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No. 10.

The Psychology of Adult Education.

By DEWAN BAHADUR K. S. RAMASWAMI SASTRI, B.A., B.L.

Why should education be the privilege of the young alone? It is as much the privilege of age as of youth. Its function is to enable each soul to know the universe and God. Is not this equipment as much the legitimate claim of the old as of the young? It is no doubt true that the young minds are more impressionable and receptive and retentive and mouldable than the minds of grown up persons. But the latter are more critical and can relate knowledge to needs and correlate different branches of knowledge than the former. The grown-ups have less distractions, than the young. Nay, the modern inventions can well increase the period of human leisure if production and distribution and consumption are more rational than they are to-day. More than anything else, the power of achieving human well-being in well-planned democracies is in the hands of the adults of each generation. We cannot leave them incompetent and illiterate without causing grave consequences disastrous to social well-being. Nay, illiterate adults will act as a drag upon the spread of elementary education among children. They would look on the latter effort with amused indifference if not with sullen antipathy. The result will be that the home will undo what is done in the school. That is why so many children lapse into illiteracy after undergoing elementary education during their boyhood and girlhood. A literate home is the best antidote to such lapse into illiteracy which leads to the wastage of the national income and acts as a blight upon human faculties. Further, even if there be no such lapse into illiteracy, the realm of knowledge is growing so vast and so quickly that by the time the educated child reaches adult life modern knowledge has outstripped him and left him far behind. Hence also it is necessary that adult education should receive the attention of the nation as a whole as the education of the young.

Besides all this, it has been found by experimental evidence that "the ability to learn increased from early childhood to about age 25 and decreased gradually and slowly thereafter, about one per cent per year." Mr. E. L. Thorndike says further. "Childhood was found to be emphatically *not* the best age for learning in the sense of the age when the greatest returns per unit of time spent are received. The age for learning that is best in that sense is in the twenties, and any age below 45 is better than ages 10 to 14. Later investigations by Miles, Jones, and others make it probable that the decline in ability to learn from age 45 on to 70 is not much more rapid than this, so that a man of 65 may expect to learn at least half as much per hour as he could at 25 and more than he could at 8 to 10."

What is really needed in regard to adult education is that the educators must arouse sufficient interest in adults for learning things. They must stimulate the latent feeling for self-education. They must use the radio and the cinema and the gramophone and the magic lantern and utilise books as well as magazines and employ lectures, *harikathas*, songs etc., and appeal to the eyes as well as to the ear and to the mind as well as the heart.

The fact is that here as elsewhere in national life planning is all important. It has been well said: "Our educational needs as human beings, as citizens, as neighbours, as parents, as productive workers, as hobbyists,—our circumstances of locality, available time, interests, abilities, and previous training, and the facilities that are or should be available, set the main conditions to which courses of study should be fitted." Adult Education must necessarily be for the most part only part time education. Hence we must make it attractive within the limited time available. Further, adult learners are sensitive and there should be no superiority complex obtruded upon them. It is bad enough in relation to children but it is entirely out of place in regard to adults and is sure to scare them away. These have to put up with plenty of domination and cheekiness and even insult in office and factory and it is sheer cruelty to add another doze of it under the guise of education. Here as elsewhere the key that unlocks the spiritual chest is Sympathy.

"To our young teachers"

By "MYSCHOOLWALA."

Years ago, when I started service as a teacher, when I was more enthusiastic and energetic, more idealistic and independent, more optimistic and less cynical, when I dreaded the Inspecting officers and respected the Headmasters, I found time—in spite of my heavy corrections and active participation in the several extra curricular activities of my school—to read more books and periodicals, particularly those relating to my profession. Now, of course, all that is changed. Not that I have grown more callous or indifferent to my work with age and experience: but I must confess that care, worry, stagnation, depression, carping criticism, domineering and suspicious attitude of the superiors, want of energy and the resulting want of time to read more professional books—all these have, to some extent at least, stifled my reading habit. Yet I have not lost entire touch with the growing literature of the times. I do manage to snatch an hour or two on a holiday and wade through a few pages of some interesting book or other; and whenever some paragraph makes a special appeal to me, because of its thought or its style, I make it a point to jot it down in my "Log book". Occasionally when I feel tired of my work, I go through these extracts and many a time I feel refreshed; fresh inspiration, additional energy, a changed outlook, the effect of a stimulating tonic, I get. A few days back, a paragraph on the above heading caught my eye. Hoping that it is bound to be interesting to some of the readers at least—teachers of my taste—I propose to add it for their benefit. The extract is from the writing of Mr. Geoffrey Cross.

"It would be easy for me to go into details and give you what are called practical tips, but I prefer not to do so. Instead, I tell you to study broad ideas. Do not allow details to blind you to guiding principles.

My first word is to make a special study of discipline. It will make or mar your career as a teacher.

Next, I say, hold on to ideals. It is so easy to become cynical. In face of practical difficulties someone is always ready with the withering suggestion that ideals were very nice in your college lecture rooms but useless in school. I tell you that ideals are the only things in the world worthwhile. They are difficult, make great demands upon

your personal character, require foresight, courage, humility, and all the best characteristics of the human race. But stick to ideals. It is good for you, good for your children, good for your staff, and real education.

Work hard. The easiest work is hard work. Plan it, fashion it with great care, and enjoy both the sowing and reaping. Work hard, worry not at all. Results follow with absolute certainty.

Specialise—carry at least one subject to such a level that it becomes of great interest to yourself, your scholars and your school.

Keep a sense of proportion. You are one teacher in one school in a world of millions. No one of importance is really interested in what you are doing. A sense of proportion will keep us sane and pleasant.

Keep your eyes upon the goodness in your children rather than upon their weakness. The human race has climbed upwards through the mud and slime of centuries. Much of it clings. But in spite of that the race has climbed a long way. To forget the pleasant and exaggerate the unpleasant is a vice. It is fatal in a class room.

Give your best to staff relationships. You may be the youngest but you can give much to the general spirit.

Do not expect too much. Teaching is not an easy task. Remember that there can be no substitute for practical experience. Only through practice can you gain comfortable efficiency.

Do not sink into a groove and allow it to grow deeper day by day. Do not degenerate into a machine; don't lose your enthusiasms, your sparkle and zest.

Read deeply. Renew your ideals. Study life in its modern aspect. Hold fast to what the great minds of all ages have had to say about life.

Remember some children depend upon you for their interpretation of life. You have to guide and befriend them. That task is worth everything you do to prepare for it."

* * *

The extract quoted above has dispelled my gloom. It has revived my interest. May it do so in the case of other experienced teachers and may it serve as a good counsel to a beginner!

Paraphrase

By Sri K. NARAYANAN, M. A.



Paraphrase is the conversion of a piece of poetry or of prose written in elevated language, into plain, simple language.

Arguments for :

Exercise in paraphrase is approved by some and condemned by some others. Defenders of paraphrase advocate its retention as a means of testing a pupil's comprehension of a passage, and wealth of vocabulary.

Arguments against :

One of the most eminent and powerful opponents of the use of paraphrasing exercise is Professor Laurie. He says : "A more detestable exercise I do not know. It is a vile use of pen and ink.....To paraphrase Milton or Shakespeare is to turn the good into the inferior or bad, and to degrade literature.....Moreover it is false. It simply consists in the writing out of the piece of poetry in grammatical order, supplying words understood, but always preserving the language of the poet." Thus it is evident that there is no guarantee of comprehension of the original. Exercise in paraphrase has become an exercise in the substitution of synonyms without an understanding of the gist of the passage. Sir John Adams gives one such instance of an English boy who paraphrased Scott's couplet

But why stands Scotland idly now
Dark Flodden on thy airy brow ? as follows—

"However wherefore does Scotland remain indolently upright at present on the atmospherical forehead of gloomy Flodden ?" ¹

Again it is argued that the simplest way of testing a pupil's vocabulary is by translation from the vernacular into English.

Sir P. C. Wren admits the validity of most of these arguments and even gives a specimen—the product of a Matric student of Bombay—wherein the pupil has paraphrased the famous 'quality of mercy' extract by merely changing a number of words and reduced the sublime to the ridiculous, and wisdom to nonsense.² But he throws the blame

¹ "Errors in School," P. 158.

² "The Direct Teaching of English," P. 195—196.

on the teachers for not teaching the principles and methods of paraphrasing properly. One has to admit that there is an element of truth in this accusation. At the same time one cannot help saying that paraphrase as an exercise in English, a foreign language to Indians, is an extremely difficult type of question for high school pupils in India. Rev. Ryburn goes to the extent of condemning it as a pernicious type of question and says that it is better it is banished.

Conclusion.

The exercise in paraphrase may not be intrinsically bad : but there is no gainsaying the fact that it easily lends itself for misuse. It is better to ask the pupils to give the substance of a passage, preferably a poem, as in the Madras S. S. L. C. Examination. Substance of a passage cannot be given without some idea of what the passage means'

Wastage in Primary Education.

By SRI D. V. CHICKERMANE, B. A., B. T.

Primary education has recently become a subject of considerable interest. Many schemes for its expansion are proposed and discussed in educational journals. Suggestions are also put forth for modification of the syllabus and the training of teachers. But there is one topic, connected with primary education, which has not received the attention it deserves. It is the huge wastage that annually occurs in Primary Schools.

Wastage is taken to mean the fall in the number of school children as they go up the educational ladder. A large number of pupils is admitted in the infant class. Many pupils leave the school before the year is completed and this decrease steadily continues as the pupils go to higher classes year after year. The following figures taken from the reports of Public Instruction in the Province of Bombay will give our readers an idea of wastage occurring in primary education. In Bombay, the Primary school course covers eight years. Generally pupils leave the school after five years, that is, at the end of the

WASTAGE IN PRIMARY EDUCATION

IV Standard, to join a Secondary School. The figures quoted below give the percentage of boys and girls reading in the first five classes.

	Percentage of Boys.			Percentage of Girls.		
	1926 27	1931 32	1936 37	1927 28	1931 32	1936 37
Infant class	32.9	32.9	30.1	47.4	46.8	40.9
Standard I	18.4	17.5	17.5	19.2	18.5	18.8
Standard II	15.6	15.5	16.1	14	14.2	15.5
Standard III	12.7	12.6	13.2	10.2	9.9	11
Standard IV	11	10.9	11.4	6.1	6.4	8
Total	90.6	89.4	88.3	96.9	95.8	94.2

These figures show that nearly 32 % of the boys and 45% of the girls attending the Primary Schools are in the Infant class. In the first standard the number is reduced to about 18 %, the reduction being nearly half in the case of boys and more than half in the case of girls. The decrease after the first standard is gradual.

An ordinary pupil, admitted in the Infant class, is expected to reach the IV standard after four years. A very small number of such pupils may, however, be incapable of reaching this standard, through failure in examinations or sickness. If we consider what percentage of pupils reading in the Infant class reaches IV Standard after five years, we can get an idea of the percentage of pupils that drop off without completing their course. In 1926—27, 34.2 % of pupils reading in the Infant class in 1921—22, had reached IV Standard. The percentage of pupils that had dropped off was 63.8. In 1931—32, 34.2 % of pupils reading in the Infant class in 1926—27, had reached Standard IV. In 1936—37, this percentage was 35.7, the corresponding percentage for wastage, for 1931—32, and 1936—37 being 69.6 and 64.3 respectively.

This wastage is a serious obstacle to the expansion of Primary education. The number of pupils attending the primary schools in the Bombay Province in 1931—32 was about 10 lakhs. By 1936—37, this had risen to 11½ lakhs, that is, by 1½ lakhs in five years. If there had not been such huge wastage annually this figure would have been considerably higher, and would have nearly doubled.

The wastage is also a heavy loss to state funds. The state has been spending more and more of its resources on education and it is but natural that we should wish that the funds are well spent. In 1936—37 the expenditure on Primary Education in Bombay was 177 lakhs as against 174 lakhs in 1931—32. The average annual cost of educating a pupil in Primary Schools came to Rs. 16 in 1936—37, as against Rs. 18 in 1931—32 and Rs. 20 in 1926—27. We have seen above that nearly half the number of pupils admitted in the Infant class leave the school without deriving any permanent benefit from school. The money spent on these pupils is a serious loss to state funds.

The poverty and indifference of parents in villages are partly responsible for this wastage. A great many of the parents in villages find it more profitable to send their children as wage-earners than to send them to school. They are of immense help to them in their daily pursuits, on the farm, or in tending cattle or in the smithy. Even when they know the value of education, circumstances compel them to withdraw their children from school at the earliest opportunity. The school also has its share of responsibility for this wastage. Many of the village schools are not sufficiently attractive to village-folk. Mostly they are single-teacher schools with one man, very often untrained, to manage three or four classes. The courses of study are purely literary and of little practical utility to villagers.

This kind of wastage has been going on from a long time and during the last decade, for which figures have been quoted, there has been no appreciable improvement. Teachers, school administrators and school committees should actively work to stop it. They should try to persuade parents not to withdraw their children from school. At present members of village school committees have very little work. They have plenty of leisure to take interest in this problem. School teachers can bring withdrawals of pupils to the notice of members. The village school curriculum should be remodelled so as to include in it gardening, handwork, and other local industries of importance. School authorities should maintain contact with parents, try to understand their difficulties and alleviate them as far as possible. These remedies may bring about some improvement in the present situation.

How to make the Teaching of History Interesting and Effective?

By SRI SANTOSH KUMAR DE, M.A. (Cal.), H. Dip. Ed. Dublin)
Cer. Psy. (Edinburgh).

The growing interest in the study of history in the schools has led to more careful examination of the problem of method. In the past, history was taught in a soul-less way, which made such an interesting subject only repulsive to the children. Of course, this does not mean that this was the case always and everywhere. There might have been teachers here and there who were fitted by their natural aptitude to rouse the interest of children even without their having any idea of the modern formal methods of teaching. Still we must say for ordinary teachers there is the necessity of learning the formal methods; for what is possible for the born-teachers, for the highly endowed minds who are led instinctively straight to the goal, is not possible for ordinary men. The progress that has been made in the study of the methods of teaching other subjects has contributed many suggestions towards the solution of the problem of history.

There are at least four qualifications which every teacher should try to have:— (1) Sufficient knowledge (2) Some practice in using historical evidence (3) fairmindedness and wholesome spirit in presenting facts (4) skill in narration and in developing the pupils' knowledge by questions and practical ability in directing the work of the class. The work of each course for the whole term should be mapped out in advance. The beginners will find many things to change in such a plan, but with increasing experience the unity of the whole and the relation to it of the several parts become clear.

The formal means of instruction are the text books, the books for collateral reading, maps and pictures, diagrams, models, time-charts, genealogical tables etc. For several years the text book has been made responsible for being the root of all evils in the teaching of history. In spite of all the out-cry the text is still regarded by the most competent teachers as a necessity; but the text book should not be overloaded with many details, although it should be a book of facts, not of ready-made judgment which will relieve the pupils from forming any opinion of their own, and there must be abundant maps, if possible of every period. It is sometimes urged that two text books should be used so that children may get the opportunity of comparing the accounts of one

with another. There are undoubted advantages in such a plan but there are a great many disadvantages at the same time; for hardly any two authors approach a subject from the same point of view, or attach the same importance to its different phases; moreover the use of two books may confuse the pupils unless the teacher is able to keep in sight the thread of unity and to make a clear relation of the two of this.

The relation between History and Geography is so close that there must be a constant use of maps. "The places famous for great events, implements of war, of handicrafts and agriculture, the temples, mosques and monasteries, public buildings like courts of justice, roads and bridges, ships and waggons, costumes and ornaments of bygone ages must be shown to the pupils by pictures, if any interest in the dead events of the past is to be awakened in them." But there is a limit to everything; so excessive use of pictures should never be made, for it weakens the pupils' imagination (which has its own value) while seeming to direct and stimulate it. Where possible, the pupils should be shown the buildings themselves, as they should be conducted over historic grounds. Full use should be made of any historic remains in the neighbourhood by taking the pupils to examine them at the time they are being spoken of in lessons. In a town where there is a museum it should be utilised to the full. "But pupils as well as teachers should know the kind of things they are going to examine and should enter the museum with a definite aim and interest in just those things aroused by school teaching. Mere indefinite observation of objects is good for nothing; they must fit into their appropriate setting of knowledge." If the pupils are to be taken to see the ruins of some ancient fort or temple or monastery, they should be prepared to examine them intelligently, by means of a lesson in school which brings out the purpose such buildings served. As a record of this, each should, under the teacher's guidance, draw a rough plan. Then the teacher should give a vivid description; in course of which he should deal with the life led by monks in the monastery, the use and necessity of forts and of the gods in the temples.

In the past the teaching of history was done by denying to the child an active share in the work. It was forgotten that the process of acquiring knowledge is not complete until the knowledge has been expressed in some active form. Oral work must be followed by active exercises for the purpose of revising and organising knowledge. The exercises for young children who can follow an oral lesson include handwork, simple art work, dramatisation, and simple oral and written work. No modern method of teaching history has provided an

unlimited range of exercises in both hand work and art. These vary considerably in their nature and value. Let us consider some of these here:—

(a) Simple imitative exercises in art e. g. copying sketches of (1) historical objects as armours, costumes or weapons (2) scenes of everyday life, as an attack on a mediaeval castle (3) illustrations of architecture such as the Taj, the Kutabminar etc. These exercises are very much useful, for a more lasting impression is made on the mind than if the sketches were simply shown to the children.

(b) Exercises in art involving more freedom and effort e. g. sketching or modelling in clay historical objects which are before the class. Such exercises are suitable for children of all ages. In Winnetka Plan in America children sometimes draw a background for staging some historical play.

(c) Making models in clay, card board or wood from the actual object or a teaching model. These handwork exercises like the copying of sketches, are essentially imitative, but vary considerably in the difficulties of construction involved.

(d) The exercises in art and handwork which require the greatest amount of originality and effort are the construction of models and the making of drawings from verbal descriptions. For example, if I tell the story of the battle of Haldighat to children, 9 years old, and at the end I ask the boys to show me as much as they can of the battle by using their clay, many will construct a reasonably good model. A hill is made, soldiers of two armies made of shapeless lumps of clay are fixed up, some who are dead, are lying down, while the great number of Moguls lying down indicates the victory of the Rajputs under Rana Pratap. The model is crude but it is symbolic. The child in making it has revised his knowledge, and his interest in the subject has increased tenfold through his having been actively employed in making the model. In the child's mind the object must remain in its historical setting as it is being made or drawn. Professor Dewey thinks that "When a pupil learns by doing, he is re-living, both mentally and physically, some experience which has proved important to the human race; he goes through the same mental process as those who originally did these things."

2. Dramatisation.

Teaching history by means of school plays is far from being a new plan, but none will deny that a recrudescence of the dramatic method is characteristic of the new teaching. The acting of historical

scenes may be either extemporaneous or prepared. It is said that children are born actors, consequently their attempt to dramatise stories or historical events must naturally be successful and have an educational value. But we have to painfully admit that children's dramatic instinct is nothing but imitative i.e. they cannot dramatise without a model before them. Of course they need not always see a thing actually performed before their eyes, but the incidents that they are expected to dramatise, if presented in a dramatic form, will greatly help them. If the teacher's manner and voice during the story telling have been dramatic, and the pictures illustrating the story are dramatic in character, then the children are helped considerably. When a teacher is able to provide any stage properties the interest is double. Costumes of bygone ages, arm and armour are of great attraction, and as such undoubtedly they will help much towards the better realisation of a scene. In upper classes children can sometimes learn with profit a scene from some historical play as that of Shakespeare. If a ready made play fit for the class is not available, an extempore play that is compiled by the teacher and elaborated by the pupils with suggestive scenes will have greater effect. This will make history more realistic by presenting a situation or the character of a person in a clear light. If too much emphasis is laid on dramatisation then the little value that it has will end in more recreation and nothing else.

3. Private Study.

In the upper classes boys should be given the power of going on by themselves. This can be done by encouraging private study of children. But there are certain serious hindrances to successful work of this kind, unless it is carefully supervised by the teacher. The teacher can help by giving a list of the most useful books and a series of questions to be answered which will guide the children's reading and help them to organise the knowledge acquired. Notes can be made in note books as the private reading proceeds and these can afterwards be worked up into written answers and essays.

4. Laboratory Method.

Among the methods by which it is sought to render the teaching of history more effective, the one which chiefly arouses discussion is the use of what is called the 'source method', and again the 'Documentary Method'. The sources of history are the raw materials from which the historian reconstructs the past. Written sources include official documents, legal documents, private documents, together with the contemporary memoirs and lives, chronicles, political pamphlets, inscriptions, diaries, etc. This is the range of material from which an energetic teacher is able to select his source.

Our pupils can be given any of these materials to work upon. Our subject here must be reduced to problem form and our pupils should be forced to exercise their minds upon them. These problems and exercises should be so devised that they suit their strength, and cultivate certain activities and powers. The teacher should lead them in the history lesson to apply the more simple criterion of accuracy and sincerity; he must train them to read closely and to extract from documents all the internal evidence that is to be found there, to compare and rationalise conflicting accounts of characters and events; and what is more important than all, to summarise and to extract salient points from a series of loose, verbose or involved statements. These exercises may involve little more than almost a mechanical process, or they may be devised so as to make demands on the boys' whole ingenuity of whatever degree they may be; they necessitate class room apparatus widely different from the conventional text book. Such documents are provided in form either of graphed slips or of volumes of extracts or of both.

Now let us examine the value of this method. Sources can be read for the sake of historical facts which they supply. In such cases the children derive the same benefit as from all other private study. Sometimes they provide problems for investigation. These problems cannot be solved by the examination of the extracts alone; but they require reference to other sources of information. In such cases they supply a motive for private study. We must recognise, however, that original extracts as distinct from modern sources of historical knowledge, possess no peculiar value in themselves. The great draw-back to the use of sources, that may be pointed out at the first sight, is the slow progress made by the class, unless the exercises are given occasionally. Too much time devoted to the examination of sources tend to make work tedious. Children need movement and plenty of interesting details which are rarely provided in original extracts. A judicious use of sources in the proper time and place will undoubtedly give pupils a more vivid impression of certain classes of facts than they could obtain from even a skilfully written book.

Co-relative Study Method.

Contemporary literature, when it reflects the history of a period, is often to be preferred to original sources for the purpose of illustration. Of course a clear cut distinction between original sources and contemporary literature of an age cannot always be made; still there are usually well defined characteristics in all works which may be called literature. Literary extracts often make an appeal to a boy's feeling and imagination when the words of a text book or extracts from sources would

leave him unmoved. "The quaintness of Chaucer's Prologue and the vivid character sketches which are there portrayed will command the pupils' interest far more than a paragraph of their text book which contains almost the same facts."

Thus when dealing with the Eighteenth Century History of England we will find in the literature of the period, social, economic, and political conditions of the time portrayed in the novels of Richardson, Fielding, Smollett and Sterne; in the works of Defoe, Swift, Goldsmith, Sheridan and Burke; in the Spectator and Tatler and in the letters of Chesterfield and Walpole. They are not all of equal value for history teaching. In some the historical atmosphere pervades the whole work in so subtle a manner that it can only be appreciated by reading the whole or a considerable part of the book. But in many there are direct references to events and conditions which are of interest to historical students. "Macaulay's poem on the Battle of Naseby, in which he takes Puritan standpoint, will be a clearer illustration of Puritan principles and prejudices than whole chapters from the memoirs of Colonel Hutchinson." We get a very vivid idea of the many phases of the 18th century life such as the state of the army and the navy, life in the town and country, modes of travelling etc. from the writing of Fielding and Smollett and many other writers of the period. Similarly, memoirs, biographies, letters, speeches etc. that have a literary style can be utilised for correlative study.

It would be a useful plan for the teachers to publish at the beginning of each term a list of historical novels and general works of literature connected with the subject to be studied during the term. To ensure that pupils are reading the recommended books the teacher should keep (a) a ready list in which is entered particulars of each boy's reading (b) require each boy to enter in his note book some of the historical facts which he has learnt with occasional short extracts from the book or poem itself (c) discuss with individual boys the books they are reading and (d) set written tests with a fair choice of questions.

Debates.

Occasional debates are a pleasant variation from the usual method of revision. The subject of debate should be selected by teachers in consultation with students and it should have controversial sides. It will increase the gift of the gab of the children and they should incidentally learn many historical facts, while collecting materials for their debate. This will also help them to get some training in responsibility and self-government.

One of the striking characteristics of the modern method is the revolt against the "Water-tight compartment system". Progressive teachers realise that the division of the curriculum into "sects" is a more or less conventional arrangement to meet the practical needs of the school. By a general custom Geography has been inseparably linked with History. This is a strong case for the correlation of literature with History. Sometimes a wider correlation is claimed. Correlations are established between History and Science, Mathematics, Arts and even Engineering.

These are some of the modern methods by which history teaching is tried to be made interesting. But in the conclusion we must say, much depends on the personality of the teacher, his manner of delivery and other personal qualities which can never be improved or acquired if not provided with by Nature. If the teacher be inefficient and not fit for his task no improved method, however efficient, will be of any use.

The Handling of Words.

By HENRY MARTIN, M. A., O. B. E.

Literary composition is really the 'handling of words'. Coleridge defined poetry as "the best words in the best order"; and good prose might be described as the right words in the right order; for the handling of words consists in the *right choice* and the *right arrangement* of words. (The word 'right' here means, of course, right for the purpose in view.)

The way in which a writer handles words is called his 'style' of writing. 'Style' means manner. A cricketer's style of play is the manner or way in which he bats or bowls. When we talk of a speaker's style as being eloquent or humdrum, we mean that he speaks in an eloquent or a humdrum way. So literary style is simply manner of writing; and the literary style of a particular author is *his* manner of writing—his own peculiar way of handling words to express his thoughts.

Every distinguished writer has a style of his own; for style is a personal matter. No two individuals are exactly alike; so when a man speaks or writes, he expresses himself and no one else. This is what the French writer, Buffon, meant when he said, "*Le style c'est l'homme meme*"—"The style is the man himself". Thomas Carlyle's style was rugged because Carlyle himself was a rugged man; and the even tempered Addison naturally wrote in a smooth, lucid and equable manner. So, literary styles are different; and if you are at all familiar with their writings you can tell at once whether a given

passage was written by Ruskin, Macaulay, Bacon, Dr. Johnson or Charles Lamb. "A writer's style is as distinctive as his walk, his mode of dress or his personal habits," and, we may add, his handwriting. A hundred boys may learn to write from the same copy-book in the same school; yet in the end they will all write as diversely that it will not require an expert in handwriting to detect the difference between them. What, then, does a critic mean when he says that a certain writer "has no style"? He means that he has no distinctive style—that his style is not sufficiently personal. This may mean, either that the writer has not properly formed a style that truly expresses himself, or that he has no distinctive self (personality) to express.

The first thing to learn, then, is that your style in writing should be personal; that is, *your own way* of handling words to express your thoughts. A firm grasp of this truth will save us from slipping into two fatal errors. One is the erroneous idea that style is something *added* to plain writing by way of adornment—"something extrinsic to the subject, a kind of ornamentation laid on to tickle the taste". Young writers often imagine that, to give their compositions 'style', they must decorate them with eloquent phrases, ornate metaphors, flowery language and other flourishes. This is all wrong. It is like plastering the natural face with paste and powder. To writers like Ruskin and Milton, eloquent phrases and ornate metaphors were not ornaments added to their writing for the sake of effect; they were natural to them, and part of their individual styles. But to writers like Addison, Cowper and Cobbett, such flights of eloquence were not natural, and they never attempted them. The first rule for the formation of a writer's style is that he must be *himself*.

The other mistake is mimicry—trying to imitate the style of some great writer. Young writers are apt to fall in love with the peculiar styles of such authors as Lamb, Carlyle, Macaulay, Ruskin or R. L. Stevenson, and try to write like them. For two reasons this is a mistake. First, because it cannot be done. You may *parody* the styles of Lamb or Carlyle, but you will only capture their accidental mannerisms, while missing their essential qualities. Secondly, because adopting another man's style is like trying to wear another man's clothes, they will neither fit you nor suit you. David was a wise man when he refused to fight Goliath in Saul's armour. Your style must be the natural expression of *your own*, not of another's personality.

But this does not mean that you should not study the styles of good authors; on the contrary, such study is necessary for the formation of a good style of your own. You should know, not only what a good writer says, but also *how* he says it. But study that, not in order to mimic *his* method of expression, but to learn how better to *express yourself*.

So, to sum up, style being a personal matter, there is no one style to which all writers should conform. There are as many styles, good, bad and indifferent, as there are writers. They vary from the 'grand style' of the great down to the jargon of the hack journalist. Styles may be forceful or feeble,

lucid or obscure, rugged or smooth, plain or ornate, terse or diffuse, light or heavy, interesting or dull. But everyone who writes should desire to write well; so we must now consider the question of the formation of a good style.

After what has been said, it may surprise you to be told that a writer's style has to be formed. If, you may say, his style is the natural expression of himself, why should he have to trouble to form it? Will it not come to him naturally without effort? The answer is no, it will not. Writing is generally an art, and just because it is an art, it has to be learnt. Even a carpenter cannot make a common table until he has mastered the use of his tools and learnt the limitations of the medium he works in—that is, what can, and what cannot be done with wood. Every art has its own medium and its own rules. The sculptor works in stone and metal; the painter, in line and colours; the musician, in pure sound; and the writer, in words. And as those other artists must learn and sedulously practise their arts before they can adequately express themselves in statues, pictures and music, so with the writer. He must learn to handle words. For unhappily Shakespeare's Dogberry was wrong when he said, "Reading and writing come by nature." They do not. Both have to be learnt, and in both only practice makes perfect.

The whole object, indeed the *raison d'être*, of speaking and writing is *communication*. It is only by words, that we can communicate our thoughts to others. "Words are, in fine, the only currency in which we can exchange thought even with ourselves." And we have to *learn* how to use words in such a way that they will clearly and accurately convey our meaning to the mind of the hearer or the reader. When you have found, and by practice mastered, that use of words by which you best communicate *your* thoughts to others, then, and only then, will you have formed your style. From this point of view then, style is nothing but the right handling of words. "Thought and speech are inseparable from each other", wrote Cardinal Newman. "Matter and expression are parts of one; style is a *thinking out into language*."

Three Canons (or Rules) of Style are Clearness, Appropriateness and Persuasiveness.

Clearness:—As the whole reason of writing is to communicate your thoughts to others, the first canon of style is *Clearness*, or lucidity or perspicuity. Your style, or manner of writing, must express your meaning with crystal clearness. This cannot be emphasized too strongly. If your way of writing fails to convey your meaning with perfect clearness and precision, it is a bad style, however eloquent it may sound. Obscurity is the worst fault in style.

Clearness may be analysed. Simplicity, Precision and Directness are its component parts. By *simplicity* we mean the use of simple (and, preferably, short) words (that is, word whose meaning is known to everyone)—and simple sentence constructions. With regard to the choice of words, keep in

mind the four rules for the formation of a "direct, simple, brief, vigorous and lucid style" given in Fowler's "The King's English":—

- (a) Prefer the familiar word to the far-fetched.
- (b) Prefer the concrete word to the abstract.
- (c) Prefer the single word to the circumlocution.
- (d) Prefer the short word to the long.

Young writers are fond of using long, learned words. They have an idea that a good style means the flowery and ornate style. This is a great mistake, and it must be avoided. Some of the greatest writers have produced their finest effects with short, simple words. It may sound grand to speak of an "indispensable and ubiquitous agricultural implement," but it is better to call a spade a spade. Simple words like *house, walk, think, boyish, warlike, walk, tool, change* and *learned* are far more effective than their learned equivalents *residence, ambulate, cogitate, puerile, bellicose, confabulate, implement, vicissitude, and erudite*.

But short words are not always simple, and simple words are not always short. A simple word is a word as familiar in everyday speech that everybody knows its meaning. *Photography, manufacturer, parliamentary, agricultural, elementary*, are not short words, and yet they are simple in the sense that everyone is familiar with them and knows their meaning; whereas *troth, leal, espy, trow, behest, wight* are short enough but being old-fashioned, they are familiar only to learned people and so are not simple. Nevertheless most simple words are short and most learned words are long.

Precision in the use of words involves two things:—(a) Knowing the exact meaning of the words you use, and (b) using the words that most exactly express your thoughts. It is the accurate use of words in their exact meanings. Listen to what a great master of style, Ruskin, said about this:—"First of all, I tell you earnestly, (I know I am right in this), you must get into the habit of looking intensely at words, and assuring yourself of their meaning—syllable by syllable—nay, letter by letter." It is lack of precision in the use of words that leads for one thing, to the confusion of certain words of similar sound but different meanings, such as:—*deprecate* and *depreciate*; *contemptuous* and *contemptible*; *affect* and *effect*; *judicial* and *judicious*; *resource* and *resort*; *reverent* and *reverend*; *stationary* and *stationery*; *credible* and *creditable*; *eminent* and *imminent*; *continuous* and *continual*; *benevolent* and *beneficent*; *luxurious* and *luxuriant*, etc. So if you have any doubt about the exact meaning of a word, do not use it till you have consulted your dictionary.

Precision means definiteness; and if you want to be precise, you must avoid the use of vague, trivial words. A good example is *nice*. *Nice* has its own meaning (subtle, fine, as in 'a nice distinction'); but in common speech it has come to mean almost anything vaguely agreeable. People talk of a nice dinner, a nice book, a nice house, a nice speech, a nice child, a nice hat, etc. Everything is *nice*, and nothing is definite. If you are tempted to

speak of a man as 'nice' ask yourself exactly what you mean. Do you mean genial and affable, or kind-hearted, or polite, or good-looking, or what? Whichever you mean, choose the exact word for it, and do not cloud and blur it with the indefinite 'nice'. Other vague words are *grand, splendid, nasty, horrible* and such adverbs as *awfully, frightfully, terribly*, etc., with the simple meaning of 'very'. (How a thing can be *awfully nice* or *frightfully sweet*, or a person *terribly kind*, it is hard to see!).

This leads us to the question of selecting the right word from a group of synonyms. Synonyms are words which have nearly, but not quite, the same meaning. For example *proud, vain, conceited, haughty* are synonyms: for they all have the same general meaning, but each has a special shade of meaning of its own. A man is *proud* of his noble birth or high position; he is *vain* of his good look or fashionable clothes; he is *conceited* if he has an exaggerated idea of his own abilities; he is *haughty* when he shows his pride by his overbearing manners. In writing, we shall always try to find the word that will exactly express what we want to say; so we must often choose between several synonyms. Suppose you want to say how your father felt about something you had done which he did not like. Would you say he was only *annoyed* or *vexed*? or was he *cross*? or was he *shocked*? or (more serious) was he *angry*? or (worse still) was he *furios*? To be precise, you must choose the adjective which most accurately describes his feelings.

Finally, *directness*. By 'directness' we mean coming straight to the point—saying exactly what we mean in the shortest and plainest way possible. It is just the opposite of circumlocution, which means (literally) 'going round' a subject—wandering round the point instead of making straight for it. And circumlocution necessarily means verbosity also, that is using too many words. Take this example of circumlocution:—

"At the very outset, I should like to avail myself of this opportunity of expressing my deep sense of the honour which your Society has conferred upon me in inviting me to address it on this auspicious occasion". (38 words).

.....The meaning of this long, lumbering sentence can be directly and adequately expressed in this short sentence:—"The Society has greatly honoured me by asking me to address it." (12 words).

This is a good example of the round-about platform style. Just examine the sentence and see why so many words are superfluous. "At the very outset"—unnecessary; the fact that the speaker begins his speech at this point makes it needless to say he is beginning it. "I should like to avail myself of this opportunity"—it is quite unnecessary to say he is taking the opportunity when he is actually taking it. "Expressing my deep sense of the hour", etc.—a lot of words to say what can be said quite simply in a few: "The society has greatly honoured me". "On this occasion"—quite unnecessary, as the fact that he is speaking there and then shows what occasion it is. So avoid verbosity and circumlocution in writing. One of the faults of beginners

is diffuseness. They are liable to use far more words than are necessary to express their meaning. Learn compression and directness of expression. Never use two words where one (the right one) will do. Use the pruning-knife on your compositions, and ruthlessly cut away all unnecessary words and vain repetitions.

Closely connected with circumlocution and verbosity is that other bane of young writers and hack journalists, namely the attempt at 'fine writing'. Just a few warning examples: Do not say, 'They called into requisition the services of the family doctor', but—'They sent for the doctor.' Do not say, 'Have you performed your ablutions?', but—'Have you washed?' Do not say, 'Take the initiative', but—'Begin'. Do not say, 'The car was travelling with considerable velocity', but—'The car was going very fast.' Do not say, 'You are labouring under a delusion', but—'You are making a mistake'. Do not say, 'It is productive of distinctly painful sensations', but 'It hurts'. Do not say, 'I should like to take this opportunity of expressing my gratitude to you for your kindness to me', but—'Thank you for your kindness'.

In other words, let your style be like a straight line, which is the shortest distance between two points. Be clear, precise and direct.

Appropriateness.—The second canon of style is Appropriateness. This means that you must suit your style of writing to the subject, the occasion, and to the readers. Of course, when once it is formed, your style will in general be always the same—it will be *your* style of expressing your thought; but you must learn to modify it to adapt it to different readers and subjects. A speaker will not talk to children in just the same way as he will to adults; and he will not address a popular audience as he would a learned society. He will not make jokes in funeral oration, nor preach solemnly at a wedding-feast. Nor will he treat a serious subject flippantly, or a light subject with ponderous gravity. So let your manner of writing always be appropriate. Listen to what a great scholar, Professor Jowett, of Oxford, said on this: "The perfection of style is variety in unity, freedom, sense, clearness, the power of saying anything, and of striking any note in the scale of human feelings, *without impropriety*."

Persuasiveness.—Under this head come all the elements of style that give it charm—such as harmony, order, sublimity, rhythm, beauty of diction.

When you want to get a man to do you a service, or to convince him of the truth of your opinion, or to give him information you think it is important he should know, you use all the arts of persuasion you can command. You appeal feelingly, you argue earnestly, you try to impress him by your words voice and manner with the importance of what you tell him.

As in speaking, so in writing. If you wish people to read what you write you must write in an interesting and pleasing way. That is, your style must have this quality of *Persuasiveness*.

It takes two people to make a book—the writer and the reader. If there were no readers, there would be no writers. So a writer must consider his readers. First, for his own sake; for if he does not take the trouble to make his book interesting or charming by the way he writes it, few or none will read it. But also for the sake of his reader. Nobody is obliged to read his book; and if some honour him by doing so, the least he can do is to make it as easy and pleasant to read as he can. This is simply a matter of common courtesy.

To present people with a piece of writing that is slovenly and obscure in style, dull and uninteresting, and devoid of charm, is merely bad manners. Persuasiveness is, therefore, an important element of good style in writing. Indeed, it may be said to be most important. For it really includes all the others:—Clearness—for if your style is obscure, it will repel and not attract the readers; Appropriateness—for if you write in a way that is not suited to your subject or your readers, you will disgust and not charm them; Personality—for the personal, individual touch always interests and appeals. In fact, if you write simply, appropriately and in your own individual way, your style, however plain, will have persuasiveness, a charm, of its own.

There are additional graces of style to be cultivated—not to be added artificially to your natural style, but to be developed naturally out of it; such graces as the melodious sounds of words (word music), and the rhythm and harmony of sentences. But the first and main task for the beginner is to learn to handle his tools. Before you can think of these beauties of style—you must master the art of writing clearly, simply, directly and vigorously. That in itself is a big task, and will call for much practice. But when you have mastered that art of handling words, you will have formed your style. For your comfort, I will quote these sound words of Robert Blatchford, who himself writes a style beautiful for its limpid simplicity:—"Many young writers fret themselves needlessly about their style. Style means manner. It is a personal matter like hand-writing. You need not tease your brain about style. Leave it alone and it will come to you."

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The University : Its Ideals and Aims.

By PROF. AMARNATH JHA.

(Extracts from the Convocation Address at the Mysore University.)

A TRUE UNIVERSITY.

"A true University is a centre from which should emanate light rather than heat, light rather than sound, light that should illuminate the dark corners of the mind and the obscure spaces in the universe outside, light that comes from reason rather than from passion, light that is dry, shooting its rays on all sides and revealing the truth in so far as it can be revealed. The darkness of ignorance, the clouds of superstition, the falsehood that masquerades as truth, the dim and vague shapes of prejudice and bigotry are all dissipated in its bright light. In order that the lamp of knowledge should be kindled and should remain lighted, it is necessary that those who tend it should pursue knowledge disinterestedly. If they have any passion, it must be for knowledge as knowledge; if they have any loyalties they must be for truth alone; if they are dedicated to anything it must be to eternal search for the verities. Thus alone can they leave a track of light for men to wonder at. They must have reverence for all the possibilities of truth; they must acknowledge that it has many shapes and dwells in many mansions. A University man cannot afford to be dogmatic. It may or may not be true that he who increaseth knowledge increaseth sorrow; but it is doubtless true that the more one knows, the less sure is one of one's knowledge.

A CENTRE OF LIBERTY.

A University should be a centre of liberty if it is to possess the secret of perpetual life and health. If it is to survive political, military and religious upheavals, if it is to inspire succeeding generations of youth, it must breathe the spirit of freedom, freedom to think, freedom to search and investigate, freedom to expound views, freedom to doubt and to deny, freedom to acquiesce and to conform. This freedom must be enjoyed by the young spirits, who are in the morning of their lives, fresh and bright, eager for adventure, impatient to experiment, ambitious to re-mould the world nearer to their heart's desire. They must be free to prove to themselves that in some respects the accumulated wisdom of the past is not to be despised even by the youngest and therefore the most all-knowing of them. They must be free to discard or select Jove or Mars, or choose 'some figured flame which blends, transcends them all.' Full freedom should be extended to them to discover what their

genius is, and to change their path if it does not bring out all the *virtue* of which they are capable. Subject to such restrictions as may be necessary for the preservation of the University as a centre of liberty, light, and learning, and for the maintenance of a healthy and wholesome life, the young men of the University should have every freedom to prove or disprove things for themselves. And not only those who are *in statu pupillari*, but also the senior members, the teachers must have liberty to state their views, to publish their discoveries, to spread the knowledge they have gained and the truth they have realised. No teacher should feel that he is likely to suffer for his opinions. His chief aim is the communication and augmentation of knowledge, and knowledge becomes stunted and blighted and worse than ignorance if it has to exist in the poisonous atmosphere of fear, suspicion, and distrust.

A CENTRE OF LEARNING.

And, finally, the University is a centre for learning, for preparation, for service, for ceaseless searchings of heart, for discovering what talent is lodged within one and how best to perfect it and make it ready for use. It should provide all facilities for training the youths to take their proper place in the commonwealth. Goethe uttered a word of sovereign wisdom when he said that the primary vocation of man is a life of activity. But contemplation, deep thought, careful testing of one's armoury, the attainment of the requisite skill and strength must precede action if it is to be effective. One must learn not to ask of life more than it can give. One must learn the rules of the game of life. One must acquire a sense of proportion. One must ascertain to what star one will hitch one's waggon. All this one must do if one is to act a useful and helpful and noble part in life. This process of learning is unending. No one must rest on his oars; there are always new worlds of thought waiting to be discovered, an untravelled realm whose margin fades for ever and for ever. The students, whilst at the University, must devote themselves unsparingly to the pursuit of knowledge beyond the utmost bound of human thought. After they are properly equipped and know what is that they are fit for and how far they may venture and what shoals and rocks are to be avoided, then they are free to go out into the world of action, to plunge into the fray, to be in the van of public conflict, to wisely administer the State, to command the applause of listening senates, to guide the lives of others and shape their character to be leaders of thought. All this they are free to do with a sense of expansion and elevation, with zeal and ardour, even may be with fanaticism. But it must be clearly understood that the University is primarily and essentially a place of learning. Action implies partisanship, the

pledging of faiths, the affixing of labels; and all this is abhorrent to the spirit of a University, which warmly welcomes back to its halls those who have been bitter foes in the world outside, the capitalist as well as wage-earner, the landlord as well as the tenant, the royalist no less than the republican, the proud Brahmana and the humble Shudra, all without consideration of party or creed or faith, but all united in their devotion to the sacred cause of learning. For all alike it serves as a place of refreshment, of revival, of renewal of hope and spirit of enterprise. It can be this, only if it assiduously maintains its determination not to allow its pursuit of knowledge to be deflected into the narrow grooves of action. Let the teachers and students exercise their normal rights of citizenship; but within the University itself, let no breath of strife enter. Study, contemplation, discussion, in a free and frank atmosphere there must be; but there must at the same time be a ban on active participation in the dire noise of conflict, for a student must be a student.

DUTIES OF TEACHERS.

And the teacher must remain a teacher. During recent years so much stress has been laid on 'research' and 'original work' that the primary function and duty of a teacher are in danger of being overlooked. It seems that every teacher must, else sinning greatly, be a researcher; that he must have done 'original' work; that he must have published some books or papers. Public opinion demands 'productive scholarship.' A specialist has been defined as a man who knows more and more of less and less. Work of real originality deserves to be admired and encouraged. Every facility must be given in the way of apparatus, journals, and a well-equipped library. Liberal grants must be made for sending out expeditions. But the University is not merely a place of research. Its membership consists for the most part of under-graduates, who have to learn the art of living. The teacher's main concern must be the student and his growth; he must be an inspiration to his pupils; he must mould their character; he must be a living influence for them. He must possess quickness of sympathy and breadth of outlook and understanding. He must shape them not merely by the training of intellect but by the discipline of spirit. What can give more joy than the consciousness that one has contributed to the maturing and shaping of a character, to the equipment of an intellect, to the enlargement and widening of a vision? Constant contact with the pupil, sharing in his life, enjoying his fullest confidence, providing him with opportunities for the cultivation of his taste, these, and the imparting of knowledge, the arousing of genuine love and enthusiasm for the subject of his study are the teacher's main duty; these are also his privilege and a source of

unending satisfaction and delight. In order that he should succeed, he must be a person of high character; nothing that he says or does should fall below a certain moral standard. Spirits full of activity and full of energy that are pressing forward, eagerly, hopefully, rushing onward to fine issues must be touched only by what is elevating and ennobling.

IDEALS.

Young graduates, it is your pride that you are young. You have to choose your path in life. You have acquired, I trust, that faculty which, in the words of Milton, will enable you to perform loyally, skillfully, and magnanimously all the offices, both private and public, of peace and war. You have hope. You have winged desires that will remove all obstacles. You have generous impulses and the will to make the world better and happier than it is to-day. It is well that every succeeding generation of young men finds it possible to hope and aspire; it is well that the darkness of despair does not surround you. You do not yet know that

"The ample proposition that hope makes

In all designs begun on earth below

Fails in the promised largeness."

On all sides of you learning spreads its varied treasures; there are in front of you long and agreeable vistas; you have many realms to explore. But not all your ability, your energy, your enterprise will be worth anything, unless to them are allied a high character, the determination to lead a clean life, the creed that a word given must be a word kept, the will not to yield lightly to temptation, to prefer the second best, to pause and rest and acquiesce, the firm faith in what is noble and good and beautiful. Of what avail are all your accomplishments, all your brilliant gifts if you cannot at the same time be dependable, if you cannot uphold the truth, if you lose both the regard of others and your self-respect? If you do good and succour the weak, if you protect the innocent, if you mitigate the sufferings of humanity, if you add to the sum of human happiness, if you are straight, if you never cause anyone to shed tears except at your death, your education and training will have been amply justified. Even at the risk of being considered old fashioned, one may still pay a tribute to the qualities connoted by "the grand old name of gentleman." There are certain graces of life, urbanity, a standard of conduct, a polish, a sense of decorum, a breeding, which one associates with a gentleman. Gentlemanliness, said Ruskin, is only another word for intense humanity. If you have self-respect you will naturally respect others. One who tramples down on the sacred individuality of others,

who is willing to destroy and crush, who does not hesitate to blot out of existence nations and countries, must in reality be an object of pity, for he doubtless has the utmost contempt for himself and distrust in his ultimate destiny. Thoughtfulness for others, generosity, tenderness of feeling, appreciation of other points of view—these are the marks of a gentleman. Culture and refinement are not bourgeois virtues; the sons and daughters of the soil have the true graces and signs of culture. But there is a danger that crudeness may be considered to be identical with morality, and vulgarity may pass for one of the badges of progressiveness. In literature obscenity is enshrined by the moderns in the *sanctum sanctorum*. Let gentlemanliness in thought, word, and conduct still continue to be your ideal.

DUTIES AND RIGHTS.

If you are considerate and think of others besides your own selves, it will be clear to you that your action will be guided by a belief in freedom and tolerance. I venture to think that the main distinction between the Hindu view of life and that of the West lies in this, that the former constantly places emphasis on Duties and the latter on Rights. The Sanskrit word 'Dharma' is rightly translated as 'Duty', for this is the very basis of the Hindu conception of Religion..... We have no rights, only duties. If the teacher does his duty, the pupils' rights are secured. If the father does his duty, the rights of the children are safeguarded. If the landlord does his duty, the peasants' rights are maintained. When everyone in the commonwealth is busy performing his own duty and trying not to lag behind in the observance of it, there is no time or occasion for any clash. The stress on the part you have to play rather than on the part you expect others to play has a remarkable psychological and spiritual value. "Make thy claim of wages a zero, thou hast the world under thy feet." If you regard the proper performance of your own duties as your prime concern, you will rise superior to the pettinesses of life, and gain possession of your own souls. Let your ideal of your own conduct be so high that all your thoughts, all your endeavour, all your energies will be needed to attain it; let it be said of you that save your own soul you have no star. Think of giving a lead to others and of improving them only after you are confident that you have yourselves reached a high level of self-knowledge, self-control, and self-development.

CULTURE.

This aspiration for sweetening one's own life and the lives of others, the active desire to get light and to impart it to others and to enlarge the sphere of one's sympathies, refines one's nature and elevates

one in the scale of being. To touch life at many points, to take an intelligent interest in many things, to feel at home in any company, to extract pleasure and profit from many arts and many sciences, to make external things correspond to human feelings, to strengthen and elevate character, to seek an assurance of repose and to find central peace subsisting at the heart of endless agitation—this is what culture means. It means sanity, poise, an even-balanced soul. It means that the good of everyone should be recognised as one's own good, the injury of everyone as one's own injury. Culture implies sympathy for the whole. It reconciles you to the part you have to play in the drama of life, and it teaches that what matters is the play and how well you act your part in it.

OPTIMISM AND PEACE.

There are struggles and strifes in the world. In your own minds you have conflicts and uncertainties. There are clashes between communities. Life may well seem to be one long war. There is much that may cause concern and alarm, much that may shake one's confidence in the goodness of the universe, much to dishearten. But the educated man takes a long view. He looks before and after. History has taught him that movements and tendencies that seem to threaten destruction have their day, make themselves felt for a while, and cease to be. Philosophy has taught him that despite its littleness and its prejudices, human nature is always longing for what is good and noble. His faith remains unshaken that the world keeps on progressing, in spite of all the many upheavals and cataclysms. He is not so deeply absorbed in the immediate present as to lose his sense of absolute values. You who are educated should remember your duty of being cheerful and serene. Do not allow yourselves to be easily ruffled. There must of course be occasions when you will be indignant and furious; but these must be rare and abnormal. In your day-to-day life, in your relations with your family or your colleagues, make an attempt to breathe in an atmosphere of pleasantness, of delight and satisfaction, even of enthusiasm. Our scriptures uphold the ideal of Peace; that is the ultimate ideal in every faith—Peace; Shanti; Salaam. Let it be your endeavour to attain it. Here again some of you may feel tempted to praise a revolutionary ideal at the expense of an ideal of peace. But reform or revolution is only a means. Neither is an end. The end must be something worth while. Make sure that whether it is a life of action or of contemplation, you work for the ends of Peace. Blessed are the peacemakers. Both for nations and for individuals there can be no higher end, no nobler ideal, no more satisfying objective than peace, for is it not above all earthly dignities? Peace must be the ultimate goal:

'calm of mind, all passion spent,' scattered with light, the peace not of the dark grave, but peace that conquers death, and touches with delight the mouth of the wise."

CHERISHED MEMORIES.

A true University is not a collection of books; nor is it a well-equipped laboratory; it is not even mainly being smoked at by your tutors. It is the buildings where you dwell; the playgrounds where you hear your playmates' glad symphony; the debating halls where intellect clashes with intellect and you use words so nimble and so full of subtle flame that you seem to put your whole wit in a jest. It is the companionship with your peers, so like you or so dissimilar to you, so full of generous impulses, so eager to be friends, so quick to take offence and so impatient again to seek forgiveness. It is the friendships you form, that will survive the shock of time and be to you a perpetual source of delight and comfort and solace. The petty incidents that seem so momentous; the jokes that amuse you; the foibles and eccentricities of your friends; the contact with superior intellects and high characters; the mad race for prizes; the impassioned defence of a debating proposition; the race against time when you have to score a run to take your team on to victory; the tricks by which you dodge the Proctor and his assistants;—these will in the years to come be your most cherished memories and make the University 'a dream of music for the inward ear and of delight for the contemplative eye.'

YOUTH MARCHES ON.

Crises occur. Large tracts of the world change and alter. The horoscopes of nations are cast and recast. Ideals come and go. But the stream of youthful seekers after knowledge, *vidyarthi, talib-ilm*, is not born for death. Undaunted, with sure steps and heads erect, it marches on, on to the unending quest of the orbs of glory until it sets

" as sets the morning star, which goes
Not down behind the darken'd west, nor hides
Obscured amongst the tempests of the sky,
But melts away into the light of heaven."

Notes.

The Economics of Education.

In his recent Sri Krishna Rajendra Silver Jubilee Lecture at Mysore, Mr. John Sargent, the Educational Commissioner with the Government of India, has given us some valuable thoughts on the 'Economics of Education'. Mr. Sargent has understood our country's needs and financial limitations, and is concerned whether the returns we obtain are commensurate with the funds we spend on education. He is for planning our education wisely and conserving it so as to derive maximum benefit out of our investment.

One pertinent issue he raises is whether it would be in the interests of economy of education to permit all and sundry to receive higher education irrespective of their fitness for it. False notions of equality in a sham democracy blind people to the intellectual inequality among mankind, and the hankering after higher education by all as a matter of right involves considerable wastage of human energy and public funds. Mr. Sargent finds that only about 25 per cent of those in the elementary stage are fit for the high schools, and only 10 per cent of those in high schools, for the University. Would it not be wise then to filter down 'misfits' at suitable stages by a process of selection? The question then naturally turns on the utility of external examinations for such selection, which is the only process we resort to in our present conditions. Should we not then devise more reliable tests which could measure the pupils' aptitude and fitness for an unerring diversion of talents in appropriate channels? Mr. Sargent would like educationists to employ such tests as a measure of economy in attempting to grade and assort the materials in their care.

Another aspect of the economy Mr. Sargent dwells upon is how far the education imparted should answer to the needs of the community at a particular stage of its history. So long as a

community pays for the education of its individuals, it has naturally a right to determine what courses of study they should pursue, which would be marketable in the end from an economic standpoint. The public and educationists have hence a great responsibility in seeing that correct vocational guidance is given to those found worthy of such types of education.

A third factor in the system of economy is the attention to the physique of children attending schools. Mr. Sargent would like to see that children coming to school are physically fit to benefit by the instruction provided, especially in the earlier stages. Sporadic efforts are visible in India of some medical attention and provision of meals in necessitous cases in primary schools, but conditions in India for a universal and sustained effort of this kind are far from promising. More than even medical attention, most of the school-going children seem to be in need of a square meal to escape under-feeding. Most of them become physical wrecks in the clutches of poverty, and only a timely and liberal loosening of the purse-strings of the well-to-do public could do anything like mitigating the present distressing conditions facing a large number of children in our land.

Education and Politics.

Principal P. Seshadri, in his informing address at the recent U. P. Secondary Educational Conference, has made a pointed and pertinent reference to the unhealthy influence exercised by political parties over education in India. In the present view that the organisation of education is the concern of the government, political parties in power have a right to order education in a way which would contribute to national progress. But it would be woe to education if it were used for party aggrandisement or as a sop to glut communal greed aiming at political disruption. Mr. Seshadri has reasons to believe that the elder generation of our politicians has been exhibiting an intensely narrow and communal outlook and he despairs of having a greater India in the near future. He would very much like that 'one who gives room to the conviction that he is communal in his outlook, either in his dealings with his students

or even with his colleagues, does not deserve to be kept in an educational institution, whatever his academic qualifications or his efficiency as a teacher.' But what is actually happening in educational institutions, the Inspectorate and the Educational Department as a whole? Merit and efficiency weigh little in conferring appointments or promotions; placating communal interests is the order of the day; teachers are appointed not as custodians of national interests representing people as a whole, but as representatives of particular communities. How can healthy education thrive under these conditions? How can proper standards be maintained in schools with a communal virus eating like a canker into their very vitals?

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நான்காம் வகுப்பு		Reader, Book III	10
நமது தாய்மொழி வாசகம் IV	5	The New Era Story Books,	
கோபால் புதிய தமிழ் வாசகம் IV	4½	Book II	4
இயற்கை புத்தகங்கள்—இரண்டாம்		The Coronation English	
புத்தகம்	4	Grammar & Composition,	
நூதனமுறை கிண்டர்கார்டன்		Book II	9
நினைசரிக் கணக்கு II	8	எட்டாம் வகுப்பு	
இந்துதேச சரித்திரக் கதைகள் II	4½	கோபால் புதிய தமிழ் வாசகம்—VIII	9
துரைத்தன விளக்கம்—I	5	The Coronation English	
The Coronation English		Reader, Book IV	12
Reader, Primer (I & II)	6	The Coronation English	
ஐந்தாம் வகுப்பு		Grammar & Composition,	
நமது தாய்மொழி வாசகம் V	6	Book III	12
கோபால் புதிய தமிழ் வாசகம் V	6	The New Era Story Books,	
இயற்கை அற்புதங்கள்—மூன்றாம்		Book III	6
புத்தகம்	5	Chandrasah	6
கம்பர் அல்லது கவியரசர்	5		

பி. ஜி. பால் அண்டு கம்பெனி

புத்தக வியாபாரிகள்,

4, பிரான்ஸிஸ் ஜோசப்புத் தெரு, சென்னை.

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Constructive Endeavour.

By PROF. DIWAN CHAND SHARMA, M.A.

University convocation addresses serve many purposes. Sometimes great administrators through them assess present educational policies and foreshadow far-reaching changes. Occasionally gifted individuals look beyond the four walls of the university and take stock of the forces that are at work in the world of to-day. It also sometimes happens that the purpose of the address is mainly inspirational. The speaker ascends, as it were, a pulpit and delivers a message. This message has very often an invigorating effect not only upon those who listen to it but also upon those who read the address in cold print. It is, however, a pity that sometimes the full implications of the message are not clearly understood.

In my life I have listened to some convocation addresses and read a great many of them, and though many of them have left me cold, some of them have stirred up my blood and given me a fine vision of the possibilities of life. These have served to show that life can be more than bread earning or money making, and have rekindled the fires of idealism. They have made me look at life not in terms of getting and spending but in terms of doing and serving.

An address of this description was delivered recently at the convocation of the Bombay University by Sir Akbar Hydari. Sir Akbar is one of the most gifted sons of India and a very distinguished statesman. He has a record of long and meritorious service and judged by material standards his life has been a great success. Even though advanced in years he is still full of vigour and energy and is the head of the administration of one of the biggest States in India. This is in itself an evidence of his intellectual alertness, his power of decision and his resourcefulness. These things in themselves would ensure a respectful hearing for him from any intellectual audience. There is, however, another aspect of his character which is not known to many and it is his faith in

mystics, irrespective of their community. This means that to him the urge for work does come occasionally from a hidden inner source.

The urge that he has felt all his life he expressed in a very illuminating phrase, constructive endeavour. I do not believe the phrase is original and he coined it himself. But this does not detract from its value. It is one of those phrases which cover a large tract of beneficent human activity and are capable of taking on a multiplicity of meaning. Phrases like this can guide our foot-steps in this distracted world and can be the test and measure of whatever we do or shape.

He did not refer to this phrase particularly in reference to himself. He was in a reminiscent mood and referred to the days of his youth, the eighteen nineties, the days when men like Ranade were trying to shape the destiny of India in a very constructive manner. Young men are always responsive to the forces and movements that they find round them, and it is no wonder that in those days the young men thought constructive endeavour to be the highest goal of life. Sir Akbar Hydari thought, and perhaps rightly, that the same urge for constructive endeavour should animate this generation.

But he was not aware of the altered circumstances and the changed outlook that we encounter these days. In those days education flung open the doors of every kind of opportunity, but it does not do so now. In those days education and economic betterment went hand in hand, but this does not hold good at present. Moreover, the young men then did not live in a world of warring creeds and divided allegiances. The only creed they believed in was that of their forefathers, slightly purified and reformed, and the only allegiance they had was to their country. It was an era of boundless faith and of unlimited hope. Everyone believed in progress and it seemed it was just round the corner. But nowadays young men live in a bewildered and distracted world. They have lost their faith, and they have no hope for progress of any kind. How can they have any when the world is a battle-ground between rival ideologies and competing theories of morals, politics and economic well-being. Moreover, there cannot be any room for constructive endeavour when we try to pull down after every twenty years whatever we have taken pains to build up. The world had hardly recovered from the effects of the last Great War when it finds itself face to face with another great war, more deadly, more far-reaching in its destructiveness and more sweeping in its disastrous consequences. What are the young men to do in a world like this, where they may be drafted into the business of mass slaughter any day? Naturally they want to get as much of pleasure out of life as they can, for they do not know when

they may go over the top. To all such appeals to their noble emotions they turn a deaf ear. They simply do not believe in them. In this world where brute force rules, where exploitation seems to be the order of the day, where unemployment is very often the fate of young men, where opportunities are so few and far between, it is useless to talk of constructive endeavour.

Yet Sir Akbar's plea cannot be dismissed so cynically. Since the world is what it is, we have every reason to redouble our efforts. As there is poverty in the world, we must face its challenge. Since the spectre of unemployment stalks the world, we must do something to bring employment within the reach of all. There is chaos in the world, and it means that we must do our bit to evolve order. The world is full of moral confusion, and we must strive to give a chance to the old and well-established moral values of life. The nations are full of mistrust and we should try to bring about friendly relations amongst them. All these are so many challenges to the constructive endeavour of mankind—nay of youth.

It may, however, be unnecessary to talk of world problems. There are many problems that baffle India at present. Who has not heard of illiteracy that is like a dark blot on the fair face of India? It is a pity that this country of ours with a hoary civilization should not have more than 10% of its population literate. It is still a greater pity that less than 2% of our women folk should be able to read or write. Again the average expectation of life in India is low and the people are so careless even about the elementary laws of sanitation that the author of *The Rains Came* has said somewhere that sanitation is perhaps as important as, if not more important than, salvation. Then there is the ever present problem of communal harmony. It is really tragic that there should be so much distrust between the majorities and the minorities in India. These are only a few of the problems that confront us at present—problems which challenge the wisdom of age and the energy of youth. In the presence of these who can say that there is no room for constructive endeavour these days?

It is true we cannot go back to the eighteen nineties, but surely we can learn something from it. I do not intimately know the life stories of all those great men who, according to Sir Akbar Hydari, occupied the foreground of life those days, but I know something about the life history of one of them, that is, Mahadev Govind Ranade. Years ago I read a biography of this great man published by the Associated Press of Calcutta, and I must say, that I rose after its perusal with faith in constructive endeavour. Mahadev Govind Ranade was one of the

most versatile men that India has ever produced. Religious reform, industrial development, social betterment, political advance, in all these he played a vital part. He laid the foundations of India's greatness in every direction, and this he did in spite of the fact that he was a busy public servant. His life can be an object lesson in constructive endeavour, but I wonder how few of us have ever read it.

In India at least there will be room for many many years to come for constructive endeavour in the fields of literacy, sanitation and communal harmony, to mention only a few, and there is no reason why we should not listen to the words of Sir Akbar Hydari.

Wardha Scheme and Adult Education.

Conclusions of the Central Advisory Board of Education.

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

Main Conclusions of the Second Wardha Education Committee of the Central Advisory Board of Education adopted by the Board in its last meeting in May 1940 :—

(1) That 'basic' education should comprise a course of eight years from the age of 6 to 14 years and that this course while preserving its essential unity should consist of two stages—the first stage, the 'junior' stage, covering a period of 5 years and the second stage, the 'senior', 3 years.

(2) That the transfer of children from the 'basic' school to other forms of post-primary education should be allowed after the 5th grade, *i. e.*, at the conclusion of the 'junior basic' stage.

(3) That the various types of post primary school (other than the 'senior basic' school) to which suitable children may be transferred at the end of the 'junior basic' stage should provide a variety of courses extending over a period of at least five years after the age of 11. These courses, while preserving an essentially cultural character, should be designed to prepare pupils for entry to Industrial and Commercial occupations as well as to Universities.

(4) That special arrangements should be made in these schools for assimilating pupils who decide to continue their education after

completing the full course in the 'basic' school, *i. e.*, after reaching the 8th class.

(5) That suitable courses should be framed for girls attending 'senior basic' schools, which should include such subjects as cookery, laundry work, needle work, home-crafts, the care of children and first aid, the remainder of the instruction to be correlated with this course of domestic science in accordance with the general principles of the 'basic education' scheme.

(6) That a central agency should be established in each province for the disposal of marketable articles produced in schools.

Main Conclusions and Recommendations of the Adult Education Committee of the Central Advisory Board of Education adopted by the Board at its meeting in May, 1940 :—

(1) To secure an early and effective solution of India's educational problems, the provision of facilities for adult education on the widest scale and the introduction of a free and compulsory system of primary education are of equal urgency and must be treated as complementary to one another.

(2) While the literacy campaign is only one aspect of the adult education movement, the prevalence of illiteracy in India at the present time makes it the aspect to which immediate attention must be devoted.

(3) Literacy is a means to further education and must not be regarded as an end in itself. The primary aim of the campaign must be not merely to make adults literate but to keep them literate. To achieve its object the attack must be launched on the widest possible front with the help of every agency, human or material, which can in any way contribute to its success. Continuous and effective propaganda of all kinds is essential.

(4) Efforts should be directed in the beginning to persuade illiterates voluntarily to undergo instruction. If a voluntary system fails to achieve its object, ways and means of bringing pressure to bear on illiterates should be explored.

(5) In a movement of this character the utmost freedom must be allowed to experiment and regard must be had at all times to local conditions. No useful purpose would be served by attempting to prescribe methods or draw up a code applicable to India as a whole.

(6) Whatever subjects are introduced into the curriculum and whatever the teaching methods adopted, the form in which instruction given must be intelligible and interesting to the student and the instruction

itself should be closely related to his occupation, his personal interests and the social and economic conditions under which he lives.

(7) It is unnecessary and inexpedient in view of the circumstances prevailing in India to draw any rigid distinction between adult education in the strict sense and technical, commercial or art instruction or to regard the latter as falling outside the sphere of the former. The easiest way of approach to many adult students may be through subjects of a vocational character.

(8) With a view to defining what is meant by an adult it is recommended :—

- (a) that a boy under the age of 12 should not be admitted to an adult centre under any circumstances ;
- (b) that a boy, so long as he is attending a full time day school, should not be encouraged to attend evening classes as well ; and
- (c) that subject to (b) above and whenever the numbers justify it, separate classes should be organized for boys between 12 and 16.

It is unnecessary to fix any age limit in the case of girls who wish to join adult classes for women.

(9) Every effort should be made to enlist the help of voluntary agencies. Classes run by reputable associations should receive every encouragement and bodies whose primary objects are not educational need not be excluded if adequate safe-guards are provided against any risk of the movement being used for religious or political propaganda.

(10) An extension in the number and scope of institutions providing technical, commercial and art instruction is urgently needed, and subjects of a cultural or recreational kind should be included in their curricula.

(11) Mechanical aids to learning such as the radio, the cinema, the gramophone and the magic lantern can be used with great effect in adult education. To enable them to be employed much more widely than at present steps should be taken to increase the supply and reduce the cost. Information on this and other points should be collected and distributed by the Bureau of the Central Advisory Board of Education,

(12) An adequate supply of trained and competent teachers is the fundamental need in adult as in every other branch of education. Teachers in day schools may be expected to form the nucleus of this supply but in view of the fact that teaching methods which are successful with children are not always suitable for adults, they will require

a special course of training. It is recommended that the course of training in the normal schools should include instruction in the technique of teaching adults.

(13) It will be necessary to supplement the professional teachers by a large body of helpers drawn from other occupations. The training of these is an essential preliminary to their employment, particularly if they are to be in charge of classes.

(14) Every Province should appoint Inspectors and Organizers expert in and able to devote their whole time to adult education. The appointment by at least one Province of a number of full-time teachers for adult work only is a commendable experiment.

(15) The movement so far has depended very largely on unpaid service but it is reasonable to anticipate that it will soon require a very considerable proportion of paid workers, especially when the demand arises for instruction beyond the stage of mere literacy. The financial implications of this, including the rates of pay and conditions of service to be offered, are matters for local consideration.

(16) A library is an essential adjunct to every adult education centre. Liberal grants should be given to increase the number and size of libraries, particularly in rural areas, and to assist the production of suitable literature.

(17) The importance of a wide expansion of facilities for adult education is even more important in the case of women than that of men. The methods of approach in the case of women must be at once more varied and less formal.

(18) Illiteracy is not confined to the village : a large proportion of the workers in urban areas is also illiterate. In this connection it is essential to secure the co-operation of employers of labour and associations of workers.

(19) The progress of the Adult Education Movement can only be ensured if its control in each Province is vested in a single authority. That authority should be the Education Department. It should be the duty of the Education Department (a) to establish satisfactory contacts with other authorities in the province concerned with social reconstruction, of which adult education is a part and (b) to delegate authority to such subordinate bodies and to appoint such officers as local circumstances may require for the effective organization and supervision of the movement.

(20) The returns as to literacy in the Census Report should be so amended as to make them more useful for educational purposes.

School Discipline.

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

There was a time when the School master was a Dictator of his class and could punish the pupils according as he desired. The School Pantoji was more feared than loved, and the school boys often wondered how his little head could carry all he knew. But those days are gone never to return. A teacher is now required to handle his class very tactfully and to see that all cases of indiscipline in the class are promptly dealt with; otherwise they become contagious and very soon spread over the whole class, nay, the whole school. Discipline, therefore, should go more by love than by the rod. It is noticed that students readily obey a teacher whom they love, than one, who only orders them to do certain things. It may also be possible that pupils might be obeying their teachers, on account of their respect for their age and knowledge.

Some would opine that we should make use of corporal punishment, in case a student becomes unruly and hence uncontrollable. But this has got a far reaching effect and may have also a temporary one. I remember to have read some years back an article by a renowned educationist of Poona, who had narrated his experiences as to how he had dealt with a case of habitual late coming. He went to the root of the whole problem and tried, in his own way, to understand why the student was habitually late. This, taking the student into confidence, had the desired effect, as the student was convinced why it was bad to be late and also what evil effects it would have, in the long run, on his conduct in and outside the school, and also in his after life.

Discipline in the class room can also become habitual and natural. When a student sits in the class and sees other class fellows obeying the teacher, he also does the same, automatically and sometimes does not know why he is doing so. This is called by Sir John Adams 'the social nature of things'. But apart from this it is the personality of the teacher that plays a very important part in the class room. Not only does he impress the students in the class by his methods and manners in the class room but the extent of his knowledge, preparation of his lesson, and mastery over his subject—all have a combined cumulative effect on the class as a whole and help the teacher generally in maintaining discipline in the class. Whenever we go to watch a lesson or criticise it we also make it a point to note how far the teacher had been able to maintain discipline in the class. But we should give only a

secondary place to discipline and tuition in the class. A good policeman or a military man may be able to hold a class in awe for some time but that can not be called education. A teacher has, therefore, to be in a position to control his class: and when he does that the next step for him will be imparting instruction. Otherwise unless the teacher has a control of the class he will not be in a position to teach anything and to make his teaching effective. Maintaining discipline by means of the rod *i. e.* by corporal punishment is not all advisable. This cannot be the criterion of a good and effective teacher. "A good disciplinarian means a person, who can easily control a class and the discipline of a school is usually understood to mean the control the staff exercises over the behaviour of the pupils." (Sir John Adams.) It appears that there was a time even in the west when grants were assessed by results of the school and a special grant was paid for good discipline and organisation. Mr. Macmunn in his 'The child's path to freedom' says 'the only true liberty is through discipline'.

There are some educationists who argue that pupils should be given the most complete freedom conceivable. But it is doubtful whether this will, in any way, lead to any good results. No doubt that the teacher should try to efface himself from his class and should not, in any way, be a nightmare to the students. He should be strong willed as he is likely to make the children in the class weak-willed and will hence make them dependent upon others. Sir John Adams, says 'on the side of mere teaching and study we have found that it is both desirable and possible to delegate a great deal of responsibility to the pupil.' The teacher has to guide the pupils and see that 'the pupils do not go off the rails and do foolish things.' There are no doubt those who say that children should be allowed to do foolish things, in their own way, as they learn by experience. Experience is the best teacher. "Let the teacher give the pupils as much rope as he can without disaster to the class as a whole but he must retain in the last resort the power of intervention and veto." (Adams.) But it would be better 'to begin by learning to recognise the authority of a man or woman whose business it is to see that the school organisation is so arranged as to lead to the best and freest development of the pupil's character and personality.' (Adams.)

Dealing with Errors in Schools.

By SRI K. NARAYANAN, M. A.

Not infrequently do we find teachers peppering the exercise notebooks with corrections in red ink. 'Writing in' corrections is frowned down. The teacher should lay the burden of the task upon the pupil. The teacher should simply point out the nature of the mistakes by the use of symbols such as 'Gr' for grammar mistake, 'C' for capital letter, and so on.

No amount of correction work will do unless the pupils are made to understand the nature of the mistakes they have committed and how to correct them. The teacher should keep a record of the mistakes committed by the pupils. A book of common errors must be kept and pupils must be drilled in correct forms, so that it may not be necessary to correct the same mistakes repeatedly. Common errors may be classified under the heads, errors of spelling, errors of grammar, and errors of idiom.

In dealing with errors, the teacher may illustrate what the correct fact or procedure is by showing what it is not. There is, however, danger of illustrating through bad examples. The danger consists in what the psychologist terms "Negative suggestion." A negative suggestion, that is, the suggestion not to do a certain thing, fills the pupil's mind with the idea of the very act he is told not to do, and so by suggestion tends to secure the undesired act. The learner may take the bad example as a copy. For this reason a rule that should always be followed is,— "Never call an error to the attention of a pupil or a class unless such an error is frequently made."

In teaching correct spelling the teacher must be particularly cautious. Spelling is commonly thought of as a matter of visual ability or visual memory. It is the eye that plays the most important part when the spelling is learnt. Since correct spelling depends much upon the eye, the teacher should take care to see that he does not write on the blackboard the incorrect spelling.

To sum up, the teacher in dealing with errors in school must guard himself against the force of "Negative suggestion", take up only "Common errors", and should always make it a point to write on the black-board only the correct spelling of the word wrongly spelt by the pupils.

The Public School Program in Health, Physical Education, and Recreation.

(This is a brief statement of policy for School Board Members and School Administrators, presented by the Society of State Directors of Physical and Health Education. It has been prepared by Bernice Moss, Utah State Department of Education, and W. A. Orion, California, State Department of Education, A reprint here of this has been made possible by the courtesy of Dr. G. F. Andrews, Regional Correspondent of the All-India Federation of Educational Associations. Ed. I. E.)

The services of the public schools in health, physical education, and recreation are so broad, and the procedures involved in their administration so varied, that many difficult problems arise. The interest and responsibility of school boards in the health, physical fitness, social adjustment, and leisure-time interests of children, youth and adults scarcely need justification. These factors are basic to learning, to happiness, to success, to effective citizenship, to worth-while living. School practices throughout the United States indicate much confusion and misunderstanding on the part of educators as well as the public. In an effort to clarify controversial issues, to inform school administrators of accepted policies, and to promote an educationally significant program, the Society of State Directors of Physical and Health Education presents the following statement of policy for the school program of health, physical education, and recreation as being worthy of widespread adoption. The fundamental needs of children, whether in the small rural school or in the highly organized city school system, are largely the same, and these needs should constitute the basis of the school program in health, physical education, and recreation.

I. School Health Program.

The major phases of the school health program are here discussed under the following headings: Health Service, Hygiene of the School Environment, Hygiene of the Instructional Program, and Health Instruction.

A. Health Service.—The health service program of the school consists of those services which are provided for the protection and promotion of health. The effectiveness of this program depends almost entirely upon the quality of the administrative and teaching personnel. It must be clearly recognized that the school, the home and

the community have co-operative and continuing responsibilities for the health of pupils. General policies follow:

1. Pediatricians, physicians, nurses, dentists, dental hygienists, oculists, and other school health service personnel should meet accepted standards of training in their respective fields; should have training in public health work; and should meet certification requirements of their respective state departments of education. Health service personnel should be chosen on the basis of desirable personnel and professional qualifications.

2. All pupils in the public schools should be examined periodically by a qualified physician, and the results of such examinations recorded on easily interpreted forms to become a part of the child's cumulative school record. It is preferable to have each child examined annually, but it should be done at least once in every three years. The examination should be detailed and complete, even though the service is offered at less frequent intervals. Parents of pre-school children should always be present during examinations.

The objective of the examination of pupils is to determine their health status, leaving details and diagnosis to the family physician to whom children showing evidence of a health disorder may be referred by the parents.

3. In addition to periodic examinations, special examinations should be given to pupils whenever necessary. Such pupils may be referred to the examining physician by the teacher or nurse. This physician may refer such cases to specialists available through the school health service or advise parents to consult their family physician as to the child's needs.

4. Health records of pupils should be simple, cumulative, and uniform. When a pupil transfers from one school to another, his health record should be forwarded to the new school. When the family physician conducts the examination, the findings should be recorded on forms provided by the school, and the complete forms filed in the school office. All health records should be filled with the child's total cumulative school record, and should be accessible for use by the health service and guidance personnel. The information contained on these records should be considered strictly confidential, and when used by members of the school personnel should be treated in a thoroughly professional manner.

5. An examination by a physician should be required of all pupils planning to participate in the more vigorous physical education

activities. Such examinations should be given at the beginning of each sports season, whenever required throughout the season, and following return to school after absence on account of illness or accident. A physician should be present at all interschool football contests, and immediately available for all other athletic contests.

6. Correction of defects is the right of every child. A follow-up program to secure the correction of remediable defects should be conducted through the following channels:

(a) A written notification to the home concerning the findings of the examining physician, requesting parents to consult the family physician for further study.

(b) Visits to the home by the school nurse, visiting teacher, class-room teacher, or principal whenever necessary to secure cooperation of parents.

(c) Request of assistance from public and private agencies in the correction of defects of children from homes of low economic status. Such action should be taken only after the economic status of the family has been reasonably well established by school or welfare officials.

7. On the basis of results of health examinations, the school program should be adjusted to those children for whom adjustment is indicated. These adjustments may include rest periods; modified activity; proper feeding; modification of class work and seating to compensate for eye and ear defects; and modified programs of study. In certain cases assignment to special classes or schools may be indicated. Close co-operation should be maintained among parents, teachers, administrators, and guidance and health service personnel.

8. Immunization programs for the control of smallpox, diphtheria, typhoid fever, and other preventable diseases should be sponsored by the school authorities, and when necessary should be provided by the state and local boards of health.

9. The school should provide additional measures aimed at control of communicable disease:

(a) Daily observation and inspection of children at school to detect signs of illness, and isolation of those pupils exhibiting such signs.

(b) Readmittance of pupils to school following an illness only upon recommendation of the school physician, school nurse, or local health officer.

(c) Special diagnostic tests, such as the tuberculin test, given when indicated by school health service staff or through cooperation with state or local boards of health.

(d) Supervision of lunchroom service to insure sanitary food handling and preparation.

(e) Provision of sanitary water supply, drinking fountains or individual drinking cups, sanitary toilets, toilet paper, hand-washing facilities, showers, individual towels for both hand-washing and showering, and sanitary disposal of sewage.

(f) Sanitation of swimming pools, gymnasiums, dressing rooms, locker rooms, and shower rooms, with particular care given to floors and floor mats.

(g) Education concerning control of disease, and cooperation of the home in the practice of proper health procedures for preventing its spread.

(h) Assistance of all school personnel, including school bus drivers and janitors.

10. The school health personnel should supervise the lunch-room service to determine food values, freshness and wholesomeness of food, vitamin and mineral content and caloric values for balanced menus, and should eliminate the selling of large quantities of cheap candies, hot dogs, and synthetic drinks. Lunchroom service should constitute a worthy educational experience.

11. Adequate first-aid equipment should be provided in each school and school bus, and teachers, bus drivers, and pupils should receive instruction concerning its use.

12. School boards should establish health standards for the entire school personnel.

B. Hygiene of the School Environment. School officials are responsible for the provision of school grounds and buildings which are conducive to the safety and to the healthful growth and development of pupils.

1. Teachers, administrators, health service personnel, and custodians should be well prepared for their individual responsibilities in the maintenance of a healthful school environment. Such preparation should be included in the requirements for certification for school service.

2. School building construction and equipment should meet recognized standards in size, quantity, safety, convenience, availability,

sanitation, and safeguards to health. The following items are of particular importance:

(a) Spacious, well-lighted (without glare), well-ventilated classrooms, with well-constructed floors, proper seats, and dull-finished blackboards.

(b) Wide, well-lighted, unobstructed halls.

(c) Cement or stone stairways or ramps.

(d) Doors which open outward.

(e) Proper lunchroom facilities.

(f) Lavatories, toilets and drinking fountains which meet standards of adequacy and sanitation.

(g) Adequate shower and dressing rooms which are well-lighted and ventilated.

(h) Adequate gymnasium and swimming pool facilities.

(i) Adequate, well-located rest rooms.

(j) Provision for the corrective physical education programs.

(k) Health service rooms where health examinations, consultations, and first-aid service can be conducted with proper privacy.

(l) Fire-resistant construction throughout.

3. There should be a planned routine to insure the maintenance of a healthful environment with regular inspections conducted by members of the school health personnel and principal for study and report. Teachers and pupils, as well as custodians, should cooperate in the maintenance of good ventilation, adequate lighting, correct seating, cleanliness, and sanitation.

4. The playgrounds and athletic fields should be provided with safe apparatus, fence, available lavatories, surface suitable to the various types of activities carried on, and should be of ample size to accommodate an adequate program of play and physical education activities. Especially should there be an adequate space allotment for younger children on the elementary school playgrounds. Tennis courts, playrooms, gymnasiums, and swimming pools should be constructed in connection with the play-grounds of elementary and secondary schools.

(To be continued.)

Educational Progress in Mysore— A Review.

By "KRIER".

The Report on Public Instruction in Mysore for the year ending 30th June 1939 drawn up by Mr. E. G. McAlpine, M. A., Dip. Edn., V. D., J. P., the Director of Public Instruction, is, as usual, full of statements and statistical figures, and three of his weighty suggestions are on the Vocational Instruction in the state, the teaching of English in High and Middle Schools and the conflicting claims of expansion and consolidation. While there may be a difference of opinion on the first—the other day the *Hindu* of Madras did differ from his views in its editorial—there is bound to be general support for his other suggestions.

Some of the important events of the year under report were the opening of an aided High School at Bhadravathi and six new Government Middle Schools, a Refresher course in all the subjects of the High School course for the benefit of the teachers of High and Normal Schools with the cooperation of the University authorities, increased grant for the Scout movement and deputation of three graduate women teachers to undergo training in Nursery School work at Madras.

The number of Public Institutions of all grades rose from 6,948 to 6,988 and their enrolment from 3,37,257 to 3,44,133 and the total expenditure on Public Instruction during the year, including University education, rose to Rs. 69,58,651, showing an increase of Rs. 20,550 over that of the previous year.

Percentage of scholars to population of school going age was 37.43 as against 36.60 of the previous year; that of boys at school was 56.21 of the male population of school going age and that of girls 17.77 of the female population of school going age as against 55.42 and 16.96 respectively of the previous year. Percentage of boys under instruction to the total male population was 8.43; that of girls to the total female population 2.67; that of boys and girls together to the total population 5.61, as against 8.31, 2.54 and 5.5 respectively in 37—38.

Percentage of boys and girls in different grades of Public Institutions: (1) Colleges: Boys 1.32, Girls 0.30, (2) High Schools: Boys 3.82, Girls 1.19, (3) Middle Schools: Boys 15.86, Girls 8.71, (4) Primary Schools: Boys 76.87, Girls 88.90, (5) Special Schools: Boys 2.13, Girls 0.90.

Percentage of expenditure from different sources to the total expenditure: State funds 77.89; Local funds 8.73; Municipal funds 1.25; fees 8.98; all other sources 3.15. The receipt from fees amounted to Rs. 6,24,616 as against Rs. 5,92,763 of the previous year. The average cost of education per head of the population increased from Re. 1-0-9 in 37—38 to Rs. 1-1-4. Of this 0-13-6 was met from state funds as against 0-13-2 in previous year.

Total expenditure on Aided institutions alone amounted to Rs. 5,53,714 and a sum of Rs. 1,26,237 was spent for the equipment of all kinds of Government institutions.

Here are a few extracts from the Report that throw light on certain educational problems of the state.

"The many handicaps suffered by the Assistant Inspectors referred to in the previous year's report still continue and the quality of inspection has not improved."

"A special provision on a liberal scale for the equipment of the High Schools is greatly to be desired, if school work is to be conducted on efficient lines... The equipment in the Science is on the whole poor, few additions having been made, for the past decade..."

"School work was conducted at a fair level of efficiency; and the value of extra curricular activities, as a means of enriching school life and securing the fuller development of pupils, was realised. Attention has been paid to the systematic physical training of pupils."

"As the rate at which teachers are trained cannot obviously keep pace with the rate of recruitment, a number of teachers still remain untrained, who, in course of years, become unfit for training owing to advancing age. The remedy lies in the insistence on the necessary training for candidates of whatever community recruited as teachers, more liberal provision being made for stipends to private candidates desirous of undergoing training."

"The education of women is spreading on parallel lines to that of men. Facilities have been created for girls to go to High Schools without passing the Public Middle School Examination. This naturally means that more girls from Middle Schools rush into High Schools. There are special problems connected with women's education and the introduction of Fine Arts and Domestic Arts groups of the S. S. L. C. Syllabus is a move in the direction of solving some of these problems."

"Stagnation and consequent wastage in Urdu Primary Schools still continues."

"The desire for higher education and association with the more advanced classes is increasing gradually among these classes

(Backward classes). As a result, the demand for more scholarships and preferential treatment continues. While the demand is reasonable in view of the low economic condition of the community and their general backwardness, *this dependence on the state for everything is not healthy and they should be taught a little more self reliance and self help*, the state continuing the present privileges and aiding private effort in the direction of the further advancement of education among these communities."

"A great deal has been done during the last two years along the lines of increasing the efficiency of inspection and administration in the Department. Many circulars have been issued dealing with detailed matters under these heads and *there has been an all round improvement in the standard of work turned out by Inspecting Officers*. There has been a marked improvement in the standards of financial and other administrative matters in the Middle Schools."

Vocational Instruction.

"The question of Vocational instruction in the state is one which has been receiving considerable attention in the Department. Everywhere in India there appear to be complaints against what is rather inaccurately called 'literary' education. Many years ago the Education Department in this state instituted Practical Instruction classes in subjects such as the following in selected Middle Schools: 1. Carpentry. 2. Weaving. 3. Rattan work. 4. Lacquer work. 5. Shoe making. 6. Brass work. 7. Smithy. 8. Tailoring. 9. Agriculture. 10. Sericulture.

Out of the 308 Government Middle Schools in the state, there are 99 with such Practical Instruction classes. During my touring in the districts I have been enquiring into the working of these Practical Instruction classes, and I am far from satisfied that much of the money that is spent upon them is really being wisely spent. In the vast majority of the cases pupils regard these vocational classes as being simply a 'softer option' than the usual additional subjects like Hygiene and Sanskrit which they would otherwise have to take for the Middle School Examination. Very few of these pupils who take Practical Instruction classes ever pursue the subject after leaving the Middle School, and it is probably true to say that practically none of them have any intention of ever trying to do so. The recent experience of the Department in attempting to start complete Vocational Middle Schools has shown that there is little demand for any kind of school which does not give the possibility of leading ultimately to the University. As the whole purpose of Vocational Schools is to divert pupils from taking University course, it would appear that a radical change

in mental outlook is needed both among pupils and parents before there can be any reasonable prospect of developing vocational education on any large scale."

Teaching of English in High and Middle Schools.

"There have been in recent years an increasing number of complaints from Government Departments and other employees of labour that the standard of English in our schools was falling. I cannot deny that there is a good deal of truth in this charge. The State of Mysore has embarked on the teaching of Non-language subjects in High Schools through the medium of Kannada and this factor must be taken into consideration in estimating the position of English in the curriculum and the standards that are likely to be maintained under the new Scheme. *I have no hesitation in saying that radical alterations in the staffing of both Middle Schools and High Schools are essential if a further falling off in the standard of English is not to take place*. The difficulty begins in Middle Schools, in many of which there are no teachers with a higher general qualification than that of S. S. L. C. The modern holder of this certificate is unfit to teach English, because his own standard of attainment in the subject is so limited. Unless therefore, the English teaching in all Middle Schools is entrusted to graduates, a steady and progressive deterioration in quality is going to take place. In our High Schools, English teaching is, of course, in the hands of graduates, but there are far too few specialist teachers of English. Government High Schools are staffed on the basis that each teacher is expected to have 22 teaching periods a week, although many of them have in fact a good deal more. If a teacher of Mathematics or Biology or Physics and Chemistry happens to have only 14 periods of work in his own subject, the balance of teaching hours is made up by assigning him teaching work in English. This state of affairs has been operating in the Department during the last ten years and is mainly responsible for the lower standard of English work in High Schools. Since the University of Mysore altered their courses of study about ten years ago and reduced the quantity of English taken by the majority of the candidates for the B. A. or B. Sc. degrees, it has been recognized by all teachers of English, that the modern young graduate, particularly the Science graduate, is no longer qualified to teach English in a High School unless, therefore, our High Schools are staffed with an adequate number of specialist teachers of English, and unless only graduates handle the teaching of English in Middle Schools there will be still further lowering of the general standards of English during the next decade."

Whatever the English Director—a former Professor of English Literature in the University—might say, the position of English is bound to undergo a change in the whole country, in the next few years, for various reasons. Whether some of us like it or not, Time spirit is definitely working against us. With the cry for Hindi as the *Lingua Franca* of the land, with the Vernacular as the medium of instruction in our High Schools, with the lower market value of the present day graduates, with the ever growing demand for skilled workmen in the large number of industries that are sure to spring up, English cannot afford to put on the domineering air of “the High class Brahmins” of the Time Table. Of course, we are not against the Director's plan of staffing Middle Schools with graduates and High Schools with specialists. In these days, when graduates are available for posts of Bus conductors and Police constables, there is no reason why our Middle Schools should not be entirely staffed with them.

Expansion versus Consolidation.

One has to agree with the Director, when he says, “a period of consolidation is the absolute necessity of the moment and this is particularly true of Middle and High Schools. From the point of view of staff, equipment and accommodation several lakhs of Rupees are urgently required in order that the High and Middle Schools already existing should be made really efficient.

It is always difficult to reconcile claims for expansion with those for consolidation, and public opinion is apt to look upon money spent on the latter as indicating a failure to make any advance. It is easier and perhaps more spectacular to record the opening of a number of new schools, but if this is done at the expense of giving the existing schools satisfactory accommodation and equipment, the ultimate result will not be satisfactory. Taking a practical and not a theoretical view of the money likely to be available for consolidation, it is true to say that no amount that could be spent under this head will be excessive.”

Though we agree with the Director in his view of this work of consolidation in High and Middle Schools, expansion of Primary education is very necessary, especially in view of the fact, shortly, when the new Reforms come into force, the number of voters would be considerably enhanced. Franchise is a powerful weapon but it is apt to be a dangerous one in the hands of illiterate masses; hence, the greater need for wiping out illiteracy in the state. With the Government's taking over of Primary education from the local bodies, it is earnestly hoped that a more rapid and satisfactory expansion in the field would be made and the coming year would show an increase not only in the number of Primary schools but in the number of children as well.

The Vernacular Medium

By SRI R. RAMAKRISHNAN, M. A., L. T.

The pupils who will appear for the S. S. L. C. Public Examination of March, 1941 belong to the first set coached under the ‘compulsory vernacularisation scheme’, whereby all non-language subjects have to be taught through the medium of the mother-tongue. No one argues against ‘vernacularisation’ nowadays. The stage of argument, of halting experimentation, of partial and half-willing acceptance—all this is past. Vernacularisation is a *fait accompli* now. But yet it pleases one's love of history to remember occasionally the days prior to the inauguration of the present era of complete vernacularisation. At first, people simply laughed away the idea of vernacularisation. Then the laughing became less fashionable, and the authorities permitted such of the schools as chose to do so to adopt the vernacular medium. Some of these schools after a time even reverted to the foreign medium, for it requires courage and it involves some sacrifice to be in ‘the right with only two or three’. There is always inconvenience in being singular and out of the ordinary! It was the Congress Ministry that took courage in their hands and put an end to this era of allowing option in a matter which admits of no argument whatever. Their action is perhaps also a proof of the correctness of the opinion that executive or legislative compulsion forces the pace of a badly-needed reform.

We have now come into our own, and pupils generally find it easy to follow the lessons taught in the mother-tongue. We have freed knowledge-subjects from the wholly unnecessary load of a foreign medium.

But at present we are in an age of transition. And such an age is always full of difficulties. One such difficulty is that teachers of to-day have all along handled subjects in English, and some feel that all such teachers may not be competent to employ the vernacular. This is not a serious obstacle at all. Teachers, except in very rare cases, will not be so very devoid of resourcefulness and capacity as to find it hard to express things in their own mother-tongue. And we must not forget that the chaos of the foreign medium was the lot of only the High School forms. In the lower forms the vernacular has always been used.

The real difficulty at present is in regard to text-books. Text books in the several vernaculars have come out in scores, but the

trouble is that these many books have contributed to much confusion, so that there is some ground for saying that the remedy of the vernacular medium has proved worse than the disease of the foreign medium. There is no uniformity among text-book writers in the transliteration of English terms, and in the translation of foreign words, and here are a few examples which are very revealing of the existing confusion. The choice herein is limited to the two subjects of History and Geography with which alone the writer is familiar, but surely what applies to these two subjects will apply with equal or even greater force to Science or Mathematics.

Below are examples of how names of towns, rivers etc., are transliterated differently by different authors. These examples are actually taken from published books. But the aim of the writer is not to cavil or to criticise for the pleasure of criticising, but simply to bring out the difficulties in the situation so that remedial measures may be adopted. The examples are chosen at random, and are suggestive rather than exhaustive. Nor are they necessarily the best of examples to drive home the point at issue. But here they are, to amuse us perhaps, but also to make us think.

Quito	குவீடோ, கிடோ, கீட்டோ.
Asuncion	அஸன்ஷன், ஆஸன் தியோன்.
Orinoco	ஒரினாகோ, ஆரினாகோ, அரினாகோ, ஒரினோகோ,
Murray	மரோ, மர்ரோ, மரி.
Eyre	அயர், ஏயர்.
Buenos Aires	புவனோஸ் அயர்ஸ், போனஸ் ஏயரிஸ், பூனஸ் அய்ரிஸ்,
Tanganyika	தாங்கனிகா, டாங்கனிகா, டாங்கனீகா.
Zurich	ஜூரிக், குரிஹ், ஸூரிச்.
Evesham	எவ்ஷாம், எவ்ஸ்ஹாம்.
Ely	எலி, எலி.
Agincourt	அஜின்கோர்ட், ஆழங்கூர், அஜின்கூர்.

Many more examples are easily available, but these will suffice.

The next difficulty is in the translation of English terms. Here are a few examples :

Provisions of Oxford ஆக்சுபோர்டு நிபந்தனைகள், ஆக்சுபர்ட் ஏற்பாடுகள், ஆக்சுபர்ட் உபரத்திகள்.

Interdict தேசச் சரபம், ஆராதனை நிறுத்தம், தடை ஆணை.

Pilgrimage of Grace காரூண்ய யாத்திரை, அருண் யாத்திரை.

A third difficulty is that some authors write New South Wales, Queensland etc., as நியூ சௌத்வேல்ஸ், க்வீன்ஸ்லாண்ட், while others give them as புதுத்தென் வேல்ஸ், இராணி நாடு etc.

Yet another difficulty is that Ghent and Kent are both கென்ட் in Tamil; Fort and Port are both போர்ட்.

Owing to long usage certain terms in English have now got certain definite meanings. Vernacular expressions cannot claim that definiteness, at present. For instance, 'Separatists' has for me a definite meaning, but if you ask me to tell you about பிரித்தோர் I shall certainly find it hard to catch your exact meaning. Pupils who follow a particular text book are at a disadvantage in the Public examination if terms other than the ones they know are used (unless of course the English equivalent is given alongside, and the pupils have been made to remember the English word also.) The writer remembers a case in which a clever boy answered a question wrongly, because 'products' had been translated as விளை பொருள் which the boy thought could signify only crops. The reference was to a mineral which is a product, but not a விளை பொருள்.

And so do the doctors differ. What can poor lay men do? Of course the peculiarities of an age of transition are bound to disappear. But surely it is our duty to shorten the span of the period of transition to the irreducible minimum, so that pupils whose unfortunate lot it is to belong to the transition era may suffer as little as possible.

It is hoped that the Vernacular Terms Committee will do something urgent to bring about uniformity in the use of vernacular to express foreign ideas.

The practice of setting question papers in English and then bringing about a literal translation of the papers in Tamil, Telugu etc., is also adding to the confusion. The language of the translation, owing to the desire to be true to the original to the very letter, leaves much to be desired.

Other teachers must, I am sure, be experiencing the same difficulties, and it will be helpful to have their views on the matter under discussion.

Correspondence

EDUCATION WEEK CELEBRATIONS.

BOARD HIGH SCHOOL, WANDIWASH.

The Education Week began with the Children's Day on Monday, the 21st of October. There was a relay of the Torch of Learning, an Akandam and a burning camphor and incense plate carried from the IV Class upwards to the VI Form. The honour was reserved to the First three in rank in the recent Quarterly Examination. These leaders then led their classes in single file in a procession to the open air meeting with the three-fold illumination at the head and a metal oil lamp carried in front of each class and section. The arrangement looked inspiring and should have aroused many pupils to a healthy sense of emulation. The pupils were judged in class choral prayer competition in the meeting where memorial verses in Sanskrit and Tamil were sung by the Pandits concerned. The meeting ended with the distribution of soya bean payasam to pre-school and out-station school children. Coconut camphor, sugar, scented sticks and wafers being then distributed by the Secretary of the Teachers' Association, parties formed themselves to visit temples, mosques and churches in the town. The Bhajana with musical accompaniments and the archanas were well attended.

2. *Tuesday, 22—10—1940.* The second day was the Health and Sanitation Day. All the pupils were judged in their class-rooms at personal cleanliness and the Doctor examined in detail the teeth, tongue, nostrils, ears, finger nails and dress and physique of the pupils. Two prize winners were selected for each class and section. In the course of the day, eye test cards were used in the class-rooms and a list of children with defective sight was prepared and class room seating was suitably altered. The classes acted as units to clean, level and beautify particular sites fixed for them. Of these parties the two senior forms performed by collective endeavour the uphill work of cleaning the entire precincts of the local Hanuman Temple, a place of popular visit by Sunday crowds and all the walls befouled by charcoal writing were cleanly white washed. Early at night, in spite of the ugly drizzle, teachers went round to examine the tidiness of pupils and their study and pupils' kit at home. The partitioned hut of an Adi-Dravida pupil in the local Cheri was reported to be among the best.

3. *Wednesday, 23—10—1940.* The events of the social welfare day were the effective drive by different batches of pupils at book collection and issue, the running of time-table periods in two of the local elementary schools by the High School pupils and clean-up campaign of the streets of the local Cheri. A street Bhajana in Kottai Cheri and road-making to a length of 100 feet with side drains on either side had substantial impression on the minds of the Cheri folk whose tender children received gifts of a pie each.

4. *Thursday, 24—10—1940.* The fourth day events were mainly literary competitions. A wide range of pupils had their part in the Drama, Elocution, Prayer, Impromptu speeches in English, Tamil, Sanskrit and

Hindustani. The laurel in the Music Competition was won by the tender child Raja in Class IV. He did the Ketharagowla alapanam and Kirtan wonderfully well. A competition in painting in Japan and enamel lettering of the name plates in tin for each class room was also held.

5. *Friday, 25—10—1940.* The fifth day formed the peak of collective activities of each class competitively with other classes at class room educational exhibition cum-decoration. White and colour-washing, colour bordering and designing, motto writing, map and exhibits preparation, paper flower and green leaf decoration all absorbed the attention of whole classes which kept the vigil the previous night till the small hours. The classes were specially illuminated. The rooms were judged in detail from five aspects of which the whole class handicraft work was one. The Physical Science Exhibition and two tape looms were opened by the Committee at the end of the day's function.

6. *Saturday, 26—10—1940.* The School Sports in two shifts from 7.30 to 12 and from 3 to 4 had 34 events. The Week terminated at 7 P. M. with the Fancy Dress Competition and Prize Distribution.

The Week thrilled the pupils so much with the joy of competitive performance and collective planning that the percentage of absentees was the minimum during the week.

N. M. BOARD HIGH SCHOOL, TIRUPPATTUR. (RAMNAD DT)

The First day of the 10th South Indian Education Week was celebrated in the N. M. Board High School, Tiruppattur, on 21—10—1940. The programme began at 4 P. M., with a grand procession of pupils, parents and teachers in which about 1000, in all, took part. The procession was headed by the local temple elephant and "Nathaswara Vadyam". A public meeting was held in the school hall under the presidentship of Sri. S. V. Mahadeva Sastri, B.A., L.T., Headmaster. Dr. H. Erikson, M. L. (Sweden), Lady Doctor of the local S. M. Hospital addressed the large audience of parents, teachers and other ladies and gentlemen of the locality on Education and the challenge of the child. The lecturer stressed on the importance of the co-ordination of the Home and the School.

The second day's programme was gone through on 23—10—40 when a public meeting was held in the school hall at 6 P. M., and Sri R. Srinivasa Ayyangar, B.A., B.L., Advocate, addressed the gathering on "Education and Society."

On 25—10—40, Friday, the pupils of the school entertained the large audience assembled in the school play-ground, for about an hour, from 6 P. M., with music, fancy dress competitions, comic scenes, dialogues, magic etc., which were highly appreciated. At the public meeting held later, an interesting lecture on "Education for a purposeful life" was delivered by Mr. Sundaram, Secretary of the local Y. M. C. A.

The last day's function on 27-10-40, Sunday, also began with a variety entertainment by the pupils of the school. Sri A. Ramachandran. Pillai, B.A., B.L., gave a delightful discourse on "Education and Citizenship".

After an exhortation to the public to take some lively interest in the education of their children by the Headmaster of the school, the meeting came to a close.

An adequate educational opportunity to children.

"It is the function of the public school to provide an adequate educational opportunity for every child from the time he enters the school until he is ready to take his place in adult society."

An adequate educational opportunity includes:

- (a) Guidance in social living culminating in a social studies program that fits youth to take an effective part in adult society.
- (b) A health and physical-education program that provides periodical examination for all children, corrective treatment for those who need it, recreation and play facilities, and guidance in healthful living during the 24 hour day.
- (c) Mastery of the common integrating knowledges and skills needed by all persons who will live their normal lives outside institutional care.
- (d) An adaptation of the program to the needs of children who may be in any way socially, physically, or mentally handicapped.
- (e) A corresponding adaptation of the program to the needs of those children who are specially talented, including emphasis upon scholarship commensurate with capacity for achievement.
- (f) Development of appreciations, abilities and expressions through the creative arts.
- (g) Opportunity for growth through manual activity, practical arts for the younger children and industrial and household arts for the older children.
- (h) For older children prevocational studies leading to later specialization in the skilled trades; and vocational preparation at the lower levels for those who must seek employment at the close of secondary school period.
- (i) Organization of curriculum materials around the idea of child growth or development rather than through a group of more or less unrelated subjects".

(From the Presidential Address of Principal S. W. Ghosh)

The 16th All India Educational Conference, Udaipur.

Dr. Sir SHAH MUHAMMAD SULAIMAN M.A., Bar-at-Law, LL. D., Kt., Vice-Chancellor of the Muslim University, Aligarh, and Judge, Federal Court, Delhi, will preside over the 16th All India Educational Conference, to be held at Udaipur, on December 27-30, 1940.

Notes.

EDUCATION WEEK.

Organisation of Education Weeks is a common thing in some of the Western countries, and some of the Provincial Teachers' Unions in India have been celebrating the Week every year with commendable zeal. The chief aim has been to give wide publicity to the needs and achievements of schools to the public and secure their interest and co-operation in the furthering of education. A special week is set apart for the purpose and the zeal and munificence of the influential public of all walks of life are pressed into service for drafting and carrying on an interesting programme. School Exhibitions, public meetings and literacy campaigns are arranged, and the occasion is availed of to bring into prominence the extra-curricular activities and latent abilities of pupils and teachers.

Schools which appreciate the value of such celebrations do make a substantial contribution towards a better order, but these seem to be few and far between. Most of the schools seem to be too much obsessed with their examinations and other routine activities and to consider the efforts for a successful celebration of the Week as amounting to a wasteful distraction of their energies. Where some observe it with zeal, the organisers find very little interest evinced by parents and the public. Adequate public response seems to be lacking mostly in busy towns where people are sufficiently pre-occupied and prone to excuse themselves from attendance on this account. But celebrations of the week have been found to be sufficiently successful and attractive in places where people have leisure and interest to look on them as so many annual events in their life.

We were happily impressed by perusing a detailed report of one such celebration in the Board High-School, Wandiwash. We have seen or heard of others as well, who, though not so demonstrative, have yet acquitted themselves creditably. Elsewhere is published a brief record of the proceedings, which, we trust, would profit our readers. As the Headmaster points out, the 'competitive performances and collective planning' during the Week reveal 'the wonderful possibilities of student life, and its wealth and variety of achievements'.

EDUCATION IN MYSORE.

Elsewhere appears a review of the Progress of Education in Mysore for the year ending June 30, 1939, from an esteemed contributor of ours, which will be of special interest to educationists in Madras. Among the various items reviewed, the Director's remarks on 'Vocational Instruction' should prove an eye opener to enthusiasts who consider vocational education a panacea for their

present ills and who are keen on bifurcating studies into 'literary' and 'vocational' without corresponding higher courses in the latter leading to a University diploma. We have dwelt on some of the outstanding defects of the Re-organisation scheme proposed by the Madras Government, in one of our previous numbers, and the review here goes to confirm our fears. We would invite our readers to the Director's statement on the general apathy of people for any kind of school which does not give the possibility of leading ultimately to the University and on the need for a radical change in mental outlook both among pupils and parents as regards this type of education.

Another item of interest is the Director's suggestion for staffing schools with competent teachers of English to secure a better standard of attainment in English. We have adverted in our October number to the rapid deterioration in pupils' English nowadays by the insistence on the use of the vernacular medium for the teaching of non-language subjects, and had suggested ways of improving it. The Director's suggestion, in this connection, would seem to be one more item of reform requiring serious attention not only in Mysore but also in Madras schools. Not only for English teaching but also for other subjects like Science and Geography, which have rather ambitious syllabuses on a concentric plan, better equipped masters seem to be necessary as judged from the nature of the work turned out in schools.

Reviews

Books by Macmillan & Co., Ltd.

1. **Adventures into Literature** : Book III : Edited by George Noyle and R. P. H. Blore. Price: 3 sh.

The compilers here have adopted an original method of introducing young readers to literature. They have discarded the traditional approach to literature through simple classic stories to those of a more complex nature. Recognising the modern child's love for speed, variety and modern treatment, they have attempted to enlist their interest first in modern topics dealing with Speed, Travel, Adventure, Nature Study and General Information, which later lead gradually to prose excerpts from the works of modern authors. The contents being a happy blending of fact and fiction, are carefully graded and assume new forms such as Literary Puzzles etc. to stimulate thinking and assimilation. Helpful exercises to suit readers of varying abilities and a Glossary have been added at the end.

2. **Geographical Text Books** (Post Primary Series): Books 6 and 7. By L. MCD. Robison. Price: Re. 1 and Re. 1-6-6 resply.

These continue the series of Geography books written by the author in a strikingly novel and original manner. Appropriately titled as

'Food, Clothing and Shelter', they emphasise the human aspect of Geography. Book VI deals with North and South America and Europe, the continents round the Atlantic Ocean, and Book VII, with the world. In the latter, the world is classified into distinct regions dealing with land forms, types of vegetation belts, climates, products and occupations. Each lesson follows a definite plan, the aim being stated first, the lesson being developed later illustrated with maps, pictures and diagrams, and a list of exercises coming at the end. The contents are highly informative and interesting and will be valuable to all teachers and pupils who have a real love for the subject and look beyond their immediate examination needs.

3. **Musical Appreciation in Schools** : By G. Kirkham Jones, M. B. E., F. R. S. A. Price: 2 sh. 6d.

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