in different lines of rural work, as a sort of compulsory service to the state. A scheme like this is well-worth trying as "it would help to develop in our boys a practical bias and offer them an opportunity for demonstrating their talents for practical work even at a tender age."

THE views expressed by Srijat Sarker are of a far reaching character and deserve to be put into effect if education is to prove a real blessing to our society. Coming as they do from one who occupied a responsible position in life they are sure to receive consideration at the hands of educational reformers everywhere in the country.

THE DELHI UNIVERSITY

THE memorandum on the reorganisation of the University of Delhi, submitted to the Government of India in August last, by its Vice-Chancellor, Sir Maurice Gwyer, is now available in all its details and we are glad to note that the Government have accepted the Vice-Chancellor's scheme in principle, though its carrying out must depend on the necessary funds being available in future years.

THE memorandum gives a brief account of the History of the Delhi University, sketches out the position which it might occupy and submits proposals for its reform and expansion. The University founded in 1922 was originally intended to be a unitary, teaching and residential University, but it has in fact developed along different lines, as a federal University with constituent Colleges. And the results have been rather disappointing—adequate control of direction could not be exercised over the Colleges; the

teaching work could not be organised; and no salaried professors could be obtained. Thus the University could not inspire confidence in the public at large.

HENCE it is that Sir Maurice Gwyer has come forward with a constructive scheme, the details of which will be dealt with in our next number, but for the present we will content ourselves by referring to some of the chief features:

- (i) the development in the Capital of an all-India University with special characteristics of its own.
- (ii) the establishment of a number of Professorial Chairs and Readerships
- (iii) the provision of scholarships and other facilities for post-graduate study and research;
- (iv) the transfer of the constituent Colleges to the University area;
- (v) the fixing of a period of three years as the length of the ordinary degree course.

THE position of the University, in the words of Sir Maurice Gwyer, as a real All-India University and as the main cultural link between India and the outside world is an ideal which should be obtained without undue delay. But the whole crux of the problem lies in the finance and we are glad to note that the Government of India, subject to the note of the Legislative Assembly, have decided to make a non-recurring grant of Rs. 8 lakhs, spread over a period of five years and a recurring grant at the rate of Rs. 25,000 a year rising to a maximum of Rs. 1 lakh in the fourth year over and above the present grant. Though this would enable the University to start on its career of increased usefulness, other wealthy and generous donors should come forward to make the scheme a thorough success.

THROUGH different PROVINCES

DELHI

PRIMARY EDUCATION IN INDIA

According to the Government of India Report on Education for the year 1937-38, Madras spent the most on education—over 5½ crores; Bengal coming next with about Rs. 5 crores. The North West Frontier Province spent the least, namely, Rs. 31 lakhs.

Bombay among the provinces had the largest number of boys and girls at school in 1937-38. Her percentage of scholars in recognised educational institutions to the total population that year stood at 7.83. Next came Madras with 7.3 per cent. The C. P. and Berar had the lowest percentage, namely, 3.31.

Bengal led with the largest number of girls at school, her percentage being 6.61, but only 9.91 per cent of the male population was at school, while Bombay gave education to the largest number of boys, whose percentage was 11.06, and to only 3.92 per cent of the female population. Madras had 10.2 per cent boys and 4.2 per cent girls, receiving education. The C. P. and Berar came last with 5.21 per cent boy scholars and 1.12 per cent girl scholars.

Taking the whole of British India, 5.38 per cent of the total population was in schools and colleges, the boys representing 7.87 per cent and the girls 2.31 per cent of the male and female populations respectively.

British India spent about Rs. 27 crores in 1937-38 compared to Rs. 28 crores in the previous year; but in comparing the figures, allowance must be made for the separation of Burma in 1937. The number of Arts Colleges in British India rose from 241 in 1936-37 to 246 in 1937-38 in spite of the difference made by the separation of Burma. Primary schools fell from 164,894 to 158,602.

UNIFORM MATRICULATION COURSE

The Inter-University Board of India has invited all the Universities of India to submit

suggestions for drawing up a common syllabus for Matriculation or Entrance examinations. The Board feels that there should be as much uniformity as possible in the subjects and courses of study prescribed for these examinations of all the Indian Universities.

A sub-committee has been appointed to devise ways and means for securing as much uniformity as possible in the subjects and courses of study for the Matriculation or Entrance examinations of all universities and the Boards of High School and Intermediate Education.

MINING EDUCATION IN INDIA

Greater interest in mining education is being shown in India than before, as the increase in the number of scholars attending the Indian School of Mines, Dhanbad and the Department of Mining and Metallurgy at the Benares Hindu University indicates.

Advance classes were held under the auspices of the Government of Bihar at Jharia and Sijua in the Jharia coal-field. The number of students attending at these centres was 105, as against 79 in the previous year.

Courses of lectures were arranged for colliery 'Sirdars' in Bengali in the Raniganj coalfield, and in Hindi in the Jharia coalfield. There were 8 centres in the Raniganj coalfield and 200 enrolled for this course. In the Jharia coalfield there were 6 centres with total enrolment of 436. Classes in gas testing were also held in the Raniganj coalfield, and at Jharia in the Jharia coalfield for the training of colliery 'Sirdars' and short-firers in gas-testing. Nearly 100 received training at these centres.

UTILISATION OF SCIENTIFIC RESEARCH

Sir M. Viswesvarayya's suggestion for the utilisation of scientific research to promote the country's industrial advance, which he made at the annual social gathering of the Royal Institute to Science, Bombay, recently, has been, in fact, before the Government of India for some time.

The Commerce Member has been impressed with the urgent need for harnessing scientific research and talent in the country for the Industrial Research Bureau created four years ago. The scheme was prepared in order to bring all research work conducted under the auspices of the Government of India into one department. Financial considerations, however, stood in the way of the scheme being pushed to fruition.

With the outbreak of war, the idea has been revived and the Government of India are actively considering the question of organisation of a department analogous to the Scientific and Industrial Research Department of Great Britain. An early decision may be expected on this matter.

MADRAS

DEPRESSED CLASSES IN SCHOOLS

"The Government are glad to note that there was a marked increase in the number of pupils belonging to the scheduled classes in schools not specially intended for them and also in the number of scheduled class teachers employed in these schools," observe the Government reviewing the report for 1938-39 of the Director of Public Instruction, Madras, on the admission of pupils of scheduled class into schools under public management not specially intended for them.

The Government add: The number of schools under public management not accessible to the children of the scheduled classes decreased from 247 in 1937-38 to 132 in the year under review. The Director reports that the majority of these schools are under the control of district boards. The presidents concerned should take steps to remove the schools in question to places accessible to all classes.

Eight hundred and forty-seven teachers belonging to the scheduled classes were employed during 1938-39 in schools unemployed during 1938-39 in schools under public management not specially intended for them against six hundred and ninety-five in the previous year.

RESEARCH IN INDIAN DRUGS

A scheme for research into the indigenous drugs of India with special reference to their toxicology will be started in Madras shortly.

The programme of work provides for a scientific study of indigenous drugs of reputed

efficiency and poisonous plants and of those likely to prove of therapeutic use in veterinary practice, assessing their value and standardising the dose for large animals, and the examination of the pharmacopical drugs and their allied species growing in India which are used in veterinary practice, in order to ascertain the possibility of employing them in place of imported drugs.

The scheme has been sanctioned by the Imperial Council of Agricultural Research which has allocated for it Rs. 44,000, spread over a period of three years.

ALL-INDIA ORIENTAL CONFERENCE

Pandit Madan Mohan Malaviya has been unanimously elected as the President of the tenth session of the All-India Oriental Conference to be held at Tirupati from March 21 to 24. Panditji has agreed to preside over the Conference.

BENGAL

VISWA-BHARATHI'S ENTERPRISE

The Viswa-Bharathi Publishing Board has recently undertaken to publish a series of books for popular education. In his general introduction to the series, Dr. Rabindranath Tagore says that they have undertaken to publish a series of text books for the education of the masses. The aim of this enterprise is to spread among the people of Bengal a fair knowledge of all the important things that one ought to know.

The first two books of the series have already been published. "Pather Sanchaya" by Rabindranath and "Prachin Hindustan" by Pramatha Chaudhury. These will be followed by other books on Botany, Biology, Geology, etc., written by experts.

A UNIVERSITY FOR WOMEN

Bengal had well maintained progress in different branches of education, observed the Hon. Mr. A. K. Fazlul Huq, Chief Minister and Minister for Education, Bengal, opening the Western Bengal Education Week and an Exhibition in connection therewith.

Mr. Huq hoped that in the near future they would be able to meet some of the pressing needs relating to women's education in the province, and that they would be able to set up an independent university for the women

of the province where education would be imparted to them in the most modern way.

CALCUTTA 'VARSITY CONVOCATION

Sir Mirza M. Ismail, Dewan of Mysore, has accepted the invitation of the Chancellor of the Calcutta University to deliver the Convocation Address on March 2.

BOMBAY

PRIMARY EDUCATION BOARD

The Bombay Government has constituted a Provincial Board of Primary Education in accordance with the provisions of the recently amended Bombay Primary Education Act.

The members of the Board will hold office for three years. The powers and duties of the Board will be to examine and recommend schemes for the organisation, co-ordination and expansion of primary education with the system of education as a whole in the province; to make recommendations and to advise the Government with regard to certain matters including courses of practical instruction suitable to local needs and to advise the Government generally on all matters connected with primary education.

U. P.

TRAINING OF ENGINEERS

"It would appear from the report of the Sapru Committee that the unemployment of engineers, who had secured theoretical training, was attributed in some cases not to the fact that no posts were available, but to their practical training not being of such a character as to fit them for immediate employment. It is evident that there are few grounds for this assumption," states the report of the Special Committee to advise on practical training for engineering students and ex-students in the United Provinces, issued recently.

The Committee are of the opinion that in general facilities for the effective practical training of engineers already exist in the United Provinces, that unemployment can hardly be said to be aggravated by any lack of such practical training and that it will suffice to draw attention to the facilities which already exist and make recommendations to secure that these sources of training are co-ordinated and given publicity.

Their final recommendations embrace all departments of engineering, namely, civil engineering, both engineering, and overseer classes; electrical engineering, mechanical engineering and municipal engineering.

The Committee recommend that if the public health of the provinces is to be served, municipal engineering services should be formed without delay. "Civic" engineering is the most neglected of all types of engineering in the Provinces, and it is impossible to overestimate the advantages that will accrue if this neglected branch of engineering is assigned the position which it occupies in the West and which the interests of public health demand.

RURAL DEVELOPMENT

Mrs. Vijay Laxmi Pandit inaugurated the first model village in Allahabad district at Kathauli recently. She opened in this connection the newly constructed Panchayatghar, a Library and a Literacy Centre.

An address of welcome was presented to her by the Village Panchayat in which it is stated that Government were approached to rename the village Kathauli as Vizayapur in honour of Mrs. Vijay Laxmi Pandit. A demonstration in spinning and an Exhibition and a Baby Show were organised in connection with the opening of the model village. Mrs. Pandit had presented two merino rams to the model village for improved sheep-breeding.

PUNJAB

PROVINCIAL EDUCATION CONFERENCE

A resolution urging that the medium of instruction and examination at the secondary stage in all subjects for the matriculation examination excepting English should be a modern Indian language was passed by the Punjab Educational Conference held last month.

The Conference also stressed the imperative necessity of reorganising the present system of education in the Punjab and requested the Government to afford greater facilities for the education of girls. The Conference recommended that more training schools for women teachers should be opened in view of the paucity of trained women teachers.

NO COMPULSION FOR CO-EDUCATION

The agitation, launched by the orthodox section of the Muslims in the Punjab against

co-education, provided in the Punjab Primary Education Bill, is believed to have led the Government to postpone its second reading, to accommodate the point of view of this section of the community.

It is understood that the Government are likely to move amendments with a view to seeing that where compulsion is enforced the Government will be guided by public opinion of the locality and if a particular community or a class objects to co-education, Government will either provide separate schools for girls or exempt that community or class from the provisions of the Bill.

It is believed that the Government is also proposing to provide in the Bill that girls above the age of nine will not be compelled to attend mixed schools.

BIHAR

REORGANIZATION OF PATNA UNIVERSITY

Recommendations to reorganize the University of Patna in respect of its constitution, activities, administrative and executive authorities and development of technological training are made by a sub-committee appointed for the purpose by the Education Reorganization Committee recently.

The sub-committee expects that its recommendations will cost nearly Rs. 25 lakhs and that it will take at least 25 years to put all their proposals into effect.

It is understood the Committee propose a combined type of teaching-cum-examining University for Patna. They also refer to the establishment of a Federal University for India to which Bihar can contribute its quota of students and money. The Committee recommend that the University should be an autonomous body with the colleges as constituent, integral parts and not merely affiliated institutions. They suggest that the Chancellor should be elected, and should have only ceremonial functions to perform. The Vice-Chancellor, who should also be elected, should be the chief executive officer, of the University and ex-officio adviser to the Governor in matters concerning University education.

The report of the committee would be considered by the parent body at its meeting on February 28 at Patna.

MYSORE

DOCTORATE DEGREE IN SCIENCE

At the meeting of the Academic Council held on the 27th January, Mr. N. S. Subba Rao Vice-Chancellor, presiding, the proposition of Dr. B. L. Manjunath requesting the University of Mysore to institute the Doctorate Degree in Science at an early date was passed.

The Academic Council approved 'Sir M. Visveswaraya Prize' for the award of a prize for proficiency in Engineering, each year, for the student who obtained the highest percentage of marks in the B. E. degree examination whether in the civil, electrical or mechanical engineering branch.

CHEMICAL ENGINEERING COURSE

The University Council which met last month under the presidency of Mr. N. S. Subba Rao, decided to institute a course of chemical engineering in the Engineering College, Bangalore.

It was at the instance of the Government that the University considered this question. Both the Academic Council and the Senate have approved of the scheme. This scheme will cost about Rs. 75,000 by way of non-recurring cost and about Rs. 22,000 annua recurring expenditure. The question of instituting a course in Mining and Metallurgy in the University was considered and the opinion of the Council, it is understood, was that it might be introduced, if funds permitted.

KASHMIR

ADULT LITERACY SCHEME

The Kashmir Durbar through the various agencies working for the spread of adult literacy, including the Education and Rural Reconstruction departments, expects to make the entire population of the State literate within a period of ten years.

The Education Department has already introduced a scheme whereby they claim to make 65,000 adult literate in the course of a year with the help of teachers and students of Government educational institutions in the State.

The Durbar is also considering a scheme under which every Government servant will be required to make one adult literate in the course of a year or contribute Rs. 2 per annum towards the Adult Education Fund opened for the purpose.



PUBLIC OPINION



SIR VISVESWARAYYA ON SCIENCE AND RESEARCH

"I have long been a confirmed believer in the view that the practical application of science to industry is the most pressing need of the time and that no effort should be spared to develop it as quickly as circumstances permit." Thus observed Sir M. Visveswarayya in the course of his address at the annual social gathering of the Royal Institute of Science, Bombay, held on the 26th January.

Among other things, Sir Visveswarayya said: "Too much importance is attached to pure science in these days and too little time is spent on applied science at present in our Universities and educational institutions.

"There are institutions in India like the newly established Industrial Research Bureau, the Imperial Council of Agricultural Research at Delhi, the Indian Central Cotton Committee in Bombay and the Indian Central Jute Committee in Calcutta, but there is no agency to co-ordinate the work of all these independent developments to enable the public to understand the broad policies and principles which underlie these isolated measures. There is no organisation or agency in India like the Department of Scientific and Industrial Research of Great Britain or an institution like the National Research Council they have in the United States of America, in Canada or in the Commonwealth of Australia. The Industrial Research Bureau can only be regarded as the first step in this direction. If the present day needs in this respect are to be adequately met, the Bureau should be speedily enlarged or replaced by a National Research Council which would co-ordinate and instil vigour into all the scientific work of the country. There should simultaneously be brought into existence, as in Great Britain, a special Department of Government for the promotion of science and industrial research. If the available opportunities and resources in men and material are to be fully utilised, all future work should be placed on a system and undertaken with a proper plan and programme."

RT. HON. SASTRI ON TEACHERS' STRIKES

"A teacher, who struck work, proclaimed himself unfit for the profession. The teachers, in the district of Malabar, who had gone on strike, had picketed and had gone to jail did not deserve the sympathy of the teaching profession," says the Rt. Hon. V. S. Srinivasa Sastri, Vice-Chancellor of the Annamalai University, presiding over the 89th School Day and Prize distribution of the Pachaiyappa's High School, Chidambaram, last month.

Proceeding he said; "I would judge the integrity of the profession and its title to honour by the vigour and the readiness with which it condemned the encouragement of a device which belonged to the organisation of workers, or daily-paid labourers. The teacher belongs to an honourable profession. He is like a policeman. He can never strike work. What will students learn of masters who struck work? The strike is a power weapon. But it is not a weapon teachers ought to bring to use at all at any time. There are some things which they can never use but rather die than using it. In such a category comes the strike. A teacher should have the capacity to suffer. His patience should never be exhausted. The next step to strike is sabotage. A teacher can never destroy things in the School."

Continuing, Mr. Sastri said that his heart was full and as he contemplated the condition in Malabar where some misguided teachers had gone to prison, it pained him very much. He did not say that the fault was altogether theirs. They might have grievances. If he had a voice in this matter, he would plead with the authorities to deal with them as leniently and generously as possible only on the condition that they ceased to use this dangerous weapon of strike in future.

RETIREMENT OF TEACHERS

Next referring to the new Government rule for the retirement of school-masters, Mr. Sastri said: "The age of retirement has been fixed by the Department at 55, which is the age at

which Government officials ordinarily retire. The teacher does not grow inefficient or useless in proportion to the years that he has worked. At any rate it is not necessarily the case. On the other hand, there are a good many teachers to whom years bring not only experience but increased efficiency and increased love of their work. It will be within the experience of some among you that, although a teacher may wear upon him the mark of age, although his teaching may not be continuous during the year and may be broken by a little needful rest, although he may not turn out as much work as he had before, there is in the mere fact of his age and experience something which makes him indispensable to the school."

MR. K. SANTANAM ON LIQUIDATION OF ILLITERACY

Presiding over the second South Indian Adult Education Conference which was held at Madura on the 9th instant Mr. K. Santanam, M. L. A. (Central), made some practical suggestions for the speedy liquidation of illiteracy in the country.

In the course of his address Mr. Santanam said that the problem of illiteracy in this country was staggering in its magnitude. According to the census of 1931, literates in India increased from 7 to 8 per cent and there was no reason to believe that the rate of progress had increased in the present decade. They were faced with the appalling fact that the literates in 1931 were actually less than the increase of population between 1921 and 1931 and the illiterates in 1931 numbered more than the entire population in 1921. Thus illiteracy was actually increasing and if this deterioration was to be arrested, it could be done only by shock tactics which should aim at liquidating illiteracy altogether in a short period.

For this purpose, he suggested that they should first seek to produce the conviction that it was a positive disgrace to be illiterate. They should make people understand that illiteracy was a blot on the village and that its eradication was the joint responsibility of the entire village. Intense competition between the villages should be started to eradicate illiteracy altogether and the Provincial Government, local bodies and Congress Committees and other public bodies should assist this competition. A time-limit of one year should be fixed for the completion of

this programme that a punitive tax of Rs. 5 per adult illiterate between the ages of 12 and 40 would be levied as an additional cess on land revenue and would be devoted to liquidate illiteracy in the village. Exemption might be given to every landholder who had made his own family and the families of his tenants and labourers literate. A similar responsibility might be laid to urban areas on employers of hired labour. Substantial prizes should be offered to the villages which set the pace for the movement and abolish illiteracy. Mr. Santanam further suggested that four prizes of Rs. 500 each might be offered for each taluk. It would cost five lakhs for the whole province and might be shared by the Provincial Government and local bodies. It might be expected that at least ten times the number of villages would compete.

BENGAL GOVERNOR'S EXHORTATION TO SCHOLARS

"In these days of international strife and jealousy—factors which have once more plunged the work into a disastrous war—it is a relief not only for scholars, but also for those whose task it is to play their part in active politics, to turn to the domain of pure scholarship and survey its achievements and progress," observed His Excellency the Governor of Bengal addressing the annual meeting of the Royal Asiatic Society of Bengal on the 5th instant.

His Excellency said that a true scholar was not bound by considerations of national or racial advantage. He sought to add to the sum total of human knowledge and cultural advance. Whilst some struggled to evolve, by means of treaties, or may be, a League of Nations, some method of living together in peace and enjoying the material comforts which modern science had made possible, the scholar had made possible, the scholar had for many centuries lived in a state, what he could not describe good fellowship. The scholar had had time to meditate upon the past, to consider its significance as affecting the future, and to him knowledge of the past made the present jealousies and hatreds of mankind seemed futile.

When, on the other hand, His Excellency added, attempts were made—as in Nazi Germany—to regiment and nationalise scholarship, the effect was to stifle and destroy its finest manifestations, removing this international flavour of mutual understanding.

Extra-Curricular Activities in the U.S.S.R.

By Mr. BEATRICE KING

TIME-TABLES of Soviet schools are heavily weighted with "knowledge subjects", from mathematics and the sciences, to home and foreign geography, history, politics and foreign languages. Time for free and leisurely creative expression, for the development of personality through a satisfaction of the emotions, is far from sufficient in the school period. The latter is essential for the proper development of a Soviet citizen. Did not Lenin, and others since him, on numberless occasions repeat that a "Communist must be a fully developed citizen with an all-round highly developed personality?" As this cannot be wholly achieved in the school period, facilities had to be created outside of school. The great economic and cultural developments following the completion of the first Five-Year Plan made it possible for authorities to give the necessary attention to this out-of-school education.

Among the typical institutions furthering out-of-school education are the Central Houses of Arts Education, the Pioneer Houses, the Children's Theaters, and the Technical and Young Naturalists Stations.

The most important work being done by the Central House for Arts Education in Moscow, organized early in the thirties, is the training of workers in the field of out-of-school activities. Monthly courses are held for leaders of circles, supervisors of clubs, etc. Students are sent by their regions and districts and they, in their turn, have to organize similar local courses when they return home. Courses are held in every branch of out-of-school activity, including lectures on psychology.

Another activity of the House is the organization of all-union festivals of children's arts. This encourages much activity all over the country on the one hand, and brings to the front young talent from remote places which might go unrecognized. There is a very great spontaneity about the work done at these festivals and they are made great national occasions.

The preparation of syllabuses for the different activities is a very important part of the

work of the House. A tentative syllabus was issued for 1938-39. At the end of the year this was to be reviewed in the light of the year's experience, and then a syllabus for the different activities was to be drawn up for three years, accompanied by very detailed instruction as to how the work is to be done. This is in line with the general custom of planning. There appears at first sight grave danger that work, the essence of which should be spontaneity and variety, might become formal and stereo-typed. And it may indeed do so for a time. The safeguard lies in the flexibility of Soviet life and the variety of conditions. Time and time again I have found that no matter how uniform the instructions may have been, variety has broken out. Certainly when the general standard of culture has been raised and out-of-school workers are well trained and well qualified, much more flexibility will be found in these activities.

While originally large in numbers, only nineteen of these Central Houses for Arts Education now remain. Pioneer Palaces have increased rapidly and have absorbed the Central Houses. A recent conference of Directors of Central Houses decided that for the future Regional Houses of Arts Education for the rural areas should be organized rather than Central Houses in urban areas which were already well served by Pioneer Palaces and Houses. In the villages, where there was no Pioneer House, the work should centre around the school and should be guided from the regional or even the Central House. The change in the work, particularly in the attitude of the Central Houses, is interesting and indicative of the determination to simplify the science of education, to simplify the arts, and to bring within their confines the whole of the people. The luxury of minute investigations of minute and artificial problems left over from a capitalist society was swept away. Henceforth, work by the Central Houses was to be mass work. The staffs must devise means which would attract the whole of the young population, which would help the whole of the young population in its cultural development. This has meant a disappearance of some very interesting theoretical work. The gain is, however,

greater than the loss. The natural tendency to work with more attractive and responsive material, to have cases of perfection in a wilderness of imperfections has been strongly suppressed. If the peaks are not so high for the moment, the valleys are being raised to the level of plateaux.

* * *

Perhaps the greatest direct influence on the life of youth today in the Soviet Union is contributed by the Pioneer Palaces and Pioneer Houses, the former a central organization, the latter regional and district groups. They vary in size and equipment and, to a certain extent, in methods, according to the local conditions and personnel. About 1934, Pioneer Palaces of the magnitude with which we are familiar today were organized.

The tendency to put youth at the helm is obvious here. The director of the Moscow Pioneer House—the Moscow Pioneer Palace is still to be built—is a young man who was a Y. C. L. organizer of extra-curricular activities in a school and had much experience with youth. The House has a staff of 150 which includes educationists, specialists, supervisors, leaders and service workers. Children join the club, receive a membership card, and then choose their particular activity. They may come twice a week for two-hour periods. In 1938, the House had 8,000 members.

In order to attract children who do not yet avail themselves of the service of the House, there are periodic open days when no membership card is required. Any child may come, wander in and out at will, take part in some activity or be merely an observer. In 1936, on these open days there was an attendance of half a million.

There is a considerable amount of self-government for the members. There is a children's council which is concerned with the problem of discipline and offers advice and criticism on various activities. Here, as elsewhere, the problem of discipline may be said to be non-existent. The children have a natural feeling for the care of social property. There are no scribbles or dirty marks on the delightfully painted walls. The toy room is left to the children, and toys rarely get broken; when they do, there is a workshop where they can be mended.

There is close cooperation with the parents, three parents' conferences being held in a year.

Individual parents come and discuss their children with the circle leaders. Educationists visit the home in any case where a child appears unadaptable or unhappy.

The House has the following sections: a technical section which includes model making, wireless, motor, rail and city transport, photography, metal work, mechanics, and woodwork. Science includes botany, zoology, astronomy, geography, and history.

Arts include music with such subdivisions as orchestra, choral, ensembles, the latter a group which sings, dances and performs short sketches, choreography with ballet, folk dancing, rhythmic and ballroom dancing; and literature, drawing and painting, and embroidery. The theater section consists of dramatic work by children and a professional puppet theater.

A section for defense includes rifle shooting, naval science, communications, and anti-gas. The aeroplane modeling section has a large and well-equipped workshop.

The director was emphatic that the purpose of all the activity was to afford to youth means of self-expression and of developing their personality. He was opposed to any attempt to turn the children into professionals. On the other hand work is taken seriously, whatever it is, and a good standard and the necessary background knowledge of the particular activity is expected. When individual talent is very marked the children are sent to the appropriate school or institute.

* * *

The children's theaters are one of the most loved forms of activity. The first three theaters, founded during the early days of the revolution in Leningrad and in Moscow, had to overcome almost superhuman difficulties in the first years. When conditions improved they not only offered theatrical performances, but became studios for the training of actors, and places of psychological research. Their work too, has undergone some changes. The minute investigation into minute reactions which once was such a feature of the early theater has now disappeared. It was held that the theater was not a laboratory, that the concentration of the pedagogy section on minutiae had led to an artificial, mechanical, and non-dialectical approach to the theater for children. The purpose of the educationist

in the theater today is to help the audience understand the play, to answer their questions during the intervals, to arouse further interest in the problems discussed in the play, whether they were social, political, historical or artistic. The educationist also visits the schools from which pupils come, and discusses the coordination of the theater and the school and the best methods of preparation for a visit.

The number of theaters increases rapidly. In Moscow there are five; Leningrad has three, one of which, a Regional Theater, considers that its main work is sending companies to every part of the Leningrad region. They go into the Arctic Circle, into remote new industrial settlements, and into distant collective farms. Every town of any size today has a children's theater. In the long summer vacation the companies from the town theaters visit collective and state farms, lumber camps, cases in Uzbekistan, etc., and there play to young and old. They find in these somewhat primitive regions that there is little difference between the taste of the adult and of youth.

The repertory of plays is very catholic. There is a definite division between the age groups of eight to twelve and thirteen to eighteen. For the first group the repertory consists mostly of fairy tales, Russian and foreign, and simple plays about events in Soviet life. Dramatized versions of Kipling's "Jungle Tales" are very popular. For the second group the repertory is much wider. It includes Russian and foreign classics, folk tales, and plays dealing with incidents from the revolutionary period and from modern Soviet life. In the Kiev Children's Theater I saw a very fine production of Maeterlinck's "Blue Bird." This theater, like that in Leningrad, was planning to produce Shakespeare for the older group: the particular play considered was "Romeo and Juliet." It is held that the theme of love between the sexes should be presented on the stage, and should be done with great simplicity, in a way to emphasize its beauty and greatness, its ennobling influence and its social implications. It is regarded as very important to help youth to realize the difference between sentiment and sentimentality. For the pre-school children there are puppet shows; the most beautiful and satisfying shows I have seen. They are the first step in the training of artistic and dramatic appreciation.

* * *

The technical stations, like every other educational institution, set themselves the twin tasks of practical and theoretical work. As with other activities, here too there is a central technical station for a considerable area, which directs its activities. The Kiev Central Technical Station is as typical as any. For the last ten years there had existed smaller children's technical stations and the central one was not organized until 1937. It has supervision of all out-of-school technical activities in the Ukraine, which in 1938 covered 13 regional stations and 124 district stations. The State budget for 1939 for the Central Technical Stations is likely to be between eighty and a hundred million rubles. In Kiev alone there are, besides this Central Station, one regional and five district stations, as well as the technical departments in the Pioneer Palace and in the eight Pioneer Clubs, and still this provision is not adequate to the demands of youth.

The staff of the station in September, 1938, included a director and deputy, five engineers of university standing, three educationists, university-trained, and eleven technical instructors who had received a middle technical education, and who had considerable experience in practical work. Professors of great distinction come and work voluntarily with the children.

Once again the aim is not to train technicians, but to give a satisfactory opportunity for the expression of children's inventive genius, and to satisfy the urge for making things; to satisfy their curiosity and their thirst for knowledge, and their need to handle tools. Incidentally, this results in bringing forth many inventions which, with or without adaptation, can be fruitfully applied to industry. The work with the children in the Central Station affords material upon which to elaborate the technique of this type of activity for the use of stations under its supervision. Its main task is giving direction to leaders and supervisors of technical circles all over the Republic.

The station considers the arousing of mass interest in technical activities important. By a huge correspondence it sets out to encourage all who carry on such activities cut off from anyone else, to inform some organization of such an individual piece of work; so that the activity, besides giving individual satisfaction, has its social significance, if any, brought to light.

Collaboration with schools is very important. In 1938 a special decree issued by the Commissariat of Education emphasizes the need for linking up the work in the school circles with that of the technical stations. The station instructors are to take part in school conferences and meetings and to discuss not only with circle instructors but with the class teachers of the relevant subjects, such as physics, mathematics, or chemistry. When a lad arrives at the station wishing to make a particular model, the director must find out from his teacher whether he has the requisite theoretical knowledge. The records of those who attend the station include a report from the school. Should it happen that the work at school is very bad, a pupil may be excluded from the station until there is an improvement. School work is of the first importance, and as life is a unified process there should be unity of behaviour. It is not permissible to behave badly in one place and well in another.

Quite another type of activity is carried on in the Central Station for Young Naturalists. Here chemistry, zoology, botany, social science, geology, and plant breeding are the activities. The largest station of this type is just outside Moscow on an estate of many acres. It is one of the most fascinating of the young people's institutes in the Soviet Union. Nearly all of the work is carried on out of doors and such exciting problems as producing, not merely new strains of fruits and vegetables but almost entirely new types, are set to the young naturalists. This involves not only a knowledge of grafting but a knowledge of soils, of chemistry and biochemistry.

Regional study is an important activity here. Parties go off for periods of one week to a month, separate into groups, each studying one aspect of the district selected. The work of the journey is completed with excellent diagrams, charts and paintings, geological, botanical, and zoological collections.

* * *

The facilities offered by all these special institutions are further supplemented in two ways; First by the circles in the schools; every school now has a pioneer leader in charge of this section of school life, the focal point of which is the pioneer room. Here circles are planned, their achievements and shortcomings discussed. The standard of work and the kind of work done in the circles varies naturally with

the school. Emphasis may be laid on one or another activity and equipment will depend partly on support from the patron factory or farm. Music circles of some kind are to be found in all schools. Literature, art, the sciences, languages, history, geography, invention, exploration all have their devotees.

The other source of extra provision is the adult club. Every one of these has a children's section. In the big clubs, such as the Palace of Culture of the Stalin Automobile Works, there is a whole children's wing. For the pre-school child there is a nursery room, with all the equipment to be found in first-class kindergartens. For children over eight there are science laboratories of vast size and excellent equipment, dancing rooms, music rooms, a library, and reading room sufficient in themselves to make a huge children's club.

There is still too much organization in all these out-of-school activities, and too rigid insistence on working from a syllabus. This is without doubt due to the fact that the work is new and the workers inexperienced. There are many signs, however, of growing freedom, where there is experience and a sufficiency of qualified workers.

—From 'WORLD EDUCATION', (condensed from the American Quarterly on the Soviet Union, Published in New York).

INDIAN STUDENTS IN ENGLAND

Mechanical engineering appears to be the occupation regarded as most promising by Indian students in London. Of the ninety-seven students for whom facilities were found for training in 1938-39 by the India Store Department, London, no less than thirty-nine sent in applications for mechanical engineering.

Training in electrical engineering, wireless and civil engineering followed with eleven, seven and three students respectively. Other occupations in which more than one student received facilities for training were, internal combustion engines, iron and steel works, glass manufacture, pharmaceutical training and training for a ground engineer's licence.

SYDNEY UNIVERSITY'S AWARD

The University of Sydney has accepted the recommendation of the Inter University Board of India and awarded scholarships to three Indian students for further studies in Australia.

BOOK REVIEWS

BEE KEEPING AND HONEY GATHERING

by M. Chakravarti Nainar, Cottage Industries Publishing House, Kolapalur P.O. (via) Arni, N. A. District. Price As. 8. Pp. 58 for English edition and 85 for Telugu edition.

The author combines in himself theoretical knowledge with practical training in Bee-keeping. So his tract on Bee-keeping is bound to be of value both to those who are engaged in agriculture and to those who intend taking to it. While the earlier chapters of the book deal with an account of the life history and habits of worker-bees, droves to queens, the later chapters give details which are useful in actually working a colony. There are explanatory illustrations at the end of the work.

The books are available in English, Tamil and Telugu and the author will be glad to exchange ideas with regard to Bee-keeping for he is inspired with a zeal to make agriculture popular and paying.

—G. R. R.

'CARDBOARD MODELLING' by Sri Laxmeeswar Sinha. Price Re. 1. Published by the Hindustani Talimi Sangh, Wardha.

Sjt. Laxmeeswar Sinha of Vidya Mandir Training School, Wardha has begun to make his contribution to the literature on Wardha Scheme. His 'Cardboard modelling' is the first step in the direction. The book contains valuable instruction and reflects his experience of work at Vidya Mandir. The construction of models is clearly given. The illustrations are very handy. The introductory note is a convincing and useful epilogue setting out the importance of the work of cardboard modelling as a means of education.

The first four chapters are a valuable guide to the teacher of cardboard work. They give the teacher information about the materials, tools, kinds of work and construction of models. The teacher can further improve his knowledge on the basis of the information provided in these chapters.

As regards correlation which is considered to be an important aspect of the scheme, the

book contains some sample lessons which go a long way to dispel doubts in regard to it. They give good suggestions and ideas which could be adopted and improved upon.

The book is a good and useful guide not only to the teacher of the new scheme but, also, to the teachers of any system who can find in the card-board work a happy medium of instruction of some of their subjects and a good handicraft which provides them many teaching aids. Every children's school should therefore possess it.

Sjt. Sinha requires to be thanked and congratulated for his work which we hope will be followed by other books on educational craft without much delay.

—L. R.

NAGANATHEN AT SCHOOL by Glyn Barlow.

Published by K & J. Cooper, Educational Publishers, Bombay. Price As. 14.

Naganathen at school is the story of a village boy in a town school tossed between a sense of duty and a desire to see life. Though he fails in the Matriculation examination, mostly because of the temptations of a town life and his evil companions, he makes amends later, rises to a decent position in life and supports his aged father and becomes a member of the District Board. The book is, in parts, reminiscent of that great classic, 'Tom Brown's School Days' and is suitable as a non-detailed reader for the High School classes.

ANDHRA DESA DIRECTORY—Printed at A. G. Press and Published by Sukhi Information Bureau, Bezwada. Price Re. 1.

Mr. Ch. Ranga Rao has done good service to the cause of Andhra Renaissance by the timely publication of this Directory. The book, dedicated to the memory of the late Desodharaka K. Nageswara Rao Pantulu of revered memory, gives in a short compass precious information about a variety of topics connected with the political, economic, industrial and other aspects of Andhra life. As a first venture, it is highly useful to the Andhra public and it will serve as a fore-runner of a comprehensive Directory dealing with all subjects of interest.

Letters to the Editor

Reform of Intermediate Courses

Sir,

It is gratifying to note that as a result of the tremendous opposition offered by the three South Indian Universities, the proposal to abolish the 'Intermediate, add one year to the High School course and extend the B. A. Degree Course over three years has been given up. For a student of the Secondary Schools training for two years in the Intermediate Course is absolutely necessary, as it will help him a good deal in the metamorphosis he may have to undergo from a high school atmosphere to University ideals, traditions and training.

Further Intermediate forms the stepping stone for admission to Medical, Engineering, Agriculture, Bachelor of Arts, Honours, Teacher's Training and other courses and as such its existence can be justified on more grounds than one.

A move to reform and reorganise the Intermediate courses in Andhra in conformity with the courses of Benares, Bombay, Nagapur, Punjab and Patna, Universities by the bifurcation of Intermediate into I. A. and I. Sc. has been in the air for some time past. Attempts are being made to remodel the courses in such a way as to cut down portions for science students in parts I and II (English & Vernacular), make the Syllabuses in science subjects a little more ambitious and institute practical work in them.

This move was sponsored by votaries of science, who are too willing to further the cause of science subjects at the expense of general education with a view to allay the clamour of medical college authorities who are of opinion that much time is being wasted in coaching up students for the pre-Registration examination. It must be remembered that only five percent of the people take up the laborious medical courses, while all others take up Arts, Engineering and Agricultural courses and appear for Public Service Commission examinations. In a country where opportunities are few and far between for the development of higher research work in science and the establishment of in-

dustrial enterprises by such trained men, no useful purpose can be served by turning out hundreds of students, who have specialised in science subjects with only a poor equipment in general knowledge subjects.

Thus the craze for science subjects should not be so great as to do positive disservice and injustice to humanities and throw them away into the background. On the other hand the Intermediate course should be an all comprehensive one, leading the way to higher specialised courses and to a variety of professions. It may be so reorganised as to widen its outlook, extend its sphere of influence and usefulness and enlarge its range of utilitarian subjects. The study of the vernacular should be given priority over the study of English which is also essential from an international point of view. Every student should be made to study as compulsory subjects—Elements of economics and civics or politics with special reference to India, as a cursory acquaintance with such important subjects is absolutely needed to promote the best interests of the nation and the country.

As regards optional subjects, it is enough if students are made to study only two allied subjects. It passes one's power of understanding why a student should specialise in one subject in school final, three in Inter and only two allied subjects in B. A. A study of two subjects such as Mathematics and Physics; Botany and Chemistry; Two histories; two commercial subjects; one History and Logic will suffice, as there is no provision in any university which disqualifies a student with two optionals from being admitted to professional courses after the completion of Intermediate. As regards students who take up Science subjects, they may be required to undergo a practical test as a part of the University examination, which alone will give it due recognition. Instruction in optional subjects will have to be imparted in the Vernacular of the University area.

Candidates may be examined in three papers of two hours duration each, in Part I English; in two papers of two hours each in Part II Vernacular and two papers of two hours each in Elements of Economics and Civics; and two papers of two and a half hours each in Part III optional subjects. For Science students a practical test for about 2½ hours as a part of the second paper may be instituted.

—C. B.

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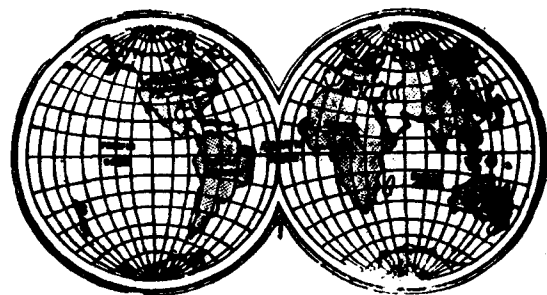
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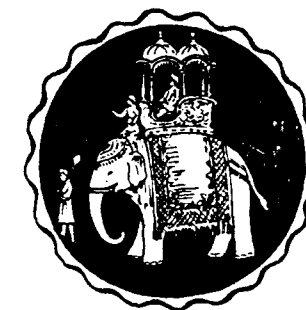
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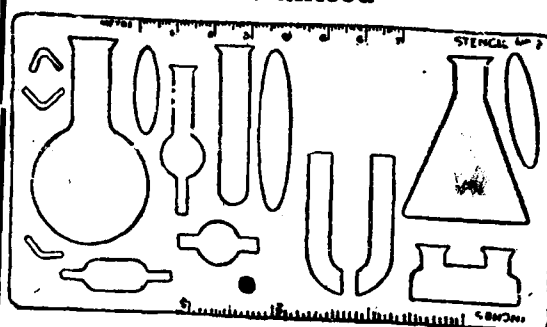
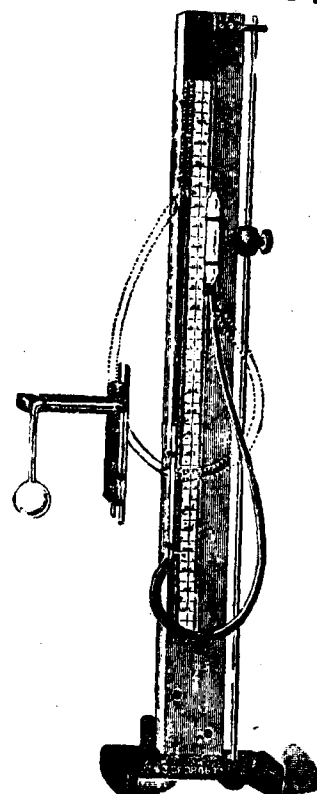
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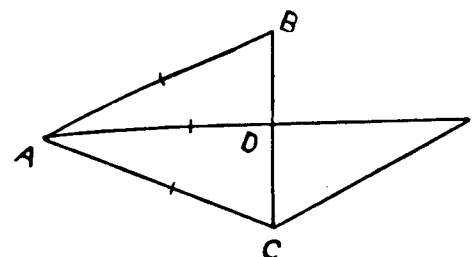
TEACHING TO LEARN (In Mathematics)

By Mr. B. V. SUBBA RAO, B.A., B.Ed.,

BROADLY speaking, in the first part I have dealt with emotions and in the second I have to deal with intellect. Teaching to learn in Mathematics implies teaching to think. Let me begin by quoting from psychology. "The spread or transfer is the greatest when the common features are identified and consciously used. The teacher has a lesson to learn that he should use every effort to secure the identification and conscious use of the common elements by the pupils. There is spread or transfer only when one has formed a general notion or concept of method either consciously or sub-consciously. Hence the need for deliberate attempts on the part of the teacher to develop these concepts of method in their pupils memorising, modes of observation, methods of judging, reasoning, etc."

So the teacher has to make a deliberate attempt to develop concepts of the method of reasoning. How to do this? Let me illustrate. Suppose the following problem in Geometry is being taught.

Construct a triangle given two sides and the median lying between them.



The teacher begins with the analysis of the problem thus:

Suppose ABC is the triangle to be constructed. Mark the given parts. Suppose the median AD is produced to E making DE equal to AD and CE is joined. In this

figure AE is twice AD and hence known; CE is equal to AB and hence known; AC is known. Hence the triangle AEC may be constructed first. With the help of the triangle AEC we must construct the triangle ABC . We know the position of two vertices A and C and we have to find B and this can be done by joining C to the middle point of AE and producing CD to B so as to make DB equal to CD . Then join A and B .

In the above process when once the construction viz., produce AD to E , is told, it is easy to elicit from the boys the rest of the steps of the construction. But there is the rub. Suppose a student asks, "Sir, how could you know that AD is to be produced in that manner?" It is a pertinent question and challenges the teacher to introspect into the workings of his own mind and say how exactly he could arrive at such a conclusion. Apparently, there seems to be no rational connection between the given data and the supposed construction.

But the careful teacher who can analyse his own processes of thinking, will find that they are not so unrelated. He finds that the given data and especially the word 'median' recalls in his apperception mass all the properties of a median which he had learnt before and all the figures in which a median occurred. From among these the words 'two sides and the median lying between them' bring forth before his imagination the particular figure drawn above which he had learnt in "the exterior angle theorem." Before his mind's eye he sees the whole figure with all the construction lines drawn and when he looks at it, the idea that triangle AEC can be first drawn strikes him. Thence follow the string of steps in thinking already indi-

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cated. So his reply to the student's question should be as follows; and not, "Well, I have learnt it before."

"When you have read the question you must ask yourself 'where did I meet with a median before?' Then you will remember that in the proposition about the exterior angle of a triangle, the word 'median' first occurred. This at once recalls to your mind the figure of the proposition. When you see this before your mind's eye you remember that the median is produced to an equal length. Then if you begin to think about the usefulness of this figure to the required construction of the triangle, it will strike you that AE is twice the median and hence known, that AC is known, that CE is equal to AB and hence known, and that hence the triangle AEC may be constructed."

Thus it is possible to point out to the student that the pivot of the whole process of reasoning viz., the production of the median to an equal length, is a fact remembered and recalled and not a conclusion arrived at. It should also be pointed out that generally, whenever a particular figure or line occurs, he should remember all the facts and properties previously learnt about it and keeping in view the immediate problem, should examine if there is any relation between the required problem and the previous knowledge. Hence it may be generalised that good memory helps in problem-solving. This kind of introspective analysis of the workings of his mind should be placed by the teacher before the student whenever opportunity arises and he is bound to form certain general notions about the methods of thinking which will be of greatest service to him when he attempts to attack problems independently.

The subject of Mathematics and especially Geometry is teeming with instances and opportunities where the process of thinking has to be analytically explained. I cannot give all of them here but I have just illustrated. The illustration I have chosen is such a one where the conclusion

that you have to do such and such a thing, is not arrived at by a process of reasoning but by using memory. Let me take an example where memory hasn't got much place. Suppose the following problem is to be explained.

A square plot of ground occupying 6.4 acres is bordered on the outside by a path which is $2\frac{1}{2}$ yards wide. Find the cost of gravelling the path at 3 annas per square yard.

The teacher has to present the following steps in thinking :

1. To find the cost of gravelling, you have to find the area of the path.
2. To find the area of the path, you have to find the difference of the areas of the squares.
3. To find the difference of the squares, you have to find the side of the outer square since the area of the inner square is known.
4. To find the side of the outer square, you have to find the side of the inner square.
5. To find the side of the inner square, you have to find the square-root of the area of the inner square.

Thus by a process of reasoning we have to discover the relationship between what is given and what is wanted. All problematic thinking involves this important step of thinking out how to utilise the given data to find the required answer. While thinking, you should constantly keep before you what is required to be proved; otherwise your process of reasoning will be side-tracked sometimes. In the above example what is given is the area of the inner square and what is to be found out, is the cost of gravelling the path; and by a series of steps in thinking we are led to the conclusion that we should find the square-root of the small square, and that the rest easily follows from it.

The steps in the working of the problem have to be arranged thus :

5. Finding the square-root of the area of the inner square.
4. Finding the side of the outer square.
3. Finding the area of the outer square.
2. Finding the difference of the areas of the squares.
1. Finding the cost of gravelling.

From a comparison of these steps in the order of the working and the previous steps in thinking, we find that the order of the steps in working is the exact reverse of the steps in thinking. This is true of all problematic thinking. The process of analytical reasoning is the exact reverse of synthetic presentation. Of course, some of the more intelligent students know the truth of this, but they know it only sub-consciously. It is the duty of the teacher to bring to the conscious level what is vaguely and sub-consciously felt. Then alone can the students form concepts of method. This he can do by writing on the black board in as many cases as possible the two series of steps of analytic and synthetic work as shown above and pointing out how they are reverse in order.

In the processes of thinking there are many other facts which are sub-consciously felt and recognised as such only by matured intellects. When once these are brought to the level of consciousness by deliberate attempts, the students will feel the dawning of a light in what was before a groping in darkness. For instance, in thinking out problems in Algebra and Geometry ideas and solutions strike us by similarity in forms and shapes. Often in geometrical figures if they are drawn carefully enough, two triangles which appear to be equal, suggest that their congruency, if proved, will lead to the solution; though this is sometimes misleading. If you see two straight lines parallel, you begin to think whether they can be proved to be parallel and the guess turns out to be true.

Take the solution of the following problem :

Prove that in a triangle the middle points of the sides and the foot of the perpendicular on the base are concyclic.

Two methods are available to prove that four points are concyclic. One, by proving that the straight line joining two of them subtends equal angles at the other two; two, by showing that the opposite angles of the quadrilateral formed by them are supplementary.

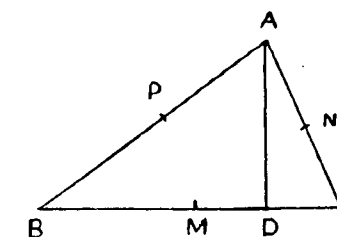


Fig. i.

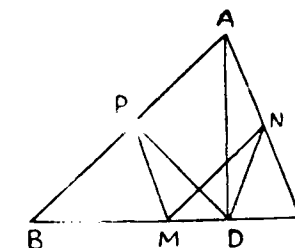


Fig. ii.

When the figure is carefully drawn as above, and the above two conditions to be satisfied by cyclic points are kept in view, the points P and N (Fig. i) appearing to be in a straight line and far apart and the points M and D being close, together suggest that the line PN may subtend equal angles at M and D . This in its turn suggests the construction viz., joining PM , MN and PD , ND . Thus fig. i. leads to fig. ii and the problem reduces to proving $\angle PMN$ to be equal to $\angle PDN$. Then the student begins to look at the figure and think. If he looks at it with an eye for perspective, he finds that fig. $PANM$ is a parallelogram. This at once suggests that $\angle PMN$ is equal to $\angle PAN$. His next task will be to prove that $\angle PDN$ is also equal to $\angle PAN$. Among the many general notions of method,

(which I assume the teacher has already emphasised) one is that if you want to prove two things to be equal, you can do so by showing that each is equal to some other thing; and another is to show that they are equal, part by part, if they appear to be divided into component parts.

Now, since the student keeps in view the angles PAN and PDN and thinks about their equality, he finds that each is divided into two parts by the line AD. He also sees in the neighbourhood that triangle ADN is isosceles and all these ideas cumulatively suggest that one of the parts, $\angle ADN$ is equal to $\angle DAN$ and that similarly the other parts viz. $\angle PDA$ and $\angle PAD$ should be proved to be equal.

Thus it may be seen that in the thinking out of the above problem, suggestions and ideas leading to the solution strike us, not by a process of reasoning but by perceiving similarities in positions, forms, and shapes of points, lines, and angles when they are looked at with an eye for the perspective. I hope every teacher who has been careful enough to psycho-analyse his own mind while thinking out this particular problem, will feel the truth of this statement. It is more subjective than objective. Hence I leave it to the individual teachers and their judgement.

Algebra is full of instances where similarity in form alone counts for much. In fact, the very word 'formula' suggests that form in symbols is the basis upon which the science of Algebra is built up. We often say, 'All expressions of the form ax^2+bx+c are to be resolved thus; all odd numbers may be expressed by the general form $2n+1$; since this expression of the form $a^2+2ab+b^2$ it may be expressed as a square; and so on.' In a problem like—'Find the value of a^2+b^2 if $a+b=3$ and $ab=2$ '—it is the form and indices in a^2+b^2 that suggest that the formula $(a+b)^2=a^2+b^2+2ab$, is useful for evaluation. Since form is of such obvious importance in Algebra, I shall not give any more illustrations.

Another fact, the non-recognition of which creates a lot of muddled thinking and disappointment in students, is the distinction between intelligence and habit; that intelligence is a matter of chance whereas habit is not. In every problem the perceiving, the relationship between what is given and what is wanted, is a matter of intelligence; and the working of certain mechanical processes arising in the problem, is a matter of habit. For example, in the problem about the square plot of ground, the actual process of finding the square-root of a number is mechanical and can be mastered by every student even if he is a dullard after sufficient exercise. But to be able to see that in order to know the area of the path, we should know the side of the inner square and hence the necessity of extracting the square-root of its area, it requires intelligence. It should strike one and it may not strike at all. So whenever intelligence comes into play, there is an element of chance.

The dull student who by sufficient practice, has mastered the process of extracting square-root, is rightly puzzled when he finds that he is unable to do a problem involving the same. He is unable to disentangle the situation presented by the problem and see that it ultimately reduces to extracting square-root of a number. He feels a sense of disappointment when he sees other friends succeeding. If the teacher points out to him clearly that his ability to extract square-root need not necessarily enable him to solve a problem involving the same, because the ability required here is quite different; and that it is the ability to perceive the relationship between what is given and what is wanted, that intelligence is the endowment of nature, and hence that the fault is not his, he is sure to overcome the feeling of disappointment. (I have thoroughly discussed this aspect of problematic thinking in my essay upon "Chance in Mathematics, How to avoid it." Published in Educational India in May, 1936).

One other fact which causes some mental trouble, if not consciously recognised as such, is that in certain cases of thinking the blind method of trial and error alone applies to arrive at the right solution. In Geometry, as soon as the student tries to solve a problem, it may first suggest to him that a particular theorem is applicable, and when he works it out, he finds it is inapplicable, or does not lead to the solution. He then leaves it there with the impression that it is beyond his capacity. If only he knows that he should try at it again with another theorem in view, and failing that too, must try again starting with a different theorem in view, he will persevere until he arrives at the right solution. Similarly, in Algebra in resolving into factors the first suggestion that comes that certain formula is applicable, does not lead to the solution when actually worked out. So the student

should think of another formula, and try another, until he strikes at the correct one. Hence it should be pointed out to him that the blind method of trial and error is one of the modes of thinking and as a matter of fact, the basis of all scientific invention.

I have attempted to enumerate only some of the salient factors that enter into the processes of thinking and how the students can be taught to think and learn. I wish I could add on many more smaller details that suggest themselves while the several problems are worked out one by one in the class room. But I think I have given enough to indicate the directions along which we have to move. The moral we have to learn is that a person who keeps a constant watch over the inner workings of his own mind, is likely to become a more successful teacher than one who keeps watch over books and their contents.

SELECTION AND ORGANIZATION OF SUBJECT MATTER

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ONE of the main problems of teaching is the proper selection and arrangement of the subject matter generally found in any text-book into logically coherent units, but all the same, units that appeal and are intelligible to the young learner and are related to his experience and interests. Unless the inert matter of the text-book is lighted and transformed by the alchemy of the teacher's professional skill and knowledge of practical techniques, teaching, at best, is only the doling of information, which the pupil does not subsume, which the pupil does not subsume. There are two main quantities of subject-matter which can make the *corpus* more palatable and more easily digestible to the learner—the organisation so that fewer topics are treated intensively than many extensively and the organisation of the subject matter in terms of the learner rather than in terms of the subject.

The subject matter becomes more meaningful and intelligible to the learner when it is organised around some life problems or a number of big topics that in their presentation employ all the facts in their natural places where they should be, logically connected to the topic and vitally related to the main thought. This principle of subject-matter selection can be applied to all the subjects in the Elementary and the Secondary School curriculum with very beneficial results to the learner. Thus Grammar becomes not a mere bundle of isolated rules and processes, but the useful handmaid of expression of the boy's thought in recognised correct forms. Approached in this manner, the boy understands the supreme value of *functional* as distinct from *formal* grammar. The arrangement of the elementary principles of everyday science around some life problems and processes such as *Man's*

conquest of disease, Protection from the elements, Ensuring healthy water-supply, Spending one's leisure more comfortably catches the imagination of the boy and means infinitely more to him than the mere enumeration of some principles of Bacteriology, Hygiene, Physiology and Magnetism.

The application of this principle to the teaching of Nature-study is well brought out by McMurry:—

"Trees, birds, insects and many other assigned topics need not be studied entirely as isolated specimens; but the studies should be grouped together so as to bring out the human interest in some larger problems such as *Conservation of forests, Conservation of bird life, Influence of insects on agriculture, The usefulness of animals and plants to man* etc." (A) This type of subject-matter organisation is more suitable for the higher standards.

The integration of the facts and dates of History into useful and interesting units of instruction is well brought out by Barr and Burton:—

"In History, the bugbear of dates, events and names largely disappears when the material is organised around some live and interesting problem, involving many historical facts in their proper relationship. When because of intelligent organisation of material, reflective thought is substituted for rote memory, obviously better attention and learning takes place." (B)

The second and more important organisation of subject-matter is with regard to the needs of the child than according to the logic of the subject-matter. Unless the teacher presents the subject from the standpoint of the child and according to his likes, learning is difficult, nay, even impossible in many cases. Especially in the lower classes, the teacher's approach to the subject and organisation of the subject-matter should

be more psychological than logical. Many of the subjects studied in school are the results of synthesis of the experiences of different investigators of the past, or generalisations of phenomena noted by several persons. This process of integration, generalisation, abstraction and classification is foreign to the child-mind; it can be done only by the adult intelligence. "The adult mind is so familiar with the notion of logically ordered facts that it does not recognise—it cannot realise the amount of separating and reformulating which the facts of direct experience have to undergo before they can appear as a 'study' or branch of learning.....The studies, as classified, are the product, in a word, of the science of the ages, not of the experience of the child." (John Dewey). In presenting this "science of the ages" to the child, care should be exercised that the matter be presented in more or less the same way and order as the people of the past learned it. Otherwise, the undeveloped intellectual powers of the child cannot take it in. It can never be over-emphasised that the various school subjects in their present form are the result of the crystallisation of the observations, inquiries, generalisations and analyses of ages of thinkers. The child cannot assimilate them unless they be reduced more or less to the forms in which the individual investigators experienced the facts before. From this grows the need for making the child the centre of instruction. Dewey grows poetic over the need for regulating the instruction to the requirements of the child. In a classic passage he says:—

"The child is the starting point, the centre, the need. His development, his growth is the ideal. It alone furnishes the standard. To the growth of child, all studies are subservient, they are instruments valued as the needs of growth. Personality, character is more than subject-matter. Not knowledge or information, but self-realisation is the goal. To possess all the world of knowledge and lose one's own self is as awful a fate in education as in religion.

(A) McMurry F. M. "Elementary School Standards," World Book Co. 1914. Pp 129—135.

(B) Barr A. S. & Burton W. H. "The Supervision of Instruction" 1926. D. Appleton & Co., Page 200.

Moreover, subject-matter can never be got into the child from without. Learning is active. It involves reaching out of the mind. It involves organic assimilation starting from within. Literally we must take our stand with the child and our departure from him. It is he and not the subject-matter which determines both quality and quantity of learning. Abandon the notion of subject-matter as something fixed and ready made in itself, outside the child's experience; cease thinking of the child's experience as something hard and fast; see it as something fluent, embryonic, vital; and we realise that the child and the curriculum are simply two limits which define a single process." (A).

(A) Dewey John. "The Child and the Curriculum." University of Chicago Press, 1902. Pp. 10—17.

The same principle of organisation of the subject-matter in terms of the learner finds further exemplification in the present shift of emphasis from formal Gymnastics to plays and games. It is coming to be realised that all the benefits of gymnastics, both muscular development and hygienic well being and something more that cannot be got from it are to be derived from organised sports and children's games.

Education resulting from reorganisation of the subject contents in the light of the above two criteria is real, dynamic man-making, personality-building education, an education which alone can make the democratic India of our dreams a reality and prepare the future citizens for the responsibilities of life.

FREE PERIOD

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

"I mean by freedom release from injurious constraint. This is the negative aspect of freedom. The positive aspect is difficult to define except in terms of freedom itself. Every child ought to be free to develop himself, fully and harmoniously on all the planes of his being. This is the positive aspect of freedom."

—Edmond Holmes.

IN view of the above definition of freedom the value of extracurricular activities is certainly positive. And it is so recognized by all modern educationists. But it is really regretful that when pupils ask for some free periods from schooltime for play or for some other activities we hesitate to spare a period or two, feeling, as if, they will lose a great deal of their studies thereby. No doubt they will lose the amount of study which could have been done during those periods. But on the other hand, do they gain if they are confined in the classroom against their will? I do not mean to say that they should not be confined at all but

what I mean is that the confining should be a willing one and that the imparting of instruction should be based on mutual cooperation between the instructor and the instructed. Again the instruction should be educative. And if education is growth, the growing organism should be free from injurious constraint. And as sometimes freedom is demanded by them it is certain that they feel the tension of the routine injurious. So they must be relieved from the pain by giving them some free periods at the interval of a fortnight or a month, when they are at liberty to perform any entertainment they like. Moreover such free activities of pupils should be encouraged and guided so that they will be educative.

The meaning of education is expressed in simple terms as the growth of what the child possesses. Or in other words it is the realization of the potencies which which the child enters the world. A number of potencies are realized by the child through

its instincts. But sometimes the instincts require awakening just as the plant does. In every seed there is a germ of plant. But when the sunlight and raindrop awaken it, it begins to grow. It begins to absorb moisture and food from the soil and other constituents from air for its life and grows. The freer the plant is to obtain food and moisture the better does it grow. The freer it is to have air and sunshine the healthier it is. The freer it is in space the fuller and more proportionate is its growth. Similar are the requirements of the growing child. First it requires fostering environment from which he can have a free choice of material for his activity. Again it must have freedom not only for his activity but also to choose what it has to do. Moreover its activity needs guidance so that it may not affect the growth of others.

What creates the most natural environment from which the child may select material for its growth? How are the instincts to be aroused so that the activities may be promoted spontaneously? If the child be placed into the most natural environment the instincts will spontaneously be aroused and promote the child's activity as is the case with the germination of the plant. When the seed is thrown into the soil and when it gets sunshine and raindrops, it spontaneously begins to grow. Again as we can find out that some particular soil is suitable for some particular plant from the effect of the cause, we have to use the same method for finding out most suitable environment for the child's growth. It is found by experience that children react with other children more spontaneously and more freely than they do with the elders. So the instincts of children are kindled when they see other children actively engaged in doing something or other. Take, for instance, the instinct of imitation. If a child sees other child performing something on the stage, it will try to imitate the performance. This imitation helps the child's growth to a great extent. All the development of exquisite

arts or music or literature owes a great deal to imitation. The best picture or the best musical composition or the best piece of literature has developed through the imitation of its best qualities by the artist. Even the scientific speculation and researches are imitation at the initial stage. The scientist first imitates the known experiments and then proceeds to invent new ones. Participation of knowledge from generation to generation is a sort of imitation. Thus if we go on thinking in this way we shall see that the whole civilization has developed by man's imitation of his species. Hence the importance of giving opportunities for children to imitate others. So if a period or two be given free for them in a fortnight the pupils themselves will arrange a programme and perform it; the management also should be by themselves. The teacher is simply to be a passive observer. If he feels that some guidance is necessary he may give suggestion. A group of children is susceptible to suggestion and so they will carry out exactly what is suggested as if it were the teacher's order. Besides they will not feel much disturbed. But it is better to give suggestions after the performance is over. The programme will be a type of variety entertainment function and performances of various sorts may be encouraged. Recitations, dramatic pieces, speeches, exhibition of articles of art and pictures, reading of pupils' own magazine etc. They are educative and at the same time amusing.

According to Alfred Adler ego is the dynamic principle of the activities of the individual. The child wants to exercise and exhibit its powers. So if the child's activities are not encouraged the child will form complexes—both the inferiority complex and the superiority complex—and it will become an unhappy individual on account of its broken personality. Hence all that we do to educate the children will be futile as personality building is included in the aims of education. Hence the activities should be encouraged though,

sometimes, guidance is necessary to them. If all the programme of the free period is managed and performed by children they will feel satisfied that they have exercised their power and to make the best of their exhibition they will come to the teacher for further guidance when the teacher's suggestion will be most effective.

Another great advantage of the free period is that the pupils learn self-government and discipline. The principle of free discipline is recognized by all. Free discipline implies freedom as well as control. Some sort of control is necessary and the best sort of control is self-control. As they will have to make the programme successful they will keep order and hence they will understand the value of discipline. One realizes the value of anything when one is in need of it. So if they must realize the value of discipline they must feel its need and then they will learn self-control. Enforced discipline is a sham thing. Suppose, for instance, a musical instrument is being played. If the pupils make voice they cannot enjoy it. Hence they will learn to keep order when something is being done for them. They will also learn, thereby, to be silent and attentive in the class. Again the teacher also will have to learn much about the impulsive character of children. If the performer of the music is not well up he will be unable to hold the audience and they will be rowdy. Then the musician will have to stop and then the children will be controlled. Hence the teacher has to learn that he must always be prepared. For, children have learnt to control themselves when something worth attending is being imparted. Thus the free period has a two-fold advantage—advantage to the intelligent teacher who though a passive observer has an eye on the interests and activities of the pupils, and advantage to the pupils who, unconsciously develop self-control and who consciously develop other powers by taking an active part in the programmes.

The teacher is passive in the sense that

he does not take an active part in the programme. But if he has to educate the children he must be mentally active. He must observe the attitudes and activities of the pupils with a view to use them in the class room. An illustration or two will be helpful here. A pupil is observed to act the part of a beggar or a drunkard in the variety entertainment function. His tendency may be encouraged and used in teaching poetry or an extract from Shakespeare. Let that boy actually act the pieces of literary passages which are to be taught. Hence the pupils will appreciate the passage with a greater interest. Many poems such as the "Village Song" by Sarojini Naidu, "Home they Brought Her Warrior" by Tennyson, or "The Messages" by Gibson and many others may be better appreciated if they are acted. Again some speeches of great orators such as Burke may be given for recitation. Thus by using the tendency of pupils to act or imitate others, a literary test may be created in them. Another pupil is observed to be a successful songster on the platform. He might be made to sing the poem in the class, which is to be taught. Then the pupils will like it more because they will feel its melody. Loud and effective reading of a passage might be encouraged as it is a sort of training in oratory.

Many pupils are nuisance to the class and to the teacher on account of their overflowing energy. If in some way or other that energy is directed into useful channels of activity they will cease to be nuisance. To direct their energy in some useful channel an interest must be created in him in some subject. So his natural tendency might be detected when he takes an active part in the programme and he might be encouraged in that particular art towards which he has an inclination. Sometimes children feel the pressure of studies and are bored. So they try to escape the studies, anyhow. And if something against their will is done at such a time, they make a strike. Many times students make strike

merely because they want to escape from the botheration of the routine. They have no other principle though they pretend to have one. So if the boredom is removed by giving free periods once a fortnight or a month, the students will keep far from making strikes.

One thing about the free period to be remembered is that the material they choose

for their performance must be educative. The pieces of prose or poetry they choose for recitation or the dramatic passages or the stories and any other material they choose must be of a high literary value. It must instil "plain living and high thinking" in them. Thus the right use of the free period depends upon the skill of the teacher.

PHYSICAL ACTIVITIES FOR ELEMENTARY SCHOOLS

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THESE are days of reconstruction. Evidence of this are everywhere. The multifarious activities of the National Planning Committee, the scheme of National Education adumbrated by the All-India Federation of Educational Associations, the work of the Secondary Education Reorganisation Conference in Madras are but a few of the attempts at reconstruction of national life in its varying phases.

The present system of education in the country is considered unsuited to the nature, needs and interests of the people and the emphasis in education is changing from the purely intellectual to practical one. The field of activity in education is being extended from the mind and its processes to the child as a living organism, whose mind, body and spirit act and react on each other. Not mere intellectual brilliancy, but an integrated personality living a rich and full life, living best and serving most, is the declared goal of education.

Physical Education, however, is not given the consideration due to it. Though "to-day we define physical education in terms of an integrated personality, in terms of educational goals, and in terms of the richness and fullness of the richest kind of living," the popular conception of physical education centres round drill and exercise, perspiration and respiration, muscle deve-

lopment and bodily growth. The existing drill and exercise ridden programmes of formal physical-activities in schools bear out the truth of this statement.

Reconstruction of physical education must begin in the elementary schools. Children in the primary stage of the elementary school—ages 6-10,—are in the formative period of their lives. Skills, habits, attitudes and interests have to be discovered and developed at this stage. Inborn tendencies have to be trained. And a programme of physical activities for these children must be based on their characteristics, traits or tendencies some of which are the play instinct, the egoistic tendency, the active nature, the imitative and imaginative faculty, sense of rhythm and music, and love of "Showing off".

It is unnecessary to discuss the above traits or characteristics, because they are well known, and every teacher and educator is aware of and realises their importance for educational materials and methods. What is of interest to the teacher of physical activities is to find out what types of physical activities satisfy these traits or tendencies and are useful for a sound programme of physical activities for elementary schools.

The play instinct, the egoistic tendency and the active nature of children indicate

the need for games of the active, vigorous, non-competitive type. To play is the birthright of the child because through play the innate physical skills of walking, running, chasing, climbing, jumping, throwing etc., are satisfied and developed. To play games is to be active and activity is growth. Children's games are more or less the same the world over, and occupy the first place in any programme of physical activities for children.

The imitative faculty of children is brought out through imitative activities, or mimetics. Activities of human beings, of animals, of birds, and even of moving inanimate things like trains, motor cars, aeroplanes etc., are easily imitated by children with zest and vigour, and are valuable for providing them with plenty of fun and exercise.

The activities that bring out the children's imagination are called dramatization activities or story plays. A story is told and the children dramatize the story through the activities suggested in the story. The story of the "Fox and the Sour Grapes" may serve as an example. When the story is told the children imagine themselves to be foxes and wander in the forest—an imaginary one in the playground or class room—looking for prey—also imaginary. They run, jump and chase like the fox in the story, come to the imaginary vineyard, jump for the grapes till tired and go away. The story is enacted not through the dialogue and music of the stage, but through the vigorous activities of the playground. Stories are not wanting. They await dramatisation by children.

The sense of rhythm and music is satisfied through folk dances, song plays and musical drills. Kummidi and Kolattam are typical of the folk dances of which there are many kinds. In the song play a game is played to the accompaniment of song, while the musical drill is done to the accompaniment of either instrumental music or vocal song. The folk dances are dying out and need resuscitation. Song plays and

musical drills to the accompaniment of Indian music are yet to be produced.

Every child wants to show off. 'Stunt' activities are eminently suited for this purpose. The combative contests, pyramid building, tumbling etc., are examples of stunt activities.

A programme of physical activities for the primary stage of elementary schools ought thus to consist of natural activities of the kinds above mentioned which satisfy the nature, needs and interests of children. All the exercise the growing child needs is available in these activities. Being natural activities, children take to them like ducks taking to water.

Drill and Exercise, *per se*, is not included in the programme because it is out of place in an elementary school. Drill and exercise is formal and artificial and is neither physiologically nor psychologically a sound physical activity for children.

[Note:—A full discussion of the place of drill and formal gymnastics in a physical education program is to be found in pages 103-110 of Physical Education for boys in the Secondary schools in India by G. F. Andrews—published by the Little Flower Co., Madras].

In the words of Mary H. Johnstone—

"The spirit of drill is not a joyous one. It lacks the outburst of spontaneous effort. The setness, the formality, the absolute restraint which must pervade the gymnastic lesson, explain why, when the charm of novelty of apparatus has faded, the business after three or four years of it becomes so boring that some girls are ready to evade it."

Indeed as Marshall and Rees say "drill becomes a source of intolerable boredom to all who take part in it."

Physical activities for elementary schools must be natural and not artificial; and they must also be taught naturally. The Laws of Learning—the Law of Use, the Law of Disuse, the Law of Frequency, the Law of Recency, the Law of Readiness and the Law of Effect are as important in

the teaching of physical activities as, in the teaching of any other subject. The elementary school teacher has an advantage in that children are also hero-worshippers. He is the hero to the children and should therefore take an active part in all their physical activities leading and directing them. He should also live up to the ideal of "living for and with the children" and participate in the activities as one of the children. Unsupervised and undirected physical activities are likely to produce more evil than good. Right habits of conduct and character can only be developed by careful nurturing. Health and happiness of children in the elementary schools, and the development of right habits of conduct and character is to a large extent dependent on the programme of physical activities, and on the teacher who carries out the programme. The need for both, of the right type, is pressing.

The aim of National Education has been said to be "the realisation of the maximum growth of every individual with a view to evolving an efficient co-operative social order," the objectives at every stage of education being (i) physical well-being,

(ii) national solidarity, (iii) economic efficiency, (iv) cultural development, and (v) ethical and moral consciousness. Health and vitality and physical well-being are the necessary foundations on which national solidarity, economic efficiency, cultural development and ethical and moral consciousness can be built up with the resultant efficient cooperative social order. These foundations should be full and truly laid out in the early years of the child in the primary stage of the elementary school. Only then can the child develop all round—mentally, morally, physically and spiritually—into an efficient citizen living best and serving most in an efficient cooperative social order.

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THE CINEMA AND SOCIAL SCIENCES

By SAKINA IFTEKHAR RASOOL

FORTY years have passed since the birth of the cinematograph, and today there are over 70,000 cinemas in the world and 1,900 new films are being annually made in various parts of the globe. It is estimated that nearly 20 millions attend a cinema performance daily, and the capital invested in the industry amounts to more than 1,000 million pounds. The craze for building gigantic cinema houses is ever on the increase, and with its world-wide popularity and intensive publicity the dominance of the movie in the amenities of modern life is now an undisputed fact from

all points of view—educative, cultural, social and economic. It is therefore beyond question that the film has become a powerful force in the national life of every civilised country, and constitutes one of the most prolific sources of economic relief in these days of keen financial stringency, when the grim spectre of unemployment is stalking large everywhere menacing the peace of the world.

In India within the short space of time the cinema evolution has been remarkably rapid and the fast strides it has made especially during the last few years, be

taken not a mean progress, but which may truly be characterised as ushering in a new age in films with possibilities of expansion beyond one's fondest dream. It is not an idle dream, as India with the abundance of her natural and human resources offers a grand citadel of film industry.

Juvenile Delinquency

Some people are of opinion that some of our social problems such as crime and juvenile delinquency which have persisted for many years are due to motion pictures. This is not so. That delinquency and crime, along with other social problems have lacked a community planning approach which long ago should have pointed a way to their adjustment. This is but one example of many social problems pressing for a solution—many of them so serious that they threaten the very fabric and structure of a democracy with the danger that they may even undermine the basic elements in our civilisation.

These problems are encountered in every field of the social sciences—economics, political science, and sociology. They include the problems of capital and labour, unemployment relief, slum clearance, living wages and decent working conditions, hygiene and many others in which definite economic issues are involved. In addition there is a whole series of problems related to the functioning of democratic governmental institutions; the dangers of Fascism; centralisation versus decentralisation of governmental functions; corruption in the various departments of the government. The field of sociology likewise embraces many problems of grave importance such as divorce, racial relations; crime, and community disorganisation growing out of the social inadequacy and lack of articulation of social institutions.

Effective teaching in the social science demands that these problems be presented fully and impartially and that school children be given a thorough knowledge of the issues involved so that these children as adults may be prepared to participate in-

telligently in the solution of these problems. In circumstances such as these, there seems to be no more potent instrument of education than the motion picture.

Social Hygiene

Another very important aspect which India has not so far tackled is the protection of maternity, in which cinematograph education might be directed towards a twofold end :—

1. By showing the injuries which certain sorts of work entail upon the health of mother and infant.

2. By making known the social machinery created for the welfare of the working mother and child.

The first of these tasks is a work of social prevention specialised along certain definite lines. The production of films in this sphere certainly requires the collaboration of doctors possessing ripe experience in industrial hygiene and gynaecology. Without in any way analysing the scientific data that these films would aim at disseminating, it may be said that it would be well to have films showing, on the one hand, factors that even in the young girl, may in a long run endanger maternity; and, on the other, the dangers of pregnancy itself.

Among the first of these risks may be mentioned bodily injuries that sometimes develop slowly throughout the occupational life of the adolescent, just at the age when long spells in abnormal positions, as are required in certain work, or the constant carrying of heavy loads, most easily injure growing organs. The cinema can easily bring these dangers to notice by showing the occupations in which they arise. Sometimes slow motion films, by singling out different phases, will show more clearly the abnormal features of certain constantly repeated occupational movements or certain attitudes imposed by the work, and how they can impair the development of a growing subject. These methods have been successfully employed for sex instruction and can similarly be adapted for campaign.

against the risks that certain forms of industrial work entail for maternity.

Preventive Measures

This preventive campaign would be all the more useful because in many cases by merely slightly modifying working methods it would be easy to attenuate, or even eliminate the danger inherent in certain work, the fitting of a new device on a machine might save the woman operating it from having to stand, or sit, or stoop all day; a more rational organisation of the workshop might do away with the carrying of loads, etc.

Thus by bringing home in a striking manner the serious drawbacks of certain methods of work that are liable to injure young girls in such a way as to impair motherhood, the film would unquestionably make for a reform of these methods. The remoteness of the danger and the slow if relentless attack on the system are liable to conceal the truth, and consequently it is all the more desirable to utter a timely warning to working women and to those responsible for this aspect of their health.

The second part of the programme of cinematographic education that could be imagined in this domain is certainly more attractive. It is always painful to lay suffering bare, but there is infinite felicity in depicting the benefits of institutions that help to surround the child's entry into the

world with happiness. There is material for charming pictures in all that is being done to this end in the different countries.

Again, it is necessary that these methods are facilitated by scientifically equipped departments where lessons are given in maternal hygiene, adapted in each individual case to their living conditions. The cinema in this respect not only spreads the news of this education but would stimulate other districts to follow a good example and will itself be the means of education in infant care, and the most ubiquitous of all.

And it would indeed not be an ungrateful task for a cinematograph film to show scenes of childhood made more radiant and joyous by devoted care; with mothers happy, or at least completely at ease, in the security afforded them by well-organised social assistance; future mothers intent on the great duty awaiting them, and preparing for it with a devotion fortified by the knowledge that there will be no lack of the means of fulfilment.

Such films, if carefully produced could show how, for the greater good of society and the individual alike, the occupation should be suited to the aptitudes of the individual, and how in adolescence, through vocational guidance well-conceived and generally applied, every endeavour should be made to find a job for which he or she is best suited.

WHY RESEARCH?

By Mr. S. KRISHNIAH

HIGH on the list of the grand array of inborn human potentialities stands the capacity for abstract thought. From primitive times man has craved to understand the 'how and why' of things goaded on by an insatiable hunger for knowledge. In the fulness of time, this insistent quest guided by the beacon kept alive by the

spirit of research, has brought forth in its train modern science with all its miracles of thought and marvels of achievement. Mankind's speculative thirst for knowledge has revealed the practical need of mastering the world. The scientific investigator began by delving into the hidden archives of knowledge, first trying to harness the forces of

nature and finally endeavouring to assert his supremacy over the animate and the inanimate. Mankind's mastery of the world having become an inevitable necessity, research was directed towards making oneself master of nature, animals, men and even the supernatural.

How many of them gained in reaching their objective is something disputable. The fact remains, however, that every scientific investigator, so far as his art or thought went, has unconsciously, got out of himself—has forgotten petty personal interests, has laid aside the cherished ambition of the fresh man—and ultimately ended as man thinking for the whole race: the enhancement of its standard of life occupying his genius. In the psychology of this new age, education has lent a strengthening hand to research, which is looked upon to play a directive part in the life and civilisation of the human being.

Appraising research on the basis of its origin and tendency we find that the first modern co-operation in research seems to have been made under the auspices of royal and wealthy personages, to form a collection of horticultural and zoological gardens which ranged beyond the monetary limitations of the scientist. During this stage of its evolution, those who earned their living by experimental science were the assistants of scientifically inclined patrons. Naturally in due time they attained distinction like the groundsmen and professionals of Cricket and Golf.

Even at present, research, on a world wide scale, is an organisation nurtured and petted by Futurity rather than the expected achieved reality. In spite of this drawback the outstanding harvest of science and invention increases in every dimension. While reviewing human activities, scientific research must be regarded not only from the point of view of collective function, but also from the individual viewpoint. Research has now become a career. Commercial men, especially, have an instinctive bias for research just to safeguard their

interests for the present and insure them for the future. The research worker being a man of self-reliance and good judgement, sound in his advice, is depended upon by the commercial managements. He is the person who drives the wheels of industry with the constant acceleration sublimating his efforts to progress.

But the bane in the association of research with industry is the anomaly of looking upon research as something to fall back upon when empirical methods are found wanting; thus totally disregarding the naked truth that research is the basis and foundation of industry. This calls for the recognition, with all its implications, of the fact that on research the fundamental objective of mankind—progress—depends. Such a recognition demands the rejection of the doctrine of "muddling through", which is so characteristic of this loathsome commercial age. The major influence of empiricism has had its virtues but under conditions long past and this world which is fast becoming organised and increasingly endeavouring to create a cosmos out of the modern chaos, the influence of empiricism should submit to the limitations, which are hitherto deemed acceptable to research.

Thus we realise to-day that the great march of industrial progress exclusively depends on research. This mutual dependence has brought research to its present world predominance. During all the stages of its evolution research has displayed protean adaptability and indestructibility shifting from the patronage of the millionaire to that of the war lord, living from hand to mouth all through the 'First Age of Prosperity' and emaciating under the tyranny of Private Capitalism.

Industrialisation ably supported by research has opened up new vistas for humanity which tries in vain to tackle the problem of "What to do with our sons?" The young man surplus, if it is not consumed is the main source of rebels, revolutionaries, and disturbances of every kind.

To-day twenty million people are employed in industries some of which were unthought of at the turn of the century—Film, radio, aeronautics, air-conditioning are examples which strike the mind soonest. The development of these gigantic industries was made possible only by continued research, and thorough experimentation, in which activities, laboratory workers, engineers, designers, scientists, and manufacturers collaborated. The inauguration of the new industries increases the demand for trained men. When the frontiers for young people cease to be geographical and become technological, training becomes imperative. The properly trained person—trained in imagination and resourcefulness as well as technical skill—has a tremendous advantage to-day in all fields of opportunity that are attractive.

Our complex civilisation is constantly creating opportunities at amazingly strange and new corners to take the place of the old ones. The young people must not be discouraged because the older professions are overcrowded; but they must be infused with the spirit of research. It forms one of the essential duties of education to point out to the young, the countless number of men who, through their imagination and initiative, have discovered for themselves opportunities that have eluded the thought of others.

The foggy horizon of life spoils the optimism of the young, but research, the backbone of industry, lifts the veil of unemployment to disclose 'New Frontiers for Youth.'

THE TASK BEFORE YOUTH

Sir MIRZA ISMAIL'S ADDRESS

[The following are some extracts from the Address delivered by Sir Mirza Ismail, Dewan of Mysore, at the Calcutta Convocation held on the 22nd March 1940 which may be read with interest.]

Work in Universities

"This nation, this democracy, is to be our care. We have always cared much about the distinction of the distinguished, the profundity of the profound, the peculiarity of the peculiar. But now there is one thing which to India is to matter more than these—the ordinariness of the ordinary, the massive, efficacious, sensible dullness of the educated multitude—and through this the same invaluable quality in the uneducated masses of the people. I am afraid that so far as dullness is concerned the young men of Bengal are comparatively ill-endowed. They are rather quick and lively. They need perhaps the rein rather than the goad or the twisted tail. But even here the great bulk of students, and of graduates, consists of not particularly distinguished people. Their brains, however, are good enough; their hearts are in the right place; and in their physique they are probably better than their academically remarkable friends. It is on

them mainly that the immediate and distant future depends. And in Bengal their special quickness and sensitiveness of response provides special opportunity and special danger. They are ready to love and follow what is highest and best, and if this were not convincingly set before them, how tragic might other allegiance prove to be!

"The most moving sight in any university is that of the multitudes of its under-graduates making their way hither and thither through the corridors, across the college square, in and out of the libraries and class-rooms. Whither bound to-day? Whither bound to-morrow? And a few years hence, whither? They are so keen, and willing and unspoilt. There was a lovely poem written about them a quarter of a century ago by one of your Scottish professors, of which only one phrase remains in memory—they stood about in the square, 'like stirks in a glen'—free and beautiful, all power and swift-

ness, yet for the moment still, uncertain, rather apprehensive, waiting—wonderful creatures, yet pathetic too. I am sure the authorities of the University and the people in the Colleges know well how best to guide and influence these young beings entrusted to them. It needs a large measure of sympathy, patience and wisdom. It needs most the personal touch. It needs free and endless discussion—of communism, for instance, which in its apparent idealism so naturally attracts young minds, and which will so bitterly disappoint them afterwards if now they identify with it all the force of their own idealism and hope.

"All of us could wish to rebuild the world on new foundations, but young men differ from the old in their conviction that this can easily and speedily be done, and by the application of particular social and economic doctrines. They do not realise how intractable is life's material. And violence tempts them, because they feel violent, and violence is swift, and they do not, like more experienced people, abhor the method of destruction. I wish that all who study here might acquire, as the greatest gift their University can bestow upon them, the faculty and habit of slow, deliberate judgment, based on knowledge, conscientiously acquired. I wish that even debating in Societies and Unions might be like that, and that speakers without information or reflection were thought of as bad speakers, however glib or rhetorical or clever at cut-and-thrust they might be."

Graduates' Opportunity

"Between the highly educated and the partially or wholly uneducated a yawning gulf is fixed. It is most important, even in the interests of the universities themselves, that this gulf should be, not *bridged*, which is condescension and danger, but *filled in*. I do hope that in the young men of this University, at least, there is no feeling of superiority, and that they have the sense to realise that the horny-handed son of toil in the field is *as yet* a better man than they are. Not better than they can and will be when they have knocked about a bit and had a taste of trouble and responsibility, but definitely *now* the better man. So they must look up to him not down. If the university man trained in agriculture is going to patronise the peasants he had better have stayed in his laboratory. Indeed the very idea in his studying in a university is to liberalise

him, to give him that sympathetic common sense that can recognise genuine human values. True education makes one in equal balance, intelligent and humble.

"I have spoken of contacts relating to agriculture. There is another kind of service in respect of which in Mysore we have made a very small but rather hopeful beginning, that of rural service by students and graduates in a more general sense. It has sometimes been suggested by people who are desperately wrestling with the unemployment problem that every graduate should, by a regular State scheme, spend in a village a period (perhaps of two years) after his graduation,—to be the general servant of the village in all wisdom and cleanliness. Unworkable, remote from reality, such an idea may be; but is there not something in it? All that has been done in Mysore is, in the first place, that students, while still in college, take particular villages under their care and, in the second place, a larger and more systematic plan, a centre on 'settlement' lines for the training of university men in rural service has been started. Wider development, there or anywhere, will depend partly on the direct interest shown by governments and their substantial financial support, but mainly on the driving enthusiasm of those of our young men who really care what sort of life is led by their fellow-countrymen in the villages. I profoundly hope that this enthusiasm may nowhere be lacking, that members of the Indian universities, in ever increasing numbers, will devote themselves to the social and economic problems of the countryside, and carefully fit themselves to take the lead in the movement for the uplift of the rural people. Let no one forget that it is these rustics who ultimately pay for the university education of the lucky few. Such service as students or graduates can give is the honest repayment of debt,—yet far beyond that, if inspired by fellow-feeling and the noble delight in service.

The Problem of Unemployment

"All this does little enough to solve the problem of unemployment. I do not see any possible solution except a deliberate policy of industrial expansion in our country. It is clear that this has been realised by the Government of India, who have declared that India is entitled to receive the utmost help that the Government can give in order that she ma

take her place as a leading manufacturing country. There is absolutely nothing to prevent the rapid attainment of this status, if governments and people are ready to work with each other and are genuinely determined upon the utilisation of the vast resources of the country in power, raw materials and technical ability. Surely India's intelligence and India's enterprise are adequate to this task, the fulfilment of which means the redemption of India from her grave obsession of poverty. Redemption, too, from every sort of domination. No country that rejoices in the power of full industrial prosperity can ever be kept down or looked down upon.

"India has a great economic future. Her resources entitle her to first rank leadership in this field. But in order to fulfil that destiny, those who have money must be prepared to disinter it and show some measure of confidence in each other; and on the other hand, the educated sons and daughters of India must cease to despise and shrink from the work that one does with one's hands. Excellent indeed is the work of the brain, in lofty thought or valuable invention, but the work of one's hands occupies no less important and dignified a place in national service. To those so minded, and particularly to those who have had such industrial and commercial training as all universities ought to provide, the development of industry and trade in India will give most satisfying employment. The war, no doubt, will create special demands, which will have an immediate and delusive effect on employment: this ill-wind always drives away the spectre for a time. But we must be planning now for the difficult times afterwards, and both the industrial and the academic world have huge responsibilities to the country in this connection.

National Defence

"There is one field of employment that to my mind has not been adequately explored by the universities. However much we may deplore wars and the growth of armaments, I presume we may take it that unless and until there is a change of heart to use the well-worn cliché, this evil incidental to social organisation will continue. India will be compelled to think of her national defence in more imperative terms than has been the case hitherto when we have complacently taken it for granted that the British soldier and the British sailor will spare us all anxiety on the score of defence. Indiani-

sation of the army and the growth of an Indian navy cannot be delayed any longer with safety. India must also develop the new arm of warfare in the air. India has ample resources, too, for the production of munitions and armaments. I look forward to a large employment of university men in the great war industries and also in the army, the navy and the air force. Among the indirect beneficial effects of the present war will probably be found the greater readiness to admit Indians to commissioned ranks in the army and a greater utilisation of India's resources for the production of war materials. I cannot help thinking that with a wiser British policy in India, our resources (industrial and belligerent) might by this time have been so developed, and would have been offered so gladly in alliance, that Britain thus supported would have been far more dreaded by her enemies.

"I should be very unhappy if any one assumed that I look upon war and hatred between nations as an inevitable element in the life of nations. I too dream dreams and see visions, and I readily join hands with those who seek to create a new world order when we shall be able to look upon war and preparations for war as evil features of an extinct order, and devote all our energies to the pursuit of the ultimate values in life. Let us by all means see visions but with our feet on the ground.

Plea for Mutual Toleration

"I have been thinking so much of the graduates all the time (sometimes exhorting them also) that the usual final exhortation might well be left out. I will not omit it, however, because, in wishing you all the greatest happiness, I cannot but emphasise again that idea which I always think of as the key to happiness for all men,—that old, ever-repeated, ever-venerated, ever-unheeded idea of tolerance and unity. Can a truth be trite when so few are willing to obey it? Tolerance and unity then, this is my final theme.

"Happy and serviceable is the man who can see another's point of view. It is division and distrust that weakens India and so many good causes in India, and everybody knows that this province of Bengal is itself rent with faction. Here is something worthy of your mettle, graduates. You, who have lived happily together in college, go forth now, armed with generosity and decency, and destroy the devil of disunion."

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, March, 1940

A University worthy of India

THE urgent need for developing in the capital city a University worthy of India is the keynote to the memorandum on the University of Delhi submitted to the Government of India by the Hon'ble Sir Maurice Gwyer, the Chief Justice of the Federal Court and the present Vice-Chancellor of the Delhi University. It is characterised at the same time by imagination and a close grasp of the actualities of the situation and the observations made by the Chief Justice deserve to be pondered over not merely by the Government of India but also by the authorities of the other Universities in our country to-day. The gulf between the ideal and the actual in the working of our Universities is becoming wider and wider from day to day. The memorandum shows clearly how the ambitions and aspirations, entertained by people at the time of inaugurating a university, gradually become frustrated and how high educational ideals are perverted for narrow purposes by those who come to positions of authority.

IT was in 1922—eighteen years ago—that the University of Delhi was established. It was then hoped that it

would develop into a University of which all India could be justly proud. It was then expected that it would give the best and the most comprehensive expression to the interest of the Government of India in the moral and intellectual progress of the country and a practical sign of its ultimate responsibility for the most complete realisation of the best educational ideals in India. But what is the position which the university is occupying to-day? In the words of the Chief Justice, "it plays but a small part in the life of the capital, and no part at all in the life of India as a whole. It does not attract students or post-graduate workers from other parts of India; it has very little academic society of its own; and instead of being, as it ought to be, the principal cultural link between India and the outside world, it is scarcely known outside the province of Delhi, and even in that restricted area inspires pity rather than confidence in the public at large." And the Chief Justice goes legitimately to the length of suggesting that it might almost be preferable to contemplate its painless extinction than to allow it to continue in its present state. That this should be the case with regard to a University which is the child of the great Government of India, ruling over an ancient land and possessed of rich resources, makes the situation all the more tragic.

BUT there is nothing to be surprised. This has been the fate of all great movements in our country in modern times. Conceived in a fit of enthusiasm they lose the glamour originally surrounding them and their originators lose quickly all sight of the nobility of the tasks undertaken by them and fall into the dead routine of things. Time

elapses ; enthusiasm cools down ; and institutions drag on with a mechanical existence.

IN this particular case the sad condition of affairs is due in the main to lack of earnestness on the part of the Government of India. The red-tape characteristic of a bureaucracy has been prominent in the history of the relations between the University and the Government. Paper correspondence, Enquiry committees and their reports, circulars from the chief commissioners — these and many similar things have been in great evidence. It is the human personal touch that has been absent throughout. Hence action has fallen into the background with consequences of a disastrous character. The delay has resulted in the growth and strengthening of vested interests which feel that the development of the University on right lines will affect them adversely and these interests have now become more vocal than they were in 1922. What would have been very easy some years ago has now become more difficult and complicated, simply because of the lapse of time.

THE vested interests are represented in this case by the colleges in the city. They have for several years been doing work of a University standard and they are afraid that their individual importance would dwindle if a real teaching university comes into existence. They do not like the idea of being absorbed in the larger life of the University and serving merely as its limbs. They are forgetting that there is nothing derogatory in our subordinating ourselves to a nobler and a greater cause, a cause which cannot be realised unless it be through such sub-

ordination. Our petty loyalties must yield place to greater loyalties.

IT is to this sad feature that the Chief Justice makes frequent reference in his memorandum. During its short life the university has been dominated in all its activities by the colleges and has only been able to make a feeble effort to exercise any control over the colleges." It is strictly accurate to say that "whenever there has been a conflict between the University and the colleges the views of the latter have prevailed, owing to the predominance of the college representatives or the University bodies." Time has therefore come for the Government of India to take a bold stand and provide the university with the necessary financial and moral resources to give effect to the scheme of reconstruction outlined by the Chief Justice.

THERE are two features of the memorandum to which special attention has to be drawn. One is the need for each university to pursue what it considers to be the ideal without waiting for other universities in the country to fall in line with it. Many schemes of educational reform in India remain merely paper-schemes because of the view that nothing should be done unless all provincial governments are agreed on the matter. In a big country like ours with so much of diversity and variety in local conditions and circumstances it is futile to expect such agreement and it is even unnecessary and undesirable. Each Province and each University should be free to develop on its own lines. In the case of the University of Delhi the opinion has been fairly unanimous in regard to a three-year degree course ; but action

has not yet been taken in that direction on the plea that the older and the neighbouring universities have not yet come to any decision on the matter. What if ? Let those who want a four-years course go to the other universities. The best thing for Delhi will be to put into execution what it considers to be in the best interests of education.

A SECOND feature is with respect to the selection of the subjects in which the University of Delhi should specialise. Every one has been repeating the statement that the newer universities should not become the mere replicas of the older universities ; but in practice no university has adhered to this view. Funds—meagre as they are—are being wasted in unnecessarily reduplicating courses. The Chief Justice is emphatically opposed to such reduplication. It is his ambition that the University of Delhi should have a chair in Political Science and Theory, in Constitutional History and Law and similar other subjects in which specialisation has not been provided for in other universities. Politics and Law have not as yet come to be studied in our country from the right academic stand-point. While in Physics, Chemistry, Botany and Indian History there has been a good deal of original contribution by Indian scholars nothing has been done by them in Politics, Law or even Economics. No Indian Scholar is quoted as an authority in these subjects so far. We hope that this defect will be removed through the efforts of the Delhi University.

THE appeal has now been made by no less a person than the Chief Justice to the Government of India. It has not fallen on deaf years. The government has agreed to increase its

grants to the University. It is however our wish that these grants should be on a liberal—even on a lavish scale so that the University might become worthy of such a great country as India.

Compulsory Hindi in Madras

THE Government of Madras—The Governor acting with his advisers—has done a prudent thing in cancelling the order passed by the Congress Cabinet making the Study of Hindi compulsory in Forms I to III of the Secondary Schools. All lovers of Hindi should welcome this cancellation. For compulsion has done more harm than good to the cause of Hindi in South India. It has created an artificial conflict between the mother-tongue and Hindi and made many people who were hitherto silent and indifferent in the matter opposed to the spread of this language. Liberal subsidy to the Hindi Prachar Sabha would have done more to Hindi than compulsion. This was what we said two years ago and this is the opinion we still hold. This is all the more so because the so-called compulsion was in no sense a real compulsion. There was no examination in Hindi and knowledge of it did not count as a factor in determining the promotion of a pupil from a lower to a higher class. The incentive therefore to make a real study of the language was weak. Moreover it added to the strain of pupils of a tender age. Nothing was done to lighten the heavy course in English when Hindi was added to the list of compulsory subjects. Considering all these factors we feel that the cancellation of compulsion is a prudent measure. Incidentally it saved the Congress Party from an awkward situation.

WE are glad to find that the grants made by the Congress Cabinet for the teaching of Hindi will be continued even under the optional scheme. But the whole matter requires to be reviewed. There is still room for acute differences of opinion as to whether the spread of Hindi should be left to the efforts of voluntary enterprise or undertaken by government. Even a good cause may suffer by the adoption of bad means for achieving it.

Elementary Education in Bengal

AUTONOMOUS Government has been at work in Bengal for three years. The discussions, however, in the Bengal Assembly during the recent budget session show that much progress has not been made in the introduction of free and compulsory elementary education even under Provincial Autonomy. Criticism of Government policy came from many sides. Reference was made to the urgency of the matter. It was also pointed out that even the education as it exists today was most ineffective owing to the very low salaries paid to the teachers of elementary schools compared with the hundreds and the thousands paid to those in the higher ranks of educational service. Some referred to the fact that the ministry was unwilling to tap the financial resources of the province and to tax the richer classes of people, and there were some others who stated that the money available was being spent on schemes of luxury like the establishment of a college for Muslim girls. In his reply, the Hon'ble the Chief Minister recognised the need for free and compulsory education but said that in that respect Bengal was not behind other Provinces in India. He also

assured the House that his Government was considering the report of the committee which was appointed to investigate all the problems of primary education in the province and assured that he would solve the problem somehow and get the one crore of rupees per year which was the minimum required for the purpose. There is therefore some hope left that ere long the ministry would take courage to impose additional taxation and give to the people of Bengal the benefits of universal education.

Personal Notes

HIS HIGHNESS THE MAHARAJA SCINDIA OF GWALIOR has contributed Rs. 1000/- to Lady Noyce School for the Deaf and Dumb, New Delhi.

MR. K. M. KURIAKKO, B. Com., has been awarded a scholarship by the University of Sydney for taking up a course in Law or Journalism in Australia.

THE MAHARAJA OF JEYPORE is nominated by His Excellency the Chancellor of the Andhra University, as Pro-chancellor of the University for a term of 3 years with effect from March 5, 1940.

DR. RABINDRANATH TAGORE is to be the recipient of the honorary degree of D. Litt. by the Oxford University. The degree will be conferred by delegates appointed by the Chancellor.

MR. V. P. ANANTANARAYANA, Asst. Marketing Officer (central), has been awarded the M. Sc. degree by the Madras University for Research work in Biochemistry.

SIR JAGDISH PRASAD, Education Member of the Viceroy's Council presided over the convocation of the Delhi University on the 16th instant.

MR. K. N. EAPEN, becomes a member of the Imperial Council of Agricultural Research and also of its Advisory Council.

THROUGH different PROVINCES

DELHI

INDIAN STUDENTS IN ENGLAND

The report on the working of the education department of the office of the High Commissioner for India in London for the year 1937-38 is published.

One thousand five hundred and sixty-six students pursued full-time courses in Universities and colleges in England during the year. The report states that, assuming that the average annual cost of each student is between £250 and £300, the aggregate amount is not far short of half a million pounds a year.

A satisfactory feature was the increasing number of Indian women students and the variety of courses of study to which they applied themselves.

As many as 571 students took up medicine in England during the year, 339 arts, including law, 267 engineering and technology, 170 pure science, 110 economics and commerce, and 104 agriculture and veterinary.

The record of success of Indian students in England was highly satisfactory. The report points out that in many cases the students are placed in serious difficulties which are not in their own creation, and particularly draws the attention of parents and guardians to the inadvisability of not sending adequate and punctual remittances to cover their wards' educational and living expenses, as also to the risk involved in sending them too much.

INDUSTRIAL DEVELOPMENT BOARD

Sir Jeremy Raisman made an important announcement in replying to the debate on the Budget in the Council of State on 6th March.

In reply to suggestions about the desirability of encouraging industrialists to establish industries, which once established could have the prospect of success when peace-time conditions came, Sir Jeremy announced that the matter had been engaging the close attention of the Commerce Member.

It is reported that a Board for industrial development under the aegis of the Commerce

Department of the Government of India will be set up shortly. Dr. S. S. Bhatnagar of the Punjab University will be its Chairman and Mr. T. S. Pillai, Deputy Secretary, Commerce Department, the Secretary.

INDUSTRIAL RESEARCH IN WAR-TIME

The suggestion to appoint an un-official Committee on the lines of the National Research Council of Great Britain composed of representative scientists and businessmen to organise industrial research in war time to cater to the needs of the whole country is made by Sir M. Visweswarayya, President of the Court of the Indian Institute of Science, Bangalore, in a circular to its members.

The proposed Committee will be expected to prepare the combined plan and programme after obtaining regional plans and programmes from the various centres of scientific activity in the country.

ROYAL INDIAN MILITARY COLLEGE

Applications are invited to fill vacancies at the Prince of Wales Royal Indian Military College at Dehra Dun for the term commencing on August 1, 1940, says a Press Communiqué.

The vacancies are to be filled by His Excellency the Commander-in-Chief on the recommendation of the proper local authority, that is, the Provincial Government.

MADRAS

THE ANNAMALAI UNIVERSITY

"The chief feature in the academic work of the University during the calendar year was the provision of an additional course of study in *Mridangam* for the Sangita Bhushana Title. In other respects the University continued its activities as in the last year." Thus begins the Eleventh Annual report for the calendar year 1939 of the Annamalai University, submitted by the Syndicate.

During the year provision was made for instruction in the following branches of study leading to the award of a Certificate of Pro-

iciency in Oriental learning :— (i) Tamil Language and Literature in their bearing on Indian History and Culture. (ii) Dravidian Philology with special reference to Tamil.

The Syndicate has decided to institute the degree of D. Sc. awardable on the basis of a research thesis.

GOVERNMENT REVIEW ON EDUCATION

Reviewing the report of the Director of Public Instruction for the year 1938-39, the Government observe :

The policy of eliminating ineffective and inefficient elementary schools and of developing incomplete schools into complete (five standard) schools was continued with marked success during the year. The number of complete (five standard) schools has nearly doubled the actual increase being from 13,143 to 25,535. The opening of the fifth standard in over 12,000 schools has enabled a large number of children to go through the full primary course and attain permanent literacy. While in 1936-37 the number of pupils in the fifth standard was only 129,727, it rose to 238,364 or by 85 per cent in 1938-39.

In the year under review the Government sanctioned the admission of poor students belonging to the scheduled classes to Arts and Professional Colleges without payment of fees. The number of pupils from these classes in secondary schools rose from 7,333 to 8,085. The new policy adopted by the department of enabling pupils in elementary schools to go through the full primary course resulted in an increase of pupils of the scheduled classes in the higher standards of elementary schools, the number of pupils in standard V having shown an increase of nearly 6,000.

GANDHIAN CHAIR IN ANDHRA UNIVERSITY

The District Board, West Godavari, Ellore has donated Rs. 4,200 for two years i.e., for 1940-41 and 1941-42, to the Andhra University for founding the Gandhian chair in the Andhra University. The Vice-Chancellor has most thankfully accepted the donation and has expressed obligations of the University and himself to the President and members of the District Board for their generous benefaction.

HINDI IN HIGHER FORMS

A Press Communique issued by the Government of Madras states :

"With reference to the Government Communique on Hindi, dated the 21st February 1940 there seems to have been some misunderstanding regarding Hindi as an optional subject in Forms IV to VI of Secondary Schools. Hindi is already an optional subject for (C) Group of the S. S. L. C. Examination and can be offered as a subject in (A) Group by the comparatively few students whose mother-tongue is not one of the South Indian Languages or which has not a script, i.e., Konkani. In the current year 25 High Schools are offering Hindi in (C) Group for the S. S. L. C. Examination and 6 are offering it under Group (A).

Under the rules English and the mother-tongue are compulsory subjects in Group (A) and a student is also, and has for a long time been, permitted to offer in addition as an optional subject in Group (C), a third language. It is, therefore, wrong to suggest, as has been done, that the study of Hindi in higher forms will result in neglect of the mother-tongue or other necessary subjects."

GRANTS TO ANDHRA UNIVERSITY

In the Madras Budget under the Education grant provision has been made for the opening of a Natural Science College in the Andhra University. The University has been agitating for a grant for this purpose for several years. There is a general feeling that in distributing such funds as have been made available for University Education the Andhra University has received much less favourable treatment than the Madras University and its constituent colleges. There is no provision in any of the colleges under the jurisdiction of the Andhra University for the teaching of Natural Science subjects up to the Honours standard, and the University itself is not in a financial position to establish such a college. The Government have therefore undertaken to find Rs. 3.50 lakhs for the buildings and a grant of roughly half the sum required to pay the staff and to meet other recurring expenditure. It is hoped that the University will be able to spend at least Rs. 50,000 on buildings in the coming year.

BOMBAY

ENCOURAGING HINDI LITERATURE

The Government of Bombay has sanctioned Rs. 600 during the current year for "encouragement to Hindustani Literature."

It is proposed to utilise this amount in giving cash prizes to authors of deserving works in Hindustani, in purchasing of copies of such works and in similar ways. Preference will be given to writers belonging to this province.

MILITARY TRAINING

A resolution that a department of military studies should be instituted in the Bombay University was unanimously adopted by the Senate of the Bombay University on 16th February 1940.

It will be recalled that, in February 1939, the Senate passed a resolution requesting the Syndicate and the Academic Council to consider the advisability of instituting courses of military training in the institutions in the province.

The present resolution implements and is in continuation of the steps taken by the Academic Council in this behalf.

EDUCATION OF BACKWARD CLASS PUPILS

The Bombay Government have issued a Press Note on the working of the Backward Class Department for the year 1938-39.

A new rule has been added to the Bombay Primary Education rules, 1924, as a result of which, no grant shall be paid to a local authority for a school where a pupil is refused admission on the score of caste. If no pupils from the scheduled castes are actually attending a school it shall be presumed that admission is being refused to such pupils within the meaning of this rule, unless the School Board gives satisfactory reasons to the contrary. "The addition of this new rule will have a salutary effect on the School Boards," says the Backward Class Officer.

Apart from the scholarships sanctioned by the Educational Department, the Backward Class Department gives monetary assistance to deserving backward class students studying in schools and colleges by way of further scholarships and in lump sums.

BENGAL

TEACHING OF CRAFTS

Mr. A. K. Fazlul Huq, Premier of Bengal, opening the educational exhibition, held in connection with the Education Week on 7th February said that a marvellous change had taken place in the nature of education imparted in schools. A sincere and earnest endeavour was being made, not only by the Government but also by the Public to revive the dying industries in Bengal. He stressed the need for introducing crafts and handiworks in the curriculum of schools.

C. P.

VIDYA MANDIR BILL

The Chief Secretary informed pressmen at a press conference that the Vidya Mandir Bill is at present being examined clause by clause by H. E. The Governor.

PUNJAB

EDUCATION BILL

The question of having separate syllabus for boys and girls of primary schools in the Punjab was raised recently in the Punjab Legislative Assembly.

Replying to the debate, the Education Minister, Mian Abdul Hayee, said that the Syllabus Committee had recommended a common syllabus both for boys and girls up to third and fourth standards; but for fourth and fifth standards certain modifications had been suggested. The Government had accepted these recommendations.

As regards religious instruction, the Minister said that the present Government had already issued orders that in a certain number of girls' schools, religious instructions should be imparted after school hours. He assured the House that if this worked satisfactorily, the Government would not only introduce it during school hours but also extend it to other girls' schools.

LITERACY DRIVE IN PUNJAB JAILS

The scheme for imparting primary education in jails which was introduced by the Punjab Government in all the Central Jails and seven out of the major district jails of the Punjab last year, will be extended to five more district jails during the next financial year. Provision in this respect has been made in the budget.

SCHEDULED CASTES' UPLIFT

The steps taken by the Punjab Government for the Uplift of the scheduled castes are explained in a Press Note issued by the Director of Information. The note emphasises that the measures adopted by the Government for the specific benefit of the scheduled castes are not the only ones from which they actually benefit.

In the sphere of education, special encouragement is given by means of concessions, stipends and scholarships to children of these castes. In addition, other concessions have also been announced.

In connection with their rural development scheme, the Government have sanctioned the award of 100 scholarships of Rs. 15 per mensem each for two years for the training of 'dais' and 200 scholarships of Rs. 10 per mensem each for one year. Definite orders had been given for the reservation for scheduled castes of two and a half percent of all new recruitment to ministerial posts in Government offices, subject to scheduled castes candidates with the necessary qualifications being available. This policy has been extended to recruitment to various other cadres.

MYSORE

ADULT LITERACY CAMPAIGN

The Mysore University Senate, at its recent meeting passed unanimously the proposition that a well-planned scheme of adult literacy campaign be launched during the three months of summer vacation directly under the auspices of the University with the help of the University students in selected centres and that provision be made in the budget for giving stipends to such students for providing them with books and necessary equipments for conducting classes.

TRAINING IN FLYING

Efforts are being made in Bangalore to establish a Mysore Airways Company and to found an Aeronautical Training School and Flying Club. A preliminary meeting of "air-minded" enthusiasts was held when Mr. W. A. Davies explained in brief the details of the scheme.

INDORE

LITERACY DRIVE IN INDORE

A campaign known as the "Each one teach one" campaign was inaugurated by Pandit

Murlidhar Mudgil, Director of Education, Indore, on the occasion of His Highness the Maharaja Holkar's Accession Day.

"Each one teach one" Committees are being formed in every ward and mofussil town with a Central Council at Indore for conducting the campaign.

KASHMIR

RURAL DEVELOPMENT

"There is nothing which is nearer to the heart of His Highness the Maharaja than the amelioration of the lot of those of his subjects who live in the rural areas of the State. He has willed that they shall no longer be neglected", says Dewan Bahadur N. Gopaldaswami Iyengar, Prime Minister, Jammu and Kashmir, in the course of an inspiring message to the *Dehati Danya*, an Urdu journal started by the Rural Development and Panchayat Department of the State for the propagation of the principles of rural uplift in the villages.

The Prime Minister adds: "To ascertain and minister to their wants, to contribute to the betterment of their social and economic condition, to help in the sweetening of their lives, in short, to make them better men and women in every sense of the word, proud of themselves and the villages as well as of the State and the Ruler to whom they owe allegiance, such is the task which the officers of the Rural Development Department have commenced to set their hands to."

BALUCHISTAN

RELIGIOUS INSTRUCTION IN SCHOOLS

It is understood that Mr. Leitch Wilson, Superintendent of Education in Baluchistan, met a large number of Tribal Sardars and Maliks at Sibi in connection with the scheme to introduce religious instruction in village schools in Baluchistan. It is stated that the reaction is favourable.

Before any further action is taken, the Baluchistan authorities, it is stated, have directed the Political officers of all the districts to discuss the scheme in detail with local Sardars and Maliks and submit their report in the light of these discussions, to enable the educational authorities to examine the scheme in detail and overcome difficulties if any.



PUBLIC OPINION



SRI KAKA KALELKAR'S VIEWS ON EDUCATION

At a recent meeting of educationists who gathered at Malikanda in connection with the Gandhi Seva Sangh Conference, Sri Kaka Kalelkar, Vice-President of the Rashtra Bhasha Prachar Samity while recognising the importance of the spread of literacy for a democratic form of government, opposed the idea of teaching the alphabet to children of too tender an age.

Children should, he said, be taught poems, songs and dialogues orally. They should be introduced to simple elegant literature by word of mouth before they were taught to read and write. The success of the Wardha scheme, he added, depended upon two factors, namely, taboo of English during the first seven years from a child's education and the taboo of compulsion so far as the learning of the alphabet was concerned during the first year of a child's education. Too early literacy was as bad as child marriage.

The discussion centred round the technique of correlated teaching and some members of the Sangh engaged in educational activities related their experiences with particular reference to their success in using industrial activity for building character.

Mr. Narhari Parikh, Chairman of the Basic Education Committee, Bombay, cleared some misconceptions about correlation. Kaka Kalelkar also laid stress on distinguishing between association of ideas and correlation of knowledge.

So far as the spread of Hindi is concerned, Kaka Kalelkar expressed the opinion that English should be retained only as a source of information and knowledge, and should not be used as the medium of expression of national life. English must cease to be the vehicle of thought so far as Indian educational institutions, courts and journalism were concerned. He regretted that Indian languages were denied their rightful place as the media of national self-expression.

SIR JAGDISH PRASAD ON AGRICULTURAL TRAINING

"The educated young man generally finds life in the village unattractive and devoid of many amenities. He, therefore, gravitates either towards the towns or towards government service. That is a state of affairs which all Governments are earnestly endeavouring to set right", said Sir Jagdish Prasad, Member of the Viceroy's Executive Council, at the prize-distribution of the Punjab Agricultural College, Lyallpur on 2nd March.

Sir Jagdish added: "It is a tremendous task which will take time to accomplish. I believe that a number of graduates from this college have already demonstrated what can be accomplished by combining a sound agricultural training with personal energy."

Continuing, Sir Jagdish Prasad said that agriculture was, and was likely to be for a long time, the occupation of the majority of the people of India. The farmer was even more important than his produce. His welfare should be the first concern of the rest of the community.

LT. COL. CHATTERJI ON THE PROBLEM OF SCHOOL HYGIENE

"The Problem of School Hygiene" was the subject of an address delivered by Lt. Col. A. C. Chatterji, Director of Public Health, Bengal, during "Education Week" at Dacca.

This problem, said Col. Chatterji envisaged a fourfold programme namely, medical inspection of school children, medical relief for school children for minor ailments and defects, sanitary inspection of school premises and attached buildings including hostels, and teaching of hygiene in schools. The individual items of this programme should not be considered independent of each other because they would never yield the best results if one was completely divorced from the other.

After discussing the items one by one, Col. Chatterji referred to the question of finance. "In school hygiene work," he said, "we must

realize that apart from the child itself there are four elements concerned with the programme, namely, the State, the local bodies, the school authorities and parents or guardians of the children. In order to work out the programme we must have the necessary finances. It is futile to demand the cost of meeting the necessary expenses either only from guardians or from the State alone. All concerned must pool their resources and only then will it be possible to make it financially successful. If the cost of the expense is distributed proportionately among all those who are directly concerned with this programme, it will not fall heavily on any one of them."

BEGUM AMIRUDDIN ON CULTURAL FELLOWSHIP IN INDIA

In one of her recent utterances Begum Amiruddin of Tanjore appealed to the two great communities in India to understand each other better. In the past, she said, the spirit of fellowship tended to bring the two communities together and for long they lived together without having much to make out of communal rivalries. But unfortunately that harmonious relationship was gone. Each community should cultivate breadth of vision and display a spirit of accommodation towards the religion and culture of the other.

In India, Begum Amiruddin continued, time and clime had diversified the cultural pattern and enriched the tints. This was not a thing to be regretted. As in music the different notes assumed full artistic beauty and power only when blended into harmony, so the diverse cultures of India must seek fulfilment of their separate beings in a cultural diapason. Their Universities should direct their attention towards the promotion of mutual understanding and good-will among communities. A course of studies might be offered by the Universities in which Arabic and Sanskrit would have the same basic value as Greek and Latin in the public schools and Universities of England. Educated men and women should undertake the study of the different cultures and the vital task of building a magnificent superstructure of fellowship on the foundation of these cultures. If they did so, out of the present-day conflicts there would emerge a cultural fellowship which draw the different races and creeds in one bond of common

understanding for the welfare of India and for the service of the world.

MR. M. S. SUNDARESAN'S PLEA FOR RETENTION OF COIMBATORE WARDHA SCHOOL

Mr. M. S. Sundaresan, Headmaster of the Government Wardha Training School at Coimbatore, addressing a large gathering under the auspices of the Mahanth High School Teachers' Association, put forth a plea for the retention of the Wardha Training School at Coimbatore.

Mr. Sundaresan observed that the authorities, who had decided upon not continuing the school, had not stated that the Scheme had proved a failure. Describing the successful working of the School, he observed that there was no force in the criticism that spinning was a monotonous activity. The Scheme could be modified to suit any craft; if education was to be real, it must be based on some kind of purposeful activity, which would appeal to the minds of children. The Wardha Scheme should be introduced, if the liquidation of illiteracy of the masses was an important matter.

SIR C. P. RAMASWAMI AIYAR ON THE PHYSICAL FITNESS OF STUDENTS

The first and foremost thing that educational authorities in India had to deal with was the question of the physical fitness of the student, said Sir C. P. Ramaswami Aiyar, Dewan of Travancore, presiding over the Silver Jubilee celebrations of the English High School at Attingal near Trivandrum, on 29th February.

Sir Ramaswami Aiyar said that half the trouble in India was due not to lack of intellectual acuteness, but to lack of stamina and endurance. At the age of 16 to 25 the Indian student was perhaps superior and certainly equal in attainments, acuteness and subtlety to Western students. But while the latter went on developing even after scholastic days, kept up their studies and their scientific and other pursuits, the Indian was apt to get physically and mentally tired, and was often reduced to fighting the onset of diabetes. Therefore they had to judge of their students and schools, not so much by the marks they obtained, as by their devotion to physical culture, by their fitness and personality. The Dewan felt in this connection of the importance of the Boy Scout movement.

SCIENTIFIC EDUCATION AND RESEARCH IN EGYPT

The Conduct of Experimental Work

By Dr. HASSAN SADEK BEY,

Director General of the Department of Survey and Mines.

Egyptian children get their first dose of scientific education at the primary school—quite early enough. There they are given simple and elementary scientific explanations of phenomena they usually knock against in their daily lives. When they go up to the secondary schools our boys and girls are given regular courses of science, more especially those who intend to proceed further to some of the technical and scientific faculties of our university.

Until about ten years ago instruction was given on scientific subjects in English or French, but now all is given in Arabic, and this has given birth to quite an important Arabic science literature. There is now no want of elementary books on sciences like chemistry, physics, botany, zoology, and geology, which were almost entirely lacking a few years ago. Indeed, our Arabic science books have already found their way to other Arabic-speaking countries, from Iraq on the east to Morocco on the west. Even the Azhar University, which is principally a religious institution, has become alive to the importance of science training to help a better understanding of theological subjects.

Our new Egyptian University, in spite of being in its infancy if compared with the universities of Europe, already possesses the usual number of faculties in such universities—art, science, engineering, medicine, economics, &c. The faculty of science is by no means the least important, and is run more or less on the lines of most science faculties in English universities. Among the teaching staff are men—Egyptians and foreigners—who have distinguished themselves during their years of study and to whose names are recorded important works of research. They are exerting every effort to turn out the proper type of young Egyptian scientist to suit the requirements of the country, thereby making it less and less necessary to send our young men to Europe for their scientific training.

It is, however, to be regretted that that important faculty has not so far received the consideration it rightly deserves at the hands

of the power that be. For, while its sister faculties have all been comfortably installed in palatial buildings round the central university buildings at Giza, the faculty of science has still to spend many more years in the tumble-down old buildings which once served as the stables and store-rooms of the Zaafaran Palace. We are looking forward, and we hope we won't have to wait very long, to seeing the laboratories and lecture-rooms of this faculty take their proper place in the university city at Giza.

Plenty of Work for Graduates

Once graduated, the science student in Egypt should not remain idle, for both in the Government and outside it there is ample provision for scientific work. The Government scientific institutions, as would be expected, are all intended to carry out investigations on subjects which have a practical bearing on one or other of the country's problems.

The Nile, being the most important source of life to the country, naturally calls for a special organisation to study it. This is undertaken by the Hydrological Section of the Physical Service of the Ministry of Public Works. Gauges are registered from 150 or more stations, distributed on the river from its sources in the equatorial lakes to near its mouths in the Mediterranean Sea. Rainfall observations from over 900 stations in Egypt, the Sudan, Central Africa, and many of the islands in the north and south give the necessary data for the forecast of river discharges, which are the basis for drawing up cultivation programmes. One of the most important publications made by that service is "The Nile Basin," which is the reference book for all that concerns the river. The Helwan Astronomical Observatory is an important section of the same service, always busily engaged in astronomical photography, observations of solar radiation, time observation, and recording earth tremors.

The Cotton Research Board

The Ministry of Agriculture has a number of Scientific and technical sections, which are

fast turning out results of researches, most of which are of far-reaching importance for agricultural life of the country. The Cotton Research Board, which was founded in 1919 to co-ordinate and direct all researches on cotton, has now become the link between various sections involved in cotton problems. The chemical section concerns itself with the study of soils and suitable fertilisers for various crops; while the botanical section, with its laboratories and experimental farms, takes upon itself the improvement of the cotton and wheat crops. This is achieved by breeding better and purer types on the basis of field selection combined with self-fertilisation and hybridisation, or by acclimatisation of imported varieties. Such varieties of cotton as Giza 7 and Giza 12 are the result of the scientific and well-conducted efforts of this section, and have greatly benefited the Egyptian cultivator. The propagation of such improved strains is usually made in conjunction with the State Domains Department and with some selected farmers.

Then we have the Mycological Section, which carries out research on the diseases of plants, finding methods of prevention and control. The Entomological Section studies both injurious and beneficial insects, and is more especially concerned with cotton pests, locusts, aphids, &c. The section possesses an important collection of Egyptian insects.

The Minister of Public Health is also in possession of many sections conducting important scientific research, bacteriological, pathological, and chemical. Perhaps one of the most important is the Research Institution and Endemic Diseases Hospital, which was instituted in 1931, and is carrying out most important research on bilharzia, ankylostoma, malaria, filaria, and such endemic diseases, which are the worst enemies of the Egyptian fellah.

Other institutions, like the Geological museum of the Survey Department and the Chemical Department of the Ministry of Commerce and industry, are engaged in research on subjects both of academic and economic importance. All these sections and departments of State issue from time to time through the Government press bulletins and memories embodying the results of researches made, while the illustrations are usually made by the Reproduction Section of the Survey Department.

The Egyptian Institute

Among the non-governmental scientific institutions the Egyptian Institute—"L'Institut d'Egypt"—is perhaps the oldest of all. It was founded by the French Expedition which came with Bonaparte, and was revived in 1859 by Jomard and other French men of science and arts in Alexandria. In January 1880, however, the institute moved to Cairo, where it now functions. Its principal objects is to study all that concerns Egypt and neighbouring countries from the literary, artistic, and scientific points of view.

The Royal Geographical Society was founded in 1875 by Khedivial decree. It has its own buildings and library, as well as an Ethnographical Museum and an excellent show of relief maps of important features in the Nile valley. This society, like all other scientific institutions, lives mainly on the subsidy granted by the Egyptian Government.

The Entomological Society was founded in 1907, but did not assume importance until the late King Fouad took it under his royal patronage in 1923. It now possesses its own fine building, which houses a lecture hall and offices, as well as a very important collection of Egyptian insects.

The Egyptian Horticultural Society, founded in 1915, is another society possessing an experimental garden. It published a special bulletin of its own twice a year. Among its achievements are the shows it organises, which are among the most successful and popular events of the season. Other societies are the French Archaeological Institution, Cairo Scientific Society, the Ophthalmological Society, and the Egyptian Medical Association, all of which are engaged in fulfilling the scientific needs of those concerned with their activities.

Finally, there is the Royal Agricultural Society, which was founded in 1898 with the object of improving and developing agriculture in Egypt and to organise agricultural and industrial shows. Soon after it was founded it took on itself the distribution of fertilisers in the country, thereby making a good deal of money. Later it gradually formed its technical sections which carry out independent research work and laboratory studies on the growth of plants, production and distribution of seeds, &c. Maarad cotton and Maarad Hindi wheat are among the most important results of its work. (M. G. C.)

Archaeological Notes

Epigraphic

New Light on South Indian History

New light is thrown on the early history of South India and the antiquity of the Tamil language, the oldest among the current Indian languages, by an interesting discovery lately made by the Epigraphical Branch of the Archaeological Survey of India made at Mamandur about seven miles from Conjeevaram, the ancient capital of the Pallavas, which continues to be one of the main centres of Hindu pilgrimage to the present day.

In a natural rock shelter formed by a huge boulder reclining against another, close examination has revealed the existence of a four line record in Brahmi characters not far removed from the script of Asoka's well-known edicts, the language, however, being an early form of Tamil instead of Pali. There is little doubt that the record which refers to the construction, by a local chief, of the rock shelter, apparently for the use of monks in winter, was connected with the early spread of Buddha's doctrines. The existence of the Buddhism at Conjeevaram at a later date is proved by the testimony of the Chinese pilgrim, Hieun Tsang who visited Conjeevaram. The present record may indicate that Buddhism had already penetrated to this region eight or nine centuries previously.

Precursor for Rockcut Shrines

Similar rock shelters and caverns with or without inscriptions have been discovered in the Tinnevely, Ramnad and Madura districts. Last year a cavern with an early Brahmi inscription in Prakrit was discovered in the Nellore district north of Madras. The present find furnishes an important link in the chain of the early spread of Buddhism and the construction of crude rock shelters throughout Southern India, which were the precursors of the famous Buddhist and Brahmanical rock-cut shrines and monasteries in Western and Southern India.

The natural rock shelter where the discovery has been made is about a furlong to the north of the cave in which a Sanskrit inscription of the Great Pallava King Mahendravarman refers to the comedy entitled "Mattavilasa" composed by the King. Mahendravarman was one of the most remarkable and accomplished

rulers known in South India; numerous relics and inscriptions scattered over a wide area bear testimony to his interest in literature, architecture and music. Four rock-cut cave temples at Mamandur are already known to students of history as having been excavated under his orders.

Numismatic

Coins two thousand years old

That from the earliest times there was in India an independent indigenous system of weight is the conclusion reached by Mr. E.H.C. Walsh, I. C. S. (retired), a well known authority on Indian numismatics, on a recent study of a number of coins found in two hoards of punch-marked coins more than 2,000 years old discovered in Sir John Marshall's excavation on the Bhir Mound, the oldest of the three successive cities at Taxila which dates back to the 6th Century B. C. and was abandoned 400 years later. The result of the study has just been published in a monograph in the memoirs of the Archaeological Survey of India.

Most Ancient Type

The find throws a flood of light on the significance, grouping and sequence of the most ancient type of Indian coins found all over India. The coins furnish a future standard of reference for punch-marked coins as the coins extend over a longer period and contain more varieties and are in every respect more complete than the British Museum specimens.

From a study of the weight of the coins the conclusion is reached that India must have had from the earliest times an independent indigenous system of weight.

Greek Coins Indicate Date

Like other punch-marked coins, the coins in these hoards also bear neither the date nor the name of the king, but the date of the deposit of both the hoards is fixed by other extraneous coins of rulers with known dates. Two gold coins of Alexander the Great and one of Philip Aridaeus in mint condition were found in the larger hoard and one gold coin of Diodotos in the smaller; the former should, therefore, have been deposited about 317 B. C. and the latter about 248 B. C.

CORRESPONDENCE

The Andhra Teachers' Federation

The Secretary, Andhra Teachers' Federation, writes:—

The Andhra Teachers' Federation was started about eight years ago with the object of mobilizing the opinion of those engaged in the teaching profession and giving a lead in matters educational, affecting the Presidency in general and the Andhra Desa in particular. Eminent educationists like the Right Hon'ble V. S. Srinivasa Sastri, Sir S. Radhakrishnan, Sri S. Satyamurti, and Prof. S. K. Yegnyanarayana Iyer, associated themselves with the activities of the Federation by taking part in the proceedings of the annual conferences in the earlier days. The fifth conference was invited to the Vizag District but on account of some unforeseen difficulties it could not be held either in Vizag or anywhere else up to now. Taking advantage of the strong opinion among teachers in this district and elsewhere that the Federation should be given a new lease of life, the Guntur District Teachers' Guild has invited the annual conference of the Federation this year to this District. The invitation having been accepted, the Executive Committee of the Guntur District Teachers' Guild met and decided to hold the Conference at Tenali and fixed the date for 6th May, 1940.

We therefore appeal to all District Teachers' Guilds, Teachers' Associations and individual teachers in the Andhra Desa to do all they can to make the Conference a success by enlisting themselves as members of the Federation in their individual capacity and also affiliating their Associations or Guilds to the Federation. We also request our brother teachers to attend the Conference in large numbers and take an active part in the deliberations, by reading papers and moving resolutions thereat on topics of educational interest. Those who desire to read papers or move resolutions are requested to send a copy of each (paper or resolution) to the Secretaries on or before 15.4.1940.

The Reception Committee is making arrangements for the boarding and lodging of all

delegates and therefore invites them all to be its guests during their stay at Tenali for the Conference. The favour of a very early response from them is earnestly solicited.

It is also requested that affiliation and other fees and subscriptions may be sent to the Secretary and Treasurer A. T. F., Taluk High School, Tenali at an early date, to enable the Reception Committee to go on expeditiously with the arrangements for the Conference.

The sad lot of Commercial Teachers

DEAR SIR,

How inexpressible is the grief of Commercial teachers in High Schools! Very sad indeed! They are placed in the worst circumstances and obliged to meet utter disappointment, distress and despair as though destined to prove the truth of the dictum "Disappointment is the salt of life." Despite the heavy responsibilities and important duties they are entrusted with or rather saddled with, they are looked down upon with the greatest contempt in all respects, financially and otherwise.

It is really a great mystery why such a thing should be allowed to continue in days when there is the universal cry and bent in higher circles also for industrialisation and imparting commercial education. This kind of unbearable treatment is, in my honest opinion, partially due to the low scales of salaries fixed for the commercial teachers, ignoring in toto, their qualifications and the importance of their work.

If commercial teachers employed are not qualified academically or technically or in both the respects (as was the case in regard to many of the old recruits who claim seniority of entrance into service) it is justifiable to eliminate them from service, or penalise them by remunerating them with low salaries, but while fully or highly qualified men are available to render service, is it not really a grave injustice to them, especially when we remember that they also devote their precious energy, money and time for a period of at least three or four years to qualify themselves for at least a group diploma in Commerce without which, it is really impracticable, nay—impossible to handle successfully subjects of Book-keeping, Theory and Practice of Commerce, etc. in V and VI Forms in High Schools?

PERIODICALS

Adult Education

In the course of a highly instructive article contributed to the first number of *The Journal of Adult Education* published in December, 1939, Mr. E. W. Franklin writes:

"The rate of literacy compared to the whole population has been just about 1% per decen-

Continued from the preceding page

In what way is a commercially qualified man inferior to the other graduate teachers who spend in a college a period of four years?

While a graduate is started on a salary of Rs. 60/- or 65/- the miserable lot of the commercial teacher is to begin his career with Rs. 30/-. Further, though, the commercial instructors may not be given the scales in Government Institutions where there are two grades Rs. 45-75 (Juniors) and Rs. 75 to 95 (Senior) they do rightly deserve the graduates' scale or even their old scale of pay viz. Rs. 45-2-2-75 i.e., the grade of the junior commercial teachers in Government Institutions.

Another pity is, no distinction is made between unqualified, partially qualified, fully qualified, and highly qualified men. Rather, to accurately picture the present fixation of qualification, there seems to be no principle, reason or rhyme, for, there is no specific ruling that a commercial teacher must have such and such a general educational qualification, and that he must pass the Diploma Examination or so many higher etc. The qualifications stated in the educational rules are very vague and ambiguous.

If the lot of the commercial teachers is to be bettered, clear instructions should be issued by the Departmental heads on this matter. And it is also suggested that reasonable and sympathetic consideration should urgently be given to Commercial Teachers' grievances and enhance their scales of pay which should be kept at par with those of the ordinary graduates, so that they may also evince equal enthusiasm and energy in the education of their pupils at school.

K. S. RAMA, M.R.A.S., F.R.E.S.,
A.C.C.S., ETC. (London).

nium during the last 50 years. It is estimated that the rate of growth among the population of 20 years and over is about the same during a decennium. Thus, ignoring the death rate among the adult population, we see the rate of literacy is unable to keep pace with the growth of the population. It is for this reason that literacy has remained almost stationary and has given rise to the paradoxical statement that in spite of 150 years of British rule in India, literacy has not advanced much. Again, the provision for a universal system of elementary education seems to be beyond the financial resources of the country. The Wardha Scheme of education undoubtedly tries to solve problem of finance partially, though it is doubtful if it can do this on an appreciable scale. Hence if we are to increase literacy in the country, it is necessary for us to concentrate on adults."

Regarding the pace at which the instruction should be imparted, he urges that, "Methods which teach how to read and write speedily may in the long run prove to be uneconomical in that the ability acquired may not last long. Speed of learning is certainly a factor to be taken into consideration but it must be such as to ensure permanent literacy. We must not be satisfied with immediate and spectacular results.

"In order that the literacy acquired is retained it is vital that there should be sufficient and suitable literature available for the exercise of the ability to read and write. In my opinion it is most essential that the work of adult literacy and the production of literature for adults should be carried on simultaneously. One of the main reasons for the prevalent phenomenon of relapse into illiteracy is the absence of suitable literature for the literates.

"If the work of adult literacy is to be carried out on a large scale it is necessary that it should be conducted on scientific lines. There is need for much experimentation in the methods of teaching, psychology of adult learning, word counts, the use of visual aids, the radio, adult literature, and the simplification of Sanscritised vernaculars.

BOOK REVIEWS

THE CORONATION ENGLISH GRAMMAR AND COMPOSITION FOR MIDDLE SCHOOLS, Books I, II & III. Edited by R. Patrick, M.A., Deputy Director of Education, Colombo (Ceylon). Published by Messrs B. G. Paul & Company, Educational Publishers, Madras. Price As. 6, 9, 12 respectively.

This series consists of three books. Each book provides a complete course of English grammar with exercises graded according to the pupils familiarity with the language and providing useful practice in reasoning. Book I may be introduced after a two year's course of English taught by the Direct Method and Books II and III in the following years. Excellent results may also be obtained by allotting one period a day for expression work which consists of drawing some familiar object and then describing it. The association of drawing and composition will result in marked progress in the powers of expression and in the enlargement of the vocabulary. Most of the exercises in these books are taken from the lessons and if the Readers and Grammar books are used simultaneously by pupils, the exercises in composition and grammar will be made very intelligible to them.

These readers may be used with much advantage in the Highest forms of the middle school course.

MACMILLAN TELUGU READERS I, II, & III. Published by Messrs. Macmillan & Co., Ltd., Madras. Prices 3½ as. 4½ as. 5 as. respectively.

These readers edited by Rao Bahadur Kandukuri Viresalingam Pantulu, a great scholar of revered memory, have been in the field for many long years and have earned well-deserved praise for their excellence. Now they have been revised by Acharya Rayaprolu Subbarao, another distinguished scholar engaged in the service of H. R. H. the Nizam of Hyderabad. The readers contain lessons on a variety of topics and will be found extremely useful to pupils of the Lower classes and deserve every kind of encouragement as they are written in good racy and inspiring style.

MACMILLAN'S HISTORY OF ENGLAND FOR FOURTH FORM (in Telugu). Published by Messrs Macmillan & Co., Ltd. Madras. Price As. 10/-

The book is intended to meet the requirements of students who receive instruction in History of England through the medium of the provincial language, Telugu. It gives a comprehensive survey of the outlines of History of England from the coming of the Celts to the end of the Great War. The style is simple and clear and the book is capable of arousing a spirit of genuine love for the subject.

THE U. P. EDUCATION, Vol. XX: Nos. 1 and 2, January and February, 1940. Editor: P. N. Chakravarty, B.A., L.T., F.R.G.S., Annual Subscription Rs. 3/- Published by Non-Gazetted Educational Officers' Association, United Provinces.

This valuable number ably edited by Mr. Chakravarty contains the address of the Chairman, Reception Committee of the 20th Annual Conference of the Non-Gazetted Educational Officers' Association, United Provinces, delivered by Batuk Singh and the presidential address delivered by Ram Swarup Sharma and a report of the working of the Association presented by B. S. Suxena, M. Sc., L. T. It deserves the hearty support of all lovers of education in and outside U. P.

THE INDIAN JOURNAL OF ADULT EDUCATION Vol. I No. I, December 1939. Edited by Ranjit M. Chetsingh, Friends' Settlement, Hoshangabad. Subscription Rs. 2-8-0 per annum.

The first issue of this extremely useful journal published every alternate month has been received by us with thanks. This is brought out by Mr. Ranjit M. Chetsingh, Friends' Settlement, Hoshangabad with the encouragement of his Executive of the All India Provisional Committee of the first All India Adults Educational Conference held in 1938. It aims at fostering a systematic scientific and unbiased discussion of the varied administrative, educational and social problems which face adult education in India. It claims to serve the interests of a steady, independent and forward looking movement in India. This journal must be in the hands of every worker in the cause of rural reconstruction and adult education.

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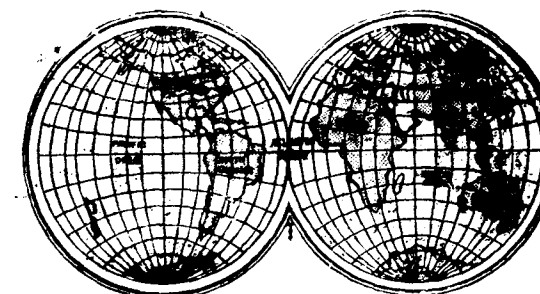
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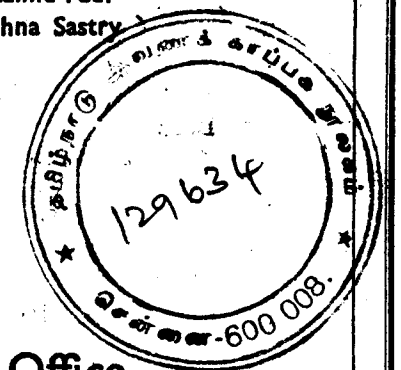
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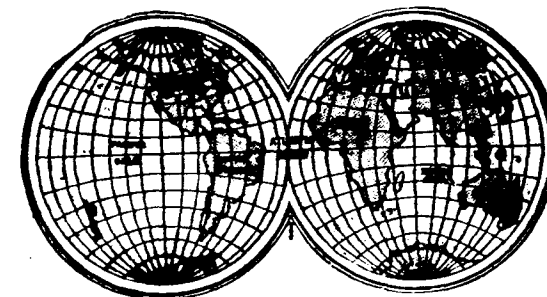
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SOME EDUCATIONAL EXPERIMENTS

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

Inspector of European Schools, Bombay Province.

A SURVEY of educational experiments is not easy to manage. Nevertheless certain definite lines or tendencies seem traceable. These cannot be said to be mutually exclusive, much less, to be conjointly exhaustive. In the brief space of a paper only the more outstanding types can receive attention and it is not impossible that some interesting efforts have altogether escaped the reviewer's notice. The most conspicuous feature today about most institutions seems to be their striving to be respectable rather than remarkable. Of the vast, vast majority of schools and colleges, it must be said that they are mere repetitions of the numerous other educational factories which monotonously revolve their wheels in order to turn out uninteresting bales of standardized commodities. There is a dull, dead, level of sameness, the tiring technical uniformity of match boxes whose highest aspiration rises no higher than conformity. These institutions leave their students unenthused, unimpressed and uninspired. That is one type, unfortunately the predominant one, concerned more about equality than about quality.

Against this background of schools which are nameless, numberless and narrow, schools which are book-centred and examination-ridden, stand out certain note worthy institutions. These are schools with a message.

National Schools

First might be mentioned experiments in "nationalizing" education. The Indian National Congress expressed in 1906 its conviction that "the time had come for people all over the country to take up the question of National Education for both boys and girls, and organise a system of education suited to the requirements of the

country, on national lines and under national control." In varying degrees and in differing ways several institutions have sought to realise this goal. Some of them have tried to resurrect the dead past, others have tried to concentrate on the demands of the living present, while embodying some ideas that might suggest the Indian background.

The popular mind ever turns to the time when, in the story of the land, learning was pursued for its own sake, when young people devoted long years of celibate poverty to serious training, when *gurus* and *chelas* retreated in unforgettable association to places far from the busy haunts of the madding crowd, when inspiration, scholarship and meditation built up the great philosophical systems, gave power to a comprehensive religion, and reared a unique type of social structure. The glories of Taxila still warm men's hearts; the influence of the Islamic schools still haunts them. No wonder that when effort after effort is made to establish a national system of education, features of those great days should have their place in the picture which imagination paints for the future.

The outstanding examples of this tendency are the *Gurukuls* at Hardwar and Gujranwala. They have attracted much public attention because of their attempt to revive and transmit the customs and culture of ancient India, in residential institutions surrounded by natural beauty, to students pledged to poverty, celibacy and simplicity. Without so obvious an effort to put back the clock of progress is the Poet's Shantiniketan, the arresting features of which are a natural setting, residential character, living contact between master and pupil, open air classes, and practical lessons in social service, all in the atmosphere of a master artist's creative personality. Less radical



are the efforts to introduce a feature or two that might approximate Indianization. The stress on the mother-tongue simplicity in dress and equipment, emphasis on self-help and mutual service, the imparting of religious and moral instruction, closer co-operation between teacher and learner, the creation of definitely Indian atmosphere through portraits, pictures, songs and flags, the cultivation of inter-communal good-will and a proper appreciation of India's assets and liabilities,—one or more of these different aspects are to be found incorporated in schools too numerous to mention scattered over the length and breadth of the country. There are certainly unmistakable signs of the growing conviction that Indian education must register the country's needs, traditions and aspirations.

Vocational Bias

Another set of experiments may be said to be in the direction of making education more useful and less academic. The tendency to give education a vocational bias has been gaining strength during the last decade or two. There is increasing dissatisfaction with a type of education which seeks to feed culture to starving stomachs. Education with its priestly robe of literature and logarithms tightly drawn about itself passes by on the other side to avoid contamination, leaving the home, the community and the country stripped, half-dead and uncared for. The Inter-University Board, the Central Advisory Board, the Sapru Committee and other responsible bodies have stressed the fact that extra and attractive avenues should be provided to divert pupils from the profitless pursuit of a University degree to lines of activity with greater likelihood of a livelihood, i. e. "either to progressions or to separate vocational institutions". The Wood and Abbot Report was a notable contribution to this line of thought. Similarly, the Wardha Scheme, which will be later dealt with separately is a most serious attempt to give to pupils a type of training which is manual as well as mental. The Vocational Edu-

cation Committee of the Bombay Government made important recommendations in the same direction.

The bifurcation has been achieved in some cases by the starting of separate vocational schools, and in others by combining the so-called cultural and vocational aspect of education in the same institution. The emphasis has varied in different instances. "The tendential way of treating vocations", employed in a few cases has been found to make education more practical and helpful and not to interfere with the fullest development of the cultural side. Ensuing justice to the apparently rival claims is not a small problem. Besides, the problem of Vocational Guidance has not yet received the attention it deserves. The need for adequate provision of exploratory courses has to be considered. With increasing emphasis on an early selection of occupational opportunities, the danger of mistakes and maladjustment is certain to be serious. That children should be prepared for a life career readily is granted by most, but the when and the where and the how hiding from the variety of prevalent practice seem difficult to be agreed about. The twin perils of narrow specialization and superficial versatility must be guarded against or in trying to do great things we may undo greater and the last state may be worse than the first.

Western Methods

The attempt to introduce methods regarded as progressive and effective abroad has resulted in a few schools experimenting with the Dalton Plan, the Project Method, Montessori, Kindergarten, etc. Western experience in these lines has been an inspiration to Indians trained abroad and others who have followed modern developments in educational thought and practice in Europe and America. The contribution of missionaries, British and more especially American, has been remarkable.

The Project Method based on Dewey's philosophy and Thorndike's psychology has

The Wardha Scheme

received a warm welcome because of its success in relating education to life and encouraging in pupils such valuable qualities as initiative, judgement, and co-operation. Dr. W. J. MCkee and later his successors in Moga, Dr. & Mrs. A. E. Harper, have made their institution a demonstration centre, and many educationists, urban and rural, from far and near have gone as on a pilgrimage to Moga and brought back some invaluable guidance and inspiration. The method has been adopted in many parts of the Punjab under Departmental auspices. In Vellore in the South, in Asansol in Bengal and in Bhavnagar in the West, can be observed the influence of Moga and the Project Method.

The Dalton Plan started by Miss Parkhurst in Dalton (Mass). has been more popular on this side of the Atlantic. In India it has found champions in such scattered quarters as Dacca, Mysore, Madras, Udaipur and Daxinavanthi Bhavan. The possibility of enabling each pupil to proceed at his own pace and develop independence and habits of industry has appealed to many who were annoyed with the tyranny of the time-table. One of the attractions of the Plan has been its extraordinary adaptability and Indian Schools have not hesitated to modify it to suit their special circumstances.

Methods aiming at giving little children appropriate training and individual attention, e. g. Montessori and Kindergarten, have been adopted in a few cases *in toto* but in more instances with alterations. Most Indian schools find it difficult to provide the expensive apparatus demanded by these systems of child education, but fortunately there are signs of Indian enterprise making the necessary equipment increasingly available.

Indian parents are not less glad than their western counterparts to have their little ones educated through play and surrounded by a favourable environment, and as long as this is so these methods of infant education have a future in India.

Not less consequential is a plan or method of Indian origin. A large number of experiments are being tried to-day with a scheme conceived by Mahatma Gandhi and expanded and expounded by the Zakir Hussain Committee. The Scheme has been passed by the Central Advisory Board with a few alterations. Rapid progress has already been made during the months that the scheme has been under trial. The Vidya Mandir Training School and Practising School, Wardha are pioneers in this matter. There is so much that is worth while that might be lost without the enthusiastic and enlightened cooperation of versatile teachers, and so to start with, a few training centres have been established in different parts. Such centres are to be found to-day in Wardha, Delhi, Masulipatam and Patna. The three basic crafts, of spinning, gardening and cardboard work have been accepted as mediums of instruction and a technique of correlated teaching is being slowly evolved in the different experimental centres. The next step will be the co-ordination of these experiments and the preparation and publication of the necessary educational literature, and the Hindustani Talimi Sangh is moving in that direction. The report of the Zakir Hussain Committee and the detailed syllabus have been published under the title "*Basic National Education*." There is no doubt that modifications will be made and are being made in different parts to suit the different circumstances and that the founder will welcome the attempt to adjust his ideas to local needs and the genius of the organizers. The country will watch with more than casual interest these experiments in craft-centred education. It seems necessary to bear in mind the fact that hand work and head work are not alternative forms of progress, but are like the legs whose alternating steps make for steady and orderly advancement. Clearly, the future lies with those who can make their education more practical and their practical activities more educative.

No one can be more conscious than the reviewer of the incompleteness of this survey. Apart from the fact that limits of space forbid reference to more than a few lines of development, it has to be borne in mind that most experimental work of the type described is private and voluntary and also that much light is unintentionally and

most unfortunately hidden under local and provincial bushels all over this vast country. Apology is therefore due and here tended to those ardent and selfless toilers who, unmentioned here, are in the obscure corners of India holding aloft the torch of progressive education and independent experimentation.

A Scheme of National Education for India

By Mr. N. KUPPUSWAMI AIYANGAR, M.A., L.T.

YOU know that ever since the last great war there has been a considerable amount of discussion on educational reconstruction throughout the world. India was no exception. But in all these discussions, it was the politician's voice that was loudest and therefore listened to. The voice of the educationists was rarely heard. Here I must explain that by the term 'educationists' I do not mean mere teachers, Professors, Inspectors or even Directors of Public Instruction. The term 'educationist' should be applied only to those who have studied the why and werefore of education both in theory and practice. Therefore, while teachers may or may not be educationists, no one who has never been a teacher in his life can properly claim to be called an educationist.

This neglect of the educationist is not altogether the fault of the politician. Very often, teachers as a body contented themselves with criticising details or suggesting insignificant modifications in the proposals made by other people and were reluctant to take the initiative and direct educational reconstruction themselves. We talked out the Government of India Circular on Educational Reconstruction at Gwalior. We did the same with the Wardha Scheme of Education at Calcutta. I hope we shall not do the same with this report.

† Speech delivered while opening the discussion on this subject at the last All-India Educational Conference.

The excuse given, very often, is, "Why trouble? No body is going to listen to you." But I am one of those who believe, along with Kiel Patrick, that wanted or not "Upon those in any line of work who have expert knowledge, there rests the obligation of putting over to the Public better thinking along that line—that teachers in a word, are responsible for what the public thinks of them. "I believe that teachers are not mere hirelings to do their master's biddings—hewers of wood and drawers of water for the politician. I believe they must take the role of our old Gurus and direct the conduct of affairs by education. This is the reason for the appointment of this Committee when so many Committees and experts have reported or are sitting to report their findings on educational reconstruction.

There is no doubt that the independent proposals of a committee of educationists are bound to be better than those of any other. To the average parent, even an educated parent, the main question is "Can my boy get a better start in life by this education?" It is natural for the politicians to look at education more from the point of view of allaying somehow or other the unrest created by the imperfections of our political and economic system than from the point of view of laying enduring foundations for future progress. It is natural for a Government to prefer to dwell on the little things that make up their existence from

hour to hour and to be reluctant to dwell on things that are large and intrinsically important. They will attend to large things only when they reach the point where they worry them and that only because they are worried over them and not because they are large and important. The preamble to the Government of India Circular on Educational Reconstruction practically admitted that the circular was being sent because the Government was being worried by notices or resolutions in the Legislature. After all, the Government is run by human beings, "Sufficient unto the day is the evil thereof" is as applicable to them as to the ordinary run of mankind. Therefore the only people from whom we can expect larger national and international considerations to prevail in matters educational are educationists. This is the reason for the appointment of this committee when so many committees and experts have reported or are sitting to report on educational reconstruction. I shall now proceed to show that these expectations are justified by inviting your attention to the salient points of the report that differ from those of others and explain the why of them. The term National is used as opposed to something inconsistent with Indian genius and culture imposed upon us by foreigners. Secondly, as instruction is not education, even scientific facts, let alone history, can be taught in two ways. You may make the pupil feel that his racial inheritance is not in any way inferior to that of other nations or induce an inferiority complex in him as the present system has done. By the word national we intend to convey that our aim is to make pupils realise that we are inheritors of a culture that might help to make this world a better place to live in.

Salient Points of the Scheme

This is why (1) The first difference that you will notice is in the conception of the aim of educational reconstruction.

We aim at evolving a new social order based on co-operation and justice and not

perpetuating the present order based on cut-throat competition and exploitation. Hitherto, whatever arm-chair professors in colleges and idealists or interested men on the platform might have said, Modern Education has been conceived of as something intended to make the 'educated' man *earn* a better living, *earn* a better living, mind you, and not live a better life, than the uneducated. The logical consequence of this conception is that, as it is impossible for every one to earn a better living than anybody else, education became an affair for the few. When even this few became too many to be managed conveniently, ways and means were sought to restrict this number. Under the circumstances even the radical in politics is not usually able to think of anything better than providing one kind of education for ordinary men and women and another for those who are to become holders of power. This really means that the ordinary people are to be educated, to be industrious, docile, punctual, thoughtless and contended (Vocational Education) so that the "better educated", the holders of power, may continue to exploit them. The Government of India Circular clinches the issue by declaring that the object of reconstruction is to remove unemployment among the educated by restricting higher education to a few and by diverting pupils to vocational education and occupations at an early age. When more than 90% of the people are miserably poor, unemployed or under-employed, why this special solicitude for the small minority called the "educated"? The explanation is simple

English education in India was partly intended to create a class through whom, as middlemen, the masses could be exploited safely and more thoroughly. To what extent this has succeeded may be seen from the fact that even many congressmen including those who were in the ministry interpret the Wardha Scheme on the basis of this old idea. They cannot understand an educational system which does not contemplate the creation of a separate English

educated official class. It is not unnatural for this official class to be reluctant to close up the gulf that divides them from the masses by the standard of living made possible by the receipt of salaries out of all proportion to the income of the people or to the salaries paid to the corresponding officials in other parts of the world. As this class is the creation of the British Government and is necessary for its maintenance, Vocational education for the masses and liberal education for the classes have come to be the aim of all official or quasi official Committees on Educational Reconstruction. It is this desire for class education that had induced even some Congress Ministers to accept the proposal to divert pupils from the Wardha Schools to join English Schools at the age of 11 or 12. I need not explain that it is this kind of class education that facilitated the exploitation of the masses for the benefit of the classes, divided Europe into Fascists and Communists, created a social order based on competition and exploitation and prevented the formation of a Co-operative Social Order. All the present communal trouble is due to competition among the so called educated classes as to who should be allowed to exploit the masses.

I have taken sometime over this not because other people deny that the evolution of a Co-operative Social order is a desirable aim. From the beginning of the world, people have always been aiming at a Co-operative social order. In old Greece, they aimed at perfect Co-operation—the slaves to work and the masters to enjoy. The schools for the slaves were different from those for the masters. In modern times we aim at the same thing though we camouflage the real aim by talking about natural aptitudes and capacities or adapting the pupil to his natural rural environment.

The second main difference between this scheme and the others is that in our scheme we do not provide for different kinds of schools or different kinds of education for pupils below 14. This is not

merely because modern psychology in spite of elaborate investigation carried over more than a decade with thousands of pupils has not yet devised a method of finding the special aptitudes of pupils with any degree of certainty before they are fourteen, but because our conception of the new co-operative social order requires that pupils should be educated together under the same conditions, in the same schools as far as possible. At this stage it is perhaps necessary to explain the nature of the social order that we contemplate.

(a) In the new social order there is to be no class or caste superiority or inferiority. Education, in the words of Gandhiji is "to bring about an *equalisation of status* between the son of a weaver, of an agriculturist and of a school master." The dignity of the individual as a spiritual unit should be realised.

(b) In the new social order, there are to be no "drag and parasites whether rich or poor." Every one should be a *worker* "who will look upon all kinds of useful work including manual labour, even scavenging as honourable, and who will be both able and willing to stand on his own feet."

(c) In the new social order, every individual should realise that, as a citizen, he has not only rights but also duties and obligations. He must be both willing and able to repay in the form of some useful service what he owes to it as a member of an organised civilized society. The motive of social service must dominate all the activities of every citizen of the New state.

Experience all over the world proves that the first aim—Equality of status and real Democracy—the spiritual aim, can never be achieved by separating learning from labour, by giving literary education to one class of people and vocational education to another. As early as 1652, Terrard Winstanly taught that there should be no special class of children brought up to book-learning only. "For, then, through idleness, they spend their time to find out policies to

advance themselves to be lords and masters over their labouring brethren, which occasions all trouble in the world. Therefore it is necessary and profitable for the commonwealth that all children be trained to labour and to learning. Even Englishmen have now begun to recognise it. The latest report on educational reconstruction in England, "The Spens Report" demands equal status for all kinds of education, technical or literary. But though some Englishman like Lord Percy realise that the only way of getting this equality of status is to have a uniform system of education for all, the English governing class is reluctant to allow their sons to sit along with the sons of the working classes and is trying to find some other way of satisfying this demand for equal status. But all modern educationists agree that education for a true democracy and equality of status can be realised only by putting all pupils rich or poor, urban or rural, rub shoulders with one another in the same schools and by giving them the same kind of education during the most impressionable period of their lives. I know it is a bitter pill to swallow for the present day English educated classes. But it has got to be swallowed if we are to dream of any such thing as a new Social Order or avoid the worst form of communism and Bolshevism.

If all pupils are to have the same kind of education, manual work must form part of that education. Years ago Ruskin said, "Everyone, from the King's son downwards, should learn to do something finely and thoroughly with his hands." Why? Not that he may earn his living thereby. It is to make him realise what work means, and thereby to create respect and sympathy for the manual worker. It is an education in itself. It might make him realise that it is not altogether unjustifiable to pay a little more to our workers and a little less to our talkers.

This is the reason why, to the question, "What kind of education would he recommend for the urban population?" Gandhiji

replied "*the same kind though the crafts may differ.*" Therefore as a first consequence of our accepting the Equality-of-status aim, the democratic aim, it follows that we must have only one system of education for all, rich or poor, urban or rural, and that manual work should form part of the education of every-body.

(3) The third main difference is that education upto 14 must be through crafts.

If manual work is to form part of the education of everyone, and if we accept the second characteristic of the new social order, i. e., that there should be no parasites and that everyone should be a worker, the manual work should be productive; it should be a handicraft which the pupil can follow in his life if it becomes necessary. If every one is to spend some time in learning a craft, the total amount of time available for general education will be reduced. It is here Modern Psychology comes to the rescue. There is practical unanimity among psychologists that education through practical manual work is the most effective form of education. Therefore it is not only economy, science and commonsense to educate through a craft but not to do so is a criminal waste of time. Thus educating through a craft has to become the main aspect of method.

(4) The fourth difference is that even in secondary schools when the pupil elects to have a general literary course without reference to any particular vocation; he is to acquire skill in some craft which he may be able to pursue later at least as a hobby, if not as a vocation. This is to prevent high school pupils from becoming unemployable if they do not go to College.

(5) The fifth difference is that no one is prevented from entering the University simply because he happened to make a wrong choice in the secondary school course.

These are mainly intended to prevent pupils from crowding into the General literary course. It has been the experience all over the world that wherever alternative

courses were offered, the first choice of the pupils has always been the literary course—the Grammar School Course as they say in England. It is but natural. So long as secure service, high emoluments and honours go to the University graduates no one would be willingly diverted from the University. Any attempt to divert them forcibly will be undemocratic and will be construed as an attempt to keep the protected service as a preserve for the never-dowell sons of influential men. Our present knowledge of psychology is not sufficient to force pupils to particular courses in the name of aptitudes and capacities. It is the particular boast of Englishmen that they not only provide for such a change, but admit any one into the University even though whether he has gone through a School or

not, provided the candidate is capable of being profitted by a university course. The reason why they are unwilling to adopt the same policy in India is obvious.

Such a provision is the only method of realising in practice the equality of status between the technical and the academic courses of a Secondary School which the Spens report is so anxious to bring about.

Finally, I would request those who are disposed to be critical about the scheme to remember that the scheme is intended to evolve a perfectly democratic co-operative social order, and not intended to perpetuate the present social order by removing certain obstacles here or certain obstacles there, and judge it accordingly.

A LEAF FROM THE MIRACLE SCHOOL

By Mr. V. S. VENKATANARAYANA, M. A.,

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WE OFTEN hear that the present activity programmes in the conduct of education, the statements about pupil-responsibility, pupil-self government, the play-way in education; all these are sound in theory but not in practice. A writer has gone even so far as to say that "a lot of nonsense is talked about what is called the play-way in education" and that "the process of learning is necessarily effortful and painful." Such statements are generally due to lack of proper comprehension of the principles decried. Such assertions as these do not rest on any sort of experimentation. In our country we are very much lacking in the spirit of experimentation and testing. The principles which are thus condemned have been the result of works of great educators who experimented with them. When they are talked of as 'nonsense' this may imply one of two things. The people who talk of them as

being 'non-sense' have not provided the conditions and requirements warranted for the successful working out of these principles or they have not tried to experiment with them at all but entertained academic discussions and notions on the same. If properly understood, all the modern educational principles can be carried out to success. Many of them have been put into successful operation in many places in the West; some of them like the project method, the Dalton plan, the Howard plan, the Montessori principle of freedom—these have been tried and are being tried in some places in our country. The 'Santhinikethan' of the Poet Rabindranath Tagore illustrates the principle of pupil-self-government and pupil-responsibility—not to say the play-way in education. We shall now refer to an institution in Mexico which stands as a monumental example to show how, when the 'purposes' and 'interests'

of the children are roused and their instincts are enlisted in the process of learning, everything can be plain-sailing.

The Miracle School

The Miracle school is to be found in the Mexican Capital, in the "plague and crime spot" of the city: the Colonia de Bolsa. We have a first hand description of it in an article by Clare Ousley in the Educational Review (New York), February 1928. The Miracle School: this is not the official title of the school. Its true name as found in the Directory is The Francisco I. Madero school. But a visitor to the school was so struck by the wonderful organization obtaining in that institution that he called it 'the Miracle School' and the name stuck.

Its Origin

The School sprang up as it were as the result of the vision of a quietly determined gentleman named Senor Oropeza. A miracle it was and the name given to the school is strikingly apt and speaks volumes about the painstaking work of its originator. The origin and development of the institution serves as an eyeopener to conservative elements. On one Sunday Mr. Oropeza came with a wheel barrow full of books to the Colonia de Bolsa. He offered them to the residents of the place. They took it as it was a new experience to be offered something for nothing. When next week Mr. Oropeza arrived there with a new set of books, these new books were taken by the people. This went on and Mr. Oropeza never lost a book. The children of the locality liked him very much and requested him to see whether anything could be done in the way of providing them with a school where they might learn things. Mr. Oropeza went to the Department of Education and asked for a building. An abandoned beer garden was the only thing that could be spared.

The grant was accepted by him much to the surprise of the Department. He set to work and the children too started with him. There was no direction of work. Each

child contributed his mite by way of work. Some of them who were more capable than the others became 'Commissioners.' The building was constructed. As soon as the ground was cleared, a child requested to be given a piece of land to cultivate. With that came a chorus of requests from many of the children. The Division of land was effected. This gave rise to the need for learning, writing and arithmetic. Thus it came about that the institution grew up.

Its Organisation and Work

The school offers to the shadowed neighbourhood possibilities of "self-respecting citizenship, enlightenment and hope for a lucrative future." It includes in its spirit all that is best in modern educational theories and it shows that these can be carried out without much expensive equipment usually considered necessary for their practice.

It is not a school in the ordinary sense. It is made up of a group of 'Sindicados' or 'labour unions' instead of the conventional classes to be found in the Ordinary schools. We have "the carpenters' sindicato, the machinist sindicato, the agricultural sindicato etc." The description of one of these sindicatos will suffice for the proper comprehension of the working of all of them.

Boys in the carpenters' sindicato work at making furniture, repairing broken ones etc.—all without supervision or direction. The carpentry instructor would be called in whenever there was a necessity for his assistance. They sell the furniture the Union has made—some to their neighbours, some to the folks 'down-town'. There is a Secretary and a Commissioner as well as a number of necessary commissioners for each sindicato. Each member of the sindicato pays a small "assessment" to the general fund of the sindicato. The profit whatever its value, made on the furniture sold is added to this amount collected through the 'assessments' paid. One third of the whole amount is set apart for the purchase of new tools and material

for work. Another third is paid into the school bank for general expenses. Pertaining to the maintainance of the school. The remainder is divided among the members of the Union. Any arguments about the money are settled by the banker whose business it is.

There is free choice in the selection of the sindicatos—determined by the aptitudes and tastes of the student regarding a future trade. In the machinists' sindicato typewriters, sewing machines, domestic devices etc., are repaired.

The tailors' sindicato repairs the clothes insured, makes clothes for those who can pay for them—Outsiders are regular customers here.

As for problems of discipline they are handled by a court of Justice composed of the members of the sindicatos—and not by the teachers. Only in one respect was the authority of Mr. Oropeza present in the matter of bathing water.

A weekly school-paper is published in the printers' sindicato—dealing with important sanitary principles, civic principles, etc. Children learn useful and fruitful trades—an imperative necessity for life. That education is life itself is the guiding principle here. Everything is effected through the creative self-activity of the pupils.

Instruction in the formal sense, there is none. There are teachers; but these teach only when the need arises. For instance, during a financial discussion if a Sindicato runs afoul of the multiplication table, the arithmetic teacher is called for and he straightens the affair. If the children wish further enlightenment the teacher proceeds further. If not, no more. Similarly in carpentry, about the wood; where it came from, of what kind it is. "If the shoemakers suddenly desire to know where the leather they are working on comes from, a teacher who can tell them is questioned. They are told more if they want to know more. Otherwise not."

The Sindicados are all organized into a single union called the "Children's Fed-

eration of Labour." This has the right to membership of the Mexican Federation of Labour and sends its own delegates to the National convention. In addition we have local conventions held each year under 'student management' grown-ups have no place except as visitors. "There is no foolishness about these conventions." Any one who disturbed the proceedings would be politely sent out of the convention Hall.

The institution is now a part of the public school system and its teachers are paid by the Department of Education.

There are night classes for the adults of the neighbourhood. Home sanitation, cooking, nursing, simple reading, writing and arithmetic are taught to parents "who have been spurred to self-improvement by their own children."

The school thus became a community centre where citizens came to discuss civic matters such as 'garbage collection, park improvement, comfort stations and the planting of trees in the road ways' etc.

Conclusion

We have seen how the Miracle school works. We find how children are stimulated to work in an orderly systematic way when their instincts are appealed to, when their interests are roused. Pupil responsibility can bring forth most fruitfully all the latent energies and power of the pupils. We have another aspect to be noted. It throws out considerable light on the most debated 'theory of self-supporting education' envisaged in the Wardha Scheme of Education propounded by Mahatmaji. There is a possibility—nay a certainty—of schools becoming self-supporting as also students becoming capable of paying out charges incident in their education. On that account children do not become mere materialists and money-grabbers nor do they need to be forced by the teachers to be machine-like workers. It is evident that the educational principles must be put into practice before they are decried. We hope this spirit will obtain in our country. The sooner this obtains, the better.

HITLER'S IDEAS ON EDUCATION

Physical Training and the Study of History

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

Question: "Who, children, is it in these days who most reminds us of Jesus, through his love of humble people and his readiness for self-sacrifice?"

Answer: "Herr Hitler, the Fuhrer."

THE above is an extract from a scripture lesson to school children that has been in force in Nazi Germany ever since the rise of Hitler to power. Belief in Hitler is being substituted for faith in Jesus Christ. The way in which the German Fuhrer is deified in educational institutions in Germany to-day, the way truth and religion are sought to be banished from young minds in order to foster sedulously an aggressive type of nationalism, the way reason is suppressed and individuality of outlook is being ruthlessly stamped, out—all this must compel any reasonable person to revolt against some of the educational aspects of Nazism.

Hitler's "Mein Kampf," the most widely read book in Germany and the "Nazi Bible" as it were, to-day, gives one a fairly accurate idea of the author's conception of the educational system that should prevail in a state. While the reader who peruses the pages of this book cannot help feeling disgusted with Hitler's ideas of attack and aggression, brutality and violence, intolerance and hate, mastery and domination, fantastic racial theories and racial arrogance, iron discipline and blind obedience, and other nauseating sentiments which fill the work, he will, nevertheless, be interested in the author's views on some educational topics such as the importance of physical training and character-development in schools and the methods of teaching history to pupils.

Importance of Physical Training

It is universally recognised now that the most appalling evil in the Secondary

education system is that it is overcrowded with subjects and curricula and overdone with examinations. The crying need is more physical and moral training and fewer subjects. There is a greater need for a balanced development of mind and body of the school-child, and the development of his character. Secondary education, which has tended to be too much a matter of subjects—and one may well add, of examinations,—and too little of education, has to be reformed thoroughly with a view to pay more regard to the pupil's needs and less to examinations.

This evil was found in Germany too, and since the Nazi party stepped into power, attempts have been made to check it. Germany paid far too much attention to mere book learning, as we have been doing in India. Hence Hitler saw the need for an overhaul of the educational system, so that the curricula of studies in schools took the requirements of practical life into account instead of simply giving theoretical knowledge "95% of which was useless in after life." As Nazi leader, his great aim was obviously to turn the young people leaving schools and colleges into "Out-and-out militarist Germans." He states in "Mein Kampf" that the German boy's whole education must give him the conviction of "his own unquestioned superiority over others and the invincibility of his race." Ideas such as these might be necessary for Nazi purposes, but they detract not a little from the value of the book.

Hitler attaches great importance to physical education. The educational system must produce a proper balance between mind and body. So the state must base its educational work not on the mere imparting of knowledge, but rather on physical training

and the development of healthy bodies. The cultivation of the body, character and strength of will, must occupy the first place, while the cultivation of the intellectual faculties should occupy only in the second place. Hitler writes, "A Nation composed of learned men who are physical weaklings, is not capable of asserting even its own existence on this earth."

Book-learning, a Secondary aim

So, the first aim in education must be to train the bodies of school children systematically from infancy onwards. Hence much more time than at present should be allowed for physical training in schools—say, an hour in the morning and an hour in the evening every day. Every sort of sports and gymnastics must be included in the Physical training, so that the pupils would cultivate pluck and endurance and the "spirit of attack." The education given to young people must promote primarily physical fitness, will power and joy in responsibility, while 'learning' is or ought to be only a secondary aim. Hitler says that "it is nonsense to burden young brains with a load of material" by way of mere information or knowledge, as the heaping of such information on the mind of the impressionable pupil must retard its growth and diminish its vitality. He therefore lays less stress on book-learning and more on the growth of the body and its integration with mind.

It is now realised by all people that in the education of the young in schools the physical along with the mental must be brought into the field of education proper. The mind and the body, psychologists say, should be treated as one inseparable unit. What made the Greek Ideal of beauty immortal was the wonderful union of beauty with a nobility of mind and spirit.

Aim in History Teaching

Hitler's ideas on the teaching of history in schools are sound and interesting, though one may not agree with all that he says in "Mein Kampf" on the subject. He holds

that the state is an instrument to build up a certain type of culture, and hence his conception of a German national state is founded on race. According to him, the subject of history must be taught with particular attention to race and blood purity. A reform in the methods of teaching history is advocated in "Mein Kampf". The subject must be studied not simply to know what happened in the past, but to serve as a means to this end. This aim of teaching the subject is to make the principal lines of historical development understood and to fulfil the only true mission of history—that is, to provide the average man with an amount of necessary historical knowledge to enable him to form an independent opinion on the political events of his own country.

The subject matter of historical study, in schools, according to Hitler, must be considerably curtailed. Only a few dates and names are to be introduced, but it is more important to stress on the main trends of historical development. The essential facts that are of real significance must not be lost sight of, and amidst the mass of dates and chronological events, "the inner motivating urge" must not be ignored. A few leading ideas must be well impressed on the pupil's mind by constant repetition. Every school child is to be taught the cultural, economic and political greatness of Germany, so that he may feel a legitimate pride in being a German. Moreover "the national ambition of children must be aflame by a few brilliant names and examples of history." Hitler writes that few teachers realise that the purpose of teaching history is to "search for and discover the forces that are the causes of these results that appear before our eyes as historical events." The memorising of dates and facts is not what the student is interested in knowing: it is immaterial to him "when the crown of his fathers was placed on the brow of some monarch," or on what date a particular battle was fought. The casual connections in historical study must be made intelligible to him.

Hitler's History Teachers

Speaking of his own experience, Hitler feelingly writes that his "whole future life was determined" by a professor of history under whom he had the good fortune to study. Dr. Leopold Poetsch, this well-spoken teacher, had in him all the qualities necessary to make him an ideal history teacher. He was full of enthusiasm and had the power to inspire his pupils with his own enthusiasm in the study of history. "Even to-day, I cannot recall without emotion that venerable personality, whose enthusiastic exposition of history so often made us entirely forget the present and allow ourselves to be transported as if by magic into the past. He penetrated through the dim mist of thousands of years and transformed the historical memory of the dead past into a living reality. When we were listening to him we became afire with enthusiasm and were sometimes moved even to tears." (Hitler's "Mein Kampf").

This teacher had a proper conception of the purpose of teaching history. Hence he was able not only to illustrate the past by examples from the present, but he drew from the past, lessons for the present. He utilised says Hitler, the national fervour which the pupils felt as an instrument of their education and appealed to their patriotism. Hence, history became a favourite subject with Hitler, and world history became, to him, more and more an inexhaustible source for the understanding of contemporary events.

The state, according to Hitler, must reconstruct the educational system in such a way that it will provide every school child general instruction that is essential, that is, the fundamentals of the various subjects, to serve as the basis for an all-round education. While a general instruction in all subjects should be obligatory, specialisation should be left to the choice of individual pupils.

NURSERY AND CHILD EDUCATION*

Miss QAMAR JAHAN JAFAR ALI, Montessori Diploma,

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INDIA is behind the world in its onward march. Doubtless it is a land of many castes, languages, traditions and cultures. But the unity of needs and outlook in the field of education is well known. Although internal preoccupations or external interference have divided our attention or even baffled our determination for the uplift of our country, we cannot escape the odium for the results. Foreign domination can hamper and has hampered us a lot. Money and attention needed for child education and for other nation-building activities have been diverted to other channels.

We should stop accusing others or cursing ourselves. This attitude breeds lethargy. Let us say with the Poet :—

"Every breath is the death of the days lived (passed by)

Life means living each time after (this) death."

Let us put our shoulders to the wheel in this spirit. If we do so, success is ours, no matter how long we take to achieve it.

The most serious of our problems arise as a result of

1. The non-availability of a teaching personnel duly trained for pre-school education.

2. Poor equipment which also includes

* From a paper read at the All-India Educational Conference — Childhood and Home Education Section.

lack of proper housing and play-ground facilities.

3. The absence of effective supervision.

4. Lack of comprehension of parents of the functional value of Pre-School education in the development of the child.

But Government help alone cannot relieve us of the need and responsibility of enlisting the sympathy of the public. For without public sympathy we cannot raise funds or create endowments. Living from hand to mouth on the recurring generosity of our benefactors is not a sound financial position. Endowments must be made to ensure income for day to day expenditure. So far the Government have not attached as much importance to this section of education as to that of adult education. Yet the former is more vital than the latter for the development of both sections. When public interest is aroused, however, the Government of the day is bound to rise to the occasion and appreciate its importance and more so its utility.

We must, therefore, make a concerted effort to impress upon the masses the importance of child education and change the ideal of educating the little ones erroneously by stuffing their minds with wrong notions and neglecting other things.

At present there are two types of people in India: (1) those who are utterly uneducated and totally blind to the need, significance and utility of education, they let their children grow up anyhow, but do not care to provide food for the mind and build their character. For them the aim of life is epicurean; (2) The other group of people consists of those who have some education and are anxious to educate their children. In their anxiety they try and make the children learn much too much, and instead of attaining knowledge by self-development gradually step by step, they jump over the stile leaving out the right process. The little children are burdened with too much learning and deprived of the real joy of life. I can say with personal experience that every day I receive tiny children, with rosy cheeks, full of life and

curiosity and the mother or the guardians complaining, "the child is too naughty, does not sit still, please give him a beating and make him sit quiet etc., etc." Some people come with their pale and anaemic sick children and say "O my child can count and knows the alphabets, can write the name, please put him in some higher class. I will keep a special coach and would teach him myself."

The parents do not understand that the aim of education of the child is not to be able to learn the three "Rs." at that stage. It is something higher. His education begins from the very day he is borne and even before that day. When a child is born in the world he has the same limbs and senses which are required in a full man, the only difference between a man and a child is that the latter has grown into perfection while the former is in the process of coming so. Though a tiny child is unable to define or understand things the influence of his environment is effecting him all the same, and that effect is ever-lasting. He is an innocent being unaware of this material world. Whatever is around him is his entire world. He learns what his elders do. For him the lap of his mother is the first and the most important institution that ever existed. Whatever he learns, there, can never be forgotten. But to our utter horror we find that the condition of our homes is most miserable and that requires a great change. Social education and adult education must play a great part in this world.

Home and childhood are two worlds which must be taken into consideration at the same time equally. When we talk of the child, the home must come in, for we cannot impart any kind of education to children without beginning it at home.

Pre-school education generally means, home and nursery education. In India I am unaware of any such thing as nursery education. With the existing condition of illiteracy amongst the women, however, nursery education becomes the only solution for educating the children. We must

start nursery schools on the model of Japan—city and village nursery schools. The schools must be helped by municipalities, private individuals and waqf funds.

In the villages, when the parents are working in the fields their children must be looked after and taken care of by their schools. From morning till evening the babies may remain in school and in the evening with parents. In this way our village population which is really the backbone of India will give the required momentum for the educational progress of our country. In the city, in thickly populated mohallas, the same type of schools will be beneficial when the parents are at work; the school children will be looked after by the teachers. But for the middle and upper classes we can have schools equipped with the apparatus of the modern system of education. Amongst many systems, the Montessori system has been proved to be the best system for educating small children, because it earnestly deals with the development of the entire child, physical as well as spiritual. In other words this system aims at creating wise, normal, intrepid, and fearless human beings. The teacher or educator of the child is expected to realise the limitations of the child as well as his own. For humanity which, like the rising sun or the flower in the first unfolding of its tender petals, manifests itself in all its intellectual splendour during the tender and beautiful age of childhood should be respected with religious veneration. If an educational act is to be beneficial it can only be one which tends to help the complete unfolding of life. To be thus really helpful, it is necessary to avoid vigorously the arresting of spontaneous movements and the imposition of arbitrary tasks. It is of course understood that here we are not speaking of useless and dangerous acts, for they must be suppressed and any tendency towards them totally curbed. The fact has now been established that it is only in the atmosphere of due freedom that a child can manifest itself naturally and spontaneously. The teacher

is to direct its stream of life through the right channels. She must give a hand when help is needed. She should be like the vitalizing sun awakening young life and spirit with her love and helpfulness. She must not limit to mere observation but proceed to experiment. When the teacher gets into touch with her pupils in this way, a mutual understanding is created, awakening and inspiring the life in them as if she were the guardian angel and the guiding star. She wins the confidence of her pupils and a gesture from her is sufficient to check them from going astray. She is recognising and listened to by all of them, and discipline is obtained as if by magic.

Play

Playing is preparation for life, an education which is very valuable to the child, as it is to the puppy and the kitten. The social value of play is obvious to every one. Co-operation, the capacity to lose with equanimity and win without apparent elation are good traits through life. Play is connected with the intellectual and spiritual life of children, and ought never to be regarded by the elder as waste of time. Make-believe life begins in games and an imaginative child fills the world with fairies, spirits and invisible companions.

One of the most important developments of the last twenty years is the new attitude to education. The old idea of compelling to learn a multitude of facts is giving way and there is the realization that education is only worthy the name if it succeeds in satisfying the child's urge for self-expression. The new ideal is the development of intelligence and character so that the child is helped to adjust himself in social relationship and to live happily and usefully among his fellows.

Teaching

Teaching should not be the main aim of Infant classes, but only a side subject. Health and the forming of healthy habits is more important for which regular medical service is required. I think if I give

roughly a day's programme of a nursery and infant school it will save us the trouble of dealing with every subject separately.

DAILY PROGRAMME OF AN INFANT CLASS
UP TO THE AGE OF 6 YEARS.

- 7 a. m. to 8 a. m. Bathing, cleaning, washing, swimming etc.
8 a. m. to 8-30 a. m. Medical inspection of children.
9 to 10-30 a. m. Work with Montessori apparatus, learning alphabets with the help of charts etc. (no book to be used).
10-30 to 11-30 a. m. Playing in the garden, clay modelling etc.
11-30 to 12 noon. Afternoon meal.
12 to 2 p. m. Rest.
2 to 3 p. m. Again washing, cleaning.
3 to 4 p. m. Games, singing, story telling etc.,
4-30 p. m. Going back home.

A DAY'S PROGRAMME IN NURSERY
SCHOOL UP TO THE AGE OF 4 YEARS.

- 8 a. m. Bathing, cleaning, washing, swimming.
8 to 9 a. m. Medical inspection of the children—those who are not normal. It must have special treatment and direct supervision.
9 to 10-30 a. m. Playing in the garden, with toys, dolls, gardening, playing with sand, clay modelling, singing and cleaning the school etc.
10-30 to 11-30 a. m. Afternoon meal.
11-30 to 2 p. m. Rest, sleeping, or quietly resting in the beds.
2 to 2-30 p. m. Again washing and cleaning.
2-30 to 4 p. m. Story telling in groups, games, singing etc.
4-30 p. m. Going home.

The timings can be changed according to the weather conditions but the programme of work will remain the same. The timetable suggested will enable the babies to

learn a lot through play under the guidance of able teachers and nurses. In short, it consists in developing the body and mind, fostering good disposition, rectifying unpleasant idiosyncrasies and generally collaborating with parents in training the young children. Coming to the point of our real difficulty, viz., the absence of any law in favour of protecting children and giving them their due rights in society—we have to consider a suitable solution for it. The National Planning Committee has taken one question in connection with children's rights but how far they will succeed it is yet to be seen. I think it is the duty of every one of us to leave no stone unturned until we get our demands fulfilled. Here I give some suggestions which I have already emphasized elsewhere.

Let us suggest that :—

1. Children between the ages of 6 to 14 be given free but compulsory education and all efforts be directed to overcome difficulties if any.
2. A national society for the protection of children and prevention of cruelty to children will be a great help to our task.
3. Wilful neglect of the maintenance or education of children should be penalized.
4. State homes or orphanages on a large scale be provided for those who have none to look after them.
5. Arts and crafts be encouraged among healthy children of poor people.
6. Stipends and state aid to be given to parents of those who are clever enough for advanced study but not rich enough to pay the piper.
7. Nation-wide medical inspection of all children by trained school-medical-men with free medicines to ensure healthy growth of the citizens of tomorrow.
8. Play for all and playing grounds for all games be provided.
9. Sub-normal, delinquent and problem child must be sent to special schools opened for the purpose.

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NOTICE

During Summer recess, the next number of 'Educational India' will be a Double Number for May and June as usual and will be published on 10th June.

—Editor.

EDUCATIONAL INDIA Masulipatam, April, 1940

The Quinquennial Review on Education

THE Eleventh Quinquennial Review prepared by the Educational Commissioner, Mr. John Sargent, was published a few days ago, after the expiry of more than two years of the quinquennium 1932-1937 to which it refers. It is to be regretted that much inordinate delay has been made in the publication of a document of great value specially at a time when educational problems have been attracting the attention of legislators in every province. The report is of great value in providing us with statistical surveys besides making a few observations.

DURING the year 1937, the last year of the period under review, twenty eight crores of Rupees were spent on educational expenditure in a land inhabited by forty crores of people. This compares unfavourably with the amount spent by other civilised lands of the West and the East on the education of their citizens. In spite of the fact that education has been transferred fully to the control of the provincial autonomous governments, the ministers in charge of the subject could

not allot ample funds for rooting out illiteracy and making elementary education free and compulsory. Education has not yet been recognised as the premier nation-building department.

It is a matter for immense gratification that the number of students undergoing instruction in colleges has doubled but there is the sorry spectacle of unemployment among educated classes, which has to be tackled in right earnest by the Government. Very many opportunities of a varied character should be presented to the Bachelors in Arts so that they may earn a living wage with a sense of security and improve their physique and general knowledge.

THE Report states that 5.2 per cent of the total population are receiving instruction in India. The children of the school-going age comprise nearly 15 per cent of the population and in no other country, either independent or subject to political subordination, do we find such a disparity in the percentages of the two classes. The remuneration paid to teachers engaged in doing the noblest work of imparting instruction to the youth and training them up as useful citizens of the country is far too low, when compared with the fat emoluments paid to members of the same profession doing similar work in England, Germany & United States of America.

THE feeling is gaining ground that there is something wrong with the system of education prevailing in India as it is not nationalistic, realistic and practical. The report recognises the fact that there is discontent but does not suggest ways and means to relieve the same. Secondary education has to be given a

vocational bias, students should be encouraged to take up courses which train up their latent faculties without rushing in large numbers to the portals of colleges where some of them are sure to be considered misfits. Industrial and technical schools, colleges and workshops should be set up by the provincial Governments in respective provinces, so that the country may become rich, prosperous and self-sufficient in times of emergency. The wastage in elementary education on which 10 crores are being spent is to be regretted, but it is no reason why elementary education should be discouraged. If parents choose to withdraw their children from elementary schools as soon as they are capable of helping them by earning money for family purposes, attractions should be held out to the pupils to deter them from discontinuing their studies by letting them free for some time in the day when they could do manual work for the benefit of the family and by allowing them to own the products of their manufacture at school. Care should also be taken to see that trained teachers with higher educational qualifications should be employed in elementary schools. District Boards have not been exercising adequate supervision over the schools under their charge, for the members are preoccupied with petty sectarian, communal and party differences and often appoint, transfer, dismiss teachers at their sweet will and pleasure. The High Schools under their charge should be taken over by the provincial government under its control and they should be managed by it. Middle and elementary schools may be kept under the charge of an experienced educational officer whose services may be lent to the Boards by the pro-

vincial government. Teachers should not be made use of like pawns in the game of elections and should be kept above want as persons of dignity who play a useful role in the making of the citizens.

THE Inspectorate, as the report suggests, has to be reorganised and men of high educational qualifications—they must be at least Masters of Arts—capable of giving once a while model lessons to teachers on two subjects of study should be appointed Inspectors of Schools on decent salaries which should cover at least fifty per cent of the salaries now being paid to other District officers, and they may be entrusted with the work of inspecting accounts, offering suggestions, giving model lessons and contributing something to the cultural life of the district.

THE report observes that experiments in the way of making Indian languages the media of instruction at the secondary stage met only with qualified success probably owing to the lack of suitable text books and the multiplicity of languages in the same area. These obstacles can be easily overcome in the interests of a beneficial reform by the encouragement of publications, of original value or translations from good books, to suit the standards of pupils and the simplification of the language on the lines of Basic English. They only require a strong will, deep conviction and profound zeal in working out the change.

THE decrease in the number of Higher Elementary Schools owing to their rapid conversion into Middle Schools is to be welcomed as a step in the right direction since it secures uniformity in the standards of education at the lower secondary stage.

THE Governments appear to have been a little bit slow in forcing municipalities to adopt compulsory elementary education scheme as it may tax their purse a good deal. But they will do well to accelerate the pace and confer a boon on the illiterate masses. The increase in the number of types of girls schools shows that women who constitute one half of the Indian population have cast off their purdah, realised the immense benefit of receiving education at least up to the middle school stage. Though there is no need nowadays for the establishment of separate schools for Anglo-Indians, Muslims and depressed classes, there is some reason why separate High Schools for women should be set up. Coeducation at the High School stage at a time when boys and girls are in the transitional stage is not a desirable step. Women teachers may with advantage be employed in mixed elementary schools to initiate the pupils into the mysteries of learning in their natural setting. Adult education should not be left entirely at the mercy of voluntary effort without State patronage. Liberal grants should be given to all those who undertake adult education schemes by starting night schools, and lecturing tours with the help of the radio & cinema. Every graduate may be asked to devote himself for a session of three months to doing adult education work in the best interests of the country and such people may be given preference by the Public Service Commissions at the time of recruitment to new jobs in clerical and ministerial services.

THE report states that adequate attention is being paid to the development of physical training, games, Boy Scout and Girl Guide movements. We

only wish that features of Indian life, should be incorporated more and more into these healthy activities to arouse the interest of the pupils and benefit them most.

Vernaculars as Media of Instruction in University Courses

THE principle that the medium of instruction and examination in all non-language subjects in secondary and collegiate courses of study should be the vernacular of the province is now universally recognised as highly beneficial to the interests of the youth by all genuine lovers of true educational progress in the land. But it is to be regretted that there are still very few influential members of the old block who take hold of every opportunity to stand four square against the principle and its adoption. Their desire to imitate the West in every detail of life is so vast that they do not like to make the least departure howsoever advantageous it may be and they are too ready to raise all kinds of imaginary objections to progressive ideas which run counter to their personal convictions, capacities and conveniences.

AS a result of many years of unceasing and uproarious agitation the Congress Ministries then in power were pleased to make the adoption of vernaculars as media of instruction in High Schools compulsory, except in bilingual areas. So long as there was some kind of option given, there was much wavering and vacillation, but when there was no other course open to them, even those with an anglicised vision had to bow to the inevitable, much against their will and adjust themselves to changing environment and educational ideals.

It is a matter of common experience and observation that pupils in High Schools are able to understand, appreciate, assimilate and reproduce better the knowledge imparted to them in various subjects of study, in their dear native tongue than in an unnatural and difficult foreign tongue. In no other civilised country of the world do we find political subordination holding out such a fascination for the language of the rulers to the detriment of its vernaculars as in our motherland.

THIS change should have been extended at least to the Intermediate courses for the sake of uniformity and continuity of instruction. A student who seeks admission to Intermediate, after securing eligibility to university courses of study, finds that he is transported all of a sudden from familiar grounding in subjects taught to him in the vernacular to hard, stiff and serious subjects which will be taught to him in English which he is not able to follow or understand in full. This metamorphosis accounts for the large percentage of failures under Part III of the Intermediate courses of study. With the object of relieving this kind of educational incongruity, it was seriously thought of that the same principle should slowly be extended even to Intermediate courses.

AT a meeting of the Inter-University Board held last year at Bombay it was resolved that the medium of instruction at different stages of education up to and including the degree courses should, as far as circumstances permit, be the mother tongue of the students; and that with a view to attaining this end the universities of India be requested to take steps for enriching the literature of the respective Indian

languages; and that modern Indian languages may be recognised, gradually as far as possible, alternately with English as media of instruction for the Intermediate and Degree courses excepting for English and if necessary for science subjects. The above resolution was discussed at great length by many eminent Vice-Chancellors of respective Universities and was passed by an overwhelming majority. In the course of discussion it was pointed out that the language of the pupil would be made not only the medium of instruction in colleges but also the language of Government in these days of democracy; and that knowledge could be more easily obtained through the medium of the mother-tongue; and that in answering questions the students would be put to less strain and that they would be able to write better and with greater facility of expression.

THE arguments often cited by the opponents of the change do not deserve serious notice as they are unsound and unimaginative. Any number of text books can be had if only the universities take the trouble of publishing the best books translated into the vernacular, taking care to preserve technical terms in the case of science subjects. Any extra expenditure of money in the temporary re-duplication of staff or slight dislocation of timetables, may be tolerated in the interests of a beneficent reform calculated to promote the well-being of the votaries of knowledge.

THE arguments that the adoption of vernacular as the medium of instruction should be enforced at one and the same time by all Universities, and the fear that such a course would mar the prospects of a microscopic minority of

intending competitors for All-India Services deserve only scant consideration, for reasons, firstly, that it is very difficult for all the universities to fall in line simultaneously and, secondly, that the interests of the majority should not be sacrificed for the sake of the minority. Moreover, universities solely established for the purpose of giving prominence to the vernaculars of the province should set a noble example for others to follow without taking shelter under the above objections. When the Inter-University Board was good enough to pass a resolution favouring the change, it should be implemented without any further postponement. Really eminent students with a high degree of intellectual acumen do not feel much handicapped in the case of competitive examinations by bringing about the desired change. To say that it should be kept in abeyance till vernaculars become the media of administration is to wait for at least a quarter of a century more. Hence, every possible attempt should be made to put an end to the present unnatural system under which teachers lecture in bad English to students who are unable to understand the subjects, prevent the tragic intellectual wastage and facilitate material contributions to the advancement of knowledge by the adoption of vernaculars as media of instruction at least in Intermediate, as it forms the dividing line between Arts (Pass and Honours) and professional courses.

THOSE who are in charge of South Indian Universities will do well to resort to concerted action, in strict conformity with the resolution of the Inter-University Board which they are bound in honour to respect and enforce,

without depending on the interference of the Government and thus set the example for other North Indian Universities to follow, and act up to their declared ideals and objects so that they may amply justify their existence and enlist the sympathy and support of all progressive and nationalistic parties and organisations in South India. It may be remembered in this connection that Benares and Osmania Universities have experimented the same with much success and credit. As universities are expected to dedicate themselves to the extension of human knowledge and to the improvement and advancement of the cultural life of the people within their territorial jurisdiction, those who preside over their destinies are requested to strain every nerve to overcome all political, economic and personal obstacles in the path of the above reform without creating an almost unbridgeable gap between secondary and collegiate education.

All-Bengal Teachers' Conference

THE nineteenth session of the All-Bengal Teachers' Conference took place in February last under the presidency of Dr. Harendra Coomar Mookerjee, Head of the Department of English, Calcutta University, an eminent educationist of the province of Bengal. In the course of his valuable address he pleaded that teachers should have a great voice in the prescription of text books, which at present forms the exclusive right of Headmasters who exploit all possible methods of ensuring their domination. He said that the Inspectorate should be more sympathetic towards the members of the teaching profession by discussing with the staff

their difficulties and offering their advice as to the teaching methods to be followed. He urged that teachers should be freed from the injustice and ill-treatment to which they are subjected by the love of inordinate power on the part of the authorities and that teachers should be assured of decent salaries, security of tenure and the right of appeal to an arbitration board, if they are treated unjustly. He gave wholesome advice to the youth to submit themselves to the disciplinary regulations as long as they are students so that they might lead orderly lives hereafter and become useful citizens.

THE conference passed some resolutions which deserve special commendation, that the courses of study should be so simplified as not to put an abnormal strain on the capacity of the average pupils and seriously interfere with the healthy growth of their mental and physical powers, that the authorities of secondary schools be requested to open adult education classes in their respective schools to help in the liquidation of illiteracy, that salaries of teachers be so increased as to be commensurate with their labours and the importance of their work in national reconstruction, that the Department be requested to sanction tiffin and mid-day meal grants to all secondary schools. We wish that teachers in every province should so bestir themselves as to organise themselves into associations, and offer constructive suggestions for educational reform on right lines following the lead of Bengal teachers.

Personal Notes

DEWAN BAHADUR S. E. RUNGANADHAN, Vice-Chancellor of the Madras University, has been appointed as Adviser to



the Secretary of State for India, in the vacancy which was to have been filled by the late S. A. T. Pannirselvam.

PROF. S. KRISHNAN, Professor of Physics and member of the Indian Association for the cultivation of Science, has been elected Fellow of the Royal Society. Prof. Krishnan has been invited by the Royal Society to go to London in June next, but in view of the international situation, it is unlikely that he will leave for England in the near future.

SIR GIRJA SHANKAR BAJPAI has been appointed by H. E. The Chancellor of Delhi University to be the Pro-Chancellor of the University for a period of three years with effect from April 2.

MR. J. D. Tysen, I. C. S., Joint Secretary, Education Department, is appointed, it is understood, as Secretary in succession to Sir G. S. Bajpai who has become a Member of the Viceroy's Executive Council from the 1st instant.

(Continued from page 366)

10. Societies called Parents' and Teachers' Associations or Parents' and Teachers' Fellowships should be formed everywhere to enable teachers to come into close contact with parents so that the latter should enjoy the confidence and cooperation of the former and *vice versa* in the interests of child education.

11. These societies should enlighten the parents about their duties towards their children and teach them the method to discharge these duties.

12. As already referred to, the Nursery Schools for working class and village children should be established and these must be helped by Local Bodies and Municipalities. Endowments and Waqfs attached to temples and mosques should provide some funds in addition to donations from the public.

13. Suitable arrangements and encouragement for Montessori Schools for the children of upper and middle class should be provided for. This will complete a network of useful activities for the educational uplift of our country.

It would not be out of place to mention here a very sad reality. It is regretted that one has to refer to it. In providing for the future of a country one must keep in view all possibilities and eventualities. In other countries children born without

the stamp of wedlock are not penalised for life nor are they treated cruelly. Their position is due to no fault of theirs. In India it is a difficult state of affairs. Let us remedy the evil and reform society. Let us, however, be realistic. Let us request the state to pass an Act to enable the state to save humanity from withering away; and enable these children to enjoy the rights of human beings with opportunities for showing their metal in the struggle for existence.

The fact cannot be over emphasized that the child is the father of man, and the future hope of every nation and country, and everything depends in the way he is brought up and educated. It is our social duty to take every possible care, provide every facility to allow them to develop rightly their dormant faculties. But this is only possible when the energy and attention of parents and educational authorities are directed towards this end in all seriousness by adopting the right methods and selecting a curriculum suitable to the requirements of the country and to its genius while at the same time keeping pace with changing times.

If we achieve what I have envisaged I must in ecstasy say with Iqbal,

"Lips cannot utter what eyes see;
I am wonder-struck how different
will be the world."

Teaching the War

Some educators have felt that treatment of the war should be excluded from the schools because teachers are not sufficiently informed or stable to teach honestly. If this is true, then American democracy is doomed by its own admission, and repressive measures will not preserve it. Teachers in our schools are representative, responsible citizens. On the whole, they are at least as well qualified by education and study to teach problems of war and peace as the average layman. It is rather obvious that if these favored citizens are not sufficiently intelligent and stable to lead discussions of national policy, there must be millions of voting citizens who are considerably less qualified. This means that there are really only a few super-men capable of making great decisions and that other citizens should delegate all responsibility to these favored few. Accepting such a belief is admitting the sterility of democracy and inviting a regime of dictatorship.—*Social Education*.

THROUGH different PROVINCES

DELHI

INDUSTRIAL RESEARCH BOARD

The Board of Industrial and Scientific Research held its first meeting on 1st April in the Commerce Member's room in the Assembly Chamber. Sir A. Ramaswami Mudaliar, Chairman of the Board, presided and outlined the functions of the Board which, he pointed out, would be firstly, to advise the Government on proposals for instituting specific researches; secondly, to help specific institutions in the scientific study of problems affecting particular industries and trades; and, thirdly, to make proposals for the establishment of research studentships, scholarships and fellowships. The Board would receive proposals from various research institutions and Universities from industries and trades, and would also initiate proposals at the instance of any member and these proposals would be considered at the meetings of the Board and the Government would be advised as to whether these proposals were approved and if so what funds should be provided for carrying them out.

A general discussion followed, in which all members took part. It was agreed that the next meeting should be held on June 8. In the meanwhile, the Chairman undertook to circulate to members a survey of the present state of research in the country regarding industrial matters and of the institutions which at present are engaged in or could undertake such research and to communicate proposals relating to research received in the meantime either from members of institutions or adumbrated by the Board's Director, Dr. S. S. Bhatnagar.

The Board consists of the following members: Sir Sultan Ahmed, Sir H. P. Mody, Dr. J. C. Ghose, Dr. Nazir Ahmed, Dr. Meghnad Saha, Dr. N. N. Law, Messrs. P. F. G. Warren, Kasturbhai Lalbhai and Lala Shri Ram. The Chief Controller of Indian Stores Department is its first Vice-Chairman.

SCHOLARSHIPS FOR HARIJAN GIRLS

The General Secretary of the Harijan Sevak Sangh writes:

Scholarships known as the Thakkar Jayanti Scholarships would be awarded to Harijan Girls all over India (including States) for higher vocational education. The term "higher vocational education" includes the study of the Fine Arts, medicine, nursing and midwifery, law, engineering, teachers' training, etc.

In very exceptional cases, College scholarships for arts and science courses will be awarded to Harijan girls from Provinces and States where Harijans are educationally very backward—such provinces and states will be Bihar, U. P., Delhi, Sind, Gujarat, Kathiawad, Mahakoshal, Chhattisgarh, Orissa, Rajputana, Central India and Hyderabad States. The scholarships will be awarded to Harijan girls studying in recognised colleges, professional schools, or university and such other vocational institutions as may be approved by the Sangh.

Applications will have to be made to the General Secretary, Harijan Sevak Sangh, Kingsway, Delhi, on prescribed application forms which can be had from the office of the Sangh before June 10, 1940.

MADRAS

AMENDMENT TO MADRAS EDUCATIONAL RULES

An amendment to the Madras Educational Rules has been published for the substitution of rule 49 by one to the following effect:—

In the event of a pupil being dismissed or being formally expelled on account of grave misconduct, the headmaster shall record his reasons for the dismissal or expulsion and report the fact to the parent or guardian of the pupil and, within seven days, to the District Educational Officer. A pupil thus dismissed shall not be admitted into any recognised school within a period to be determined by the Divisional Inspector of Schools if the pupil is in a secondary school, and by the Director of Public Instruction if the pupil is in a secondary school for girls, on the recommendation of the inspecting officers.

A pupil who seeks admission into a school by means of a false certificate, or by false representation of any kind, the amendment adds, but does not obtain admission, may be debarred from being admitted into any school for a period not exceeding one year.

CONDITIONS FOR GRANT OF FEE CONCESSIONS

Cases, it is stated, have come to the notice of the Government of abuse in the grant of fee concessions in Secondary Schools and Colleges under the Madras Educational Rules. In order to remove the abuse and also to avoid wasteful expenditure under this head, the Government, it is understood, have decided that the production of a poverty certificate or a certificate of income of the parent or guardian should be made compulsory in all cases of grant of fee concessions.

The Government propose to lay down that in future the concession should be granted, in secondary schools only in cases where the annual income of the parent or guardian does not exceed Rs. 600, and in colleges only when the annual income of the parent or guardian does not exceed Rs. 900, the certificate of income being issued only by Revenue Department officials, not lower in rank than a Deputy Tahsildar or Sub-Magistrate. In the case of the scheduled classes, the District Labour Officer, also is to be empowered to grant certificates.

LANDS FOR BUILDING SCHOOLS

The Government of Madras have sanctioned a loan of a lakh of rupees to the Corporation of Madras to meet the cost of acquisition of lands for the construction of buildings for elementary schools in the City.

BENGAL

RURAL TRAINING FOR OFFICIALS

Four months' rural training is enjoined on all probationers recruited yearly for the various services in order to make them better equipped to render more useful service to the rural people.

The rules have been so amended as to provide that all junior officers of the I. C. S., the Bengal Civil Service and the Bengal Junior Civil Service should study the elements of

agriculture and co-operative principles, says a Press Note issued on 2nd April.

Assistant Magistrates will, every year, be deputed to Dacca for a short course of training at the agricultural farm there in order to acquaint themselves with the work of the agriculture department.

CALCUTTA MATRICULATION EXAMINATION

Eleven thousand students who, on their failure to pass the supplementary matriculation examination in December, regarded their scholastic careers as doomed, may be given another chance to take the examination.

It is learnt that the Syndicate of the Calcutta University are studying the statistics of last year's failures at the supplementary examination, and if it is found that an inordinate number of students failed in one or two subjects then it is possible that a second supplementary examination will be held soon.

EDUCATIONISTS TO CONFER AT CALCUTTA

Problems of basic and adult education were discussed by several eminent educationists of India at a meeting of the Education Sub-Committee of the National Planning Committee, at its final meeting held in Calcutta on April 17 and 18. Dr. Sarvapalli Radhakrishnan, Chairman, presided.

BOMBAY

UNIFORMS FOR SCHOOL CHILDREN

"Children whose parents have an objection to their wearing the school uniform on religious grounds are free to wear any dress they like," says a Bombay Government Press Note issued on 5th April.

The notification adds that, it has been brought to the notice of the Bombay Government that the Government Press Note and the Director of Public Instruction's circular on the subject of uniforms for school children issued in May last have created a misapprehension in the minds of people that, it is compulsory for school children in secondary schools to wear a uniform dress in schools. The uniform recommended by the Government makes for simplicity and ease of movement and is well suited to

children of a growing age, but it is not the intention of the Government to put any sort of pressure on school authorities or parents in the matter of dress for school children. The Government desires to make it clear that it is not at all the intention of the Government that the wearing of a uniform dress should be made compulsory on all children in any school irrespective of the wishes of the parents.

SCHOLARSHIPS FOR GIRLS

The Bombay Government has decided that 20 per cent of the scholarships in middle schools for backward classes should be reserved for girls belonging to these classes.

In the case of high schools, preference to backward class girls over boys will be given. Preference will also be given to girls in the grant of scholarships in arts and professional colleges.

These measures have been taken to encourage education among girls of the backward classes. At present there are 246 sets of scholarships for backward classes in the province.

ADULT EDUCATION IN AHMEDABAD

The spinning wheel has been pressed into service in the cause of Adult Education. The Adult Education Committee of Ahmedabad has introduced spinning wheels in its classes for women and contemplates extending this activity.

U. P.

CO-EDUCATION IN AGRA MEDICAL COLLEGE

Co-education has been introduced in the new Medical College at Agra but it is entirely wrong to suggest, as has been done in a section of the vernacular press, that women and men students are living together in the same hostel, states a communique.

The communique emphasises that women students of the new Medical College live in the women students' hostel.

It was financially impossible to raise both the Agra Medical School and the Women's Medical School to the M. B. B. S. standard and hence one medical college has been started in Agra which will provide the highest medical education possible to students of both sexes.

INSTRUCTIONS TO RURAL UPLIFT STAFF

With reference to the Provincial Congress Committee's instructions to Congressmen connected with the Rural Development Association in the Province regarding the "Fouzi Akbar", it is pointed out in Government circles that these bulletins contain *bona fide* news and are not propaganda at all. It is emphasised that it is part of the duty of the Rural Development organisers to read out newspapers to the villagers, and as such the addition of one more news sheet to the number of newspapers ought not to make any difference.

PUNJAB

STATE AID TO INDUSTRIES

With a view to encouraging the industrial development of the province the Punjab Government have set apart a sum of about four lakhs of rupees for grant of loans and subsidies to industries under the Punjab State Aid to Industries Act. A sum of rupees two lakhs for loans and of Rs. 50,000 for purchase of machinery on the instalment system have been provided for the coming year. It is also proposed to give a sum of Rs. 70,000 as subsidies.

C. P.

GOVERNOR'S ASSENT TO VIDYA MANDIR BILL

The Governor of the Central Provinces has accorded his assent to the Vidya Mandir Bill. The Bill proposes to establish schools in the province to impart education with a vocation bias with the help of endowments from the people. It had aroused criticism from Muslims on account of the word "Mandir" associated with the scheme. The Bill now permits Muslims to have their own name for Muslim schools.

SIND

REORGANISATION PROPOSALS

The report of the Education Reorganisation Committee appointed by the Sind Government in July 1939, has been published.

The report runs into 300 pages and contains a number of important recommendations on the question of reorganisation of primary and secondary education in the Province.

The new scheme of education propounded in the report by the Committee is based on the principle of the Wardha Scheme of education. The additional expenditure involved is Rs. 40,00,000 to Rs. 50,00,000.

The Committee has suggested that a small Committee of Experts should be appointed which should prepare separate estimates for carrying out the recommendations.

The following are some of the important recommendations made by the Education Reorganisation Committee:—

Children should be admitted to primary schools at the age of six. The primary school course should be of four years' duration and not five as at present. The secondary school course should be of six years and not seven as at present. A course for School Leaving examination, similar to the Matriculation University examination, should be prepared, which should be recognised by the Government. Vocational training should be encouraged from the primary stage of education, and in the secondary classes students should be taught spinning, weaving, sewing, carpentry, etc. Special attention should be paid to physical training for students. There should be medical examination for students at fixed intervals in the year. Co-education should be given to boys and girls upto the age of ten. Sind, being an agricultural province, a Central Agricultural College should be established in the province.

The committee has also made many other recommendations about separate subjects for girls and boys, religious education, training for teachers, etc.

Lastly, the Committee has urged the need for establishing a University in Sind at the earliest. At present, Sind is tacked on to the Bombay University.

MYSORE

GOVERNMENT'S OFFER TO THE SCIENCE INSTITUTE

The Government of Mysore, it is understood, have agreed to increase their present annual grant of Rs. 30,000 to the Indian Institute of Science by an addition of Rs. 20,000, provided this additional sum is utilised for founding a Chair of Metallurgy in the Institute.

Originally the Mysore Government had

Andhra Teachers' Federation

meets at Tenali on 6-5-40, under the presidency of Prof. M. VENKATARANGAIYA, M.A.

All are cordially invited to attend.

—Secretary.

made a grant of Rs. 50,000 per year, but some years ago, as a measure of retrenchment, it was reduced to Rs. 30,000.

Sir M. Visveswaraya has been reelected Chairman of the Court for the next year.

The Court has, it is understood, adopted a resolution outlining a plan of work to be carried in the Institute during the next year in co-operation with the Scientific and Research Committee set up by the Government of India.

ABOLITION OF MEDICAL SCHOOL PROPOSAL DROPPED

The Mysore Government passed orders on April 2, directing that the Medical School at Bangalore be continued as also the Medical College at Mysore as at present.

On the recommendation of a Special Committee appointed by the University, the Senate resolved to close down the Medical School, as the Special Committee opined that the needs of the population, the comparatively large expenditure which would be involved by the improvement of the course of instruction in the Medical School to bring it to the standards laid down by the Medical Council and the unattractiveness of the improved course in comparison to that leading to the Degree made it necessary that there should be 'one uniform minimum standard of training and qualification for practitioners of modern scientific medicine' in the State, as was recommended for establishment throughout India.

The Senate also recommended that, in the event of the closing down of the Medical School, the course of the Medical College should be bifurcated and distributed between Bangalore and Mysore.

The Government have, however, decided that the existing state of affairs should continue in view of the large financial implications the suggestion of the Senate would involve, and passed the above order.



PUBLIC OPINION



SIR MIRZA ISMAIL ON THE PREPARATION FOR CITIZENSHIP

"Perhaps at no time in the history of mankind has the problem of the proper bringing up of the younger generation and their effective preparation for the tasks that lie before them been of greater importance than now"—observed Sir Mirza M. Ismail, Dewan of Mysore, presiding over a fete got up in aid of the War Funds by the staff and students of the Baldwin Boys' School, as a part of the Diamond Jubilee Celebrations of that institution.

Proceeding he said: "Nothing is so helpful and so sustaining in life's struggles as the consciousness of race and religion, that one is a member of no mean race and that one belongs to a great religious fraternity. Individuals gain in moral stature and breadth of outlook when they are actively conscious that they are members of a group which has made its mark in history and has obtained a position in the eyes of men as certainly the English race and the Christian religion have done.

"Indeed, unless care is taken, devotion to religion and pride in race may lead to strife and tragedy. As a writer has remarked, 'Religion and race, the two incendiary forces of history, shoot jets of flame from their undying embers.' We know not only from the blood-stained pages of history but also from the everyday episodes of our own time how religious devotion can be the unhappy cause of disputes, strife and bloodshed. The last few years have also seen how detestable a factor racial arrogance and exclusion can become in the affairs of mankind. Mankind is moving towards a greater unity, a unity that does not mean uniformity but towers above the diversity of the parts. It may be that my generation has only seen the possibility and perhaps even the direction of advance. It is left to your generation to work out the great destiny that lies before mankind and create a new world order.

"To this great consummation the products of this School can contribute their own share. They must throw into the common stock the special fruits of their culture and the special

teaching of their religion. India offers you ample scope for the display of such inherited talents as you may possess in this direction. Whatever may be the tragic role that differences in its own fold have compelled Christianity to play in European History, no one can forget that its founder was, above all, a Messenger of Peace and Goodwill among the nations of the earth, and it will be your task to develop in your relations with the people of this country this special mission of your religion. You will thus contribute both to the political and the spiritual future of India."

SIR JAGDISH PRASAD ON THE STUDENTS' ROLE

"Whether India can reach her goal without a conflict or not will largely depend on the extent to which you young men can be wise beyond your years or at least can have sufficient wisdom and restraint to allow older men the liberty to differ from you," observed Sir Jagdish Prasad, presiding at the Annual Convocation of the Delhi University on 16th March.

"I wish with all my heart that your patriotic ideals may be realised without civil commotion and suffering. There is in all conscience enough of turmoil in the world at the moment. The spirit of violence is abroad. The atmosphere of war is never favourable to the growth of humane sentiments, rather, it tends to breed passion and hatred. That at this moment political storms should be gathering on the Indian horizon is a distressing spectacle. I have not yet lost all hope that the thickening clouds may yet melt away and political calm restored by mutual compromise and discussion.

"The youth of the country can play a notable part in creating a favourable atmosphere by keeping their emotions and impulses under disciplined control. Let there be no heedless rushing into political battle. It may be magnificent but its only outcome may be great and fruitless suffering, embitterment of feelings and the widening of the gulf between peoples whose aim should be to come nearer to each other. And pray, remember that there

are not wanting some who would prefer that there should be a clash, who would be keenly disappointed if the present deadlock were to be resolved, because they have other ends to serve. I earnestly hope that you for your part will take heed and will do nothing to advance their nefarious designs.

"Spare no effort to preserve that greatest but most elusive of gifts, the unity of India, by keeping under close restraint the dark forces of racial, religious and political bigotry by giving free play to the generous spirit of tolerance, of fair dealing and of sympathetic understanding."

MR. ANEY CRITICISES PRESENT EDUCATIONAL SYSTEM

Delivering his Convocation Address at the Gurukula Vishva Vidyalyaya, Kangri, on 24th March, Mr. M. S. Aney enumerated the evil consequences of a purposeless system of education. "The system of education" Mr. Aney said, "which prevails in almost all the Universities established in India is, to my mind, one without any definite purpose in view. The system leaves no imprint on the mind or the heart of the recipient. His mind after having gone through a course of education over 15 or 16 years is like a clean slate on which anything can be written."

Referring to spiritual education, Mr. Aney observed, "A proper conception of man's relation to the Creator and his own place in creation, is essential for him to enable him to play his part faithfully and intelligently. Unless particular attention is paid to the fostering of this spiritual faculty, there is little chance for humanity as a whole to make any real progress towards the goal of universal peace and universal brotherhood. Indifference to real religious education, so conspicuous in the educational systems, has been the main reason of the numerous evils that make human existence miserable and human history a storm of perpetual strike and perennial factions."

Mr. Aney, concluding, said that the real obstacle in the way of their immediate emancipation was that they were helpless in the matter of defence. "How can you defend India even if self-government be established here to-day or to-morrow?" he asked. "I am fully aware that a free India is only a dream so long as Indians are not able to take up charge of their defence. I do not believe in the theory that non-violence

can effectively insure us for all time to come against external aggression and internal oppression. Denial of the use of the requisite degree of violence either by an individual or by a community of people claiming to be a nation even in matters of self-defence is an impractical and suicidal proposition. Such a people cannot survive for any length of time."

DR. B. C. ROY'S PLEA FOR AN ALL-INDIA REGISTER

The reluctance shown by a number of countries to agree to direct reciprocal recognition of Indian medical degrees was commented upon by Dr. B. C. Roy, the first non-official President of the Medical Council of India, at the two day session of the Council which concluded on April 2nd.

"We had asked 27 countries to enter into schemes of direct reciprocity with us. Only four countries, New Zealand, Malta, Burma and New South Wales agreed to enter into schemes of reciprocity with us. But what is it that prevents these States from negotiating directly with us? Why is it that they desire recognition through the General Medical Council? These are questions we should give serious attention to.

"We have one great handicap and that is that the Indian Medical Council Act, 1933, does not provide for an All-India Register.

"Let me hope that in the near future, the Act will be amended for the purpose of including a provision for an All-India register in which will be enrolled all persons who are now on the provincial registers. The difficulties that faced the Government in 1933 may not be so insuperable to-day because in the provinces of Madras, Bombay and the United Provinces, the Governments have decided to abolish or have abolished the school standard of education and instruction. In Bengal, the Provincial Medical Council have also endorsed the same view and sent up to the Government its proposals for the abolition of the school standard of education. Once it is realised that a minimum uniform standard of medical education requires a certain period of time for completion and that a certain syllabus of instruction has to be gone through, the distinction between the school and college standards will disappear."

A Program of Action for American Youth

[EDITOR'S NOTE: The American Youth Commission is a non-governmental body concerned with the welfare of young people. The Commission, in the face of a world crisis, met in emergency session at Washington, D. C., on October 9, 1939, under the chairmanship of Owen D. Young. The Commission worked out recommendations on major policy in three great areas of youth interests: employment, health, and education. The statement reproduced below deals with the recommendations of the Commission in the field of education.]

THE outbreak of war in Europe renders it imperative that renewed attention be given to the deficiencies in education of American youth. There is every reason to believe that a defective educational system weakens the ability of the nation in time of crisis, diminishes the nation's power to protect its security without war, and, in case of war, will reduce its fighting strength. Internal soundness is the best guarantee of our ability to choose our own path in world affairs. An educated citizenry is one of the major elements of internal soundness.

In spite of the development of education in the past hundred years, the American people cannot be called well educated. Of the 75,000,000 adults in the United States, about 36,000,000 did not finish elementary school. Probably half that number failed to finish the fourth grade, and at least 3,000,000 are entirely illiterate.

Because of improvements since 1900, the younger people have had more schooling than their elders, and in the more prosperous parts of the country the quality of the schooling is better than in the past. Nevertheless, there is no justification for complacency in the present situation. There are still nearly a million children of elementary school age who are not enrolled in any school, and the schooling in many sections of the country is of poor quality. Half of the young people who have left school have not finished the ninth grade and many of them have had far less than nine years of schooling.

Education requires immediate improvement along several lines. The quality of school programs must be raised. Financial and administrative reforms are badly needed. More adequate provision should be made to help young people whose families are too poor to keep them in school.

* * *

Condensed from a statement adopted on October 9, 1939, by the American Youth Commission of the American Council on Education, Washington, D. C.

Great improvements in instructional and other services for children have taken place in the best schools of this country, but they have been slow to spread to the average school and have had scarcely any redeeming effect on the worst schools. In times such as these we can ill afford the delay that now occurs in equipping and adapting the public schools to meet changing needs. More active and effective efforts are required to bring modern methods within reach of all schools.

The schools must reconsider the fundamentals of the education they provide in terms of the objectives that are now appropriate. These objectives must include the effective preparation of young people for life in all its aspects—for work, for use of leisure time, for home membership, for health, and above all for citizenship in a democracy.

The schools must continue to share with other social institutions these objectives in the preparation of young people. But existing social and economic trends are such that they place an increasing burden on the educational system. Although the schools are improving as rapidly as other institutions, they have not been able to come abreast of their task.

* * *

To a considerable degree the poor quality of the average school results from lack of money, caused in part by extravagant forms of administration and in part by actual poverty of the school districts. Reorganization of the financial and administrative system involves three essential steps:

1. The amalgamation of small units of school administration must be vigorously pushed. More than half of the 120,000 local school districts in the nation, with their separate overhead organizations, support and administer only a single one-teacher school. Most of the other school districts are much too small for effective and economical administration and supervision. If the total number of school districts in the United States were reduced to a few thousand

at most, the quality of education for millions of children could be vastly improved.

2. Some states must increase their aid to the local school districts within their borders, and others must distribute their present state-aid funds in a manner better designed to decrease educational inequalities. In several states there are districts that can afford to spend for schools a hundred times as much per pupil as could be raised by local taxes in other sections of the same state.

3. In view of the marked inequality in tax resources among the several states, federal aid to the states for educational purposes, safeguarded against federal interference, is essential and should be expanded as rapidly as possible. In most of the predominantly rural states, the resources taxable by the state and by the communities are entirely insufficient to support good schools and other educational facilities, such as libraries, for all of their children and youth. Yet those are the states that have the largest proportion of children of school age in their populations and so are contributing most heavily to the future citizenry of the United States.

Equalization of educational opportunity should be regarded realistically, not as charity from wealthy cities and states to their poorer brethren, but as a necessary provision for national security. The children born on poor lands are as much citizens as those born in more fortunate circumstances. Many of the children in less prosperous areas will later live in states and cities far from their place of birth. Their education is a national concern which is in no way lessened because they happened to be born where real estate is of low assessed value.

* * *

On the same principle of equalization of educational opportunities, the nation cannot afford to permit any young person to be deprived of proper opportunities because of the misfortune or even the poor management of their parents. In fact, the less worthy the parents, the more essential is some measure of public attention to the needs of their children.

In the stress of the depression, there has been an unfortunate tendency to gauge the needs of destitute families on a subsistence basis alone. But mere escape from starvation, while time passes without either school or employment,

tends to destroy the future capacity and earning power of children and young people. It is not even subsistence in any true sense. To avoid deterioration, children must have not only food, but also the clothes, books, and transportation necessary to permit them to go to school.

Special attention is needed for children of destitute families in order to make school attendance possible up to the age of sixteen. About the age of sixteen, many young people are now enabled to continue their education through the student aid programme of the National Youth Administration. This program should be continued and improved, particularly at the secondary school level.

The work and study programs for unemployed out-of-school youth that are administered respectively by the Civilian Conservation Corps and the National Youth Administration are beginning to achieve major educational values. The educational aspects of these programs should be strengthened and further developed.

* * *

As the war situation develops abroad, there may be a tendency here to believe that we must economize on education in order to find money for special defence budgets. Such an opinion would be shortsighted even from a strictly military point of view, since the skill and intelligence of the soldier are more important in this day of technological warfare than ever before. The educational deficiencies of many out-of-school young people are so great that a nation-wide program of remedial education is essential if they are to be effectively useful to their country in either peace or war.

In the larger view, the primary motive of any program of national defence is to protect our freedom and our democratic institutions. In this respect, education is established in public policy, not as a secondary interest, but as the first line of defence against that internal break down which in many nations has proved to be even more dangerous than external attack.

In the present situation there is danger not only that the financial support of schools and other educational institutions may be curtailed when it should be expanded; there is also the far more important danger that in the heat of controversy the schools may fail to achieve, or even in some cases may be excluded from, their most important objective: so to educate the

young that conflict of opinion on current issues of the day will be changed "into a search for truth and for a wise course of action." At all times it is the peculiar function of education "to place beneath the headlined surface of current events a back-ground of knowledge that will check irrational prejudices, enrich discussion, and lead to wise decisions."

"At such a time as the present the schools can be of great usefulness to the country in teaching adults and children to make that distinction between 'mere rumor' and 'verified fact' which the President of the United States recently urged upon the American people. This requires some insight into the way in which news is gathered, written, and transmitted; censorship; national propaganda; and the reliability of various writers and their sources of information."

"The ability to detect propaganda and to deal effectively with it is always an important qualification for the citizens of a democracy. At this juncture the absence of this ability may easily change the course of human history for the worse. The task of the teacher here is delicate, for he must steer a course between the dangers of gullibility and the equal hazard of a despairing cynicism which believes nothing and refuses to make an effort to deal with the situation in a bold and realistic fashion. Believing nothing may become as harmful as believing everything."

The passages quoted above are taken from a recent statement of the Educational Policies Commission of the National Education Association and the American Association of School Administrators. The American Youth Commission is glad to add its endorsement, in the belief that the policies recommended in the statement are not only sound, but of the greatest and most immediate importance.

In a world in which war may be the dominant feature of international relations for a long time, it seems clear that the survival of any measure of democracy in this country is dependent upon our utmost efforts to strengthen the forces of education. From every point of view, whether for the long future or the immediate present, we must press on in those efforts with all the energy at our command.

—From *World Education*.

Primary Education in Japan

Thorough Change Proposed

A thorough change in text books and methods of instruction for primary schools all over Japan is under the consideration of the Japanese Education Office. The change will provide for a "renovation" of the text-books in conformity with the aims of the Empire.

According to the new regulation, primary education will be divided into five parts, viz., Nation's department, Science Department, Gymnastic Department, Art Department and Business Department.

In the Nation's Department, Ethics, Japanese language, Japanese History and Geometry will be taught. Ethics will be taught on the basis of the Imperial Manuscript of Education to develop the Nation's character and morals. Mathematics and Physics will be taught in the Science Department. Gymnastics and 'Judo' will be taught in the Gymnastic Department to cultivate the Nation's spirit of forbearance.

Music, calligraphy and drawing will be taught in the Art Department. Besides these, girls will be given instruction in domestic science.

Agriculture, commerce, engineering and fishery will be subjects of the Business Department. Popular foreign languages such as English and Chinese may also be taught in this Department.

Indian Education in Natal

Before the Natal Provincial Council Executive on the 9th instant Sir B. Rama Rao discussed privately certain features of Indian education. It is learnt that he placed emphasis on the need for further developing the scope for Indian education and provide educational facilities for 20,000 Indian school-going children who were out of school. Some form of compulsion, the Agent-General felt, must be introduced so that all Indian school-going children should be brought into school.

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WITH A FOREWORD BY
J. C. ROLLO, M.A.,

Principal, Maharaja's College, Mysore

Junior ... for Form IV or Standard V ... As. 12
 Senior ... for Form V or Standard VI ... As. 15

SPECIAL FEATURES

The passages selected are such as to be understood readily and thus read with pleasure. They will create a desire to read more literature.

The books represent the writings of both the East and the West. The extracts from Indians are such that will find favour with students and among them are Mahatma Gandhi, Rt. Hon. V. S. S. Sastri, K. S. Venkataramani, G. K. Gokhale, Dr. Tagore and Pandit Jawaharlal Nehru.

The choice of verse is well done. They introduce not only to the pleasure of Poetic rhythm and feeling but to some of the great English Poets. Among such poets introduced are John Masefield, Mrs. Sarojini Naidu, Toru Dutt, Miss Annie Steel, Edwin Arnold, R.T.H. Griffith and Sri Aurobindo.

There are lessons on adventure, scientists, humorous stories, moral lessons, famous letters and speeches and the lives of eminent men.

These, besides serving the purpose of teaching the English Language, give information and create an interest.

The grammar exercises are arranged progressively and are intended to give the pupils practical knowledge in the principles of grammar. The exercises are framed in such a way as to train the pupils to answer question papers, as per the Departmental syllabus.

Every lesson is preceded by an adequate introduction explaining the setting of the piece or its central idea, so that it may create a love in the minds of pupils for English and good literature.

The notes are more elucidatory than exhaustive.

The lessons are adapted wherever necessary to make them suitable to the standard.

A large number of lessons has been included to give the teacher scope for selection.

THE NEW ERA STORY POEMS by J. F. Thaddaeus, B.A., L.T. As. 14

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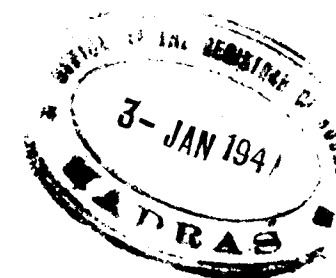
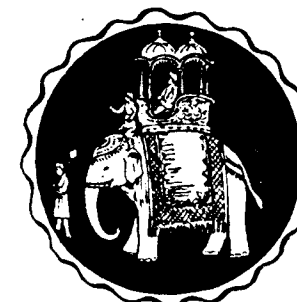
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ÆSTHETIC TRAINING IN SCHOOLS

By Prof. ANJILVEL V. MATTHEW,
Teachers College, Kolhapur.

THE problem of æsthetic training in schools is a twofold problem, of training for æsthetic creation and for æsthetic appreciation. Works of art cannot be made to order, and every boy or girl attending a school cannot be turned out into first rate artists. Still it must be admitted that creative imagination is not such a rare thing as is some times believed to be and that teachers are not entirely helpless in the matter of giving some training to children in this respect. We know of the daydreams of children, and daydreams are works of creation. In passing from scene to scene in the daydream, the child may occasionally be encouraged to pause for a while to re-tell his daydream as a connected story. In writing stories in class too, children may sometimes be encouraged to write their own stories rather than to follow the lead either of a book or of the teacher or of one of their own classmates. The following is the translation of a story told to the writer by its proud author, a child of eight years, in his mother-tongue.

"Once the king of a country died and they cast lots to see who should be the next king. The lot fell on a poor Brahmin, who eventually became king and a good ruler of his people. The king had a young son. Once the prince was about walking, and he saw a poor frog away from water and about to die. The prince had pity on it and took it to a river. The frog was

grateful and hoped that he may sometime be able to do a good turn to the prince. He laughed at the idea. Another day the prince was out hunting. He saw a hare and was about to shoot it down when it said: "Please spare my life, and I may be of service to you." The prince did not care for the hare's help, but he still took pity and let it go. In course of time the king died, and the prince became king. The young king heard of a pretty princess and wanted to marry her. But she put two conditions: she had lost a garland in the river and it must be found and she had heard of a certain precious stone somewhere in the earth and it must be brought to her. The prince was sad and did not know how to please the princess. One day the frog saw the young king and asked him why he was sad. He was unwilling to tell the frog; still in the end he told the story. The frog at once dived into the river and brought him the garland. The prince had some hope but again he grew sad, as he did not know where the precious stone was. Then the hare saw him and asked him why he was sad. The prince was unwilling to tell the hare; still in the end he told him the story. The hare went into a cave and brought out the stone. The king was happy; he gave the princess the garland and the stone, and they were married."

Similarly children may be encouraged to draw and compose songs and verses.

The most important help that the teacher, the parent, or the senior friend can give is to appreciate the efforts of the young artists. With encouragement children will go on producing and in course of time they will master technique too. There is no doubt that for creation of the most beautiful forms mastery over technique is highly necessary. But no one should be deterred in the beginning for want of technical skill. The urge to create and the keenness for self-expression is more essential in the beginning of an artist's career—as a matter of fact it is so later too—than any technical knowledge. Not only the creation of beautiful things but even the appreciation of beauty in art and nature by the young is affected by the attitude of the teacher. The teacher who does not himself appreciate beauty cannot inspire others with the joy of a thing of beauty. If he delights in the presence of beautiful things and tries to share his joy with his little friends, they will be encouraged to take interest in music, paintings and drawings, poetry, drama, and other forms of art. The wise teacher knows the limitations of his children too, and never forces his views and attitudes on them. The fine discrimination of the grown up lover of art is naturally not in the power of the little ones, neither is a complete intellectual apprehension of a situation a necessary condition of aesthetic appreciation. Critical interpretation and analytic study are certainly not useless but they must always be regarded as only means for deepening appreciation. While appreciation is in progress the minds of pupils are likely to be distracted by comments and by study of isolated facts.*

Imagination in all its stages is to a great extent dependent on past experience. Reproductive imagination as the term itself indicates is dependent on it. So also is productive imagination. That is how we sometimes find novelists touring over distant

places to get first hand knowledge of the men and places they intend to refer to in their works. For the true basis of imagination, as Madame Montessori puts it, is reality; and the more perfect the approximation to truth, the more perfect is art. "This does not mean that art is only a mere copy of what any casual observer happens to see round about him. It is reality as the artist sees that he makes use of in his creative works." ††

Madame Montessori seems however to have carried her passion for reality a little too far in her attitude towards fairy stories. She has no faith in their usefulness and is definitely dissatisfied with their wide popularity. She says that when she is told that a child no longer believes in fairy stories she rejoices. "We say then: He is no longer a baby." Her fear is that fairy stories make children credulous. To help children delight in fables and fairy stories because this delight is natural to them is, according to her, like "compressing the gums of babies to prevent the teeth from coming out, because it is characteristic of babies to be toothless." †††. One may then naturally retort that if fairy stories can make children credulous, the more serious artistic types of work which she praises as "the vast treasures of art, scattered almost like crumbs of gold wherever the intelligence had time to mature in peace" should also be taboo—for they also often contain situations and scenes which never existed except in the imagination of the artists. Fairy stories may be called daydreams of the race, and daydreams are not all harmful except when the distinction between fancy and reality is ignored. Neither the child nor the grown-up person lives by bread alone, nor is the method of positive science, as Dr. Montessori has a tendency to suggest, the only "formative method of the new generation."

†† Advanced Montessori Method, Page 251.

††† Advanced Montessori Method, Page 262.

A BAD BARGAIN

A Talk to Students

By Prof. HENRY MARTIN, M.A., O.B.E.

I WANT to say something to you about 'birthrights'. A birthright is some privilege or advantage or blessing to which we are born, which we inherit; something which has been won for us by the toil and sacrifice and foresight of our forefathers. You young men of the twentieth century have many priceless birthrights. There is your *physical birthright*—the sound and healthy physical constitution you have inherited from healthy and strong ancestors. There is your *intellectual birthright*—the scientific discoveries, the accumulated wisdom and hived knowledge of ages, stored up in books, all open to everyone who has eyes to read, patience to study, and a mind to understand. There is your *spiritual birthright*—the privilege of belonging to a great religious community, with a noble past, a lofty faith, and a great body of religious truth. And there is the *birthright of your citizenship*—for you have been born citizens of a great empire, and inherit the protection of a justice-loving State, the blessing of a high civilisation, freedom of speech, liberty of action, peace and security, the straight back and the head erect of a free man. These things were won for you, as well as for me, by toil, self-denial and even blood of men of the past; we "enter into their labours". Lastly, there is the birthright that, in a sense, includes all the others, and without which you cannot rightly keep or use the rest—the *birthright of your manhood*. By that I mean all that goes to make you, in the highest sense, MEN: all that touch of the Divine, that capacity for the infinite, that lordly dignity that separates by so great a gulf the humblest man from the highest animal.

Now what are you going to do with these great birthrights? What you *ought* to do, is not only to use and enjoy them

to the full yourself, but to hand them down to your children unimpaired and, if possible, increased in value. They must mean to you not only privilege but responsibility and duty. Others have at the cost of self-denial and toil and, perhaps, of suffering and even death, handed them down to you; you, in your turn, must by your work and self-sacrifice add to their worth and hand them on to others. They are given to you as a solemn trust. But, if you are not careful, you may lose them for yourself and spoil them for others, by indifference, folly, or positive wrong-doing. You may throw away your birth-right, or sell it for next to nothing.

Let me tell you a story of a man who sold his birth-right for—a hot supper! It is an old Bible story about two brothers Esau and Jacob, the sons of the patriarch Isaac, and the grandsons of Abraham, the father of the Jewish people. Here it is as told in the Bible:

"And the boys grew, and Esau was a cunning hunter, a man of the field; and Jacob was a plain man, dwelling in tents. Now Isaac loved Esau, because he did eat of his venison; and Rebekah loved Jacob. And Jacob sod pottage; and Esau came in from the field, and he was faint; and Esau said to Jacob, 'Feed me, I pray thee, with that same red pottage; for I am faint.' And Jacob said, 'Sell me this day thy birth-right.' And Esau said, 'Behold, I am at the point to die; and what profit shall the birthright be to me?' And Jacob said, 'Swear to me this day;' and he swore unto him; and he sold his birthright to Jacob. And Jacob gave Esau bread and pottage of lentils; and he did eat and drink, and rose up and went his way. So Esau despised his birthright."

* See H. Jagger: Poetry in School, Chap. V.

I can see the scene with my mind's eye; and I will describe to you what I see a sort of dream picture. I seem to be standing in the midst of a large camp. It is evening. Even as I watch, "the sun's rim dips, the stars rush out, at one stride comes the dark." Now a low yellow moon illumines a dusky background of desert and shadowy hills. All around me the black tents stretch away into the night. The watch-fires are lit one by one, and I hear flocks bleating, camels growling, men shouting—all the bustle and hubbub of a great encampment's settling down for the night. Just in front of me is a dark tent larger than the rest, and before it burns a fire, whose flames and smoke lick up round a big black pot hung over it. A man, clad like a Bedouin Sheikh, is standing by, watching. Every now and then he stirs the steaming pot, and tastes. A ruddy fire-glow lights up his face. It is a striking face—features finely cut, lips thin and firm, nose prominent, chin decided, eyes small and black and deeply sunk, as if always lurking in ambush for a foe. A keen, cunning, strong-willed, dangerous face! As he stirs and sips, he is thinking, planning, plotting; and sometimes a queer smile gleams for a moment in the black eyes and flits across the features. But it dies away directly anyone approaches, and leaves the face again an impassive, impenetrable mask.

Suddenly there is a great shouting and tramping of feet among the outer tents yonder. The man looks up and listens. It comes nearer; and I see a straggling band of hunters just come in, tired and empty-handed, surrounded by a noisy crowd. They quickly scatter, and disappear among the tents, but their leader, a tall man, athletic and splendidly built, comes on wearily towards the fire. His face is bronzed and handsome; but the eyes, thickish lips and full chin, tell of a sensual, spoilt, passionate nature. He catches sight of the black pot over the fire, sniffs its savoury steam, and, in spite of his evident exhaustion, hurries forward with all the impatience of a famish-

ing man. "Ah!" he cries, "red lentils! Give me some, brother, for I am faint." The man at the fire looks at him keenly and goes on stirring. There is a strange light in his eyes, as when one suddenly haps on a chance for which he has waited long.

"I never give suppers for nothing," he says.

"You were ever keen for a bargain", cries the hunter, petulantly; "what do you want now?"

"What will you give?" asks the other.

"O anything; but quickly give me to eat, or I shall die of hunger."

The man by the fire still stirs the pot, careful that the appetising steam shall waft in his brother's face. Then, looking at him steadily, he says, slowly,

"Anything? Well, then, sell me your birthright!"

"My birthright?" laughs the hunter; "much good is a birthright to a starving man! Take it, brother, and give me the pottage."

"Nay, not so fast," says his brother, guarding the coveted pot with a quick gesture. "Nay, let us have it on oath. Swear to me that thou hast this day sold me your birthright."

With greedy eyes fixed on the pot, the hunter impatiently takes the solemn oath. Then the other, pouring the savoury mess into a bowl, gives it to him, with bread. He stands for a few moments, watching his brother as he sits there eating ravenously; and then, with a smile of contempt, he turns quickly on his heel and disappears into the dark tent, to go supperless to bed. The hunter eats his fill, and, when he has finished, gets up slowly and wipes his mouth. He stands for a moment, lost in thought; then, tossing his heavy curls back from his forehead, he laughs carelessly, and goes his way to find his own tent. The moon has set, the night is dark, the fire has died down to grey

ash, and the black pot is cold and empty. I open my eyes, and the dream-picture fades.

"So Esau despised his birthright"—that splendid inheritance that would have meant for him, not only the first-born's double portion and the chieftainship of the clan on his father's death, but also the august guardianship of the Divine revelation and wondrous spiritual promise made long before to the grand old Sheikh, Abraham, who had founded the tribe.

"Silly fool!", you say. So he was. A man of the senses, a man without ideals, the slave of the present moment, who, whatever of future joy and advantage it might cost him, must gratify each imperious appetite when it clamoured. "Silly fool!" Yes; that is your way of putting the inspired writer's description of him as a "profane person who for one mess of meat sold his own birthright." 'Profane'; "the word describes a character which recognises nothing higher than earth; for whom there is nothing sacred; no Divine reverence for the unseen." But do not think he is the only, or even the biggest fool in history, or that this is the only time a high and lofty birthright was sold for a mere song. It must be near 4,000 years since that evening's drama was played, and the scenes have long been shifted and the actors gone. But the story has come down to us all these centuries because it is so absolutely true to human nature. Esau's folly is typical. Before and since his day millions have sold their birthrights for as little. They are selling them today the world over. It may be that even you, who

call Esau a "silly fool", are guilty of his folly at this very hour. "What, I?" you say. It is possible.

Claim your birthright, and hold it fast! For many a crafty Jacob will tempt you to sell it. Hungry appetites clamour, Sell it! Ambition says, Sell it! Sloth murmurs, Sell it! Business demands, Sell it! Wealth whispers, Sell it! Lean poverty whines, Sell it! Worldly pleasures laugh, Sell it! Fear hisses, Sell it! Convention and custom cry, Sell it! In a word, the World shouts, Sell your birthright!

And young men are selling their manhood to-day in this Vanity Fair of a world for things as trifling as Esau's mess of pottage. One sells for a piece of gold, another for a pretty face, this one for a gilded chain, that one for a withering wreath, or an empty title, an old parchment, a glass of wine, a pack of cards, a whole skin, an hour's sleep, "just for a handful of silver," or "just for a ribbon to stick in his coat".

I began with a picture; I will close with another—one of the masterpieces of Bunyan, the great Dreamer :..... "A room where there was a man that could look no way but downwards, with a muck-rake in his hand. There stood also one over his head with a celestial crown in his hand, and proffered him that crown for his muck-rake: but the man did neither look up nor regard, but raked to himself the straws, the small sticks and dust of the floor."

Esau and the mess of pottage; the Man with the Muck-rake. It is the same story. May that story never be mine; may it never be yours!

SOME THOUGHTS ON EDUCATION

In the Schools, that is to say, in our children are reflected the conflict between Church and State, between philosophy and theology; between old and young. It is a fight for an outlook upon the world and upon life. And it is from this point of view that we should judge the claim of our school teachers that they themselves should receive higher academic training for those very teachers who, amid their fatiguing work, strive to educate themselves more highly, are the most painfully conscious of the inadequacy of their own education. —Masyryk.

THE PERSONALITY OF THE TEACHER

By Mr. E. M. ABRAHAMS

[In writing this article the author has made use of a few letters in his possession—letters which he had received in response to a 'Question' he had addressed to the heads of a few schools in Bombay. The answers he received were very instructive indeed.—ED., E. I.]

"Men must be taught as if you taught them not,
And things unknown proposed as things forgot."

—Pope.

"THE teacher must possess with the heart of a mother the strength of a father. Sympathy, solicitude, discretion and understanding are necessary. An unfeeling selfish parent is a brute; an unsympathetic, senseless person should leave the teaching profession alone." So wrote to me the headmaster of a well-known school when I asked him what in his opinion were the qualities that went to make a good teacher.

In another part of his letter this same headmaster says:

"The essential qualities that, in my opinion, go to make up a good school teacher are those which approach the qualities of the ideal parent, ruler and priest. Other qualities may conveniently be reduced to these."

I fully agree with this headmaster, when he says that a teacher should try to approximate to the ideal parent, ruler and priest. The very name of parent conjures up all that is best in human nature. The qualities of a ruler are also required in the teacher. He will have to rule his little kingdom. And the mission of the priest is to lead his fellowmen to the highest ideals of which they are capable.

When I say that the teacher should approximate to the ideal parent, priest and ruler, I am not talking of an *ideal* teacher, but a teacher in actual flesh and blood.

Let us now proceed to discuss the

qualities that make a good teaching personality.

Sympathy is of paramount importance to a teacher. And the more sympathetic he should be, the smaller the children in his charge are. After all the teacher must remember that the child has his little problems, his little difficulties, his little worries. It is not the grown-ups only who have their troubles and difficulties. As Francis Thompson, in an admirable passage says: "Children's griefs are little, certainly; but so is the child, so is its endurance, so is its field of vision, while its nervous impressionability is keener than ours."



The poet's aspiration—

"Backward, turn backward, O Time, in
your flight,
Make me a child again just for to-night",
should be the prayer of every teacher.

Sympathy, however, does not mean pampering children. In this word Sympathy is included the task of the teacher to notice the difficulties of the children and to correct the mistakes of the parents. What the teacher must do is to connect the child with himself and interest him.

"He can never be interested", says Adler, "by severity or punishment. The worst thing to do is to criticize and to scold him..... I must confess that if I myself were a child who was always

scolded and reproached at school, I would distract my interest as far as possible from my teacher..... It is mainly the children to whom school is thus made an artificially unpleasant environment who play truant, are bad pupils and give the appearance of being stupid and difficult to handle."

But sympathy without discipline is of little value. Talking of children, La Fontaine has said, "Cetle race est sans pitie." Teaching is the most miserable occupation in the world for those who cannot control children. "It is better", says Dumville in his admirable little book *How To Teach*, "to drive a taxi-cab than to be a weak teacher". And he is right.

When I say that a good teacher must be a disciplinarian, I do not imply that he must resort to the rod as frequently as possible. Far from it. Corporal punishment is almost always harmful to children. Any teaching which cannot be given in friendship is wrong teaching.

The teacher who desires to be a disciplinarian should cultivate a *proper* voice. A good deal depends on the tone in which one speaks and issues commands. Mere shouting is sheer madness. I will quote Dumville from his book *How To Teach*:

"It is not sufficient to give orders in the right tone, and with due clearness. One must see that they are obeyed. *The most fatal sign of weakness is to repeat orders. The teacher who goes on repeating his orders in louder and louder tones has lost all chance of good discipline.*" (Italics mine).

I am tempted to wind up my remarks on discipline by another admirable quotation which Mr. Dumville gives from Mr. C. L. Boltz:

"The teacher must keep his word. Boys are the most astute—psychologists of the human race. They find out much more quickly than adults how much faith can be put in a man's word. If punishment is promised for a certain breach of discipline,

it must be given, which leads at once to the important observation that threats must not be used loosely. The sort of vague remarks so often heard, 'If you do that again, I'll... ..' is useless."

It is not merely useless; it is positively harmful to discipline.

A good appearance is a great asset to a teacher. This does not mean that a teacher must be a young Romeo, or Hebes himself. Most of us cannot change old lamps for new. And yet the least favoured appearance can be made pleasing: Wear a smile. Avoid the disposition which O. Henry describes as half way between ice water and honey.

Confidence is the one quality we must try to inspire in our pupils and nothing has more power of inspiring confidence than a smile. It is these little things—a smile, a seasonable joke, a pat on the back of a 'clever devil'—that make all the difference between a good and bad teaching personality. If only most of us knew what a difference these "little things" make in the life of pupils, if only most of us knew how much sunshine is shed by a smiling face in a dull mathematics class, if only we knew how interesting and full of life a chapter in history becomes, when a relevant joke or an anecdote is subtly woven into the fabric of an otherwise dull lesson, we would then indulge in these "little things" far more frequently than we now do.

Popular the good teacher must be,—with boys, colleagues and parents. This makes his influence for good very great indeed. The most popular teachers are those who are sympathetic and humorous. Humour and popularity go hand in hand. Moreover, a humorous teacher can always be sure of a patient hearing. But, unfortunately, humour is not easily acquired. In cases where a teacher has not or cannot acquire humour, let him at least cultivate a *sense of humour*.

But sympathy, discipline, humour and popularity only will be of little avail to a

teacher. Pleasant manners, attractive speech, unimpeachable moral character and sound scholarship are necessary. Training is helpful, but certain things must be a part of his character and personality, otherwise his teaching will never be really vital. This is why we must first think of teachers in terms of character, personality and the special gift of imparting enthusiasm for acquiring knowledge.

And all this means that a teacher must

be able to inspire his pupils. After all the highest function of the teacher consists not so much in imparting knowledge as in stimulating the pupil in its love and pursuit. The teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron.

More we dare not ask. A teacher who combines in himself all these qualities must be kept and treasured as he is really without price.

THE FILM AS AN EDUCATOR

By Sri K. NARAYANAN, M.A. (Mad.), S.T.C. (Bom.)

The Film—a great educative force.

THERE can be no denying the fact that the film is one of the greatest modern educative forces. Dewan Sharar, in the course of a paper read to the East India Association, London, observed thus: "The uses of educational films are almost unlimited, above all in so vast a country as India, where 90% of the people are illiterate." As the Indian Cinematograph Committee (1927-28) observes, "the film can be employed as a useful adjunct to existing educational methods". It can, in fact, be made into a nation-building force. In the face of such authoritative observations, how the Bombay Adult Education Committee declares that the films are of limited value educationally passes our comprehension.

Value of Education through Films

Abstract and mechanical teaching fails to interest children. But films "concretise" the class lessons, do the spade work of getting the pupils interested in what they learn and thus make learning easy, pleasant, and everlasting. Again films rouse in the pupils and the adults a healthy curiosity to learn more and more. Mr. Bertrand Russel has truly observed:

"Knowledge which is felt to be boring is of little value but knowledge which is

assimilated eagerly becomes a permanent possession."

The Film in class room teaching

In Germany, Italy, Russia and Japan the use of films is compulsory in schools. In America there are about 20,000 institutions which make use of the film as a means for propagating useful knowledge to the young. In the teaching of history, geography and science, the motion picture cinema is a teacher of unsurpassable efficiency. But be it noted, however, that the films are but an aid to text-books. They provide the 'experience' and the text-books 'the elucidation of experience' in which the teacher serves as a link. Every classroom should be equipped with a library of educational films capable of 'documenting' every lesson.

It is pleasant to note that the Educational Cinematograph Institute, Madras, has produced films on almost all school subjects. It is no small gratification to note that the Corporation of Madras has been pleased to try the Institute's scheme of visual education in the Corporation schools.

The Film in Adult Education

As Dr. Laubach says the movement of self-government can be accelerated only

through a literate and educated population. In India where 90% of the population are illiterate the problem of Adult Education is a stupendous one. But the difficulty is not insurmountable when we remember how illiteracy has been liquidated in Russia. About 85% of the Russian masses have been educated through films. The Film College in Moscow has become a vital institution. In India also the cinema can be turned into a powerful instrument for educating the adults. Instrument must be combined with entertainment to persuade the adult to take lessons. Moving libraries for films with small projector must be set up and placed in charge of trained teachers who may tour the villages and enlighten the masses. Rudiments of geography, physiology, and hygiene can be easily taught. Modern methods of agriculture, dairying, bee-keeping, poultry farming etc., may be demonstrated. For the education of the adults in the urban areas, as the First Motion Picture Congress held recently in Bombay suggested, the Government should compel the picture houses to exhibit educational films on Sundays and other holidays.

Formation of Federal Department of Visual Instruction

Even as long ago as 1921 the Bombay Government set up a Visual Education Department and in 1928 the Cinematograph Committee expressed admiration of several educational films. Quite recently the Central Provinces Committee on Visual Instruction has submitted a comprehensive programme of education through films.

In Germany, the Federal Department of Visual Instruction has obtained the co-operation of German producers and prepared many an educational film with considerable success. Similarly in India a Federal Department of Visual Instruction with provincial branches should be constituted by the Government. The Central and Provincial Governments must pool their resources together, obtain the co-operation of the film producers, financiers, industrial magnates and distinguished educationists and prepare educational films, both instructional and cultural—the former dealing with class room subjects and the latter with matter giving general information.

Cultivating the Love of Learning

By SAKINA IFTEKHAR RASOOL

IF one were asked to single out the most significant difference between the education of the past and the aim of education in the present, it may safely be maintained that, while in the past the aim was to transmit a certain body of knowledge, the effort to-day is to put the pupil in the way of learning for himself. This does not mean that there is not an important place in education for the transmission of the knowledge and wisdom of the past, but it does emphasise the necessity of arousing in the pupil a desire and an interest to continue his own education after his school days are over. Education is the process of creating abiding interests, and the possession

of interests inevitably inspires a love of learning.

Freeing the Individual

It is at this point that the difference between education in a totalitarian state and education in democracy arises. In the totalitarian states education becomes indoctrination for the unquestioning acceptance of the will of dictators. The aim of education is not to free the individual but to keep him, mentally and physically, in chains. This was clearly and openly defined by the Minister of the Labour Front in Nazi Germany:

"We begin the child when he is three

years old. As soon as he begins to think, he has a little flag put into his hand; then follow the school, the Hitler Youth, the Storm Troops, and military training. We do not let him go; and when adolescence is past, then comes the Labour Front which takes him and does not let him go until he dies, whether he likes it or not.'

Contrast such a statement with the educational ideal of our country which puts it thus:

'Promote then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of government gives force to public opinion, it is essential that public opinion be enlightened.'

In the one case you have an educational system directed to moulding the thought of the individual to a uniform pattern of conformity, in the other the purpose of education is to develop a body of enlightened individuals with broad interests, with wide sympathies, and with the desire and trained ability to think for themselves. Enlightenment and the inquiring mind are the foundations of that love of learning which should be characteristic of the citizen of a democracy. Love of learning means an open mind; it means tolerance; it recognises the right and duty of each individual to think for himself on the basis of knowledge and understanding.

Although there are differences among educational leaders on the methods and in the content to be employed in cultivating a love of learning, they are agreed on the

fundamental end to be achieved in a democracy—to inspire the individual to learn for himself, to make his own education a lifelong process.

Recently the Italian Minister of National Education issued the Charter of the Fascist School, which seeks to subordinate more the aims of the school to the political and military purposes of Fascism. We have our charter which inspires with the exalted aim of providing for the future citizen his God-given right to education and learning.

Permanent Values

Love of learning is not cultivated for its own sake; properly developed it makes for individual happiness, for a rational and stable organisation of society, and for enlightened citizenship. To quote from an authoritative work:—

'Education has its own treasures heavy with the thought and sacrifices of the centuries. It possesses a heritage of knowledge and heroic examples—accepted values stamped with the seal of permanence..... It is likewise the bounden duty of education to give that mental training which prepares people for discussion in an informed and equitable spirit.'

Such a spirit can only arise out of a love of learning. To the development and maintenance of that love of learning every educational agency must contribute if democracy is to survive because its citizens are enlightened in their interests and have that inquiring mind which is inspired by a love of learning.

"Only as you form a sound judgment and develop a sense of what is true and fitting can you hope naturally and without mistake to select from the common culture of the world those things which will make you truly great. The future of our China may depend on the choice we make."— *Dr. Fan.*

Basic Education and National Culture

By Dr. B. PATTABHI SITARAMAYYA

THE march of events at the present day is marvellous in character and revolutionary in speed. Just as we are not able to mark the growth of muscles and the change of lineaments of our own children though we watch them,—but really because we watch them—from day to day and minute to minute, even so we are unable to take a full view of the rapid and wholesale changes in ideology, in social structure, in civic institutions and in the thousand and one details which we sum up in one word—progress, that have been taking place during the past half a century before our very eyes. The fact is,—to quote a familiar saying—we miss the wood in the trees.

The general observation is as true of the constructive departments of national life as the fighting aspects of Indian politics. The latter figure in the limelight and attract attention, the former are unobtrusive in character and remain unnoticed and not seldom, unknown. We say so because a perusal of a weighty volume† covering nearly 500 pages fills us with dismay at the vast field covered during the past two years. The ideas inaugurated by *Mahatma Gandhi* are nothing new in the field of Education any more than they are novel in the domain of Economics, Ethics, or Politics, all of which he has presented in his own light to a wonder-struck world. When you treat a disease, you have to determine the principles on which the treatment must be based. He who prescribes a drug for each symptom is perilously near being a quack. He who diagnoses the diseases and marks out his course of treatment on certain definite principles is on the high road to success.

What is the malady to which India is subjected? Is it the supersession of the

village by the town, of crafts by mills, of swadesi by foreign goods, of indigenous culture by foreign *Kultur*, of a self-sufficiency by quest for markets and raw materials, of contented nationalism by grabbing Imperialism, of Justice by Law, of arbitration by the uncertainties of the Litigation, of truthfulness by the prevarications of the Law court, of duties by rights, of unity by discord, of abstinence by intoxication, of co-operation by competition, of preservation of life and happiness by mutual slaughter and a thirst for blood? All these are symptoms of the malady. The disease itself is the supremacy of violence over non-violence. Hence the whole technique of Gandhism is expressed in a constructive program which is the obverse of his fighting or destructive program. If we may briefly describe his constructive programme it is no more, no less than non-violence in action. Here it may take the shape of a renovated scheme of Basic Education, there a revived plan of economic uplift through Khaddar; elsewhere, it may be a rejuvenated attempt at national unity through the removal of untouchability. All these are non-violence in action, because the foreign articles we use starve our poor fellow creatures in the villages, all the social disparities injure the very honor and self-respect of our Harijan brethren and all the Educational labours of our system reconcile the mind to the rule of the foreigner and tend to consolidate his moral and social conquest of the nation along with his political or territorial conquest. Education is the science and art of relating the development of the child to the needs of the nation,—of making the youth of the country suitable parts of the mechanism of society. Each child is not the property of the parents, or the prop of the family, but is the asset of the nation and its training must naturally be attuned to national ideals.

† *Siksha me Ahimsa Kranti* — Hindusthane Thalimi Sangh, Sevagram, Wardha. Price Re. 1-4-0.

What are these ideals? They are not common to the West and the East. In the West they are out for power, for the promotion of their industries which require raw materials at one end and markets for the sale of finished products at the other. They naturally require political ascendancy to ensure the preservation and perpetuation of their industrial competence. All this in time of peace or while other nations peacefully agree to fall victims to the aggressions of their neighbours. When they don't do so, there is war for which preparations must be going on during peace time. Thus while all war must end in peace, all peace is apprehended to presage war. This is a round about way of saying that the west practises industrialism in peace and militarism in War or in one word—Imperialism, and the youth of the ruling countries must be trained in the arts of such Imperialism, while the youth of the countries ruled over must be taught the art of submitting to the needs of their foreign rulers. It is here that conflict arises between the ruling Nations and the ruled Nations in respect of Education, Industries, communal amity and a general self preservation on the basis of self-sufficiency. The two sets of nations must inevitably cherish opposite ideals and if Gandhi has promulgated a new scheme of basic Education that looks fantastic at the first sight, it is no more than what in self-governing countries educationists have all along adopted under the names of the Loveback system or the Project Method. In Britain where the village and cottage industries hold an obscure position, the mills and factories are the real colleges for training the youth, while a small percentage of the youth receive training in Universities so as to fit themselves as rulers in the sixty-two countries that constitute the Empire. With us, a machine civilization that supercedes the age long crafts is bound to spell red ruin to our villages which accommodate 80% of the population. Therefore, our

Basic Education should relate the child's training to the national life of the country.

All these facts had been duly discussed in the columns of the *Harijan*, at the Basic Education conference held at Wardha in October '37 and in the Zakir Hussain Committee's report presented to Mahatma Gandhi. Accordingly another wing of the National Congress was carved out recently in the form of an All Indian National Education Board, standing on a par with the All India Spinners' Association, and the All India Harijan Board,—all affiliated to the Indian National Congress. It is thus that the constructive programme seeks to remodel our industrial life through the A. I. S. A., the Ethical life through the Harijan Board, and the socio-economic life thro' the National Education Board. The book before us is a reprint of the Harijan articles in which the preliminary ground was cleared, of the proceedings of the conferences at which the Committee was appointed and the Report through which the new seed is sought to be scattered. It would be beyond the legitimate limits of a review such as this to enter deeper into the details of the scheme, but suffice it to say that it has received the approval of an Educational authority like Mr. Seargent of the Government of India, by no means a Congressman and of men like Mr. Statham, D. P. I., Madras and various other eminent educational officers and Educationists. We have at last, after striving for over thirty years, been able to bring together on to a common line the two trains running on two divergent lines, Governmental and National, and the presentation of the thought currents that have served by their confluence to swell and enrich the stream of National culture in the form of this handy volume is a valuable service not merely to the Educational world but to India as a whole whose ordered progress in the future depends entirely on the successful correlation of the training given to the youth to the ideals of the Nation.

“VIDYAVAN” SUMMER SCHOOL

My Impressions

By Mr. G. N. SARMA.

‘VIDYAVAN’ is at a convenient distance from the road. One gets down from the motor after a wearisome journey but finds strength enough as well as delight to walk a couple of miles. As he gets nearer and nearer the destination the noise of traffic recedes, the memories of city-life fade away or come back only by glaring contrast, while the cuckoo is whistling forth its sweet and melodious tune.

A line of hills green all over with lovely valleys between and admirable in their formation suggest a garland offered by the God of Mountains to the rising Sun, providing a picturesque background to the spot where knowledge was to be imparted. It is in a grove of gigantic trees which gives plenty of shade and healthy breeze.

Classes began with ‘Vedaghosha’ or singing of stately Vedic hymns appropriate to the stature and magnificence of everything around. The grandeur of Nature's outer forms and the dignity of the hymns with which we began our day should impel us to realise the grandeur that is within us and make the outpourings of that realisation as stately as those of our great ancestors. Then, teaching of lessons commenced. The morning sessions concluded at 10 A. M. From 1 P. M. classes again met and dispersed at 4-30 P. M. The students mostly slept in the open. Shelter was, however, provided against rain.

We commenced the day with prayer and closed the day similarly. In sleep we were open to the influences of nature.

The lessons were not such as are usually crammed into the heads of children in schools. The point of view was such as had never yet been adopted in the experience of the students. Geography as

explained to them, meant, not merely the enumeration of oceans, seas, rivers and mountains but the estimation of geographical influences on human life. Is man's life, in other words, geographically predetermined, or is he potent in changing his environment to suit his needs? When the part which ‘ideas’ play in man's life is compared with that of external factors, the latter certainly weigh little.

The view taken of civics was equally lofty as it involved an examination of the fundamental principles of obligation, of the nature of society, and of the rights and duties of a citizen.

World-history was not a chronicle recounting facts as so many beads upon a string, but the story of man's progress in terms of Purpose and Realisation. It was an account, more of civilisations than of wars, and conquests.

Science was also explained in its relation to life. Besides these and other subjects which formed part of daily teaching, there were lectures which were interesting and instructive; such as ‘lives of Telugu poets’, ‘History of Telugu literature’, ‘Literature and Life’, ‘Indian Epics’ and Astronomy.

Classes were limited to teachers of Elementary schools. The organisers of the School and the course of lectures did not intend thereby, to narrow the circle of persons whom knowledge should reach. Their aim was, on the other hand, that what the teachers here learnt as students should be carried far. Their consideration was the limited time at the command of the persons who delivered the lectures. For these lectures to be useful, men of a certain level of attainment were necessary. It

would be hard to instruct a totally unlettered person in Civics, Human geography or world history. The teacher-students would be able to grasp what was hard for others to follow. They, as teachers in village schools would be better fitted to enlighten the masses with whom they are in daily contact.

Limited time also demanded limited members for, it would be better that knowledge were deep-seated than widely diffused resulting in a mere smattering. Not that knowledge would admit of limits either in extent or in depth. But when the time both of teachers and students was short, it would be wise not to swell numbers who would return no better than when they came.

A notable feature was that the medium of instruction was Telugu. The brilliant exposition of the various subjects gave confidence to all, that English alone was not the language which could express any thoughts in any branch of learning. The vague belief that our languages are not as flexible and as rich as English was at once dispelled. English has very long since

been our lingua franca. It has so long persisted among us and so steadily developed that by negligence our languages have been relegated to the place of the inflexible and the unprogressive.

The importance of non-political educational activities cannot be exaggerated. They form the most necessary counterpart to political effort. Without this counterpart, the liberty that we achieve becomes a world deprived of all content, a stream which is not regulated but allowed to meander and lose itself in a marsh.

The classes were held for ten days from 3rd May to 13th May. After these few days a village (Gollapalli) which was almost unknown to many, was named as Vidyavan and is known as such to all. The Summer School is only one among the many grand schemes which the Parishat has envisaged, sure to be realised soon. The day, it is hoped, will not be long when every obscure village will become a Vidyavan—a garden of knowledge—when the darkness of ignorance would be lighted by the torch of learning.

PROTECTION FOR TEACHERS

Dr. Lakshmanaswami Mudaliar's Plea

At the Madras Provincial Educational Conference

THE fundamental principles that should be followed in any scheme of educational reconstruction and the teacher's duties and responsibilities as well as his rights were lucidly explained by Dr. A. Lakshmanaswami Mudaliar, Principal, Medical College, Madras, in the course of his address at Thirty-first Provincial Educational Conference over which he presided on 27th May, 1940.

In the course of his address, Dr. Lakshmanaswami Mudaliar referred to the war now going on in Europe and said that the war had brought out clearly the need for stressing those eternal truths, those principles which ought to guide the activities of humanity, and those great moral laws which should be the bulwarks on

which the safety of humanity was based. To none should these great principles for which the war was being waged, appeal more than to the members of the teaching profession. He hoped that ere long the cause of justice would triumph, and that the result of this Great War would be one more supreme effort to broad-base humanity on the fundamental rights of individuals and nations. The war, the speaker added, brought out the need on the part of teachers for inculcating in their students proper views of patriotism, nationalism and love of humanity.

Educational Reconstruction

Adverting to the subject of educational reconstruction, Dr. Lakshmanaswami Mudaliar

observed: "The object of primary education should be to impart permanent literacy to the individual so that irrespective of the opportunity for higher study, the individual so trained will have placed before him the rich treasures of knowledge which he can explore at leisure, as time and opportunities make it possible for him to do. It is because of these possibilities that the idea of compulsory education has taken root and no country or State could be said to have fulfilled its obligations that does not offer these facilities to every boy and girl of the school-going age.

"Secondary education takes us a step further and should form a complete scheme by itself, so that a person who has finished this stage would be in a position to choose one of four courses: (a) It should fit him to go out into the world and seek some occupation. (b) It should enable him to pursue technical or technological studies. (c) It should entitle him to a higher grade of education in a University. (d) It should fit him for some professional courses of study.

"University education should be at the disposal of all these who can afford to take advantage of it or who, by their mental equipment, are well-suited for such education. The more University education spreads and the greater the number who are enabled to take advantage of such education, the better will the State or society be served."

The President then analysed the condition of the three stages of education in the country. "Primary education or the literacy test as it may be termed," he said, "has made some progress, but judged from the standpoint of mass literacy, much leeway has yet to be made. It is here that great thought and foresight are required and it is in this, the most difficult type of education to be imparted, there is great need for improvement in the quality of teaching. Given the proper type of teacher, it should not be difficult for a boy to cover the field effectively in the space of three or four years. Conditions being what they are in this country, a uniform type of primary school is hardly likely to meet the needs of all classes. It may be that set hours of school education may not be always feasible and we should contemplate the possibility of schools functioning in the morning hours only or in the evening hours or during the day depending on the needs of particular areas or classes of population. The wastage

in this type of education is serious and demands the earnest attention of the teachers. By more earnest attempts at securing the co-operation of parents, by greater laxity in the hours of education and by providing greater attractions in the School in the shape of games and other side activities and above all, by a more earnest attempt at individual training, it may be possible to promote those conditions which conduce to a more complete type of instruction."

The S. S. L. C. Scheme

"Secondary education, if properly understood, should provide a diversity of types of education, all aiming at a definite goal. Our secondary schools have in the past copied but one type of education and there has, therefore, been a stalemate leading to an over-production of a type of student who finds himself thrown into the world ill-equipped for the task. The cry that our secondary system of education is dominated by the University has been raised frequently, but it is forgotten that the whole scheme of education at present imparted in these schools is such as only to fit the boys to a possible entrance to the University and to no other. When the old Matriculation examination was abolished and the S. S. L. C. scheme was first introduced, it was intended to be mainly a school record, with discretion to the headmasters to issue progress certificates and to principals to admit such candidates to colleges. The scheme had changed during the last 25 years in such a way that it bore no resemblance to the original scheme. The S. S. L. C. course is under the control of a Board, with representatives of the University, but the board is virtually an autonomous body. Changes have been introduced from time to time and it is the S. S. L. C. Board and not the University that has been responsible for that want of elasticity that is now the chief feature of the scheme. The examinations, the standards of valuation and all the details of the syllabus are controlled by the board and the University steps in only to decide the standard of attainment at the public examination which would entitle a student to seek admission into a college. Even these rules of eligibility do not make it obligatory on any college to admit such students, and to-day there are colleges which can and do set their own standards of admission, provided of course they do not fall below the minimum fixed by the University.

"While I do not in the least wish to condone the University for the part it has played, let me frankly state that the schools themselves have not taken kindly to the scheme. The 'B' Group subjects were not cared for in the majority of schools and the vocational bias that was fondly expected from this scheme was not, therefore, materialised. On the other hand, the teaching profession and the public have time and again pressed on the University the desirability of recognising every single subject now provided in the optional group of the S. S. L. C. scheme for purposes of entrance to the University. It is gratifying to note that in spite of this, 13 to 15 per cent of the students take up subjects definitely outside the scope of University entrance and more would do so if alternative schemes were placed before them. In this connection, Dr. Lakshmanaswami Mudaliar referred to the suggestion that he had made that entrance to certain categories in the public service like clerkship for which the S. S. L. C. was prescribed as a qualification should be limited to persons with such qualifications and the age lowered suitably. This was the practice in other countries and it would afford great relief to a class of persons, the poor and the poorer middle classes who would benefit by such recruitment. The present system of recruitment could not be said to yield the best results, whereby a candidate was recruited to the clerical post and then asked to study a number of subjects and pass several departmental tests while at work. This lessened the efficiency of the work turned out and did not conduce to a proper appreciation of the subjects of study either. If persons of younger age be recruited and proper training given for a couple of years in suitable centres, a better equipped class of public servants would be available, who would serve with greater knowledge of their work and with increased efficiency.

Fundamentals of Reorganisation

Referring to the fundamentals of reorganisation of education, Dr. Lakshmanaswami Mudaliar urged that any scheme of reorganisation should fit in with the needs of the country and should as far as possible be within the means of the State. It would be wise when new schemes were suggested to try the experiment in selected areas and to watch the progress with sympathetic interest. No scheme of education should be a burden on the pupils and the school should be so conducted that it would

prove a source of attraction and not a place of toil and struggle. The success of any scheme depended entirely on the efficiency and enthusiasm of the teacher and an abundant supply of such qualified teachers should be an essential pre-requisite for the starting or the success of such a scheme.

"A vocational bias in secondary education," the speaker continued, "is desirable. The difficulty is in implementing it. The starting of a few vocational classes is not enough. The vocation should be such as fits in with the needs of the classes who are likely to take to it. It must give a finished apprenticeship in at least one particular vocation. And there should be as an essential corollary for such vocational schools, higher technical and technological institutes or colleges, which would give opportunities to the better qualified among them to progress from stage to stage till they can by sheer merit and perseverance reach the highest pedestal in the particular line. Mediocrity never pays and if vocational schools are content to play the role of mediocrity, they are bound to fail."

With regard to the study of the mother-tongue and its use as a vehicle of thought, the President pointed out certain essential reforms that should be taken on hand if the scheme should succeed. "The mother-tongue will be popular with pupils only when modern methods of teaching a language find favour with our lecturers," he said. "It is a fact that many pupils find it still a task and not a pleasure to study their mother-tongue and this paradoxical state of affairs is due to the old system of education that is still prevalent in the teaching of Indian languages." As regards the teaching of all subjects through the language of the area concerned, he stressed the need for an efficient staff of teachers and observed that the new rules issued by the Director of Public Instruction in regard to recruitment of teachers would give a fillip to this subject. While he appreciated the reform, he also emphasized the need for the study of English, "a language that will lay open the rich treasures of knowledge, whether it be in the humanities or sciences, before the educated individual."

The President also referred to the emphasis laid on physical education which, he said, was all to the good, provided certain safeguards were ensured. The type of physical education suited to the individual should be determined

and efforts should be made to see that special facilities were available to those who were physically defective in any degree for different forms of exercise. This required the close and intelligent co-operation of the school medical officer and the physical director.

Status of the Teacher

Dealing with the status of the teacher, Dr. Lakshmanaswami Mudaliar observed that for the efficient discharge of his duties, the teacher should live in an atmosphere of tranquillity and should not be subjected to the humiliations and worries associated with a life of constant anxiety and uncertainty as to his pay, prospects and future. But whenever retrenchment was in the air, the teaching profession was the first to be chosen for the kind consideration of retrenchment committees. This frame of mind, he thought, spelt disaster for the future of education. "It must be accepted," he continued, "that nowhere has this tendency shown its adverse effects so much as in the field of elementary education. Nothing is more difficult in the whole sphere of education than the teaching of boys and girls in elementary schools and nowhere do we require teachers of imagination, of sound scholarship and of unbounded enthusiasm than in the field of primary and secondary education. The fact is that nowhere do we impose such minimum qualifications for these teachers and if the results are so poor, there is nothing to be surprised at. We speak of wastage in elementary education. What else could we expect when the conditions under which elementary schools have to be conducted are such that the right type of teachers with a sufficiently high standard of general education cannot be attracted nor can they be retained under the somewhat humiliating conditions under which many of them have to serve? It is somewhat surprising that we expect such teachers to understand the psychology of the growing child, to adopt the Montessori method of teaching, to imbibe every new idea and to adopt new fangled schemes of primary education, the exact import and implications of which even the sponsors are probably not quite conscious. The crying need in our scheme of elementary education seems to be better qualified and better equipped teachers to whom a living wage and security of tenure is vouchsafed, and who should be able to carry on their work undisturbed by the din and dust of polemical activities carried on by other agencies."

This state of things, the speaker said, applied also to teachers in secondary schools and even colleges. The great expansion that had taken place in the sphere of secondary education within the last two decades had brought in its wake many problems affecting the teaching profession. The expansion of local self government and the widening of the franchise had necessarily resulted in a greater amount of attention being bestowed on the nation-building activities, chief among which was the expansion of educational facilities to areas which hitherto had been denied easy access to schools. While this was a welcome feature of progress, in the eagerness to vie with each other and their anxiety to show to the electorate a record of progress, local bodies had started a number of new schools, converted elementary into higher elementary and higher elementary into secondary schools, rapidly but not too wisely. This led to the inevitable consequences—a breakdown in finance, a reduction in the salaries of teachers and in their number, a delay in the payment of even these salaries, a discontented teaching staff and an inevitable deterioration in the standards of teaching and a depletion in the numbers attending such schools. Again, the widening of the franchise to local bodies naturally attracted to these institutions a type of representative, unaccustomed to the duties and responsibilities of such work but with a consciousness of the rights and privileges of such office and instances were not infrequent where teachers suffered because of the mistaken conception of the members as regards the status and prerogatives of the teaching profession. If this evil was not checked, he said, disastrous consequences would follow.

Charter of Rights

Proceeding, Dr. Lakshmanaswami Mudaliar said: "The trend of recent events and the experience of the last twenty years make it clear to me that the teaching profession is entitled to claim at the hands of the authorities a charter of rights and privileges so that individual or group victimisation may not be possible in future. The teaching profession is well within its rights in stressing the need for: (i) security of tenure, (ii) a living wage, (iii) freedom from middlebore interference, and (iv) an appellate authority to which all appeal will lie in all cases of victimisation or severe punishment inflicted on any teacher.

"The Department of Public Instruction under the Director of Public Instruction has not hesitated to come to the rescue of teachers in the past. The teaching profession is greatly indebted to the present Director who has shown great sympathy towards teachers of all grades. I can assure you that in Mr. Statham we have at the helm of affairs a Director who has intimate knowledge of the conditions of teachers and a generous disposition to deal with their grievances in a sympathetic and statesmanlike manner. With his advice and guidance, I feel sure that the teaching profession can look forward to an era of progress and expansion in all fields of educational activity. And may I, on your behalf and in the name of this Conference, assure the Director that to all his great schemes for the expansion of education and the uplift of the teaching profession, we shall give our wholehearted support and our unstinted loyalty?"

"I have suggested the constitution of a Board of Appeal for the benefit and protection of teachers employed under local bodies or private managements. I feel that such a Board of Appeal if properly constituted would command the support of both the managements and the teachers and will be acceptable to the Department concerned. Such a Board should have on its personnel a representative each of the managements, of the teaching profession, of the Department of Education, with one person of outstanding eminence who has had experience of educational institutions nominated by the Government. It would, perhaps, be necessary to have four or five such Boards functioning over different areas, the province being divided into as many units for this purpose. Such a Board will deal with teachers in elementary and secondary schools and would function for a period not more than five years nor less than three years. The details of such a scheme can be filled up, but it is necessary at the outset to emphasise the limitation under which such a Board would function. There should be no room given for the impression to be created that the teachers are not subject to the control of the managements concerned, nor should the Board concern itself with any details of management.

"A suggestion that is worth consideration is whether local bodies cannot be grouped for purposes of transfer of teachers occasionally and

for promotion. I can see great advantages in such a scheme if worked in the proper spirit."

Teachers' Responsibilities

The speaker then referred to the responsibilities of the profession and stressed the need for a healthy public opinion in the profession, "which will see to it that high standards are maintained, that wise counsels always prevail and that no serious lapse is ever condoned, much less encouraged." The teaching profession should be an ideal not only to the school-going population, but to the public at large whose instinctive respect and admiration ought to be vouchsafed to the teacher of character and repute. The teacher should be, he said, as he was in the past, the friend, philosopher, and guide of the society and one should instinctively turn to him for solace, advice or approval. Direct action of any sort, such as strikes and all the side activities connected with such methods, he urged, should have no place in the *modus operandi* of the teaching profession for the redress of grievances. The aims and ideals of the teaching profession being what they were, one should have no hesitation in expressing disapproval of such methods and in appealing to the profession never to resort to such tactics. He also urged teachers and managements to avoid undue publicity now given to some of the school activities, which gave them an air of unreality, excitement and a craze for publicity which was not in the interests of the students or of the institution concerned.

The speaker, proceeding, regretted the group mentality which was asserting itself in schools by the formation of group organisations which led to fissiparous tendencies and to the stressing of points or dissimilarity instead of points of concord. There was no place for groups in any school or college, whether those groups were based on linguistic, religious, communal, territorial or racial considerations. Whatever be the aims and ideals of such organisations and how ever smoothly conducted, they ultimately and on crucial occasions tended to become sectarian, narrow, bigoted and not infrequently exclusive and clannish. The teacher interested in the harmonious blending of all elements in the school, of the teachers and the taught, should keep before him as his ideal the preservation of that unity which was the key for success in all spheres of activity. Referring to discipline in schools, he said that nobody subscribed to the

archaic view of the discipline of the rod, but the discipline that the teacher sought to inculcate should be the discipline based on self-realisation and on that faith evoked by the example and precept of the teacher. The personality of the teacher was an all-important factor in the creation of the proper atmosphere.

Considering the average income of the majority of those who sought to educate their children, the speaker said, it was necessary that, consistently with efficiency, the cost of education should not be a heavy burden on those classes. It was not the school fees that acted as a burden but the many other charges on pupils attending primary and secondary schools. It was necessary to regulate the cost of living in hostels and boarding establishments, so that the average cost suited the pocket of the poorer middle class boy.

Teachers' Privilege

Concluding, Dr. Lakshmanaswami Mudaliar said: "I have for over twenty-five years

had the rare privilege of teaching young men and women on the threshold of life and to me it has been a great education, a pleasure and a privilege and a source of unbounded joy to watch their progress and to note their reactions.

It might be that to the outside public, the other aspect of my career as a professional might be better known, but I confess that to me all the inspiration of my life, all the knowledge that I have gained has come through my career as a teacher. The teacher is a perpetual student enjoying perpetual youth and buoyancy of spirit, thanks to his daily contact with the youth of the country.

"Let us, therefore, realise how much we owe to our students the success of our life and let us not imagine that it is all a one-side traffic—that it is all giving and not receiving. If we approach our daily task in that spirit, I feel sure that the teacher, despite the many drawbacks and inconveniences, will be sustained by that inspiration and enthusiasm that arise from a correct appreciation of the role he has to play."

RECONSTRUCTION OF EDUCATION

Prof. M. Venkatarangaiya's Address

At the Andhra Teachers' Federation, Tenali.

THE need for a longer and improved course of training for teachers was stressed by Prof. M. Venkatarangaiya of the Andhra University, presiding over the Andhra Teachers' Federation Conference.

The Conference met on the 6th May in the Taluk High School, Tenali, in a tastefully decorated pandal. Delegates from several districts attended.

Mr. C. Bhanumurti, Headmaster, Board High School, Repalle, and Chairman of the Reception Committee, welcoming the delegates, stressed the need for organising the teachers' activities in a territorially consolidated manner. In view of the enormous increase in the number of schools in the presidency, he added, the formation of a separate provincial organisation of teachers of the Andhra districts had been necessitated.

Referring to the reform of Secondary Education, Mr. Bhanumurti said that secondary

schools should confine their work to the continuance of the literacy part only. Effective vocational training might be given in separate vocational schools under the auspices of the concerned departments of Government. Mr. Bhanumurti, in conclusion, urged the formation of a separate S. S. L. C. Board for Andhra.

Mr. K. Chandramouli, M. L. A., President of the District Board, Guntur, opening the educational exhibition organised in connection with the Conference, pleaded for a new orientation in the educational outlook of the people.

PRESIDENTIAL ADDRESS

In the course of his address, Mr. Venkatarangaiya said: "The primary purpose for which we should utilise the Federation is to improve the standards of teaching in the Andhra country. All other purposes should only be subsidiary to this. The quality of the work which teachers do depends in the main on three

factors—the general education that they have received at school, college and the University, the training they obtain in the Training institutions and their own personal experience gained subsequent to their joining the profession. So far as general educational qualifications are concerned we have arrived at a stage when it is best that no one should be a teacher in an elementary school unless he is the holder of a completed Secondary School-leaving Certificate and no one except a graduate should be a teacher even in the lowest classes of secondary schools. The knowledge and the general outlook of the teacher employed even in the lower grades of our profession should be fairly wide and deep so as to enable him to take an intelligent interest in his work and follow the latest currents of thought and practice on the subject of teaching as published in journals and standard books. It is not possible for teachers who have not completed the secondary course at least to handle classes in accordance with these syllabuses. And if courses are reformed on the basis of the Wardha Scheme we require teachers of a higher order of intelligence and ability. Moreover, if the teacher is to occupy this significant position in village life he must surely possess qualifications higher than those possessed by the teachers in elementary schools to-day. Similar arguments indicate to us the need for employing only graduates in secondary schools. There is no dearth of graduates or holders of Secondary School-leaving Certificate.

Longer course of Training

"Next only in importance to the general education of the teacher is the training which he receives in the technique of teaching in training school or college. There is urgent need for vast improvement in this respect. The improvement should be in two directions. The duration of the period of training requires to be lengthened and the quality of the work done in training institutions—especially on the practical and experimental side—has to be raised to a considerably higher level and made more comprehensive. Expert opinion is in favour of lengthening the duration of the courses. Messrs. Abbott and Wood recommend a course of at least three years for teachers to be employed in primary and middle schools. The subject has been thoroughly investigated by the Primary and Secondary Education Re-organisation Committee, appointed in 1938 by the

Government of the United Provinces and they recommend a course of four years for teachers of Basic (Elementary) schools and of two years for teachers of colleges (secondary schools). There is at present an impression—perhaps a well-founded one—that the training received by graduates preparing for their B. Ed., L. T., or B. T. examination is of a perfunctory and futile character, that it largely consists in pupil-teachers taking down and memorising the notes dictated by their teachers and professors who are not specialists but mostly laymen so far as their work in training is concerned, and the year spent in the Training College is a year wasted. This may be a harsh view of the situation but I am afraid that there is a good deal of truth in it. It is therefore necessary that specialists who have themselves received training in educational principles and methods in some of the famous western Universities or who have made for themselves a name for original and experimental work in the sphere of teaching should be appointed as lecturers and professors in Training Colleges. It is the failure to follow this principle that accounts for the little contribution made by our Training Colleges to the discovery of new methods of teaching, and of measuring and testing the intelligence of pupils and their knowledge.

Teachers' Associations

"The training received by the prospective teacher forms only the foundation for his subsequent skill. The superstructure has to be raised by him by his own personal effort. Every teacher must be a keen observer and critic of the methods and practices adopted in the classroom. His attitude towards them should be of an inquisitive character. He should think out for himself whether he is satisfied with them and whether they cannot be improved upon. He must compare notes and exchange ideas with his colleagues. This is the only guarantee of a continuous and steady improvement in the skill of the teacher in his art. It is the want of this spirit and enthusiasm that is the saddest feature of the teaching profession at the present day, and all efforts should be directed to create among the teachers this desire for improving their skill. It is in this sphere that our Federation and the Teachers' Associations can become of the greatest use. The Federation can contribute much to the improvement of the skill of the teachers not merely by organising Teachers' Associations but

also by arranging for Refresher courses alongside of the annual conference. This ought to be one of the major directions of its activity."

Improvement in Service Conditions

Pleading for an improvement in the conditions of service of teachers, he said: "It is a pity that to-day the Government in our province is rather indifferent in these matters. There is no uniformity in respect of the standards and scales of pay in schools under different managements though teachers in all of them possess the same kind of qualifications and do the same kind of work. There is difference between public schools managed directly by Government and those managed by local bodies; there is difference between public schools and aided schools; and even among the latter there is no uniform standard. We have the sorry spectacle of aided schools employing untrained graduates on a salary of Rs. 30 per month and trained graduates on Rs. 40, and employing them only for ten months in the year. We may take it that the scales prevailing in schools under the direct management of Government may be taken as the standard for our purposes. And everything should be done to bring the scales in other schools to this level. As a first step in this direction the Government should cancel the G. O. passed in 1935 reducing the scales in schools managed by local bodies. What is true of salaries is also true of rules regarding the tenure of teachers, the disciplinary measures taken against them, the leave to which they are entitled and the pensions or provident fund provided for them after retirement. Education is a national service whether undertaken by Government or by private agencies. The Government is ultimately responsible for its efficiency. If it thinks that the rules which it has framed for its own employees are necessary in the interests of efficiency there is nothing unreasonable or extravagant in the demand made by teachers in general that the same rules should be enforced in the interests of efficiency in all schools."

The Wardha Scheme

Dealing with the question of reconstruction of the system of elementary education, the President said: "The fundamental criticism directed against the present system of education—elementary as well as secondary—is that it is entirely bookish and literary and is quite unrelat-

ed to the realities of life. This is the opinion held not merely by Mahatma Gandhi but by all other students of Indian education—official and non-official, Indian as well as foreign. To remove this highly bookish character and to make education conform to the psychological characteristics and needs of children is the dominating feature of all schemes of educational reform that are now before the public. This also is the key-note to Mahatma Gandhi's scheme of basic education. Its fundamental characteristic is that it is craft-centred and not book-centred. This new scheme of craft centred education has now passed beyond the stage of theoretical discussion. In very many provinces training institutions are now giving training to prospective teachers in accordance with this scheme. It is only in our province that the movement has not made sufficient progress even though some of the staunchest supporters of it were in the Congress Ministry. There is no doubt whatever that the future lies with the spread of the Wardha Scheme. To those who are still sceptical of its merits and possibilities I would strongly recommend the study of "The report of the First Conference of Basic National Education, Poona, October 1939," published by the Hindustani Talimi Sangh, Segaon.

Reconstruction of Secondary Education

As regards secondary education there is at present a general agreement that it is too literary in character, that it is dominated entirely by the requirements of the Universities and that it is responsible for the growth in the number of the educated unemployed and that it has not much of a cultural value divorced as it has been from the traditions inherited from the past. It is therefore condemned on material as well as moral grounds. And there is a fair consensus of opinion that reconstruction should aim at the provision of a number of diversified courses at the secondary stage so that those who take those courses might be in a position to employ themselves in some industry or business and earn a decent livelihood. The Hartog Committee deplored that, in the present system, all sections of the community, with their different occupations, traditions and outlook, and with their different ambitions and aptitudes, have little, if any, choice of the type of school to which they will send their children and recommended that a large number of pupils should be diverted to rural and industrial pursuits. The Communique of the Government of Madras also

observes that at present there is practically no secondary course complete in itself independent of a preparation for University entrance and leading to vocational training or direct occupation and that it is essential to institute a number of post-middle school vocational classes preparing for types of employment which do not necessarily require University degrees. At a conference convened last October by the then Minister of Education the proposals embodied in the Communique were discussed and it was recommended that secondary school courses should be bifurcated into Vocational and pre-matriculation courses and even details regarding the particular Vocational courses to be introduced were worked out. The Education Reorganization Committee of the United Provinces made its recommendations on similar lines and divided the secondary courses into six categories viz. (1) Language, Literature and social studies; (2) Natural Sciences and Mathematics; (3) Art; (4) Commerce; (5) Technical or professional subjects; and (6) Domestic Science (for girls). It may therefore be asserted that all schemes for the reconstruction of Secondary Education are agreed in providing for diversified Courses of a Vocational character and that this is bound to be the direction of future reform in our province also.

There are some who are of opinion that in a country like ours which is industrially and commercially so very backward and where agriculture is not carried on according to scientific lines the starting of vocational and technical courses may not only not solve the problem of educated unemployment but may also aggravate the seriousness of the situation by throwing on the market a large body of men who after prolonged industrial training find no opportunities of using the knowledge they had acquired. There is some force in this view of the matter. But as has been observed by Messrs Abbott and Wood this only means that the expansion of Vocational education should be begun with caution and with full regard to the development of organised industry and that before vocational schools or courses are started, every provincial Government should make an industrial survey, in order to determine the types of instruction to be provided, the stage to which the studies in each type should be carried, and especially the number of recruits which could be absorbed. This observation of the British Experts is of great value; and the

Government of Madras will do well to immediately undertake an industrial survey on the above lines.

There is also another school of thought which looks at Vocational education with too critical an eye and views it as inferior to the literary, cultural or the liberal type of education now provided for in Secondary schools. It is this view that requires to be strongly condemned. Vocational education is not certainly on a lower plane than literary education. It also requires the cultivation of all the powers of the mind, body and spirit and no country can become prosperous industrially and commercially unless men of first-rate ability take to economic pursuits. And Vocational education is also a truly liberal education. The position is well stated by Professor Delisle Burns thus: "Reading and writing are very useful; but they are not fundamental to the whole structure of society. All human beings need, first of all food, clothing and shelter: and the activities by which these are supplied are not despicable nor degrading. Also the ideal in view is a community in which all necessary work is honourable; in which, therefore, the clerk or the teacher is in no way superior to the railway-engine driver or the textile worker.....Therefore the basis of education should be occupational activities—the growing of foodstuffs, weaving and building.....the pen may be mightier than the sword; but the spade and the needle are better than either, even as instruments of education". Moreover the so-called literary and liberal education now existing has been of use only in producing a class of people who are fit to be clerks or occupy subordinate positions in public services and has been valued by the public for its narrow vocational utility. It has not been truly liberal or cultural in the real sense of these terms.

There is one other observation that may be made in regard to the liberal nature of a genuine scheme of vocational education. In the Vocational Courses to be started, provision will have to be made and will be made to supplement them and correlate with them the study of literature, History, Civics and several other subjects which possess a direct cultural value; and vocational courses are to be started only on the basis and foundations of a sound general education of the basic type. Thus conceived and worked out vocational courses will increase the productive and earning capacity of our

young men, mitigate the rigour of unemployment while giving them a broad outlook on life and making them realise their place in the social order. There is nothing inconsistent between vocational education of the right type and culture.

Medium of Instruction

"It ought to be the endeavour of the Federation to see that the mother-tongue is used as the medium of instruction in all secondary schools—boys' as well as girls.' It is much more necessary in girls' than even in boys' schools. The dangers arising out of the divorce of the ideas of the future mothers from national tradition and culture are far more serious. It has been pointed out that as the teachers in the girls' schools of the Andhra are mostly women whose mother-tongue is not Telugu but Tamil or Malayalam the introduction of the mother-tongue as the medium in such schools is not practicable. This indicates a regrettable state of affairs. In future it should be the policy of Government to employ only Andhra ladies in the girls' schools of the Andhra, and if there is a difficulty in securing an adequate number of Andhra graduates with the necessary training qualifications Government should for some years to come give preference to Andhra graduates seeking admission into Training Schools and Colleges.

"There are many other educational pro-

INDIANS IN SOUTH AFRICA: FACILITIES FOR EDUCATION

The Education Commission which was appointed by Provincial Government of Natal in 1936 to enquire into the state of European, Coloured and Indian education published its report in February. It reviewed the development that had taken place since 1928 and found that though the number of State and Aided schools had practically doubled during the period, the fact remained that out of 40,000 Indian children of the primary school age there were still about 19,000 children without necessary facilities for education.

The Commission made a number of recommendations which, among other things, aimed at (i) a programme of expansion, (ii) the creation of separate girls' schools and the employment

blems on which it may be desirable for us to express opinions and arrive at decisions. There is for instance the question whether Government should have a monopoly in the preparation and publication of text-books to be used in schools; whether again there should be a Provincial Board of Education to advise the Government on all matters of educational policy and organisation. I do not propose to deal with these and other topics. I may however be permitted to state that there is no need for any Governmental monopoly in regard to text-books. The powers which the Government now has to draw a list of approved text-books are enough to prevent undesirable books being placed in the market. What is required is that Text-Book Committees should be representative of experts on each subject of study in schools, that the syllabuses and courses of studies prepared by the educational authorities should be more comprehensive and indicate more definitely and clearly the scope of the subjects to be taught and that Government should establish a central library in which text-books published in countries like England, United States, etc., are stocked and made available for reference by teachers and authors. As regards the Provincial Advisory Board I feel there is need for constituting such a body. It should be thoroughly representative in character—representative of the teaching profession, educational experts and businessmen—and it should be consulted by the Department in all matters of policy."

of Indian women teachers therein, (iii) improvement of salary scales and other conditions of service in order to make the teaching profession as attractive as possible to women candidates, (iv) the renovation and construction of school buildings, (v) the introduction of compulsory education in suitable districts with a Corollary that compulsory education should also be free, (vi) extension of health and social services to Indian schools and (vii) an increase in the Union Government's subsidy for Indian education.

The last-mentioned recommendation is the most important as any programme of expansion in the direction indicated by the Commission depends entirely on the availability of additional finance.

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, May & June, '40

The Andhra Teachers' Federation

THE Andhra Teachers' Federation is the organisation representing the teaching profession in the Andhra districts of the Madras Province. Eight years ago it was that it was established but no annual conference of the Federation was held after 1935. After this interval of five years it assembled in a conference on the 6th of May this year and we congratulate its organisers on the enthusiasm and earnestness which they evinced in making it a grand success. It may now be stated that the Federation has in consequence of this year's meeting gained very much in stability and popularity and that it will play a most prominent part in moulding the educational policy of the Andhra in the years to come.

THE real significance of the Federation and its work can be understood only when it is looked at as one of the aspects of what is regarded as the Andhra movement. The Andhras who number about twenty millions and who inhabit nearly half the area of the Province of Madras and the Dominion of Hyderabad, besides several districts in Mysore and the Central Provinces, have now become self-conscious.

There is a general awakening among them and it is their ambition that by developing their individuality they should make a substantial contribution to the cultural, political and economic progress of the country. They have been the pioneers in the movement to reorganise the provinces of India on a linguistic basis and they have played a prominent part in the field of social and religious reform in contemporary India. The School of Art developed by Andhra artists in recent years has attracted the attention of all art-critics in India and outside and in the field of literature they have developed a new style and technique. There is a widespread feeling that they could have accomplished much more if they had not been tacked on administratively to the Tamilians, the Canarese and the Malayalees in the Madras Province and if the Andhra had been constituted into a separate province. This feeling is deep-rooted; and its influence is seen in the agitation not merely for a separate province as the ultimate ideal but in the agitation for a separate department of education, of co-operation, of industries and of a separate budget for the Andhra districts in the immediate future.

IN the sphere of education the Andhra movement is responsible for the establishment of the Andhra University in 1926. Like every University this concerns itself with the subject of higher education and research. There are, however, other branches of education—Secondary, Elementary and Vocational—on which the Andhras wish to express their views and influence policy. It was mainly for this purpose that the Andhra Teachers' Federation was organised. Everyone recognised

that there is need for such an organisation and for its proper functioning but its work so far has suffered as a result of one serious defect in the Andhra character which is leaving its mark on every field of public work in the Andhra country. The Andhras have plenty of enthusiasm; they are highly emotional. But they are lacking in capacity for organisation and unwilling to discipline themselves into following a leader or leaders. And this sad effect is at the root of the little success that the Federation has so far achieved.

THE Conference held this May will, it is hoped, infuse a new strength and vigour into the Federation and make it the exponent of educational policy in the Andhra country. As has been pointed out by the President in his address to the Conference, it is necessary that the executive of the Federation should in the coming year carry on a regular propaganda work and see that every secondary school in the Andhra Districts has its Teachers' Association and that all these Associations are affiliated to the District Associations and the Federation. The members of the executive should divide this work among themselves and tour the districts concerned and create opinion in favour of the Federation. If this is done the objects of the Federation can be achieved more easily and quickly.

IT was appropriate that in the proceedings of the conference the greatest stress was laid on the need for improving the standards of teaching in our schools. Every teacher should put himself one and only one question: "How he can become a better teacher"; and if he does everything that is possible for him to become a

better teacher there is nothing else which he need aspire for. Better teachers will solve all the educational problems of the country.

THOUGH the subject of the Andhra Teachers' Federation is a provincial one, we have ventured to invite the attention of our readers to it because we feel that the problems with which it has to deal and the difficulties which it has to face are problems and difficulties confronting all our Teachers' Organisations. The teaching profession has not yet realised to a sufficient degree the part they have to play in shaping the educational opinion and policy of the country. Most teachers are satisfied with mere routine work and it ought to be the endeavour of organisations like the Federation to bring the teachers out of the narrow groove into which they have a tendency to fall and place before them a higher ideal of their function in society. Whatever success the Federation achieves in this attempt will be a success in which all the Teaching Organisations in the country may take pride.

A Charter of Rights for Teachers

PRESIDING over the thirtyfirst Madras Provincial Educational Conference Dr. A. Lakshmanaswami Mudaliar, one of the most outstanding personalities in the Indian educational world, delivered an address in which he referred to all the important problems with which educational reformers are faced in our country today and suggested ways and means for reconstructing education. The observations which he made in connection with the status of the teacher are of the greatest significance in this

connection; and coming as they do from a person who is known for the breadth of his outlook and the variety of his educational experience they are bound to carry great weight. It is his opinion that the status and dignity of the teachers have been very much lowered in recent years in consequence of the politicians obtaining greater and greater control over the management of schools and of their attempt to retrench the salaries of teachers whenever retrenchment of a general character is felt to be necessary. It is futile according to him to expect a high standard of work from teachers who are denied a living wage and security of tenure.

THE expansion of local self-government in educational matters has produced certain deplorable results according to him. In the first place, in the eagerness to vie with each other and their anxiety to show the electorate a record of progress, local bodies have multiplied the number of schools at a very rapid rate, especially schools for the spread of secondary education. "This led to a break down in finance, a reduction in the salaries of teachers and in their number, a delay in the payment of even these salaries, a discontented teaching staff and inevitable deterioration in the standards of teaching....." But this is not the only evil of the politicians gaining control over education. More serious than this is the fact that representatives of an undesirable type, knowing very little of their responsibilities and duties, entered these local bodies and abused their powers in regard to the tenure and the transfer of teachers from school to school so much so that the teachers lost all their

dignity and respect. It is this demoralisation that requires to be immediately checked, and the solution put forward by Dr. Mudaliar is to confer on teachers a charter of rights and privileges 'so that individual or group victimisation may not be possible.'

THE charter should provide for (1) security of tenure (2) a living wage (3) freedom from meddlesome interference and (4) an appellate authority to which appeals will lie in all cases of victimisation or severe punishment inflicted on the teacher. Teachers in South India have for years been agitating for such a charter. All recognise that mere justice requires it. But it is unfortunate that nothing has been done so far even when the education department was presided by Directors with liberal and progressive views. It is not merely local bodies that are sinners in this respect. There are worse sinners among private committees managing schools. Even in missionary institutions from which higher standards of christian charity and justice are naturally expected the treatment given to the teacher is bad. And it is a pity that the influence they have with the powers that be is so strong that they have successfully prevented the departmental authorities from protecting the interests of the teachers. Vested interests have taken hold of education and even just appeals from public platforms made by such eminent men as Dr. Mudaliar have been falling on deaf ears.

OF all the suggestions made by Dr. Mudaliar that relating to the constitution of a Board of Appeal for the benefit and protection of teachers employed under local bodies or private managements is most valuable and requires to be adopted without delay

There are many instances of teachers who have put in fifteen or twenty years of service being sent out on grounds of retrenchment or under the influence of sectarian and communal considerations. There is at present no possibility of any impartial tribunal investigating into cases like these. Many teachers have to work in the midst of so much of uncertainty. The sooner the Board of Appeal suggested by Dr. Mudaliar is adopted the better it will be. We hope that the executive of the Provincial Educational Conference will take all possible help and guidance from Dr. Mudaliar and will urge on him to exercise the influence he has with Government so as to make it give effect to his suggestion.

Inter-University Board, India.

FROM the Report of the Inter-University Board, India, for the year 1939-40, it is gratifying to find that it was able to take action on *all* the resolutions passed at its meeting held in Bombay in February 1939 and that its work in other directions has also been much of a success. It has as usual been made use of by foreign educational authorities as the medium for getting information about Indian educational matters and for supplying India with whatever information they desired to communicate. On most of the suggestions made by the Board the replies received from the various Indian Universities have been favourable and this indicates that the Board commands a great deal of weight and authority at their hands. But the same thing cannot be said regarding the replies it received from the Government of India or the Provincial Governments. Its

resolution requesting governments to give their publications free of cost to all the Universities did not meet with a favourable response; nor did its resolution regarding the formation of a Central Board of Scientific and Industrial Research meet with a better fate. The Central Government also regretted its inability to make grants to Universities towards Aeronautical Instruction, and Seismological Research; and on some other matters the correspondence is still going on. Among the publications issued during the year under report is "Bibliography of Doctorate Theses in Sciences and Arts" accepted by Indian Universities from 1934; and this may be regarded as a useful publication.

Technical and Scientific Terms in Indian Languages

A COMMITTEE has been constituted by the Madras Government to consider and report on matters relating to the use of scientific and technical terms in text-books written in South Indian languages. There are many who oppose the use of the mother-tongue as the medium of instruction in Secondary Schools on the ground that it is very difficult to find in South Indian languages exact equivalents for the technical terms in subjects dealing with Science, Mathematics, Economics, Politics, etc. This is to a great extent an imaginary difficulty raised more often to evade the issue than to solve it. But all the same the difficulty has been there and well-wishers of the Mother-Tongue will be thankful to the Government for having taken the right step to enquire into the nature and extent of the difficulty and the means of overcoming it.

IN carrying on its work the Committee will have to keep in mind the fact that it has not to work on a clean slate. Several books of a scientific character have already been written in the South Indian languages by competent scholars and certain terms have already come into vogue. They should, therefore, draw up a list of such terms and examine whether they should be continued or not. They should not be under the impression that everything has to be done *De Novo*.

ANOTHER point to be considered is that the same principles are not applicable to all South Indian languages. They have in recent years developed in different directions and have reached different levels of development. Some of them—like Telugu—can borrow Sanskrit equivalents with a great ease and facility, and they have actually done so. To force, therefore, a Greek, a Roman, or an English equivalent on such a language simply because Tamil has not the same ease or facility will be unnatural and improper.

IT would have been better if some persons who have written text-books in the South Indian languages and who are, therefore, conversant from personal experience with the difficulties in coining equivalent terms had been put on the Committee. Those unfamiliar with this kind of work are apt to create imaginary difficulties. They will naturally proceed on an A Priori basis. It is hoped that the Committee will at least consult people familiar with this line of work before they issue their final report.

Personal Notes

PROF. SIR S. RADHAKRISHNAN'S term of appointment as the Head of the Department of Mental and Moral Science, Calcutta University, has been extended for a further period of five years from July next.

SIR K. V. REDDI has taken up the appointment of the Vice-Chancellorship of the Annamalai University on an honorarium of Rs. 500/-a month. It is understood he has reserved to himself the freedom of participating in politics and leaving the post when the call comes for service to the country.



DR. RABINDRANATH TAGORE is conferred the degree of Doctor of Literature by the Syndicate of the Oxford University.

The University have commissioned Sir Maurice Gwyer and Sir S. Radhakrishnan to confer the degree on its behalf. It is expected that the ceremony of the conferment of the Doctorate will be held sometime in July in Calcutta, when the Poet returns from Kalimpong.

THE HON'BLE SIR MAURICE GWYER, Chief Justice of India and RAO BAHADUR SIR T. V. KRISHNAMACHARI, Dewan of Baroda, have been nominated as members of the Central Advisory Board of Education in India.

DR. P. J. GREGORY, M.A., PH.D., (London), F. L. S., of the Bose Research Institute, Calcutta, has been appointed Economic Botanist to the Government of Bengal.

THROUGH different PROVINCES

DELHI

STUDY OF RADIO ENGINEERING

In order that Indian students may obtain experience in radio engineering, The All-India Radio has decided to offer facilities to students of the Indian Universities to work in its engineering department.

The All-India Radio has invited each of the Indian Universities to nominate students to study the practical side of radio under its direct supervision.

COMMITTEE TO REVIEW BASIC EDUCATION

A Committee to go round the Provinces to study the progress of Basic Education is understood to have been appointed by the Central Board of Education, which concluded its two-day session on 7th May.

DOON PUBLIC SCHOOL

Sir A. Ramaswami Mudaliar has been nominated Chairman of the Board of Governors of the Doon Public School in succession to Sir Jagadish Prasad.

The first meeting of the Board under Sir Ramaswami Mudaliar's chairmanship, was held this evening. All the Governors, except Mr. Syama Prasad Mukerjee, were present. It is understood that the Board decided to buy from the Government the property on which the school is situated, and which is at present held on a six-year lease by the school authorities.

MILITARY ACADEMY REORGANISED

Enquiries in official quarters indicate that the only new Army schools opened since the outbreak of war are the Officers' Training School at Belgaum which trains 300 officer-cadets at a time and the Senior wing of the same school which trains 35 officers. Each course lasts three to four months.

The following schools have been expanded: the Small Arms School, the Fighting Vehicles School, the Chemical Warfare School, the Army School of Physical Training and the Staff College.

It is learnt that the Indian Military Academy has been reorganised so that it may take the normal entry of Indian cadets on a slightly shortened course, thus increasing their output by about 43 per cent. In addition, it takes special entry cadets, who do a short course of five months only. The number of those taken depends upon the requirements of the army and can be varied within wide limits.

TRAINING OF AIR PILOTS

Twenty scholarships were offered by the Central and Provincial Governments and private bodies for the training of Indian pilots in 1938-39.

Apart from the assistance given to pilots for advanced training, two scholarships were awarded by the Government of India.

Amongst provincial Governments the Government of United Provinces provided a sum of Rs. 500 for the training of 10 "A" licence pilots for obtaining "B" licences. The trustees of the Sir Ratan Tata Trust of Bombay awarded assistance amounting to Rs. 5,300 to two students for aeronautical training.

The trustees of the Sir Dorabji Tata Trust of Bombay also awarded assistance to two students for technical training in England. One student is being given a grant of Rs. 3,000 and the other a grant of £300.

INDIAN FOREST COLLEGE

Sixteen students, of whom eleven are from British India and five from the Indian States, are now being trained in the Indian Forest College, Dehra Dun, according to the latest Annual Report of the College.

Only students with the prescribed qualifications who have a guarantee of employment on the successful completion of the course, are admitted, and their training expenses are mostly borne by the Provincial Government or the State concerned.

The course of studies, which extends over two years, comprises both theoretical and practical training. Tours are arranged in selected areas in various parts of India.

MADRAS

MILITARY ACADEMY SCHOLARSHIPS

The Government of Madras have decided to divert the two scholarships granted to cadets entering the Indian Military Academy, Dehra Dun, and make them tenable instead, at the Prince of Wales Royal Indian Military College Dehra Dun.

This step follows the decision of the Government of India that until the end of the War cadets who enter the Indian Military Academy as a result of the competitive examination held in March 1940 or subsequently would be exempt from payment of fees until the end of the war.

The two scholarships thus transferred will be converted into one scholarship of the annual value of Rs. 1,160 for a period of five years.

LABORATORY FOR INDUSTRIAL RESEARCH

With reference to the proposal of the Board of Industrial and Scientific Research to open laboratories at important centres, the Southern India Chamber of Commerce has put forward a suggestion that one such laboratory can with advantage be opened in Madras City.

The Chamber, in their communication, deals at length with the problems of South Indian Industries and the attempts so far made to solve them and says that most of these attempts have been on a "Laboratory scale" and not on a "Commercial scale".

ANDHRA FEDERATION'S SUGGESTIONS

Resolutions demanding the creation of a Provincial Statutory Board of Education consisting of representatives of the Government, Universities and Teachers' organisations to advise the Government on educational matters, and requesting the Government to ensure the security of tenure of teachers in private schools, to fix their salaries on the basis of those obtaining in Government schools and to establish a separate S.S.L.C. Board for Andhradesa were passed at the Conference of the Andhra Teachers' Federation held at Tenali on May 6.

INCREASED GRANTS FOR AIDED SCHOOLS

The Government have approved of a proposal for increasing the rates of teaching grants

for teachers in aided elementary schools in the Wynad Taluk of the Malabar District and in Partially Excluded areas.

The rates, according to the order, will be increased by fifty per cent over the rates prescribed in the rules.

AGRICULTURE IN BOARD SCHOOLS

As an experimental measure, it is understood, the Anantapur District Board will introduce agriculture as a subject of study in the higher standards of the District Board School at Lepakshi, in Hindupur Taluk, from next year.

The District Board proposes to acquire 200 acres of land in the village of Lepakshi and use it for agriculture on a modest scale.

There are about 200 boys in the institution. The scheme will be extended to other places if found successful.

BOMBAY

NEW SYLLABUS FOR PRIMARY EDUCATION

The Government of Bombay has given a new orientation to primary education in the province.

The old syllabus drawn up over twenty-five years ago had been criticised as being too literary in character and unsuitable for the present-day requirements of primary schools. A tentative syllabus was therefore drawn up by a small Committee of Departmental Officers appointed by the Director of Public Instruction. The criticisms and suggestions invited from School Boards were duly considered and the syllabus was introduced as an experimental measure in the practising schools attached to Government and non-Government training institutions. The reports received from the heads of these institutions and from the inspecting officers were so satisfactory as to warrant the introduction of the syllabus in all primary schools.

The new syllabus aims at eliminating the narrowing influence of rigid work and at providing for a wide range in all subjects calculated to afford a free choice for selection suited to the needs of the schools. The work suggested has been outlined with due regard to the recommendations of the Vocational Training Committee

and is of such a character as to correlate school work with the everyday experience of the pupils.

GOVERNMENT GRANT FOR SPINNERS' ASSOCIATION

The fostering of village industries figures prominently in the Bombay Government's rural development programme for 1940-41.

The Government proposes to start at Poona a cottage industries workshop, for the testing and improvement of appliances connected with cottage industries, a silk farm at Belgaum and the opening of a sales depot in Bombay for the products of cottage and small-scale industries.

A grant of Rs. 10,000 is being made to the All-India Spinners' Association, mainly for experimental work in connection with the improvement of appliances for spinning and weaving.

Minor industries which can be employed in villages are the manufacture of boot-laces, tapes, nawars and carpets, which need little apparatus but for which there should be a local demand. An experimental school is being started to provide training in villages in these manufactures.

The All-India Village Industries' Association is doing valuable work in various parts of the province, and a grant of Rs. 25,000 will be made to it. In addition, the Government has agreed to pay Rs. 10,000 towards the paper manufacturing experimental station which the Association is putting up in Poona. At present, local handmade paper is not of the best quality and its price is not high. It seems, however, that the war should give a valuable opportunity for Indian handmade paper to obtain a fair share of the trade in good quality paper—the price of imported paper has greatly risen—and the Association proposes to experiment at Poona both for improved quality and for substitutes for such foreign varieties of paper as may no longer be available.

THE LIBRARY MOVEMENT

Bombay Presidency may, in the near future, be able to boast of a Provincial Central Library at Bombay and regional libraries at Poona, Ahmedabad and Dharwar.

As a corollary to the literacy campaign in the Province the Government of Bombay is now thinking of initiating a library movement. This

is a movement for the establishment throughout the province of a network of libraries co-ordinating and supplementing the work of village and town libraries, a rapid growth of which is expected in the near future.

TRAINING IN RURAL DEVELOPMENT

The Rural Development Department of the Government of Bombay has been conducting a rural workers' training class of 50 students drawn from Ahmedabad and Kaira Districts in the Harijan Ashram, Sabarmati, under the direction of Mr. Narhari Parikh, the Manager of the Ashram. The students are given a scholarship of Rs. 12 each per month which has been increased to Rs. 20 from 1st April owing to the increased cost of living due to war.

The students are bound after the completion of one year's training to serve under the Government for at least five years on a salary of Rs. 20-1-25.

BENGAL

ISLAMIC STUDIES IN CALCUTTA 'VARSIITY

"Islamic history and culture" will figure prominently in the curricula of the post-graduate studies of the Calcutta University from the ensuing session.

The Senate of the University sanctioned on the recommendation of the Syndicate, the opening of a Department of Islamic Studies and Culture with a professor, one lecturer, two assistant lecturers and three research fellows. It was also decided to approach the Government of Bengal for necessary permission and for financial assistance for running the Department, which will entail a recurring expenditure of about two thousand rupees monthly.

A GIFT TO CALCUTTA 'VARSIITY

The offer of Mr. Ranjit Pal Choudhury, M. L. C. (Congress), to place at the disposal of the University securities to the face value of Rs. 50,000 for the purpose of establishing a Fellowship to be called the "Bipradas Palchoudhury Fellowship" was accepted by the Senate. The endowment is intended to enable the University to invite scholars from foreign countries to visit India and study under the

auspices of the University "aspects of Hindu civilisation and culture."

SCHOLARSHIPS FOR HARIJAN GIRLS

The Bengal Board of the Harijan Sevak Sangh has decided to award a few scholarships to deserving Harijan girl students, going in for vocational and industrial education.

It will be recalled that the Central Board of the Sangh, at its meeting in Calcutta last month, granted a sum of Rs. 3,000 for scholarships to be awarded to deserving Harijan girl students all over India.

U. P.

LITERACY DRIVE IN ALLAHABAD

Mr. R. E. Pandit, Chairman of the Allahabad Rural Development Association, opening a camp at Naini for training 45 selected candidates as teachers for the adult literacy schools which are being run by the Association, said that the efforts at promoting adult literacy had yielded better results in 1939 than in 1938, but on the whole they were far from satisfactory. Therefore, their present experiment was a welcome one.

Mr. Pandit explained the new scheme by which committee would select candidates and prepare them for an examination after a six weeks' intensive course in a training camp. This experiment was expected to lead to uniformity of method and better supervision.

The camp syllabus includes drills, parades, magic lantern shows, lectures, scouting, physical culture and teaching of games suitable for villages. Spinning on the takli and the charkha will also be taught as handicrafts on the lines of the basic system of education.

DONATION TO ALIGARH UNIVERSITY

A cheque for Rs. 1,44,500 has been handed over by the Nawabzadas Fakr-ul-Mulk and Yaminul-Mulk, nephews of His Highness the Nawab of Bhopal, to the Aligarh University for the expansion of technical education in the University.

The University of Aligarh, it will be recalled, has inaugurated recently a scheme for starting B. Sc. classes in mechanical and electrical engineering and the generous donation by the two nephews of Bhopal Ruler will be utilised towards the completion of this scheme. The donation, it is learnt, is to perpetuate the

memory of their father, the late Nawab Obaidullah Khan the elder brother of the Nawab of Bhopal, who was keenly interested in the technical education of Muslims. The late Nawab Obaidullah Khan had, during his lifetime, endowed a special Trust Fund of over four lakhs for giving higher education to Bhopal students outside India.

C. P.

DISCONTINUANCE OF GRANTS

The Vidyamandir Institute, the first training college in India for the Basic Scheme of education, has been discontinued by the C. P. Government from May. While the temporary staff has been discharged, the permanent staff has been absorbed in the Education Department. It is understood that the old normal school for training primary school teachers is being reopened from July in the place of the Vidyamandir Training School.

BIHAR

COMPULSORY EDUCATION IN PATNA

The Compulsory Education Scheme introduced by the Patna City Municipality in March last in certain schools has been extended to the whole of the municipal area and about two hundred centres have been established.

N. W. FRONTIER PROVINCE

LEASE OF LAND TO LITERATES

A proposal to settle literates on selected plots of land irrigated from the Pabarpur Canal in the Dehra Ismail Khan Dt., with the object of starting model villages, is under the consideration of the Frontier Government.

The land will be leased on certain conditions among which are that the tenant shall cultivate the whole of his land with his own hands or with the assistance of paid labour; the tenant shall take up his residence permanently in the estate in which the lands are situated within six months of the start of his tenancy and within one year of the same date he shall build himself a house and a tenant shall follow the advice of the Agricultural Department.

Tenants will usually be allotted roughly twenty-five acres each and they will also be given loans for the initial outlay of seed, implements and cattle.

MYSORE

FACILITIES FOR MIDDLE SCHOOL EDUCATION

The percentage of boys under instruction to the total population was 8.43, that of girls to the total female population 2.67 and that of boys and girls together to the total population 5.61: one school on an average for an area of 3.53 square miles and for every 771 persons of the total population and a total expenditure, both direct and indirect on public instruction, including that on University education of Rs. 69,58,651—these were the salient features of the annual report issued by the Department of Public Instruction in Mysore during the year ending 30th June 1939.

The average cost of education per head of the population was Re. 1-1-4 of which As. 13 6 was met from State funds.

The Government in their review observe that the need for new Middle Schools is growing from year to year. The existing institutions are in need of additional and better qualified staff, improved accommodation and equipment. These requirements cannot be met, the Government state, unless additional sources of revenue are forthcoming. The special Committee on Elementary Education have considered this question in all its aspects, and have recommended the levy of fees in Middle Schools at District and Taluk Headquarters, the proceeds being funded and set apart for improving the facilities for middle school education. The proposal is under the consideration of Government.

The Director of Public Instruction in his report has emphasised the need for the revision of the territorial jurisdiction of the inspecting staff, so as to secure equitable distribution of work and administrative efficiency. He has also stressed the necessity for reorganising the vocational instruction given at present some of the Middle Schools so that the object with which such instruction is provided for may be more fully raised. The Director has further referred to the need for improving the quality of the staff recruited to teach English both in High and Middle Schools. The Government observe that these matters will receive due consideration when definite proposals are received from the Department.

INDIAN SYSTEM OF MEDICINE

The Government of Mysore are considering the formation of a Board to control all the in-

digenous dispensaries in the State in the interest of the public at large and also the Vaidyas and Hakims themselves. The system obtaining in the United Provinces by the formation of the Board of Indian Medicine is likely to be adopted in Mysore. Government orders on this subject will be issued shortly.

The Government are having under consideration the question of compulsory registration of all practitioners of Indian medicine. This question was actually moved at the State Unani Tibai Conference and is proposed to be referred to the Board of Indian Medicine for necessary action after it is formed.

In this connection, it might be mentioned that the Government have already passed orders that only graduates of the Ayurvedic and Unani College should be employed in all the Local Fund and District Board indigenous hospitals and dispensaries in preference to non-qualified men. For the first time, Muslim lady students have been admitted in the Unani College of Mysore.

PUNJAB

RESEARCH IN PUNJAB COAL

A two-year scheme for research on the utilisation of Punjab coal has been sanctioned by the Government at a cost of Rs. 12,000.

The Punjab coal which is of inferior quality is at present used mostly in brick kilns. Under the proposed scheme research will be undertaken to find out better uses for this coal with a view to recovering useful products.

TRAVANCORE

DIPLOMA COURSE IN FORESTRY

The Travancore Government have sanctioned the starting of a Diploma Course in Forestry in the University as an experimental measure for one batch of students not exceeding 15, of which not more than five will be from among the permanent employees of the Forest Department.

The question of continuing the course will be taken up after the completion of the training of the first batch of students. The course will be more or less of the standard of Rangers' Course followed in Forest College at Dehra Dun. It will be extended over 2½ years of which the first six months will be training in the forests of the State and the remaining two years at College.

EDUCATION OF NAZI CHILDREN

Ideas of War Mongering Implanted in Every Lesson
The Child Mind in a "Concentration Camp"

NOWHERE has Nazi propaganda so attempted to mislead the world as its treatment of the child. Nowhere has Nazi propaganda been more successful. We are often told of the physical fitness and endurance of the alert Nazi children. The press photographer is called in to emphasise the deceit with bright pictures of a few carefully selected specimens of young Aryan strength. Actually, behind this flimsy and misleading facade there lies the least obvious and most insidious of all Nazi activities.

The Concentration Camp cannot be disguised, but this concealed Concentration Camp of the mind, with its child victims, is more sinister, for the child mind once corrupted is beyond salvation. The very wells of civilisation itself are being poisoned.

The German home was once the same as a normal home in any civilised country, the centre of kindness and parental affection. The young German child, before the long arm of the State reached out to seize him, had the same innocence and charm as any other child. Now in Germany from the age of six years onwards the mother has no longer any opportunity of exercising her influence, or the father his authority. The State demands absolute dictatorship over the growing mind. Every German child from the earliest age must be moulded into a machine of war. Every teacher in Germany is forced to obey Hitler's demands.

Blood Stories for Fairy Tales

Those who live in civilised countries will still find it difficult to credit this menace against which no German family and no German child can struggle successfully. In the land where Grimm's Fairy Tales were once told, the little child is now told stories of violence and bloodshed. In the country where Froebel had once taught how the minds of children could be developed through free play, the Nazis now force young boys and girls to use in their games the figures of Storm Troopers and S. S. men.

Pre-Military Training

The child's whole school life is directed

towards war and every activity connected with war. The much vaunted campaign of physical fitness is only a way of preparing soldiers, and of mothers who in turn shall make still further soldiers. Hitler, in *Mein Kampf*, says that the spiritual and mental training of a girl must all be made subordinate to her preparation for motherhood. German children under the Nazis are to leave school with their military training already far advanced.

"In the People's State," Hitler writes, "the army will no longer be obliged to teach boys to walk and stand erect". All this shall be part of the pre-military training in the schools. Above all, these young child-soldiers must lose all independence of mind. For Hitler's soldiers must not think for themselves, and education instead of being a training in thought shall be a training in the extinction of thought. This is Hitler's foulest crime on the young German mind, and one can again quote his own words: "German youth must learn to remain silent not only when he is rightly rebuked but also when he is wrongly rebuked." The schools of Germany are to be seminaries in which German youth is to be driven into docile acceptance of all that Dr. Goebbels' propaganda machine may invent.

War History Lessons

What is true of physical education is also true of every aspect of school life. Hitler's one aim is to teach Patriotism, which in Germany today means suppression, and the promise of future German world supremacy. Here is a small German children:

Section I, 1914-1918 Great War

Father's experience during war.

Let your father tell you what he remembers of the Great War.

Bring to school from home anything connected with the war.

In the next lesson we inspect all the collected material (picture-postcards, photographs, bits of sharpnel, bullets, etc. Be careful with shell

Discuss day in trenches.
Aerial attacks.
Shell explosions and a soldier's funeral.

Idolising Adolph

The following is a specimen of the reading from the *National Text-Book* which every German child must use:

Our leader Adolph Hitler
We love you
We pray for you
We like to hear you
We work for you, Heil!

These are only a few of numerous examples. The child of six who is made to sew dolls in the form of Storm Troopers will be driven by its teachers to repeat catechisms such as the following:—

Who is the man now living most like Jesus Christ?

Answer: Adolph Hitler.

Who by their devotion and sense of honour are most like the disciples?

Answer: Goering, Goebbels, etc.

The same stream of regimentation is brought into every lesson which the German child has to endure. In the history lesson he is taught that Germany alone has had heroes and great men, and that the only heroes are those of the battlefield and of politics. In the geography lesson a Nazi-controlled teacher tells him that his one aim must be to see that all countries which contain any German children are incorporated in the German Reich.

America Deteriorating

Of Americans the German child is told that they live in "racial chaos" because "at first, no distinction was made between one white man and another, and so no real unity was, we understand it, possible. Thence comes the present failure of justice in America, the brutality which is common there and the overwhelming influence of the Jews. Once it was believed that a new race would arise in the United States; but on the contrary, the American race is fast deteriorating."

In the biology lesson he is taught that the German race is a superior race, and that all Jews are contaminated. "The only existing differentiation among men is between Nordic man on the one hand and animals as a whole,

including all non-Nordic human beings, or sub-men, who are a transitional form of development." The child is encouraged to enjoy the foul Jew-baiting jests of Herr Streicher, which he finds displayed at the corners of his town.

Resistance to such a system is impossible. The parent is terrified lest the child itself should be a spy for the party, repeating the gossip of the home to Nazi agents in the schools. The teacher is equally helpless for the Nazis have seen that the whole of the teaching profession shall be in unthinking and docile obedience to their commands. The oath which was required even in the early days of the Nazi regime of loyalty to folk and fatherland now reads: "I swear I will keep faith to Adolph Hitler, Fuehrer of the Reich and the people."

There was a time when in most features of education Germany led Europe. Now at the head of this devilish machine is a dismissed schoolmaster, Bernhard Rust, a party member, a notorious agitator, and Gauleiter of Hanover; Herr Rust, a man with no shadow of distinction, a party intriguer of unstable mentality, is now Reich Minister for Education in that unhappy country which once led the intellectual counsels of Europe. The teachers are under the iron heel of Herr Rust, and the parent is helpless.

Intellectual Stagnation

The Nazi attack on civilisation is not confined to the child, for the best in the whole intellectual life of Germany has also been destroyed. But the attack on the child is the most dangerous of all, for the child is the guardian of the civilisation of the future. If the German child cannot be rescued from the military machine which openly destroys the mind, and develops his body only as part of a harvest of death, no child in the world will ultimately be safe. This doctrine of mass product for military purposes will run like an open sewer over Europe and beyond until all are infected. For Hitler in *Mein Kampf* asserts that at no moment shall the child be free from the machine of the State, which he admits is a machine of war.

The blow which Hitler has struck at the civilised life of his own generation, to the great scholars and thinkers in Germany, can in some ways not be repaired, but the children of Germany are part of the common inheritance of the future of mankind. This war is a Holy War to the extent that it rescues the young life

Research in Education

RESEARCH has never been a strong point of the educational system in England. In the United States, and in Scotland and in the Dominions, it is vigorously conducted and comprehensively planned. There are many problems which call insistently for objective investigation, such as examinations, the teaching of languages, tests of selection for various forms of post-primary education, bilingualism, mental surveys, and the curriculum of all types of schools.

Various attempts have been made to organize and coordinate research in education. A scheme proposed by The British Psychological Society, established in 1922, did not come to fruition. The Royal Society of Teachers arranged in 1933 a series of conferences from which originated the Educational Research Council in 1935 "to encourage and foster research in all branches of education and to coordinate the collection and publication of results." These aims were never realized, and two years ago the Council was dissolved.

In Scotland and the Dominions the educational research councils not only assist research workers but also conduct large-scale investigations. In England a good deal of research is already carried on by various agencies, and this does not need to be supplemented by any new organization but rather to be coordinated.

Several inquiries are even now being conducted in England and Wales. Among local Educational authorities a small and progressive minority finds time, usually inspired by the chief education officers, to carry on valuable investigations. Often the local authority pursues

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from a worship of force and an atmosphere in which even arithmetic is worked out in bombs and Storm Troopers, and where all play is made into a mock game of machine-guns and every thought concentrated upon the glorification of one man. Every religion, even the most primitive, has cherished the child.

Only by rescuing the children of Germany from mental and physical servitude, can the world one day hope to build up again a civilisation in which spiritual values have their right place.

these investigations unaided; but occasionally they are conducted together with some other organization, as, for example, when an inquiry into vocational guidance is made with the aid of the National Institute of Industrial Psychology. The subjects investigated cover a wide range, and deserve to be published in permanent form. The pressure of routine work has naturally limited the opportunities for research, and there is the further defect that it is not centrally recorded and there is some avoidable overlapping.

The universities are, or should be, centres of research, but there are not enough facilities for the encouragement of full-time research. Nevertheless theses in increasing numbers on educational subjects are presented for higher degrees. The *British Journal of Educational Psychology* has begun a much-needed work by publishing some of them in summary form.

The gradual improvement of professional status has enabled teachers' organizations of late years to pay more attention to educational problems. The National Union of Teachers and the secondary teachers' associations conduct systematic inquiries into problems of the curriculum and have published reports on many subjects: the training of teachers, the curriculum of the "extra year," the teaching of geography, science, and modern languages, and school libraries. The Head Teachers' Association has been notably interested in educational research and its *Journal* puts out research supplements. Several other educational associations have conducted inquiries, and there is at least one independent body at work on research into the values of examinations—the International Examination Enquiry.

The Board of Education does not exercise any responsibility for educational research but does not neglect it altogether. The Board both initiates research on problems arising in the course of administration and collaborates for that purpose with other bodies, as, for example, on tests to select pupils for post-primary education and reports, like the Spens Report, produced by committees appointed by the Board. The Board's inspectorate, through its special subject panels, investigates problems of teaching, and examples of its work can be seen in the recent pamphlets on *Optical Aids* and *The Teaching of Backward Children*. The Board's Department of Intelligence and Public Relations not only initiates

BOOK REVIEWS

MEASURING INTELLIGENCE OF INDIAN CHILDREN by V. V. Kamat, published by Oxford University Press. Price Rs. 4/-

Intelligence Tests, valuable in themselves, are inevitable, as a preliminary, in every psychological test and experiment. The tests were invented, improved and standardised over three decades ago in English and other European languages. The Simon-Binet Tests, as revised by Terman and Kuhlman, were known in India or fairly over two decades and stray attempts were made here and there, in recent years, to even conduct Intelligence tests in a number of different centres. But this is, as far as we know, the first regular attempt to adapt the Tests to Indian conditions, bearing in mind all the requirements of such an adaptation.

The first condition in adapting the Tests to new environment is standardization. If the tests are to be considered valid and reliable, there is need for ample spade work and preliminary tests and standardization on the basis of such work. There is ample proof in the book under review that that essential condition has been fulfilled, and as such is free from the criticism of easy adaptation. In the second place the language difficulty usually associated with these Tests have been avoided through the Tests being given in the Mother-tongue of the areas concerned—Marathi and Kannada. It is be-

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investigations, but has charge of the Board of Education Library, the largest and most up-to-date educational library in the country.

So much is being done that the most likely development is a central council to register research, to co-ordinate inquiries, to direct attention to unexplored problems, and in time to prosecute research on a limited scale. Research has produced impressive results in science and industry; in education the need is so less urgent to ensure, by systematic research and inquiry, that methods are such as to produce the desired results.

—World Education.

cause of the language difficulty connected with the Binet Tests, that the performance Tests were devised; but, as a substitute these are only second best. The Binet Tests, in the vernacular of the place are certainly to be preferred in testing the intelligences of literates. Bombay has stolen a march over other provinces and linguistic areas in this matter and has set a great example for others to follow. We only hope that before long we will have well standardised Tests in the other vernaculars of India as well. In this respect the book is an incentive and a challenge to the rest of India.

The book contains, besides well worked-out Tests upto 22nd year, valuable accounts about the history, theory and practice of Intelligence Tests. The chapter on "The Bombay Karnatak Revision" over and above the Stanford Revision of the Binet-Simon Scale is valuable and is indicative of the original work done by the author. There is always room for improvement in the Tests and the author by his revision has made a real contribution to the psychology of Tests in India, which may have their value for other countries also. Such originality in adaptation is really commendable. The chapter on "General directions for giving the Tests" contains material that will be invaluable to those teachers who would like to conduct a test in their own school. The book is well worked out and well got-up and we heartily commend it to all educationists and educational institutions in India.

— C. S. P.

DESK WORK: Books IV & V—By J. P. Rose. Published by Macmillan & Co. Price As. 8 each.

Heads of High Schools who have used the first three books in their schools will welcome these two additions to the series for Forms IV and V. The value of functional grammar in schools needs no emphasis. Correct idiomatic English is a matter of practice. These books supply the necessary incentive to the practice of such English. They provide a number of exercises in grammar and composition which drill pupils of Forms IV and V in the use of important grammatical and idiomatic forms. The questions on Summary-writing and Indirect speech in Book IV and on paragraph and precis

writing in Book V supply the needed practice in continuous writing. Pupils naturally love to tackle questions presented in an exciting manner. As they open these books they find questions all ready-made and waiting to be answered in the blank spaces provided in the printed books themselves. The books form a pleasant supplement to a text-book in Grammar and Composition and may be used regularly.

The headings 'Double Negatives' (p. 24 Book IV) and 'Chronic Errors' (p. 50 Book IV) may be suitably changed to convey the sense that the chapters are intended to teach the pupils to avoid and not to learn such things.

— D. I. Arputham.

HERBERT PICKLES GEOGRAPHY BOOKS IN TAMIL: 1. India, World and Empire Parts I and II in one Volume for Form IV. Pp. 193: as 12.

2. India, World and Empire. Part III for Form V., Pp. 186. as 14.

3. The Clarendon High School Geography of India for Form VI. Pp. 260, Re. 1/-. Published by the Oxford University Press.

These three books forming a complete set of Geography text books for forms IV—VI are translations of Pickles' well-known and widely used Geography text books in English. They are neatly and clearly printed from readable type, the get-up is attractive, and the price, within the reach of the pupils. A special feature of the books is the very large number of maps, diagrams, charts and illustrations on which intelligent study and practical work can be based. The set of questions at the end of each main division is a stimulus to the accurate study of the subject matter. To pupils, however, a few questions of the present S. S. L. C. type at shorter intervals will be a further help. Another merit of the books is that not only the usual English terms are used side by side with Tamil technical terms but simple self-explanatory Tamil terms have been introduced as a further help. The language is easy. The human interest in Geography and the relation between cause and effect are interestingly maintained. The books can be adopted as text books for high school forms.

— D. I. Arputham.

ABHINAVA VIJNANA SASTRAM, Book I By H. R. Mills and E. Raman Menon and translated into Telugu by C. Bhanumurti. Published by Macmillan & Co. Price As. 12.

The book meets the requirements of the students of Form IV under the 1937 Madras S. S. L. C. scheme. The book is well-written with adequate examples taken from every day life and decent illustrations give lustre to it. The translation is happy and natural and will enable students to follow the subject matter with ease.

ELEMENTARY GENERAL SCIENCE Books I, II, III & IV by Messrs. T. A. Ramayyer, V. Srinivasan and S. Swaminathan. Published by Oxford University Press. Price As. 10, As. 10, As. 12 & As. 12 respectively.

These books have been written in Telugu in accordance with the Syllabuses issued by the Government for the benefit of students of Forms I, II, III & IV respectively. They are written in clear and intelligible style and amply illustrated by sketches and diagrams which will be highly useful to the pupils in a proper understanding and appreciation of the subjects dealt with by the authors. Portions covered by them are intended to be finished in the course of the school year. Some useful questions on various topics have been appended to the books for testing the pupils from time to time.

INDIA, WORLD AND BRITISH EMPIRE PARTS I, II, III for Forms IV and V by Herbert Pickles and revised by H. Turner. Published by Oxford University Press. Price Rs. 1-4-0.

THE CLARENDON HIGH SCHOOL GEOGRAPHY OF INDIA for Form VI by Herbert Pickles. Published by Oxford University Press. Price Re. 1/-.

These books translated into Telugu are intended to be used by students of the three High School forms who wish to appear for the secondary school leaving certificate and other allied examinations. The writer, Mr. Pickles is too well known to the reading world to need

any introduction. He is famed far and wide for his masterly survey of the abstruse subject and its lucid exposition in a manner agreeable to the Indian students. The publishers have taken care to see that the books are translated into good readable Telugu with the object of facilitating the study of Geography by the Andhra youth and arousing deep interest in them for a detailed study of that useful subject. They deserve every possible encouragement by being prescribed as text books in Geography for higher forms in Telugu speaking districts.

HISTORY OF ENGLAND: Books I & II for Forms V & VI—Published by Oxford University Press. Price Re. 1/- each.

These books were written in English by Vincent A. Smith, the great writer of Indian History. Later they were revised by B. Mowat and H. G. Rawlinson so that their usefulness to Indian students might be enhanced a good deal. They were translated into Telugu, so that they may be used with immense benefit as textbooks for the S. S. L. C. Course in the High Schools of the Telugu Districts. Though they appear to be a little voluminous, they can be abridged by the teachers handling the subject in the High School Forms. The books contain a treasure house of information which will stand the High School students in good stead even in their study of the optional subject in the S. S. L. C. Course.

LESSONS IN MODERN ENGLISH—Book II—Matriculation Reader. Edited by the Rev. C. F. Andrews and Prof. E. E. Speight. Macmillan & Co. Price Re. 1-4-0.

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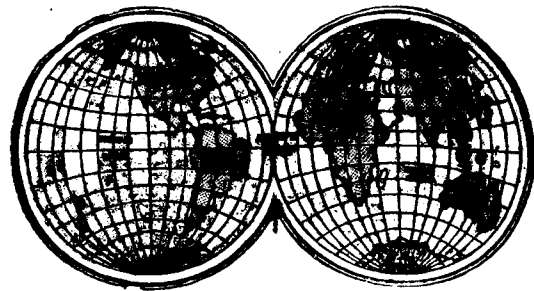
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