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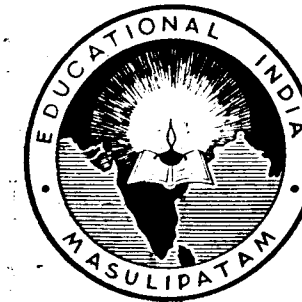
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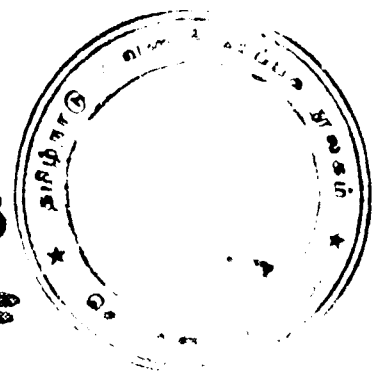
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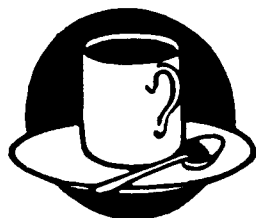
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Some Aspects of Primary Education in India

Prof. D. S. GORDON, M.A., LL.B., B.T., A.M. (Columbia), Dip., Ed.

THE problem of primary education in India is predominantly a rural problem. Only 13 per cent of the people of India live in towns; and as regards their occupations, 75 per cent depend upon agricultural or pastoral pursuits, 10 per cent upon industries and about 6 per cent upon trade. This being so, it is quite clear that if the whole country is to have a well-organized system of primary education, innumerable primary schools will have to be set up in the seven lakhs of villages which constitute the real India.

To establish a sufficient number of primary schools in order to serve the needs of a population of nearly 400 million is a formidable problem by itself; but if this population is spread over a vast country of 1½ million square miles, the problem becomes even more difficult to solve.

In urban areas the population is concentrated; pursues regular occupations, and generally understands the value of education. In rural areas, on the other hand, the population is scattered over villages situated at distances, pursues the fitful occupation of agriculture with its busy, slack and totally idle seasons, and is generally ignorant of the benefits of education. Moreover, in the towns there are greater facilities for schooling since buildings, equipment and teachers are readily available. These and

other reasons are commonly advanced, in Government reports on education, as being responsible for the slow growth of primary education in this country.



In this connection it is interesting to take a glance at the history of primary education since the British Government first began to take official notice about it. After Macaulay's famous Minute of 1835, which affected the whole trend of education in this country, perhaps the most significant official document on education is Wood's Despatch of 1854. Among other things this Despatch "advocated the adoption" of further steps for the promotion of the primary education. Twenty-eight years later, in 1882, the Hunter Commission reiterated the same desire viz., the expansion of primary and mass education. The Govern-

ment of India Resolution of 1904 re-emphasized the importance of this type of education and declared that so far "it had received insufficient attention and an inadequate share of the public funds and that primary education should be made a leading charge upon provincial revenues."

In spite of these repeated assertions, however, nothing substantial was done, so that the whole question was brought to the forefront of public discussion in 1911 by the

introduction of his famous Elementary Education Bill by Mr. Gokhale. The author of the Bill knew perfectly well that his measure did not have even the ghost of a chance of being passed by the legislature and approved by Government. Nevertheless, he persisted in his course, partly because he wanted to rouse the consciousness of the Indian people regarding the importance of the problem, and partly because he desired the Government, to understand that the intelligent minds among Indians were already alive to the necessity of establishing a nation-wide system of primary schools.

Nor was Gokhale disappointed in his hopes; for since he took his first step, primary education has always been receiving considerable attention from the public as well as from the Government. At the Delhi Durbar of 1912 the King Emperor announced a recurring grant of 50 lakhs for this purpose; and subsequently in 1913, one of the Government of India Resolutions on Education "re-affirmed the necessity of concentrating the direct energies of the State and the bulk of its available resources on the improvement and expansion of primary education."

From this foregoing brief survey one thing seems to stand out clearly, namely, that in spite of the pious wishes and declarations of Government policy, the ship of Indian Primary Education has always been wrecked on the rock of finance. The question has always been, 'How are we to find money?' The following statistical table of certain essential facts will probably furnish a valuable commentary on the progress (or the lack of it) of primary education during recent years:—

PRIMARY EDUCATION
(Provided by Government)

Years.	No. of Pupils.	No. of Schools.	Expenditure.
1917	6,404,200	124,081	29,313,545
1922	6,897,147	137,437	50,908,107
1927	9,120,458	162,666	69,521,696
1932	10,427,980	168,835	81,260,290
1937	11,465,709	165,894	83,780,039

The total population of India may now be estimated at nearly 400 millions. It is customary to take 14 per cent of a population as within school-going age; and this would mean that there are about 56 million boys and girls for whom some kind of educational provision must be made. Actually however, only under 12 million children are attending schools, that is to say, less than one child in every five attends school. As regards cost, although this differs widely among the provinces, from 5.79 per head in Bengal, to as much as Rs. 20.09, in Orissa, to 44.16 per head in Sind, Delhi and the Punjab, still the average cost per head put down roughly at Rs. 10/- per child for the whole of India. If this figure is correct, then we need something like 10 million rupees per year as provision for primary education alone. This would work out at nearly one-half of the total annual revenue for the whole of India.

The great question is, 'Will the Government of India ever be able to provide such a large sum in their annual budget?' It is safe to assume that this cannot be thought of in any imaginably near future. After the Montague-Chelmsford Reforms came into effect, in 1921, education became a provincial transferred subject; and it was then hoped that since education will now be in the hands of Ministers responsible to the electorate, more money may be found in order to push forward schemes of educational expansion. But these hopes met with disappointment. And even when, within each province, educational control devolved upon certain local bodies such as District Boards and Municipalities, it was found that the financial situation did not improve. The ordinary people of the countryside continued to be apathetic, and the dependence upon provincial revenues was not lessened.

From a study of this situation two things seem to stand out clearly. One is that the people of India, the educated classes as well as those who never send

their children to school, have lost their faith in the value of education as at present conducted. The second is that the present method of financing education is never likely to be successful as a nation-wide programme. Now let us consider each of these statements. The value of the present system of education is being doubted in an increasing degree because the products of the system are not able to secure lucrative employment, and any kind of employment, during their school days. The growing problem of the unemployed has shown education to be a bad thing in itself, since many are not able to believe that the utilitarian education is not altogether the best. While this may be true to some extent, the demand that the products of our schools should be employable, that they should readily find their place in the economic structure of Indian society, is a reasonable one.

Where these considerations may apply more appropriately to education higher than the primary level, the idea that the primary school should enable the pupil to lead an enlightened life in the village, that it should help him to pursue his traditional avocations with better results, is one which should commend itself to all. The existing schools have woefully failed to achieve these ends. On the other hand, they have done a disservice to the country by turning the attention of the country-lad towards the towns, making him believe that the desk is preferable to the plough. In this manner the village tends to lose its brightest minds and continues to stagnate.

It is this line of thought that gave rise to the formulation of the famous Wardha Scheme. The fundamental object of the Scheme is to root the villager to the soil, to make him a useful individual in his own home and surroundings. But in order that this may be achieved it is necessary that a new orientation should be given to primary education. Primary education should no longer emphasise the purely literary aspect

it should be centred in the village crafts and avocations. As to the proper balance between the literary and handicraft sides there may be differences of opinion; and as to the manner in which the Zakir Hussain Report works it out there may be no wide agreement; but as regards the value of a craft-centred scheme of primary education itself, there can hardly be any doubt. It may be that in this machine-age our boys may have to be taught how to work with mechanical power rather than with their hands. Perhaps the problem of village education in India will finally be solved by the establishment of small factories run by electric power, which will give the necessary vocational bias to the literary side of education.

The second important problem, namely the problem of finance, is also dealt with in the Wardha Scheme of Education. There, it is suggested that the sale-proceeds of the articles produced by the children should yield a substantial sum for the support of the schools. To many educationists this seemed to be the least satisfactory aspect of the Wardha Scheme. The idea that children should be made to pay for their own education could not naturally commend itself to many. It is not necessary for our purpose to go into the economic implications and educational drawbacks of such a proposal. A great deal has already been said, on all sides, in the press and on the platform, about these matters. It is enough to notice here that a scheme of nation-wide primary education on sound lines cannot be supported by this means.

Hence, in order to remedy this serious defect in an otherwise not unsound plan, the Vidya Mandir Scheme was devised. The proposals in this Scheme are a complement to the Wardha Scheme. The latter indicates, what kind or type of education, Indian primary schools shall have, while the former works out how it shall be financed, in accordance with the genius of the people of the country. It accepts the curriculum and methods proposed in the Wardha

boys and girls which, by virtue of their characteristic individual needs, would require certain separate courses of studies or instruction, are likely to be overlooked. If justice is to be done both to the boys and girls and if their different, peculiar needs are to be met the curriculum in mixed schools would become complicated and unworkable in practice. Again the health of girls in co-education schools is apt to be neglected, and not so well looked after as that of boys. And the interests of the girls are likely to be sacrificed both in the school curriculum, and, in a country like India, in the staffing of schools. For these reasons many people really hold that in mixed schools the scope for developing the womanliness of girls would be poor. It is also feared that in a mixed school, the girls, due to their more sedentary life and greater conscientiousness, compared with boys, overwork themselves to the detriment of their health. It is the common experience of teachers that girl pupils show a greater progress in studies in their early teens than boys who seem to be constitutionally lazy during this period of their life.

Pre-occupation with Sex

The chief objection to co-education in a conservative country like India is that there are inherent dangers and difficulties in regulating the conduct and behaviour of boys and girls in the adolescent stages. Miss McLarty, in the course of her able advocacy of co-education, writes: "A common argument against the co-educational schools is that there is pre-occupation with sex. The dawning awareness of sex in the adolescent is there, whether the boys and girls are in separate schools or mixed schools. To shut one's eyes to it does not obliterate it. If, during these difficult years of emotional stress, boys and girls meet in the daily round of their common pursuits, this problem falls into its proper place as one of the factors that add to the richness and diversity of life. Young people learn to manage and control their emotions, and solve the problem in an atmosphere of mutual

understanding, all the more satisfactorily because the solution is largely sub-conscious."

The educational objection that diverse courses of instruction are needed for boys and girls, and hence different curricula have to be devised can be met by making suitable provision in mixed schools for a slight differentiation of curriculum. Subjects such as music, painting and domestic science would be provided for to meet the needs of girls, while manual crafts, physical training and such others for those of boys. Even the health of girls can be carefully looked after, if the games and exercises necessary for their physical growth and the special subjects needed for their mental progress are provided for. When money now wasted on large numbers of separate schools is diverted to mixed schools, there is bound to be ample scope for making all this provision.

A Desirable Reform

In mixed schools with mixed staffs, the behaviour of boy students towards the girls must be like that to their own younger sisters. Teachers too, men and women teachers, in mixed schools, would learn to appreciate the value and company of one another. If co-education is introduced, its beneficent effects will be evident in a short time, and all the evils supposed to result from it will be found to be largely imaginary. When other countries are marching ahead in respect of education by educating their sons and daughters in mixed schools, it is not proper for us in India to hug our old conservative notions, even in the rapidly changing conditions of our country and refuse to introduce reforms that will make for its progress. As H. G. Wells puts it: "The truth remains that to-day nothing stands in the way to progress but mental tangles, ego-centric pre-occupations and obsessions, bad habits of thought, sub-conscious fears and dreads of people's minds and especially in the minds of those in key-positions." How true are these sentiments when we think of the problem of co-education and the need for its practical application in our country! It will indeed be a bright

Pestalozzi and Herbart and the Pedagogy of Mathematics

By Mr. V. S. VENKATA NARAYANA, M.A., B.Ed.

THE two great educators, Pestalozzi and Herbart, did much towards the development of the pedagogy of mathematics. They concentrated their attention each on one branch of mathematics: the former on the development of methods of teaching arithmetic to young people and the latter while emphasizing the importance of mathematics in the educational curriculum dealt with the ways of teaching Geometry. We shall see in this paper how they laid the foundation of modern methods of teaching the subject and how they have been responsible for the many ideas obtaining in the educational world at present.

Pestalozzi

Pestalozzi likes to organize sequences of educational exercises in such a way that they start from the very simplest and proceed in continuous and unbroken gradation from the easy to the more difficult, keeping step with the growth of the pupil's powers. It is to Pestalozzi that we owe the psychological method in teaching. The subject-matter according to him must be presented to the pupil at the psychological moment so as not to hold him back if he is ready and not to load him and confuse him with anything for which he is not ready.

Continued from preceding page.

day in the educational history of India when Government introduces the reform and opens a country-wide system of mixed schools to educate our boys and girls side by side. At any rate, as a first step in this direction, co-education is certainly advisable upto the middle school classes. Surely it is the duty of schools to offer boys and girls the benefit of an education and training that is natural and helpful to prepare them for the life they will have to lead together.

This wholesome principle he applied to the beginnings of counting and spelling. As a result he was led to his experiments under 'Anschauung' (intuitive apprehension). He laid down that children must be brought to a high degree of knowledge, both of things seen and words before it is reasonable to teach them to spell or read. He contended that at their earliest age children need psychological training in apprehending objects intuitively in an intelligent manner. The elementary and fundamental aspects of intuitive apprehension are, according to him, form, number and language.

The fundamental thing that a man does when he wishes to distinguish any object which appears misty and confused to him is to observe three things viz: (1) how many and what kinds of objects are before him, (2) their appearance, form or outline and (3) their names: how he may represent each of them by a sound or word. In order that it may be possible for him to do so, he must have the following ready-formed powers: (1) the power of recognizing, unlike objects, according to outline, and of representing to oneself what is contained in it and (2) that of representing objects, their number and form, by speech and making them unforgettable. Says Pestalozzi:—"I also thought number, form and language are together the elementary means of instruction, because the whole sum of the external properties of any object is comprised in its outline and its number and is brought home to my consciousness."

So the art of instruction must take into consideration the following points viz., (1) to teach children to look upon every object that is brought before them as a unit i.e., as separated from those with which

it is connected; (2) to teach him the form of every object i.e., its size and proportions and (3) finally as soon as possible to make them acquainted with all the words and names descriptive of objects known to them.

And as the instruction of children should proceed from these three elementary points, it is evident that the first efforts of the art of instruction should be directed towards the primary faculties of counting, measuring and speaking, which lie at the basis of all accurate knowledge of objects of sense. We have to cultivate them with the strictest psychological art of instruction, endeavour to strengthen and to bring them as a means of culture and development to the highest pitch of 'simplicity, consistency and harmony.'

As knowledge begins in intuitive apprehension, its development proceeds from Anschauung to concept which presupposes the two fundamental activities of intuitive apprehension and thinking. Between these stand certain intermediate activities, especially imagination, which enables us to rise from intuitive apprehension to conceptual thinking.

Pestalozzi, therefore, requires much work with concrete phenomena. The children want to touch and feel. They ache for action. Further he wants to correlate educational activities with actual life-situations. The so-called 'Project method' and 'Laboratory method' of teaching mathematics have their roots in these, his teachings.

We see in 'Leonard and Gertrude' that Gertrude instructs her children in the rudiments of arithmetics in intimate contact with the realities of ordinary life. She taught them to count the number of steps from one end of the room to the other; and two rows of five panes each, in one of the windows, gave her an opportunity to unfold the decimal relations of words. She also made them count their threads while spinning, and the number of turns on the reel when they wound the yarn into skeins.

Pestalozzi's principle of work with concrete objects before setting the pupils on their way to conceptual thinking found ready application in the matter of teaching number and form. He theorised and left practice to his coadjutors of whom Herbart was a prominent one.

Apprehension of form was sought for developed in children mainly through drawing—so as to ultimately lead to writing. In fact, Pestalozzi attributed the power of enabling pupils to inculcate the capacity of clean representation to themselves of real objects to the early practice in the ability to draw the lines, angles and rectangles and curves. He states that by exercises in angles, lines and curves, a readiness in gaining sense-impressions of all kinds in children is formed. At the same time he clearly protests against emphasizing the means and obscuring the end.

Pestalozzi's method of teaching form has not the same permanent value as his method in language and number teaching and this was the aspect elaborated by Herbart. Scope for the principle of concreteness was readily found in arithmetic.

Reviewing Krecsi's development as a teacher, Pestalozzi says: For instance when he asked in arithmetic: 'how many times seven is contained in 63?' the child has no real background to answer and must dig out of his memory. Now, by the plan of putting nine times seven objects before his eyes and letting him count them as nine sevens standing together he has not to think any more about this question; he knows from what he has already learnt, although he is asked for the first time that seven is contained nine times in 63. So it is in the other departments.'

The general principle of intuitive apprehension as applied to arithmetic Pestalozzi formulated in these terms: "By exercising children beginning to count with real objects, or at least with dots representing them, we lay the foundation of the whole science of Arithmetic; and secure their future progress from error and confusion."

In fact, Pestalozzi adopted vertical strokes to represent the units.

Thus we find that what many modern educators advocate as the Laboratory method of training children had been already put forward by Pestalozzi. The Laboratory method insists on much work with these phenomena and working at a number of experiments viz., assignments

Taught to the various topics of the subject. This is much the same as Pestalozzi's creed. The principle had been put forward by him and the peculiar merit of the later educators lies in developing the principle. For example, what Montessori praises as the best method of educating children viz., individual sense perception, had already been put forward by Pestalozzi but her name is secured by the novel way of utilising the principle.

The Pestalozzian method of 'concrete' teaching pertains to the earliest stages in laying the foundation very firmly.

Herbart's Contribution

We have noted above that the question of taking in the form of objects presented to the children had been left over by Pestalozzi. This branch was developed by Herbart. He dealt with it in his first educational work of importance: 'A B C der Anschauung.' He recognized that this was but one branch of education and his 'A B C der Anschauung' is given merely as an illustration of what should be undertaken for the other subjects of the curriculum; 'for he believed that literature was at least as important as mathematics.'

Herbart in his 'Lehrbuch Zur Psychologic' defines 'Anschauung' as 'the apprehension of an object when it is given as such and as nothing else.' He says: 'No introduction to knowledge is more suitable to boyhood than that through intuitive apprehension. But instruction by means of intuitive apprehension instructs in no other way than by actual definite, undistracted, keenly comprehending vision. Accurate noting of the differences of shape is the

only security against confusion and substitution. So it is in natural history, in topography, and in every kind of imagination dependent on vision...."

This branch of instruction should aim at training the pupil to perceive a given object accurately and to retain it in mind permanently. It is to Pestalozzi's genius, Herbart admits, that education owes the idea of such training. Herbart believes that the analysis of objects, on which depends the exact discriminating of their forms, can best be secured by their resolution into triangular objects, since triangles—and not quadrilaterals, as by Pestalozzi—are regarded by him as the fundamental elements of form: form being produced for the first time, and hence in the simplest manner, by the combination of three points.

The exercises which Herbart proposes in the A B C der Anschauung are intended not only to train sense-perception but also to prepare for mathematics. Referring to this work after 40 years of its publication, Herbart writes in the 'Umriss': "The essential thing is training the eye in gauging distance and angles, and combining such exercises with very simple calculations."

"The aim is not merely to sharpen observation for objects of sense, but pre-eminently to awaken geometrical imagination and to connect arithmetical thinking with it. Therein lies the usually neglected, yet necessary, preparation for mathematics. The helps made use of must be concrete objects. Various means have been tried and discarded; the most suitable for the first steps are triangles made from hard wood-boards. Needless to say exercises in intuitive apprehension do not take the place of Geometry, still less of Trigonometry, but prepare the ground for these sciences. When the pupil reaches Plane Geometry, the wooden triangles are put aside and intuitive apprehension of sensory forms is subordinated to geometrical construction."

The elaboration of Herbart's methods and devices belongs to the teaching of Geo-

metry. The most important thing contributed by Herbart to mathematics is his discourse on the place of mathematics in education and why it is to be learnt.

While talking about the Pedagogical use of mathematics Herbart states: "Mathematics is indispensable to the beginning, the middle, and the end of such instruction as the duties of education require of us." What is this duty of education? Morality through the rise in consciousness of it in the mind of the pupil should be inculcated in him "by causing the pupil's mental attitude to receive its law not at the hands of worldly prudence but from pure practical reflection." How to do this? 'By instruction.' That is, through presentations and their 'apperceptive assimilation.' This is done by 'sense-perception.'

So 'sense-perception is the most important of the educative occupations of childhood and boyhood.' The A B C of sense-perception rests on two presuppositions—firstly that seeing is an art and secondly that the apprentice in this as in every other art must go through a certain series of exercises. The cultivation of this sense-perception falls within the sphere of mathematics.

Moreover Herbart believed in the theory of formal discipline though others contend against this statement. We can support our statement. We have to observe that Herbart disbelieves in faculty psychology. He says there are no faculties in the soul which is evolved through presentations. But he believes that mathematical training gives certain abilities which are of a general nature. He says: 'Inattention, however, is the natural condition of the learning boy. This must not be so. Attention requires to be trained.' Which of the subjects of the school-curriculum would do it best? That is the next question. Regarding this Herbart puts forth that 'Linguistic studies, Geography and Natural History are matters of memory. They must be made subjects of a variety of quizzes and reviews. They bear the appearance, therefore, of being

well-suited to the training of attention. Unfortunately, however, these subjects, as a rule, become interesting only to those equipped with a good memory for them. But for one who is average it puzzles him with all its name and forms. ... Memory does not enhance the fulness of thought as is done by mathematical insight, which increases even by a mere dwelling upon a problem."

Moreover he maintains that mathematical errors betray themselves and that the material being to some extent self-corrective, they convict the pupil of inattention and the exercises can be consequently employed to remove this defect.

Herbart then describes the nature of instruction that should serve us as a preparation for paying concentrated attention to all kinds of instruction and says: 'all these traits will be recognized at once as belonging only to mathematics.'

"Here then, in the place where we find the means of cultivating sense-perception, we must also seek what is to be found nowhere else, namely the guiding thread for an early instruction of children that shall be of such quality as to procure, both for itself and all other teaching, an authority at whose behest inattention shall flee and attention come and persist."

This forms the major part of the duty of educator in the first stage.

"As regards the middle portion of education everything might be repeated that has ever been said concerning the usefulness of mathematics for the cultivation of mind. Being a gymnastics of the thinking, powers needful even in the earlier years of childhood, shall we be able to dispense with it later on? The mind as well as the body must from time to time return to its gymnastics in order to test the muscles and to renew their perfect elasticity."

As regards the finishing time of education, among several reflections, here too, is an urgent calling for the aid of mathematics in a principal field the essence of which

may be stated by saying: 'The true perceptor of education is philosophy but the office of mathematics is to obviate the dangers of philosophy.' The dangers of philosophy, according to Herbart, lie in the tendency first to generalise the concepts by ignoring the limitations and then to attribute unconditional reality to the deductions drawn from these concepts. How and how mathematics obviate this danger? By

taking an attitude of mind in thinking about not only mathematical facts but also about all facts. Finally he concludes by saying:— "We shall grudge to it neither its constituting, at three different periods, a principal branch of instruction, nor its being kept present to the mind and increasing in familiarity during the intervals by interpolated exercises."

"Not counting the earliest exercises in numeration, measuring etc., mathematics will make its first appearance at the eighth, ninth, or tenth year in the form of the A B C of sense-perception and require a period of about three-fourths of a year, one lesson daily and a few hours practice. At the twelfth, the thirteenth or the fourteenth year, a period of a year and a half, and again one lesson daily ought to be sufficient to make Arithmetic, Geometry, Trigonometry and Lower Algebra perfectly plain to a student who has been prepared on the lines of the A B C of sense-perception. Finally at the end of the eighteenth, nineteenth or twentieth year, higher analysis, again allowing a period of 1½ years and a lesson daily would complete the study as far as any but a professional mathematician

would care to master it, as a means to further culture and for use in the course of life. This approximate estimate considers pure mathematics only. As far as pedagogy is concerned applied mathematics pertains to the realm of subject matter."

It should be noted that Herbart deems all this mathematics to be important not for the professional mathematician but 'as a means to further culture and for the use in the course of life.' He recognizes mathematics to be a tool subject and he emphasizes its importance in actual life.

The function of mathematics in the third stage, the finishing stage, in the course of education according to Herbart, is mainly concerned with the third duty of the educator i. e., organizing ideas and forming general conceptions with a view to applying both these methods and conceptions to new, may be, isolated facts. Thus it will be seen that neither Herbart nor his psychology disbelieved in the theory of formal discipline. We must on the whole admit that Herbart did signal service to the pedagogy of mathematics by emphasizing the importance of mathematics in the educational curriculum and by trying to describe the nature and duration of the study in the course of training of the boys.

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"All the elements in our own culture have to be strengthened, not to resist the western culture, but truly to accept and assimilate it. Education should not be dragged out of its native element, the life current of the people. Educational Institutions, in order to obtain their fullness of truth, must have close association with the economic life. ... Their very existence should depend upon the industrial activities carried out on the co-operative principle which will unite the teachers, the taught and the villagers of the neighbourhood in a living and active bond of necessity."

—Rabindranath Tagore.

EDUCATION OF THE HEART

By Mr. SHANTILAL THAKER, M. A., B. T.

It has now been fully established that real education should aim at the total development of the full personality of the educand. In this connection, I am reminded of the full-breasted aspiration of Swami Vivekanand, who said, "We want to-day men, with the mind of Shanker, the heart of Buddha and the muscle of Mahomed." This aspiration really puts in a nutshell the aim of all true education. It is a truism to say that emotional education forms a very important part of education as a whole. Emotional balance and harmony is a rich and colourful component of the full-grown and most useful personality. And, still, it is this emotional education which is being sadly neglected in our present-day scheme of education.

I can cite a number of cases, where tragedies have occurred because the persons in question were emotionally unbalanced or defective, under-fed or improperly-fed. Emotions are a vital nourishing fluid, indispensable for the growth of healthy personality. It is possible for us to imagine a purely intellectual arid life of—say, a scientist or a businessman, empty of all æsthetics and fine feeling. A wrestler, who has emphasised only the physical side of his being, can be nothing more than a mad bull, grown fat by feeding on green fodder of the munificent monsoon—with all finer thrills of the emotional gamut of the instrument of his life being conspicuous by their total absence. They say—soldiers are deliberately trained to remain half-brutes, so that they can be very obedient and efficient in carrying out their General's orders to butcher down without compunction whole hosts of human beings like themselves. The modern holocaust of human beings in Europe, a conflagration that promises to spread immediately to the whole world, is an instance that will serve my point the best. It proves that politicians of the world have bungled in handling

human affairs, and that it is high time, we—educators—took the Governmental reins of all the countries in our own hands.

The above-cited are instances, where absence of emotional education has produced glaring tragedies of human personalities—twisted, lopsided or crushed down by the one-sided weight of their faulty training. It is a physiological fact that life ceases when the heart stops to throb. Parallely speaking, it is an æsthetic and educational fact, that there is no real life where the heart has stopped to throb or rather, not trained to throb at a fine sight, a fine deed or a fine thought. The ancient seers of India have proclaimed in the Upanishads that the soul has to be realized in the heart, in the emotional centre of the being, which is the seat of the psychic. In fact, the whole Bhakti cult, with its numerous rich varieties, derives its substance from this emotional centre of being.

Adolescence is the period of striking physiological and psychological changes, when emotional disturbances are most likely to occur. Moodiness, irascibility, morbid introversion, self-diffidence, weak withdrawal from social contacts etc., are some of the symptoms and results of the sudden flush of psychological energy, concomitant with the advent of adolescence. It is in this critical period of their life that pupils, committed to our charge, have to be intelligently understood, sympathetically guided and properly handled. Otherwise, these precious lives in the making will be spoiled by permanent emotional maladjustments, disabled or even ruined. It is the teacher's supreme gift and duty to restore the lost emotional balance in these adolescents under his charge, to help them regain self-confidence, and impart fresh vigour and intelligent zest to all their youthful endeavours.

The question is—what steps can be taken to achieve this end? Harmony and order are to be fashioned out of the emotional chaos. Then, emotions have to be stabilized, refined, ennobled and sublimated. Failing that, this abundant influx of energy is likely to do a lot of harm, and drag the boy to wrong directions and undesirable behaviour. How can the emotions be properly educated? Emotions have been

The various modes of experience that its for many the working of an instinctive pulse, especially in the affective aspect. So, the problem boils down to this. We have to create in pupils the right type of affective attitudes to various things and situations in life, right kinds of tastes and feelings.

In this supremely important part of education, literature (especially poetry), history, all kinds of fine arts like music, drawing, dancing and dramatics can play a vital part, if properly handled and consciously executed with the technical skill of a true educator. Assembly-lectures, poor boys' funds, nursing of the sick pupils organised by the students' unions, various kinds of voluntary service in extinguishing a town-fire or saving drowning men, helping the various beneficent and charitable activities in the locality all these will provide the pupils with actual opportunities to educate their emotions aright.

A great deal of the field of correct emotional education can be covered by the right kind of behaviour between pupils themselves, and also between the teachers and the taught. Boys can help other boys who are weak in some subjects, and cultivate in return goodwill and sympathy,

which are invaluable possessions. Fearlessness can be learnt by boys in educational trips and tours. Politeness, capacity to see big officials etc., without the feeling of inferiority, self-help, presence of mind to find ways out of difficult unexpected situations etc., can be developed by many opportunities that offer themselves in such educational trips. Games, if properly played, can teach the boys honesty, ability to work with team spirit, corporate effort, obedience to captain and referee, sportsman's spirit, and all that that last word connotes and carries with it.

Right kind of relations between pupils of the opposite sex will give proper emotional education in the sphere of sex, which is a very delicate and sacred field of life. The spirit of chivalry and high regard for ladies, healthy and normal stability of sex-emotions are very valuable things to make life useful, energetic and happy. Arts can inculcate the right sense of the Beautiful, the Grand and the Noble—which can be perceived not only in things of nature like the river, the sea, the mountain or the woods, but even in minute details of the human nature and its workings, in every small incident or happening of life. Thus enriched from all hands, life will be a blessing, for which we shall be heartily thankful to the Creator of the Universe. Then human life will be turned into perpetual poetry, and sweet music will be heard from the rightly attuned strings of existence.

The above is the bare outline of what education of heart can do for us and how it can be achieved. The details of this noble endeavour, I leave to the intelligence and goodwill of my fellow-teachers to work out.

"A great teacher must also be a simple human being who loves and understands his fellowmen."

Education : The Challenge of the Child

By Mr. Ch. NARASIMHAM, B. A., L. T.

WHAT is this challenge of the child? We have heard and read of medieval knights challenging their foes to a mortal combat to solve a ticklish personal and sometimes a national problem which could not be otherwise solved. So did Sugriva challenge his brother Vali; Arjuna challenged Karna or vice-versa; the former challenge was due to a personal and private pique while the latter was due, not only to personal but also to national pique. In more recent times many a brave Rajput warrior challenged his foe to a mortal combat to solve some political problem or to save the skin of his comrades. But to think of the weak child challenging somebody, most probably the teacher, or possibly society itself, is rather startling. He (the child) is known to be weak in body, puny in intellect, every or nothing in spirit. How comes it that he challenges the teacher, the parents and society enmasse? That is because he has become the sole-heir-apparent of all the human wealth and intellect and being also the future torch-bearer of our civilisation; has grown enormously in importance. We have now realised his importance in the scheme of life, more vividly than we ever did before. He too has become more self-conscious than before. We thought of him, or rather, used to think of him, differently at different times as a toy to play with, as a piece of property to own and dispose of at will; as a nuisance to be thrown out, if possible, for ever; as an inconvenient drag, inevitable though, to be suffered; as a jewel to be treasured and protected from profane touch or even gaze. All the ancient views of the "child" were partly true though not in toto. He was a toy to parents in old age; a piece of property in poor families; a nuisance in youth; a drag to impecunious and fertile parentage; a jewel to a rich dotard or a Zamindar. The child is sometimes all these things. In himself he is a bundle of qualities of amazing variety. Like human faces, they display astonishing variety, under superficial identity. This is a particular challenge of society in general and of the teacher in particular. If he were of one type, one wise solution discovered by Buddha of a teacher would have brought salvation to the sorrowing teacher-world but he is not. Therefore we are making innumerable experiments to meet this challenge. Mahatma's educational Ashramas, Tagore's Shanti Niketans, Gurukulas, Montastic Schools, Kindergartens are all various attempts made by adult man to meet the challenge. But the tallest amongst us do not seem to have discovered the final solution. Many are yet experimenting with doctrines and philosophies discovering, proclaiming reforming and retracing.

Why is the child so baffling to us? It is not the child that is baffling but his variety and the need to discover various methods of approach. Let us analyse and see the nature of this variety. Some are weak in mind but strong in body; some are strong in mind but weak in body. Some have too much to eat and some have too little. Some flourish under protection; some others under liberty; some are interested in certain things which repel others; one exhibits a marvellously quick growth, while another blossoms slowly; one appears to be of great promise in the beginning but disappoints in the end; another develops into a genius without a trace of any early promise. We, teachers, are called upon to take up this challenge of child-variety, on behalf of society. We have to acquit ourselves honourably, if we want to retain our position in society.

Now, we, as teachers, have to educate this seething young humanity. "What is Education" is another question, we have to ponder over. Some say it is teaching

him how to earn his livelihood; some others "to fit him to life," yet another "to make him a good citizen and a loyal servant of the state;" or "to make a saint of him" or "to develop him mentally, morally and physically" and a host of other well-advertised aims may be quoted. We ought to know our whereabouts in this sea of aims, and room is itself not an easy task. Having

The first chief aim in educating children, its former aim, is yet to do a lot of preliminary work and gather useful information about them.

What sort of parentage has he? Is it helpful or otherwise? What is his status in life? What can the teacher do to advance it? What are the common features between one child and another? What are the distinctive features of each child? What time does society afford to the teacher to handle the child? How is it going to feed and cloth the teacher himself when he is engaged in this social work?—are only a few questions each of which suggests a very wide field of research and thought.

Having gathered the above information, the teacher should decide whether some common curricula of studies or training cannot be devised for the majority of children. Here he should try to discover similarities of temperament and needs and should try to provide for them. The Play-Instinct, the Instinct of Imitation, and the Instinct of Curiosity are examples of common features in all children and they afford a working basis for common instruction to children but even then it will only be a working basis, since there is as much dissimilarity among children of various social strata as there is similarity. Luckily the teacher is not the only one who is engaged in the education of the child. The Vedic Pundit reciting the traditional love for the benefit of his boy, the merchant showing his child how he is conducting his business, the carpenter who allows his child to handle his tools freely; a washerman or a fisherman permitting their children to dabble in the secrets of their caste love

are but aiding the teacher in the education of the child in their own humble and unobtrusive ways. But only we don't recognise it as formal education. The worth of the education that families give to children can be truly and correctly realised only when that influence is completely withdrawn and the teacher is called upon to shoulder the whole responsibility, himself unaided. This has already happened in the highly industrialised and floating populations of the western countries where parents have neither the time nor inclination to look after their children. In spite of the utter poverty of India, the family holds together with amazing tenacity and thus helps to a great extent in the education of the child. If primitive handicrafts like weaving, pottery, crude carpentry, basket making etc., are also to be taught through regular schools, the task of the Indian teacher would have been well nigh impossible. But unfortunately all families are not equally beneficial in their effects on children. Drunkards, gamblers, pick-pockets, beggars, illiterate and brutish parents are rather stumbling blocks in the path of children's education. Instead of helping the teacher in his efforts to educate the child, they thwart his effort and nullify it. And these parents form a legion in our country. That is why our infant classes are thronged by kiddies with dirty pates, eyes and bodies, untidy or no clothing; starving stomachs, with no books or slates and no hopes of securing them either at any time. Thus the teacher is faced not only with an educational problem but also an economic problem to solve. What should he do if the child comes to school with a starving body? The theorist would say "look to his feeding first." How is it going to be done? If it were only one child, the problem is easy or it is no problem at all. But such cases are millions if the whole country is to be taken into consideration. The Late Mr. Dadabhai Naoroji once calculated that approximately about 6 crores of people are always on the verge of starvation in our country and said even that was a very

moderate estimate. So this economic problem takes gigantic proportions and is baffling not only to the poor teacher but also to the rich and powerful government. If one thinks deeply over the matter, all the ills of our country, educational, agricultural, industrial and what not, resolve themselves into economic disability. England and other western countries became civilised only after they became rich. India was civilised and cultured when she was rich and would again be in the vanguard of civilisation, if she could again become rich. But how to become rich without modern civilisation? The truth is these are inter-dependent factors, that is, civilisation and wealth like the proverbial marriage and insanity of a certain bridegroom.

Sometimes I wish that the government of the country itself be handed over to the teacher for a time so that he can bend all the resources of the country to the cause of education. Though the modern politician may laugh at the idea, it is not really so utopian as it looks. We have historical evidence of such "Utopias" in the ancient Hindu ages when "the teacher" (T with a capital) was the Prime Minister of the king and the king only a loyal servant of the people. It was really the golden age of the "Teacher" not only professionally but also politically, when Gurus like Yagnavalkya and Viswamitra, Vashista and Bharadwaja could command the resources of whole kingdoms for the benefit of education. Yagnavalkya went and demanded and got a thousand cows for his Ashram from king Janaka. The cynic may say, those times were simple; their needs few and hence their educational problems easy of solution. It may be so but the principle is the same. The State must exist for the education of the child and not for anybody else's sake. It is not to enrich a class, a caste or a race that it should work. It should live, and if need be, die for the sake of the child. Don't we daily observe the anxiety of the western races for the preservation of the child which is the

seed of the race? Are they not justified in their anxiety? Where is the same anxiety for our children? It is yet to come. It will have to come if India is to live as a civilising factor in the world. At present society seems to treat "the education of the child" as a hobby for leisure hours when it is not otherwise engaged in serious work. It does not seem to treat "the education of the child" as the Aim of all air and end of existence and life as much as the aim of the pregnant mother to nourish and protect the baby within her. But I know society is not yet willing to listen to us. It is far more easy to convince a wise Janaka of the duty of the State towards education in general and children in particular than to convince a stupid hydra-headed monster of an illiterate democracy or selfish plutocracy. I may, as well, say 'it's impossible.' That is why we are as a class, where we are, along with our rabble of children.

But mine is not a philosophy of despair. I believe a teacher can do a lot against odds because he resembles light in its fight against darkness. An immense mass of pitch darkness pitted against a ray of sun's light is no more vulnerable than the rank ignorance and apathy of society pitted against the teacher and his humble charge, 'the child'. A real worker of a teacher has got an immense potentiality in regenerating the race intellectually and morally. If not, we would have well nigh despaired of our job and its final success. We are the children of light and not blind hordes of darkness. We are of the race of the brilliant shining Devas and not of the dark, gigantic Asuras. Our armies may be small in number as against the huge armies of Asuras of Ignorance and Apathy but they are mortal not. The Immortality of our knowledge is safe against the mortality of our spiritual foes, that is our only hope of fulfilment and let us live on it. Let us take the challenge of the child bravely for we shall not be found wanting. We can face the challenge and give an answer to society for it.

The XVI All-India Educational Conference

SIR SHAH SULAIMAN'S PRESIDENTIAL ADDRESS

[The XVI All-India Educational Conference was held at Udaipur from December 27 to 30, 1940, under the presidentship of Sir Shah Sulaiman, B.A., LL.D., Vice-Chancellor, for the period, Muslim University and Judge of the Court. His Highness the Maharana of Udaipur inaugurated the Conference and his former Vijiaraaghavachariar welcomed the delegates as Chairman of the Reception Committee.]

We have known the problem of educating the young to vary from generation to generation, but we now find that it varies even from country to country. Educational policies have not only been readapted to the changed conditions of the environments, but have been altogether moulded by the varying whims of dictatorial minds.

India is a sub-continent inhabited by nearly four hundred million people, and though rich in resources, it has the misfortune of being considerably hampered by an appalling degree of illiteracy prevailing among its people. Our increasing population, with its expanding needs, multiplies the educational problems facing this country, and even humanity at large. It is an ambitious idea to think of laying down one common form of education for all the classes of people and for the whole country. The time-honoured system which sufficed for the past generation may not necessarily satisfy the needs of the present generation. Perhaps a new and specific programme for the education of our children and our youths, is now called for, which would equip them better with knowledge and training to face the hard struggle of life that lies ahead of them. The problems confronting us to-day are varied and in some respects different from those which were solved years ago in the light of the new complexities in which we are now involved, a new angle of vision is required from which they must be examined, so that their solutions may be thought out anew. The method of evolving a new system must necessarily be difficult: and so long as the experiment has not been tried, honest differences of opinion can prevail and views can be even widely divergent.

Pre-school Care

Considerable attention is naturally being focussed on that part of education, which is in

the hands of teachers whether in schools, colleges or Universities. But the foundation of education is really and truly laid in the homes, long before children grow up to be admitted to schools. The importance of pre-school education is not fully realised, as it is considered to be solely the task of parents, whose primary duty it is to bring up their children in healthy surroundings with a background of good habits and noble traditions. Even after joining school children unlearn a great deal of what they are taught, if they are not well looked after in their homes. The chief reason for the low standard of our primary education is the poverty and illiteracy of the average parent, which accounts for the insanitary housing conditions and unhygienic modes of living. If we are anxious to reach the ignorant parents a big programme of Social Service sponsored and worked by enthusiastic bands of selfless devotees, prepared to go from home to home even on the countryside, is wanted. If that is to be the aim, then the enormous magnitude of the task will call for an all-India effort, embracing a countrywide activity. The Indian States, which comprise one-third of this great country and which have such close geographical, economic and cultural relations with the Indian Provinces, will not like to be left alone. We have to pull together all available resources in men and money, direct a uniform progressive policy, under the control of a central organisation, with branches all over the country. Experts who have devoted considerable thought to such social service and gained experience of the actual working would be in the best position to settle the details of a scheme to be launched.

Primary and Adult Education

Vocational bias has undoubtedly to be given to primary education in the new system: but, literary and vocational training have to go hand in hand, as vocational training can be no substitute for literary training. Of late years, a distinct impetus has been given to vocational training in the new primary schools. But has not vocational bias in the scheme, that was recently introduced, been over-emphasised at the expense of literary instruction? We must guard against allowing the school atmosphere to be-

come over-saturated with the economic aspect to the prejudice of the cultural and the educational.

The problem of primary education cannot be satisfactorily solved without tackling at the same time the equally important problem of adult education. In spite of the great efforts that have been made during the last few years the adult education movement has not been such a great success as was expected. May it not be that to achieve real success the scheme should be run on vocational lines. It is essential to create an interest in the adults so that their enthusiasm may not fade away. Our immediate need is the careful preparation of a comprehensive plan suited to modern requirements. That is the first essential, as our future success will depend on the merits of our programme no less than on the sincerity and enthusiasm of our workers.

Higher Education

A reorientation is equally needed when we pass beyond the primary stage. Vocational instruction in the secondary schools is undoubtedly appropriate. Multiplication of industrial schools is therefore badly needed. The only practical course is to have a set of parallel institutions, one giving literary and scientific education on the existing lines, and the other purely vocational education.

The position of the Intermediate Colleges raises another controversial question. The modern tendency is to take away the Intermediate classes from the Universities, and from them into separate Intermediate Colleges. But has not the removal of the Intermediate classes from the University atmosphere inevitably lowered the standard of University education itself? A middle course is to split up the intermediate classes, transferring one to the schools and adding the other to the University. Just as in the past a large increase in the number of students necessitated the establishment of Intermediate Colleges at various centres, away from the Universities, a similar increase may in course of time necessitate the adding of the eleventh class to the schools. This will not only raise the standard of school education, making Matriculates better equipped for employment, but also allow at the same time a period of full three years for stay at a University.

Universities

University education furnishes varied problems on which there are marked differences of

opinion. We are face to face with the bitter truth that for a big country like India free University education for all, the rich and the poor alike, imparted at the expense of the State, is a sheer impossibility. A line has to be drawn at some stage up to which the State must bear the whole cost, and at another stage up to which three-fourths of the cost must be borne by a stage where about half the cost should be borne by the student. At present there appears to be no definite policy of fixing a proportion of the total expenditure on education; nor is there any allocation of proportionate grants for the various grades. For a country like India, with meagre resources, the scale of expenses is much too high. There is an incessant claim of a large section of students for a reduction in fees, but the scale of fees that are to be charged has to bear some relation to the scale of salaries of the teaching staff. Fees cannot be reduced until Government grants are increased. Or rich philanthropists make large endowments, or there is a drastic reduction in the expenses. Is the present system of offering the same facility to all classes of students really sound? Should every student, no matter whether he has proved his worth or not, receive the same encouragement? Can there be three scales of fees—freeships for first class students, half freeships (equal to the existing scales) for those of the second class, and even higher fees for those of the third?

With the reorganization of University education and the establishment of so many residential universities, the system of tutorial instruction has been introduced universally in all the departments. In theory there can never be any doubt as to its great utility; its excellence cannot be denied. But in practice its success depends only on the smallness of the groups taught at a time and the reasonable frequency of their being taken. The multiplication of Universities in India is sometimes unhesitatingly condemned; but can that be avoided when the number of students is so large, and long distances make University centres inaccessible to the poorer students?

The profession of law is already over-crowded and there is no prospect of a demand by the profession for the production of a large number of law graduates year after year. Most students flock to the law classes as a last resort simply because there are no other openings for them. As the law departments are a good source of income, no restrictions are placed on the admis-

sion of students to these classes. In contrast with this, the demand is bound to increase for trained teachers. With the expansion of primary and secondary education many private institutions will spring up ready to absorb trained men and women. And yet strict restrictions are imposed on admission to the teacher-training classes. The candidates are the best for their own interests and they offer to and rooms in advance if necessary just to be training for one year. And yet professedly

The efficiency we deny to them the opportunity of improving their qualifications. Efficiency is good but should it be coupled with denial to our young graduates of the chance of getting themselves trained?

Study of English

One frequently hears the remark that the standard of University education has gone down but this is true in one respect only. There has been a deterioration in the knowledge of the English literature and the command over the English language; but the reason is obvious. With the introduction of Vernaculars as the media of instruction in the schools, the teaching of English has suffered, as vernaculars displace it in the higher classes it will suffer still more. English language is certainly necessary for the acquisition of Western knowledge; but a study of the English literature stands on a slightly different footing. Should English literature be a compulsory subject for all under-graduates? General English must of course be compulsory. But should text books continue to be prescribed for the B.A. Examination which students cram up with the help of glossaries? Should not a much larger number of books be recommended for general reading and papers set on their general knowledge of English? English may remain compulsory up to the Intermediate standard but is there any good reason why a student should be compelled to take up English literature as one of the three subjects at the B. A.?

The contribution made by India to the stock of modern knowledge has not been as much as could have been desired. Does there exist any real impetus for research work which is the root cause of the progress of the Western countries? Could a greater stimulus be not given by providing special increments in salaries on production of work of recognized merit, instead of letting them remain automatic? There is much condemnation of the existing system of exami-

nations. Examinations are feared as being the cause of ill-digested cramming. But no better substitute has yet been found. If results were left entirely at the discretion of the class teachers it would fail to inspire confidence. But the present system can be modified to some extent and memorizing reduced to the minimum, if for University examinations partial access to standard books were permitted.

Unemployment

The ever-increasing unemployment no doubt presents a serious problem for solution, and calls upon us to devise a scheme of national economy which may mitigate some of the evils resulting from the present system of distribution of wealth. But India is fairly rich in raw materials and productivity of its soil. A wide vista of possibilities is open for the utilization of its natural resources. Our country is at the threshold of a great economic and industrial development. A new impetus for industrial enterprise has been given to it in consequence of War exigencies. We have to use all the resources at our command and develop our basic industries. We should endeavour to occupy a noble position side by side with other advanced countries of the world.

Sir T. Vijayaraghavachariar's Welcome Address

Two years ago I had the honour of presiding over your deliberations in Bombay. On that occasion I made education for citizenship in a democracy the text of my address. My point was that the totalitarian countries were having it all their own way, that their young people were being drilled into the belief that democracy was effete, that the best form of Government was one in which the citizens surrendered all their rights into the keeping of an omnipotent State, and that while occasional interludes of peace were tolerable, war was the proper business of the subject. One of the main topics set down for discussion in open conference at the current year's session is education for democracy. I do not wish to anticipate what is going to be discussed.

The individualistic school of educational thought holds that the purpose of education is to train a man to live his life for himself but not against society. That is the utmost conces-

sion that is allowed to society. There is an opposite school of educational thought which believes that the building up of national character and the moulding of national psychology on correct lines are the main tasks of the educator to-day. They have an enthusiastic faith in the pliability of human nature. Perhaps you may be of the opinion that the day is gone by when education could be looked upon only as a method of producing improvement of the individual. But you will at the same time point out that for the generality of educated man-kind living in a busy and troubled world such a spirit of detached aloofness is hard to cultivate. It is a hard saying, and from the controversial point of view a rash admission to make, but in the dynamic periods of a nation's history it is probably not only permissible but it is necessary, that a certain calculated bias should be given to education. After all, ideas like the desirability of religious toleration, the wrongfulness of national and communal prejudices, the absolute necessity of establishing a rule of law to regulate the relations between a subject and a subject, and between the subject and the State are so fundamental that none in India need object to their being taught to the young. It is not a case of restricting their freedom of thinking. We only inculcate the necessity for keeping that freedom alive.

Religious Instruction

One another question which has been a subject of acute controversy is the desirability of direct, moral and religious instruction. The National Planning Committee has come to the decision that religious instruction should be the concern of the individual, the home and the family and the religious group concerned and

that State education should take no responsibility in this respect. This is in conformity with established orthodox opinion on the subject, but there are many men whose views are entitled to respect who question this. They consider that it is a serious defect in our educational curriculum that no such instruction is afforded for and that it is possible to evolve a system of instruction which would be suitable for all Hindu, Muslim, Christian, Buddhist, etc., alike. The discussion on this subject at a sectional conference will be awaited with interest. Yet another subject of general interest will be the question whether there should be separate curricula for men and women in schools and colleges. The answer to this would largely depend on the attitude which people take towards the object of women's education. A very interesting subject which was discussed last week at Lucknow was the extent to which English should have a place in educational institutions. It was held that English should be continued as a second language and as the best medium for international intercourse. Prof. Amarnath Jha raised an interesting point as to why there should not be an Indian version of English, just as there is an American one.

I must stop here. Only one general observation I shall make. The war when it is finished will leave behind many new problems the solutions of which will demand a higher standard of education both in our politicians and in our administration and also in the general public who, under a democratic system, will have a powerful voice in their solution. That our teachers will be found equal to the demands that will be made on them, I am optimistic enough to believe.

"Education in the modern world tends to be reactionary owing to the extraordinary difficulty of recruiting men and women in any large numbers possessed of that wide individual culture without which teaching so easily becomes lifeless and mechanical. The conservatism of education, in a word, is not so much due to the pressure of Government or to the social attraction of wealth as to the narrow intellectual limitations of the average teacher and his unwillingness to face the pains of independent thought."

— From "Pages from the Past", by H. A. L. Fisher.

EDUCATIONAL INDIA

Masulipatam, Jan., 1941

The Study of English

The recently held in different parts of the country eminent persons have referred to the question of the place that English should occupy in the educational system of the country. Presiding over the All-India Muslim Educational Conference the Bengal Premier stated thus: "Our young men and women should be well-grounded in English.....I wish to emphasise the absolute necessity of children being well-grounded in English so that as they go on, they may develop a knowledge and a capacity of handling the language from a practical point of view. We must not be misled by the preaching of those who think that English can be banished from the educational systems of India and that mere proficiency in the Vernaculars is all that is wanted as the basis of instruction to Indian students. I do not subscribe to that view." As President of the All-India Educational Conference Sir Shah Sulaiman expressed himself as follows: "One frequently hears the remark that the standard of University education has gone down but this is true in one respect only. There has been a deterioration in the knowledge of English literature and the command over the English language.....English language is certainly necessary for the acquisition of Western knowledge; but a study of English literature stands on a

slightly different footing. Should English literature be a compulsory subject for all under-graduates? General English must, of course, be compulsory. But should text-books continue to be prescribed for the B.A. examination which students cram up with the help of glossaries? Should not a much larger number of books be recommended for general reading and papers set on their general knowledge of English? English may remain compulsory up to the Intermediate standard but is there any good reason why a student should be compelled to take up English literature as one of the three subjects at the B. A.?" These are all challenging questions which require an answer at the hands of all those who are responsible for the drafting of syllabuses and courses for schools and Universities. Professor Amarnath Jha, presiding over the First English Conference held at Lucknow, gave expression to some other ideas on the subject in the following words: "In the educational system of our country English has occupied for long a position of artificial prestige; English has unfortunately been the medium of instruction and examination at every stage of education; English has been given an importance and a weight that have seriously affected the educational progress of the students. In many respects the Indian languages have suffered, specially in the production of books on modern subjects of study. English must cease to have this weightage."

THE views expressed by such persons of authority deserve serious consideration at the hands of all educationists. Unfortunately a good

deal of sentimentalism is generally imported into the discussion of the subject and it is only very rarely that a dispassionate view is taken. There are very few in the country who think that English can be banished as apprehended by the Bengal Premier. What all sane reformers of the educational system want is that English should cease to have the weightage which it possesses at present and which is deplored by Prof. Jha as well as by Sir Shah Sulaiman. Mr. Fazlul Huq is mistaken when he says that there is absolute necessity for children also being well-grounded in English. The all-important question is "at what stage should a foreign language like English—so full of irregularities in spelling, pronunciation and grammar as Professor Jha puts it—be taught to Indian children." The defect with our system has been that so much of exaggerated importance is attached to English that children even of the age of five and six are compelled to learn this language much to the detriment of their real educational growth. It is this aspect that has to be kept in mind.

AFTER all what is the primary purpose for which we in India should value the English language to-day? Its importance arises solely because it is the official language of the country and all work of government and administration has to be carried on through it. As in every other country in the world, so also in ours, large numbers of educated people earn their livelihood by entering the public services. As clerks, as junior and senior officers, and as administrators and politicians they find it

absolutely necessary to get a command over the use of the English language; and English has to be learnt by most of the young men and women in our schools and colleges in order that they may qualify themselves for admission to the public services. A knowledge of English may have other uses especially of a cultural character. But all these are secondary. The question, therefore, is "what methods and devices are we to adopt in order that this primary purpose might be served."

ALL along we have committed the mistake of thinking that our educational institutions exist for no other purpose than this; that education is identical with getting a command over English language and acquiring ability in expressing our ideas through that language. For this one purpose everything else has been sacrificed. And even to-day the tragedy of the situation is that there are many prominent people in our midst who think it a disaster to depart even to the slightest extent from this position. And because of this we have thrown burdens on our children and youth heavier than those borne by the young folk in any other country in the world. We have made English the medium of instruction and examination than which there can be nothing more uneducational and unnatural. We have set apart more hours per week in our schools for the study of English than for learning any other subject. And we have carried on the study of English even into the degree courses, thus making it difficult for our graduates to acquire a real and deep knowledge of the subjects they choose for Uni-

versity courses—subjects like History, Philosophy, Economics and Politics. If the knowledge of these subjects possessed by our young men is slight, and if they are not able to express it, it is because of all their time being exhausted in the study of English—and the attempt is made to get a command over the English language which only those for whom it happens to be the mother-tongue can ever aspire to get. To relegate the English language to the position of a compulsory second language is one of the most important and urgent reforms that have to be carried out by us.

The **IN** carrying out this reform, and at the same time making it possible for those who enter the public services to acquire the necessary command over the English language, we must take the help of educational psychologists and methodologists. The former will tell us what the appropriate stage is when a child should be introduced to the learning of a foreign language, the time that may be reasonably devoted to it and the way in which it should be correlated with other studies. Methodologists can tell us what the best methods are for learning a foreign language and whether the study of English books written in the 16th, 17th and 18th centuries with their archaisms and worn out usages—books which are often prescribed for study in our schools and colleges—will help our youth in expressing their ideas in correct, and idiomatic English of the present day. As Sir Sulaiman has pointed out, it is one thing to study

English literature and another to obtain control over modern English language. Our courses suffer to a very great extent from an imperfect grasp of this difference between literature and language. And this is the reason why, in spite of so much time and attention being devoted to English in our schools, the results produced are so shabby and poor. Here is enough work for those who are in charge of Teachers' Training Colleges.

The Progress of Basic Education

FROM the half-yearly Report (May-October, 1940) of the Hindustani Talimi Sangh, published elsewhere, a few facts regarding the progress of basic education become clear. One is that it has not been tried in any of those provinces where the non-Congress parties have been in power. This is a matter for regret as there is much of value in the basic scheme and as it richly deserves to be experimented upon in at least a few of the schools in these provinces. Everyone is dissatisfied with the existing system of elementary education and attempts are being made to change it. The originators of the basic system and those who have been subsequently working and studying it have bestowed a good deal of thought on the matter and it has been found to possess some elements of value which are absent in the present official system. We would, therefore, urge on the Governments of provinces like Bengal and the Punjab to start a few basic schools as an experimental measure. A second fact revealed by the Report is that nothing really has been done in furtherance of the basic

scheme by the Government of Madras. The Congress Ministry was lukewarm in extending its practical support to it and the present Government is equally indifferent. Among the other provinces the U. P. occupies the first place in working the scheme with its 5,200 schools spread over all the Districts and with provision for training teachers. It is also making experiments in new crafts such as metal-work, cane-work, pottery, calico-printing etc. In Bombay, Orissa and the Central Provinces, as well as in Bihar, it is working as an experiment restricted to schools in a few compact areas. Among the Indian States, Kashmir occupies the first place and this is to a great extent due to its having as its Director of Public Instruction a great educationist who actively collaborated with the originators of the basic scheme in working out the details.

ONE encouraging feature of the Report is that those who believe in the soundness and efficacy of the basic scheme or alive to the need for making further researches into all its aspects—both theoretical and practical. For it is the record of history that all movements lose their vitality the moment they come to be regarded by their advocates as requiring no further study and change. The Hindustani Talimi Sangh has recognised that much work has to be done in devising methods for maintaining careful scientific records of the day to day working of the scheme and for the periodic assessment of the results of the work turned out by schools and pupils, that the syllabuses in different subjects require alteration in the light of actual experience,

that a scientific study on a more systematic scale has to be made of the craft as a medium of education and that a new type of technical and general literature has to be produced. Attention is being directed to all these kinds. And that this out non-official institutions like the Jateeya Kalasala of Benares and the Teachers' Training Institute of the Jamia Millia of Delhi will be of great service. It is our hope and wish that the Hindustani Talimi Sangh will grow more and more in strength and contribute substantially to the progress of sound education of our children.

Religious Instruction

THE advice given by H. E. the Governor of Bombay to the Muslim leaders that assembled at the All-India Muslim Education Conference is of very great significance. Undue emphasis is generally being laid on religious instruction by the prominent members of the Muslim community. It is not our object to belittle in any way the importance of religious instruction. But two points have to be kept in mind in all discussions on this subject. One is whether too much insistence on the teaching of traditional religion with all its dogmas—this is true as much of Hinduism, Christianity or any other religion as of Islam—will not result in a narrowness of outlook and the weakening of the spirit of tolerance. The other is whether religion should be taught in schools maintained partly or wholly by the State, whether it is not better to leave it to parents in their homes or separate

institutions altogether. So far as the first point was concerned H. E. the Governor pointed out that we could not be blind to the almost universal tendency towards secularization of modern education and that it was not an easy thing to meet this tendency of paper-making for the permanent day and still uphold and rooms for gods. That the point raised

The Interior is of great importance and one out by the history of during their holiday in the West. This country is one long process of the liberation of the European mind from the trammels imposed upon it by traditional religion and theology. It really commenced with the Renaissance and the study of non-Christian (pagan) literature of the Greeks and the Romans. It is no exaggeration to say that what is distinctive in the civilisation of modern Europe—its love of individual liberty, its spirit of tolerance and its scientific outlook—is the outcome of the influence exercised by Greek and Latin learning on Universities. There is, therefore, a very strong case for keeping up a proper balance between secular and religious studies. This is all the more necessary in the present tense atmosphere in our country when too much is made of the differences existing between one community and another, ignoring completely the underlying unity. This is the danger to which Sir Sultan Ahmed pointed out in his recent address to the Convocation of the Muslim University, Aligarh.

THE second point to be noted is that the State should maintain complete neutrality in regard to religious matters and that it should encourage only those institutions

which stand for the unity and the common interests of all. This does not mean that there should be no organisations catering for the special needs of particular groups. Such organisations may and ought to exist but they should not be patronised by the State. In a country like ours, where there are so many religions and creeds, it is best for the State to leave the teaching of religion to private and voluntary organisations; and we think that the National Planning Committee was on the whole right when it came to the decision that religious instruction should be the concern of the individual, the home, the family and the religious group concerned and that the State should take no responsibility in this respect. Any attempt to introduce religious instruction into schools will result in the "Educational vivisection" of the country. It is true, of course, that such a vivisection is regarded as a necessity and a desirable one also by certain leaders but those who have the larger and most permanent interests of the country will look with disfavour at any such movement.

NOTE

In the course of our Editorial on Dr. C. R. Reddy in the last number, we feel the words 'when circumstances forced him to leave Mysore service' require some amplification. We wish to add that considerations of service in the best interests of the country in a larger sphere have made him relinquish his office in Mysore in order to enter politics.

—EDITOR.

Errata : In page 211 in our December, 1940 number, please read "external" for "internal" in the 4th and 14th lines in para 4.

PROGRESS OF BASIC EDUCATION

Hindustani Talimi Sangh Report

[The following is the half-yearly (May—October, 1940) Report of the Hindustani Talimi Sangh on the progress of Basic Education throughout the various Provinces and India which should be read with profit and interest by our readers.—Ed. E.]

THE scheme originally sponsored by a resolution of the Indian National Congress in March 1938, was introduced as an experimental measure during the year 1938—39, in the C. P., U. P., Bihar, Orissa and the Bombay Presidency under the official patronage of the Congress Ministry then in power. The first year was mainly devoted to the evolution of the idea of basic education, preparation of the first batch of teachers and the necessary administrative readjustments for the introduction of the experiment. A certain number of schools were opened and actual work with the children began in the second year. In October 1939 the first Conference of Basic Education was called at Poona for a collective consideration of the experience of workers in the different centres. The discussions and the findings centred round the various aspects of the experiment, administrative, educational and economic and agreed in confirming the fundamental educational claims of the scheme.

The Congress Ministers resigned in October 1939 and it was feared that basic education may receive a set back with changing political conditions. But the experiment has been continued by the departments of the various provinces as part of the official educational programme.

A brief survey of the progress of basic education in the different provinces of India during the last six months will give an idea of its present position.

Central Provinces :— Though C.P. was the first province to introduce the experiment of basic education and adopt it as the official policy of primary education, its progress in this province has suffered from lack of a systematic programme before the Government for its extension. The first year was mainly devoted to the training of teachers for the Vidyamandirs and District Board schools from Wardha, Nagpur, Raipur and Jabulpore. During the second year basic education was introduced in the 92 Vidyamandirs opened in different parts of the

province. Selected teachers from the District Board schools of the province were trained in the Vidyamanon Training Institute and school respectively. These two institutions on having completed their work were suspended in April 1940, and a new programme for the introduction of basic education was prepared by the Department and accepted by the Government. The Government has selected two compact areas of 40 schools each, one in Wardha Tahsil for the Marathi area and the other in Seoni Tahsil for the Hindi area. Two basic normal schools have been opened at Wardha and Seoni for training the necessary teachers.

In Wardha Tahsil the work has already been started from October 1940 with the teachers trained during the year 1939-40. These schools have been taken over by the Government from the District Council and a Supervisor has been appointed to organise both the academic and administrative work in the selected schools. The compact area in the Seoni Tahsil is expected to start work from July 1941, when the Hindi teachers trained in the Seoni Training School will be ready. Sjt. Rao Sahib D. K. Mohoni, Deputy Director of Education, has been re-appointed as the Special Officer of Basic Education and placed in charge of the entire experiment including the Vidyamandirs. There is no scheme before the Government at present for the retraining of the Vidyamandir teachers or extension of the scheme in other parts of the province.

United Provinces :— In U. P. the programme initiated last year is being continued on the same scale. The infant classes and the first two grades in the selected 5,200 schools in the 49 districts and municipalities of the province have been converted into basic classes, and fresh batches of District Board teachers are being re-trained in the seven refresher training centres in order to extend the conversion into the third

grade of the selected schools during the year 1940—41. The future programme of basic education in the province is to continue the re-training of District Board teachers in the training centres and convert the selected schools entirely into basic schools and we

paper-making Training College at Allahabad for the permanent centre for all activities connected and rooms for the province. The first

The In-graduates, who worked on the its former refresher training centres during their holidays have returned for a further course to enable them to prepare District Board teachers to teach grades III, IV & V and the S. D. I's of the province are going through short refresher courses of three months. Experiments are being carried out in new crafts such as metal work, cane work, pottery, calico-printing, leather work and book-craft. Fourteen graduates have been trained in weaving as the basic craft. The college is also making a valuable contribution developing self-expression through art as an essential part of basic education. A beginning has also been made in the preparation of the necessary reading and illustrative material for the children of basic schools.

From January 1941 drawing teachers and manual instructors from the secondary schools are going through a short refresher course at the Basic Training College as the first step towards the extension of basic education into the secondary stage.

Bihar :— In Bihar Basic Education is functioning as an experimental measure under the control of the Board of Basic Education with Mr. E. J. R. Cousins, Adviser to Government of Bihar, as Chairman. The present programme is a seven years' plan to extend to the experiment grade by grade and year by year up to seven grades in the compact area schools in the Bettia Thana of the Champaran District. The first batch of teachers who were trained only to teach grades I and II, have returned to the Basic Training School at Patna for further training and the second batch of trained teachers have started work in grades I and II in the 27 basic schools in the compact area.

The Basic schools in the compact area completed one year of work in April 1940, and a Board of Examiners was appointed to test the progress of Basic Education. The Board

consisting of members of the Education Department, Hindustani Talimi Sangh, and the Secretary of the A. I. S. A., Bihar Branch spent three days in May 1940, testing the work of sample schools of three classes, good, fair and indifferent and submitted a full report. The examiners summed up their findings in the following words :—

"On a review of the work of the teachers, the supervisors and the organisers and a detailed study of the record of achievement of the pupils as a result of our personal inspection of their attainments and general behaviour, we feel that the experiment has yielded encouraging results.

"The improved attendance is a proof also of the interest created among the pupils themselves who, evidently, are finding greater and greater pleasure in the work. The pleasant beaming faces of the children are also a testimony to the soundness of the system. The pupils have learnt personal cleanliness, they are no longer shy, they have developed self-expression. The consciousness of being able to produce something which has a value in the market seems to have given them a new feeling of confidence in their own powers. The level of the general information of the boys is also comparatively higher as compared to the children in the ordinary schools who have received the same period of schooling. All this is positive achievement. The community has also been the gainer though to a limited extent."

The Bihar Board appointed a Literature Committee in December 1939 to prepare the necessary literature and a member of the staff of the Patna Training School was entrusted with the collection and preparation of the required material. A great deal of valuable material has been collected from the actual experience of work in the training school and basic schools in the compact area and was finally prepared for publication in December 1940.

Bombay Presidency :— In Bombay Presidency, as in Bihar, basic education is functioning as an experimental measure in selected compact areas. The basic syllabus has been introduced in the first three grades of 52 schools in the 4 selected compact areas in Gujerat, Maharashtra and Karnatak and in 28 isolated schools in different districts. Three new Urdu basic schools have been opened round Kawal of East Kandesh in July 1940. A special syllabus of pre-basic education has been prepared and

introduced in the infant classes of these selected schools.

The three training centres at Loni, Katar-gam and Dharwar are preparing a third batch of teachers for Marathi, Gujarati and Kanarese basic schools to enable them to extend the experiment to Grade IV in 1941. The Urdu Training Centre which was opened at Jalgaon has been temporarily closed by the Government. The future programme of the Government is to restrict the experiment to the schools in which it has already been introduced and to extend the training of teachers and the introduction of basic education at the rate of one grade per year until the entire syllabus is worked out.

Orissa :—In Orissa basic education is being conducted as an educational experiment on a small scale in a compact area round Bari in District Cuttack. The compact area consists of 16 basic schools and a training school which also serves as the academic and administrative centre of the schools. The centre enjoys the advantage of constant guidance of Sjt. Gopabandha Choudhuri, the Chairman of the Basic Education Board, and his centre of rural reconstruction at Bari. The first batch of teachers completed their training in December 1939. The Government sanction for the opening of the basic schools and the training of the second batch of teachers was received in March 1940. The school buildings were constructed after the teachers had taken up their duties in their schools, and actual work began from May 1940.

The second batch of teachers completed their training in December 1940, and Grade II will be added to the basic schools from January 1941.

Madras :—There are no centres of basic education conducted by the Government in the Madras presidency. The Education Department however still continues its recognition of the basic training centre conducted by the Andhra Jathiya Kalashala at Masulipatam.

Kashmir :—In Kashmir the first batch of 100 teachers completed their training and 60 basic schools were opened in April 1940. The second batch of teachers is undergoing training in the Basic Training school at Srinagar. The following is an extract from the report on the effect of the new scheme on the children, teachers and the community as a whole.

"The new experiment has completely metamorphosed the teachers. It has definitely

reoriented their outlook and vision. They are more active, thoughtful, social-minded, and conscious of their responsibilities than before... they have been found making earnest efforts to improve their efficiency in craft and their mental content. ...

"It is too early to gauge the effect of this new experiment on the community as a whole... The parents' attitude towards the school as far as co-operation is concerned does not resist it.

"Children in basic schools are brought up in an atmosphere of free discipline and activity. A marked change is visible in their behaviour. They are happier than the children in other schools. Their bright and cheerful faces, clean clothes, promptitude in carrying out instructions, a high sense of responsibility and all-round smartness easily distinguish them from among the rest of their community."

Non-official Institutions :—The two non-official Training Centres, conducted by the Jamia Millia Islamia at Delhi and by the Andhra Jathiya Kalashala in Masulipatam have already trained two batches of teachers, and are training the third. The Andhra Jathiya Kalashala had to face some difficulties in the beginning of the term in the admission of students and the arrangements for a practising school as basic education is not a recognised educational experiment in Madras Presidency. Through the efforts of Sjt. Pattabhi Sitarumayya, however, these difficulties have been overcome. A private girls' school has agreed to introduce basic education in its first two grades and this serves as the practising school. This training centre is working under the guidance of the Hindustani Talimi Sangh. Its long tradition of national education has provided a favourable field for the experiment and the students and staff are working the scheme with faith and enthusiasm.

The Teachers' Training Institute of the Jamia Millia at Jamianagar, Delhi, is now training the third batch of teachers. There are 11 teachers under training at present. Two of the teachers have been deputed by the Delhi Municipal Board, two by the Delhi District Board, one by the Birla Education Trust, Pilani, one by the Jamia Educational Centre, Karol

* The number of students is 23 out of which 13 have been deputed by District Boards, 2 from Municipalities and 6 are private.

Bagh and one by an educational association in Hyderabad-Deccan. The other teachers have joined of themselves. The Centre was so far greatly handicapped for want of a proper building, but the Institute has now set up a building of its own with 4 workshop sheds for spinning and weaving, cardboard work, carpentry, and paper-making, 2 lecture rooms, 2 spacious rooms for the permanent exhibition of basic education, and rooms for bachelor quarters for teachers.

The Institute has made arrangements for its former staff and to come to the Institute during their holidays for further craft training.

The Tilak Maharashtra Vidyapith of Poona undertook the experiment of basic education in a small compact area of 4 village schools round Saswad in the Poona District under the guidance of Acharya Bhagawat of Saswad. One basic school had to be closed in January 1940, but the other three are continuing the work with the help of teachers and supervisors from the Tilak Vidyapith.

Another national institution which has taken up the experiment of basic education is Gurukul of Kangri. Two teachers were deputed for training at Wardha by the institution by 1939 and with their help the basic syllabus has been introduced in the first two grades of the school and craft work as an additional subject in higher grades. The experiment is being worked with enthusiasm by the teachers and the result of the first three months' work is encouraging. It is hoped that the experiment will gradually be extended into the higher grades as more teachers are trained in the new technique of correlated teaching.

A few commendable experiments are being conducted in the smaller states. The Vijay Vidyamandir of Avidhs (Rajpipla), and the Basic School at Pilani (Jaipur) have already completed one year of work. A small training class for teachers and a model basic school of four classes had been started at Vyavar (Rajgarh Bhopal Agency, C. I.). Vidyabhavan of Udaipur is making efforts towards starting a basic school with agriculture as the basic craft.

There are two centres of basic education in Tamil Nad to day. The Periyannayanpalayam basic school conducted by Shri T. S. Avinashilingam of Ramakrishna Vidyalaya and the Seva Mandir of Porto Novo—a girls' institution founded by Miss Petersoa. Both these insti-

tutions are working under the guidance of the Hindustani Talimi Sangh.

Basic Education through the agency of District Boards :—The Sangh at its last meeting passed a resolution to the effect that all institutions of local self-government should be induced to open basic schools in their area to train its own teachers.

The only response so far has been from the District Council of Raipur, which had its teachers trained at the Vidyamandir Training School in the year 1939-40, and has introduced the basic syllabus in 12 of its schools. It has met all the necessary expenditure on the training of teachers and craft equipment of the basic schools, and has appointed an experienced worker to organise and supervise the new experiment.

A small beginning has been made by the Manbhum District Board of Bihar by opening a basic school at Majihera village. A favourable atmosphere had already been created in the village by constructive work, and the villagers are fully co-operating with the educational experiment by providing land and buildings and by sending their children to the school.

A small Committee with Sjt. Ramachandran as Secretary was formed to induce local bodies in Tamil Nad to introduce basic education within their area. A short refresher course in basic education was organised by the Madura Municipality for its teachers, but no further steps have been taken towards its introduction into Municipal schools.

It is evident from the above short account of the progress of basic education during the last six months that the experiment has passed through the initial stage and work begun in the different centres is being continued with greater confidence, as a practicable and desirable scheme of educational reconstruction.

At this stage of the experiment two things are necessary to ensure its future development on proper lines. Careful scientific records of the day to day working of the scheme, and periodic assessment of the results of the experiment in all its aspects—educational, social and economic.

The Sangh has attempted the former task and prepared and distributed monthly record books to selected model schools in different provinces. The educational departments of

Bombay, Bihar and Orissa, and the private centres are co-operating with the Sangh in this attempt.

The only systematic attempt towards a careful assessment of the result of the experiment has been made by the Board of Basic Education of Bihar. A representative body consisting of educationists and constructive workers both official and non-official was appointed to assess a year's work in the compact area of Champaran District. The method of assessment was as follows:—

Selected schools of 3 types—good, mediocre and indifferent—were visited, and the work of children and teachers were examined in great detail to test the general standard of efficiency reached by the schools and the attainments of the pupils—first in terms of the requirements of the syllabus, secondly the general development of the children and the stimulation of their interest in social studies and other creative activities.

The Board of Examiners worked hard and prepared a full report which will prove useful to all workers and administrators of basic education. It is suggested that the authorities of basic education in other provinces may follow Bihar's example towards a thorough assessment of the experiment within their jurisdiction.

Another way of assessing the results of the experiment would be through conferences and exhibitions of basic education. A permanent exhibition of basic education is being organised at Jamianagar, Delhi, to fulfil the above need, and a second conference of basic education is under consideration. It is suggested that regional conferences of workers of basic education might be organised from time to time and the discussions and findings of such conferences be made available to other centres of basic education through "Nai Talim."

As far as the results of the past six months' work is available, the effect on the general development and progressive growth of the children by unanimous evidence is apparent. The Basic syllabus as a whole is found to be practicable though minor changes are suggested in the syllabi of Mathematics and Social Studies and in the time devoted to craft-work in the lower grades. The standard of craft-work laid down in the syllabus has not been attained in a large number of cases on account of insufficient training of teachers, or defective supply of raw

material and equipment for spinning. Wherever teachers have had sufficient training, the necessary equipment had been supplied in time and the required time has been devoted to craft work, the standard has been found to be easy of attainment.

Economic aspect of the Scheme:—As regards economic aspect of the scheme the following note taken from the Report of the Board of Examiners in the compact area of Champaran, based on the assessment of a year's work of the first grade, will give an idea of both the difficulties and possibilities.

One feature of the system of Basic Education is its economic possibilities. We have tried to assess the result of the experiment from this point of view also. As examination of the records kept shows that the average earning per child from the basic craft during the year has been Rs. 0-13-6 (Rs. 0-12-6 from spinning and Rs. 0-1-0 from the subsidiary craft of garden ing) for the entire area.

"According to the syllabus the average earning in the first grade should be Rs. 2-10-0. The result obtained may, therefore, appear to be rather discouraging. But it is not so discouraging as it appears at first sight. We have already preferred to the irregularity of attendance of the children, that is, an average attendance of 139 days as against 216 days expected by the syllabus and to the comparatively lesser time actually devoted to craft-work—that is, less than 2 hours as against 3 hours and twenty minutes required by the syllabus. If these factors are taken into account and a calculation is made on the basis of the actual earnings of the children, the average earning per head for the whole year would be found to account Rs. 2-3-0 which is 83.3 per cent of the average earnings calculated in the syllabus. If we take into consideration the further factor that more regularity, better attendance and longer practice would have given the children better speed and improved the quality and their work it will appear that the average earning per head would have been even more than Rs. 2-3-0. Speaking generally we see no reason to feel pessimistic for the result obtained is not at all discouraging when allowance is made for the low attendance and smaller hours of work—factors which were aggravated by the comparatively low skill in craft-work of the teachers themselves. While

it would be improper to dogmatise on the basis of these calculations, we feel that the economic possibilities of the scheme are far more encouraging than this year's results show and given normal conditions, we see no reason why the expectations of the framers of the syllabus would not be realised within a narrow margin of approximation, if not actually exceeded."

The chief difficulties experienced by the teachers of basic education to-day appear to be (1) insufficient knowledge and mastery over the basic craft and the consequent inability to handle it efficiently as medium of Basic Education, (2) lack of the necessary literature and reading material to help and guide them in their teaching.

These difficulties are inevitable in any pioneering attempt at educational reconstruction. The first batch of teachers whose cultural equipment in some cases was insufficient had to be sent out as soon as possible and therefore without adequate training in the basic craft and the technique of correlated teaching to initiate a difficult programme of educational reconstruction. The training schools themselves had to break new ground in the technique of preparing teachers in the new method.

The first task before the workers of basic education to-day is the scientific study of the craft as a medium of education and it has to be tackled in the training schools. The Sangh appointed a Basic Crafts Committee of craft

experts in May 1940 to help the training schools in this work. This Committee has revised and systematised the syllabi of basic crafts for teachers and pupils and is engaged at present in the scientific evolution of the different aspects of the basic craft of spinning and in preparing the necessary literature for teachers. The first two parts of a series on the mathematics of spinning by Sjt. Krishna Das Gandhi has already been published, and other parts are under preparation. The Committee is also trying to plan systematic methods of craft examination and craft recording for use in training and basic schools. Another work undertaken by the Committee is the preparation of a standard dictionary of technical terms in spinning and weaving.

The necessary literature for teachers falls mainly under two categories, technical literature dealing with the various aspects of the basic crafts, and the technique of correlated teaching and popular literature of general knowledge in History, Geography and General Science to add to the cultural equipment of the teacher and to help him to teach such subjects as Social Studies and General Science. The Talimi Sangh is making an attempt towards the fulfilment of this need but this literature has to be prepared in the training schools and basic schools on the basis of actual experience of work with teachers and children. Bihar is the first province again that has taken systematic steps towards the preparation of the necessary literature and it is to be hoped that the other provinces will follow suit.

THE IDEAL DRINK FOR SPORTSMEN

According to P. K. Ghosh, the world's champion endurance swimmer, "tea is a delightful and stimulating drink... whenever I swim long distance, short distance or endurance, I always look for a cup of tea as soon as I leave the water." To the billiards champion, M. M. Begg, "tea is a harmless stimulant"; and the aviator, R. N. Chawla always drinks tea "to overcome fatigue and nervous tension on long distance flights." The well-known boxer, J. K. Seal, "drinks a cup of tea after strenuous exercise," and says, "in between a round I always refresh myself with a cup of tea." Janki Dass, the all-India cycling champion, confesses: "I have discovered that tea is an excellent beverage for maintaining energy and stamina and have always made it a point to take plenty of tea when training or competing."

—Tea for Stamina.

THROUGH different PROVINCES

DELHI

TRAINING OF I. C. S. PROBATIONERS

For the first time I. C. S. probationers will be trained in India this year and Dehra Dun has been selected as the training centre. The number that will undergo training is thirty. A few candidates from Burma should be trained in Dehra Dun but the Burma Government have now decided against the proposal. There will be 12 Europeans and 17 Indians among the probationers. Six of these Indian probationers were recruited in England and it is said the recruitment of Indians in England was made from those who were there for the purpose of appearing for the competitive examination. All Indian probationers with the exception of one are now at the training camp. The course of training should have commenced in the first week of this month, but the non-arrival of the European probationers has necessitated its postponement until after their arrival, which is expected any day.

Both the Indian and European probationers should get the same training and the training given in India will be almost approximate to that hitherto given in England. The training will be carried out under the supervision of Mr. Pinnel, I.C.S., Bengal.

WORKING OF CIVIL AVIATION SCHEME

The first batch of the candidates recently selected by the Ginwala Committee is being called up for direct entry by the Air Force Initial Training School, while other batches have been posted to some of the clubs for a preliminary course of flying training under the civil aviation scheme.

A number of additional pilot instructors have recently been trained and these and licensed engineers are being posted to about eight flying clubs to complete the complement of personnel required.

NEW SCHEMES OF RESEARCH

The Governing Body of the Imperial Council of Agricultural Research which met at Lucknow

last month under the Chairmanship of the Hon. Sir G. S. Bajpai, sanctioned a number of schemes. Two of these schemes were put up as a result of the conditions created by the war.

The first relates to the appointment of certain central staff for work connected with fruit and vegetable products. Large quantities of canned vegetables such as tomatoes, beans and peas and of dried fruit and dried vegetables, particularly potatoes, are required at present. The Governing Body accordingly sanctioned the central staff and the provision of facilities to deal with the matters.

The other scheme relates to the proposal to test the possibilities of producing in India certain drugs normally obtained from outside the country in peace time.

BASIC EDUCATION CONFERENCE

Dr. Zakir Hussain's invitation for holding the second Basic Education Conference at Delhi has been accepted and the date has been fixed provisionally for the second week of March.

MADRAS

AID TO START TECHNICAL SCHOOLS

It is learnt from the administration report of the Director of Industries, for the year 1939-40 that the question of providing relief to landless rural labour by the development of cottage industries continued to receive attention by the Government. Collectors of 17 districts submitted detailed reports in the manner in which the interests of cottage industries in their districts could be furthered. Reviewing their suggestions, the Government have, in consultation with the Director of Industries and Commerce, informed the Collectors—

(a) that with some local financial assistance, industrial schools providing instruction in particular industries might be started by local bodies, associations and individuals and that, such schools would be recognized and aided

with grants-in-aid under the provisions of the Code of Regulations for Industrial Schools;

(b) that some of the workers might be deputed to existing industrial schools for training in particular industries if new schools could not be started or were not required; and

(c) that departmental demonstrations would be conducted if interested people arrange for the free supply of raw materials and labour and meet the cost of transport of appliances, etc.

The Registrar of Co-operative Societies has been asked to organise co-operative societies wherever necessary for the purposes mentioned by the Collectors. A bill has been drafted and published to amend the Madras State Aid to Industries Act so as to delegate to the Board of Revenue the power to grant loans up to Rs. 500 to cottage industrialists.

The report submitted by the officer deputed to North India to study the system of industrial education for providing specialised courses of training in industrial schools was not complete enough to enable the Director to formulate specific proposals for this Province. Soon after his return from North India, the same Officer was deputed for Japan for the purpose of studying the methods, technique and organization of cottage and small scale industries in Japan. His report was received by the Government after the close of the year under review.

INDIAN MEDICAL COUNCIL

The Executive Committee of the Indian Medical Council met on January 4 at Madras under the presidency of Dr. B. C. Roy.

The Committee considered the question of recognition of the degrees of medical licensing bodies in Great Britain and Ireland, of reciprocity of recognition with regard to Italian, Japanese and Burmese degrees, and of the retrospective recognition of the degrees of the Andhra and Patna Universities.

The Committee will convey its decisions—which are kept confidential at this stage—to the Council at its meeting at Delhi on March 21.

INDIAN ACADEMY OF SCIENCES

The Sixth Annual Session of the Indian Academy of Sciences was held at Waltair from December 27 to 31 under the presidentship of Sir C. V. Raman.

Delegates from the Nagpur, Punjab, Mysore and Lucknow Universities as also

several distinguished scientists attended the session. The session was inaugurated by the Maharaja of Jeypore. Dr. C. R. Reddy, Chairman of the Reception Committee, welcomed the fellow delegates.

The following were elected office-bearers and members of the Council for the period 1940-43:— President: Rajasabhabhushana Sir C. V. Raman; Secretary for Section A: Prof. Madhava Rao (Bangalore); Secretary for Section B: Prof. A. Subba Rao (Bangalore). Treasurer: Prof. B. Sanjiva Rao (Bangalore).

BENGAL

FIVE-YEAR SCHEME FOR PRIMARY EDUCATION

The Government of Bengal have drawn up a five-year scheme for Primary Education and decided to supplement the resources available now for expenditure on Primary Education by Rs. 1,37,00,000. Taking the yield of the Education Cess at Rs. 1,20,00,000, the whole scheme when in full operation is calculated to cost Rs. 3 crores, including the present Government expenditure of Rs. 30,00,000 annually.

BRAILLE FOR THE BLIND

A great step in the education of visually handicapped persons in India has been successfully taken up by the University of Calcutta in manufacturing the Braille instrument used for writing by the blind, for the first time in the country.

As it was difficult to secure the instrument from abroad due to the present unsettled situation in Europe, the authorities of the University directed the Applied Physics Department of the Science College to see whether this could be made in its workshop. After about a month's labour, fifty instruments have been manufactured under the supervision of the Head of the Department, Dr. P. N. Ghosh, for those who are now being trained as teachers for blind schools by the blind scholar Mr. S. C. Roy in the Teachers Training Department of the University. The newly manufactured instruments were exhibited at the seminar of the Department and, according to experts, their standard of efficiency is very high and they compare favourably with those of foreign countries.

MEMORIAL OF LATE ASHUTOSH MOOKERJEE

To commemorate the love that the late Sir Ashutosh Mookerjee had for ancient works on

arts and literature, the Sanskrit Department of the University of Calcutta has undertaken the compilation of a series of books to be named "The Ashutosh Sanskrit Series." The series which will generally include unpublished works in Sanskrit, Prakrit and other obsolete languages of India will be edited by the Asutosh Professor of Sanskrit of the University.

BOMBAY

MUSLIM EDUCATION CONFERENCE

The 51st Annual Session of the All-India Muslim Educational Conference was opened on December 28 by H. E. the Governor of Bombay and continued its sittings till the 30th under the presidency of the Hon. Mr. A.K. Fazlul Huq.

Dissatisfaction was expressed at the interim report of the Kamal Yar Jung Education Committee and the Conference resolved that the Committee should be given one more year's time to submit its report.

Most of the resolutions passed at the Conference related to the problem of Muslim education in the Province of Bombay. A request was made to the Government of Bombay to appoint a responsible officer to examine each text book and withhold any book containing anything repugnant to Muslim culture and religion.

UNITED PROVINCES

STUDY OF MILITARY SCIENCE

H. E. the Governor as Chancellor has approved of the proposals of the Agra and Allahabad Universities in connection with war. Every student of the Agra University is required to attend a certain percentage of lectures and practical work on the subject of military science before he is allowed to appear for the degree examination.

The Allahabad University has been permitted by the Chancellor to place the subject of military science on the same footing as any other subject for study which a student may select; and the University is the first academic body to give facilities to its students for learning the theory of military science.

FIRST "ENGLISH CONFERENCE"

The first "English Conference" was held at Lucknow on December 19 under the presidency

of Prof. Amarnath Jha, Vice-Chancellor of the Allahabad University. H. E. Sir Maurice Hallett, Governor of the United Provinces, inaugurated the Conference.

Delegates from different Universities in India attended the Conference and discussed, among other things, the place of English in the future education of Indian youth.

The use of vernacular as the medium of instruction in schools and colleges for all subjects was discussed at the conference. The conference was of the opinion that so long as the scarcity of text-books in vernacular languages was not remedied, the existing system of instruction in English should be continued. Efforts to produce such text-books as early as possible would, however, be pursued vigorously.

CENTRAL PROVINCES

NOVEL FEATURES IN SECONDARY SCHOOLS

From the Report of the Director of Public Instruction for 1938-39 it is learnt that the teaching of agriculture in high schools is becoming popular and the number of boys offering this subject has increased in both the Government High schools at Betul and Basim. In the Betul school there were 26 students studying the subject in 1938-39 as against 10 in 1936-37. The popularity of the subject is evidenced by the demand for it in the middle department of the Government High School, Basim, and the Government Middle School at Talegaon.

A novel feature of the year is the starting of Rifle Clubs in the High Schools at Wardha, Yeotmal, Chanda, Amraoti with the permission of the Provincial Government. In order to encourage the opening of such clubs, Government permitted their opening and maintenance from Amalgamated Funds of Schools. A number of institutions have since applied for permission to open such clubs and their cases are under consideration.

Another noteworthy feature of the year is the demand for military training in high schools. Nagpur University has taken the initiative and moved the Provincial Government to permit imparting of at least preliminary military training in high school classes so that students when they come up to college classes may be trained in the higher courses.

BIHAR

LITERACY CAMPAIGN

The second anniversary of the Bihar Mass Literacy Campaign 1939-40 was celebrated last month at Patna under the presidentship of Mr. E. R. J. R. Cousins, Adviser to the Governor of Bihar.

The Annual Report of the Committee which was read by the Secretary revealed that during the year 1939-40 there were 18,878 literacy centres in the Province at which both pre-and post-literacy instruction was imparted. At these centres 11,68,325 adults received instruction, out of whom 4,13,482 persons passed the literacy tests. Of the men under instruction 14.5 per cent were Harijans, 10.3 per cent Muslims and 16.7 per cent aborigines. The total number of Harijans in pre-and post-literacy courses was 1,91,662 and that of aborigines 1,61,661. As the result of two years work over, eight and a half lakhs of adults attained literacy. The expansion of literacy among women showed a welcome improvement during the year. There were 427 literacy centres in the Province which were attended by 21,333 women of whom 9,202 passed the literacy test.

Students of High Schools and Colleges continued to take keen interest in the literacy work and the 'Make Your Home Literate Campaign' was started in January, 1940. The aim of the campaign is to encourage the students to make the male and female members of his family and of four houses in his immediate neighbourhood literate by his individual effort.

Literacy work in the jails continued to make steady progress. During the year, 594 prisoners in Central Jails succeeded in passing the U. P. and L. P. examinations after 2 years study. In Gava Jail over 4,211 prisoners attended literacy classes and of these 2,363 could read, write and work out simple arithmetic. The Government announced in November 1939 that no illiterate person should be appointed as a village chaukidar after March 31, 1940. And this produced the desired effect and during the year 9,000 chaukidars attained literacy.

The movement had 20,567 voluntary workers, of whom only 5,267 were professional teachers and the rest were drawn from men who after having passed the M. E. or U. P. examinations were engaged in agriculture, village industries and trade or were sitting at home without employment.

"TRAVEL AND LEARN" SCHEME

Classes in trains are to be organised for the six thousand and more workmen who travel daily from nearby stations to Jamalpur where they are employed in the East Indian Railway workshops.

These workmen spend about two hours in train daily on their outward and return journeys. This period of forced inactivity is to be utilised in making them in the first instance literate and then giving such instruction as will make them better workmen and to speed up the outturn of their work.

A scheme to this effect called "Travel and Learn" scheme has been prepared by Mr. Syed Majid Alam, Inspector of Schools, and has been put by the Provincial Mass Literacy Committee before the Railway authorities for approval.

SIND

FARMING FOR THE UNEMPLOYED

The decision to allot a large tract of land suitable for farming is the latest step the Sind Government have taken to induce educated unemployed youths to take to land.

If the present scheme proves successful the Government have announced their willingness to set aside further substantial areas. In the first instance 10,000 acres have been allotted. Each person will be granted hundred acres on payment of Malkano at 50 per cent of the market value payable in 25 years by equated instalments and they will have to work with their own hands in the area at least sixteen acres and personally to attend to cattle. Those who are not graduates in agriculture or diploma holders, will receive specialised training up to a period of two years at the Government Agricultural Farm at their own expense.

SCHEME FOR COMPULSORY MUSIC

A scheme costing Rs. 15,000 annually for the introduction of compulsory music in all primary and secondary schools in the Province, the establishment of a small Radio Station until such a time as Sind is placed on the plan of the All-India Radio for a regular station, and the provision of Radio sets in selected villages for popularising music, is embodied in the report of the special committee appointed by the Sind Government last year. The scheme suggests the appointment of provincial and district boards to run academies to train 2,839 teachers for the scheme.

PUBLIC OPINION

MR. JOHN SARGENT ON THE NEED FOR SCIENTIFIC DEVELOPMENT

"If one form of education has demonstrated its power to lead a whole generation in the wrong direction, is it beyond the wit of man to evolve another form of education which will be not less impelling in the opposite direction? Can we not so train our boys and girls that they may become passionate lovers of that freedom? I believe we can"—thus observed Mr. John Sargent, Educational Commissioner with the Government of India, addressing the Convocation of the Punjab University last month.

If the peoples of the world are to be brought closer together and made conscious of their common humanity, they must be equipped to use and understand those means of communion and communication which modern science has so lavishly placed at our disposal and which we so lamentably misuse. Everyone therefore must be able to read, mark, learn and inwardly digest. Digestion by the mind is not less important than digestion by the body."

Continuing he said: "Since all foods do not suit all people equally well, we must see to it that our educational diet is sufficiently varied to suit all tastes. From my experience in this country I cannot emphasise too strongly the truism that the curriculum should be made to fit the student and not the student the curriculum."

Proceeding he said: "There is a very true saying by Prof. Burnet 'In the long run everything depends on higher education and so it remains true that the chief purpose of education is to form an elite not for its own sake but for that of society.' What hope have we of achieving our object unless our higher educational system is most delicately adjusted to meet the varied aptitudes of the

students on the one side and of the equally varied needs of society on the other? Even if we may assume that we have opened the doors of our high schools and universities to potential leaders, what is the chance of a remunerative return if we persist in canalising the whole output along one restricted channel? I wonder how much of the brain power of India is being wasted to-day, either because it never gets the chance of being trained at all or because it is trained in the wrong way. For a poor country and for one at a crisis in its fortunes as India is at this moment, nothing can be more important than the scientific development of its intellectual resources. This is a condition precedent to the development of its economic resources. In small things as in big the need of the hour is the cultivation of a sense of values."

BOMBAY GOVERNOR ON RELIGIOUS INSTRUCTION

Inaugurating the 51st Session of the All-India Muslim Educational Conference on the 27th of last month, H. E. Sir Roger Lumley, Governor of Bombay, said:

"We cannot be blind to the utmost universal urge towards secularisation. How you can best meet this tendency of the present day and still uphold your ancient ideals is a problem which, I feel sure, your most thoughtful men have considered deeply and it still demands their attention. I might say here that as regards religious instruction in educational institutions maintained or supported by the State, my Government, in common with most Governments not only in India but in all countries, has laid down the limits within which it can conformably with the general wish of the population of the Province, be suitably allowed. I think there is nothing in the regulations in force

on this matter which need cause you anxiety or fear. With the great expansion of universal education which the present generation in India is witnessing, it is inevitable that some measures of agreement must be devised."

Then, referring to the education of women, His Excellency observed:

"It is entirely illogical that a section of the human race which is primarily responsible for the upbringing and early training of the young should remain in ignorance of the full complexities of modern life. To allow this is rather like seeking to win a boxing match with one hand tied firmly behind the back. Influences like Purdah and public opinion against female education and coeducation are amongst the potent factors perpetuating this unhappy state of affairs. To remedy this is clearly a great task which lies before all enlightened Muslims."

DR. TAGORE ON TRUE CIVILISATION

"True civilisation offers an invitation to all in its rejoicing; barbarism prides itself on exclusiveness. But greed is blind and to-day it over-rides the greater part of humanity. Through the difficult process of self-realisation man must find his way to civilisation and attaining dignity of truth to speed humanity in this world", said Poet Rabindranath Tagore in the course of his annual sermon at the Pous celebration in Santiniketan, last month.

After referring to the supreme message of Mahabharata which taught that selfish enjoyment had to be purified by renunciation, the Poet observed: "Civilisation which gives permanence to things external in the place of spiritual truth injures others by its greedy accumulations and that injury recoils upon itself. If one such civilisation turns out victorious over its rivals it must still further entrench its stronghold of greed, if it is defeated it must pursue aggressive passion with greater intensity. Such a civilisation cannot be called civilised, for civilisation is the wealth of all mankind."

MR. HUMAYUN KABIR ON THE UNREST AMONG STUDENTS

Presiding over the Mysore University Union Day on December 23, Mr. Humayun Kabir of the Calcutta University referred to the present unrest among the student world and said:

"To-day the Indian youths are no longer content merely with acquiring information but want to test it themselves. It is inevitable, if in the first flush of enthusiasm, they sometimes go further than it is necessary or proper. People have often noticed this so-called indiscipline or unrest among the students. A little sympathy and imagination will show that this is merely a manifestation of the 'new spirit' which is sweeping over the whole education field in India to-day. Teachers, if they are wise, will welcome this awakening of the spirit among their pupils and everyone will agree with me that the Indian students are among the most easy to manage. If the teachers expect from their pupils the same sort of unquestioning obedience as they themselves were accustomed to in the past, they will be disappointed. If on the other hand, the students carry their questioning spirit to excess, they might presumably be the losers. They cannot introduce trade unionism so far as teachers or students are concerned."

"Besides, students should also remember," Mr. Humayun Kabir said, "that the problems of life can never be solved once and for all. If it is true that one single endeavour will solve all the evils of human life, it will perhaps be justifiable to throw themselves into the vortex of the political struggle: but they must remember that new problems, new situations and new difficulties will continually arise and the solution of one problem always challenges the solution of the new ones. Students of to-day who are the citizens of to-morrow should prepare themselves adequately in order to meet the demands which the now age in future will impose upon them."

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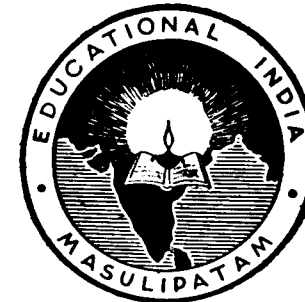
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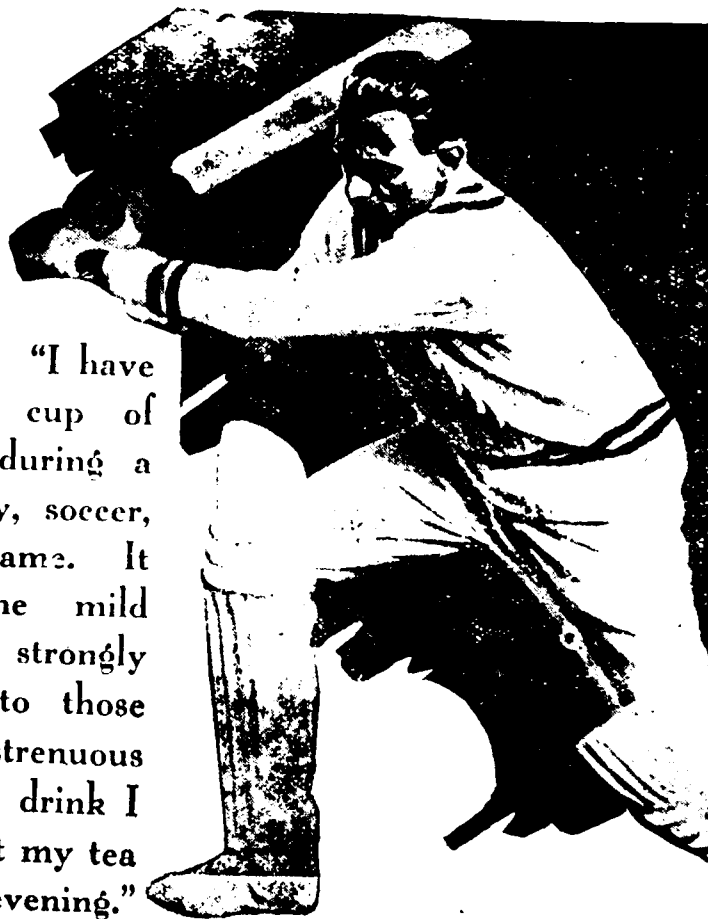
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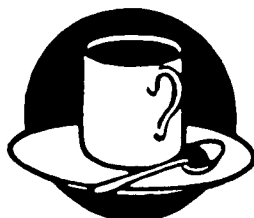
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ADULT EDUCATION IN INDIA *

By Prof. K. G. SAIYIDAIN,

Director of Education, Jammu & Kashmir.

I AM grateful to you for the honour you have done me by inviting me to preside over the Adult Education Section of this Conference and I welcome this opportunity to place before you certain observations and experiences which have occurred to me in the course of my work in the last half of this movement in the State of Jammu and Kashmir. I must, however, confess to a certain measure of uneasiness, if not of shame, whenever I have to speak or write about this problem of Adult Education in our country. For, while in other countries, which have had a luckier political and educational past, adult education is directed to the objective of raising the general standard of people's knowledge and culture and is a part, as it were, of the scheme of continuation education, in India we are still grappling with the immense and depressing problem of liquidating actual, stark *illiteracy*. It is a sobering thought that over 90% of the God's creatures living in this ancient and civilised land are unable to read a line of the printed page or sign their own names. It is still more sobering to reflect that, till a few years ago, even this limited problem was complacently regarded by most administrations as insoluble, as beyond the range of practical politics. It pricked the conscience only of a few enthusiasts who were looked upon as having more good intentions than common sense. The average sensible administrator, whose experience of difficulties often petrified his vision, did not consider it—and often does not still consider it—a practicable proposition to launch a concerted and persistent attack against this citadel of ignorance and illiteracy. The quick, implacable march of events in the world has made him no wiser

and the example of other nations like Japan, Russia and Turkey, who have struggled against like odds with considerable success, leaves him cold. "India has been steeped in ignorance for centuries and is doomed so to remain indefinitely". This situation offers, I think, the most exacting challenge of the century to the self-respect, patriotism and enlightened common sense of the educated generations of to-day. Shall we be equal, I wonder, to meeting this challenge with the fervour and courage of true crusaders?

I have just remarked that, till a few years back, the situation was fairly desperate. But it must be admitted that, partly as a result of the quickening of political conscience and, partly, as a result of the establishment of a certain measure of provincial autonomy—which recently has again disappeared in the wilderness in most provinces, more serious attention is beginning to be devoted to this urgent problem and various measures have been adopted in different British Indian provinces and some Indian States to combat illiteracy. These measures are very far from being effective enough and adequate to the magnitude of the situation but it is good to feel that the ice has been broken. I do not propose to survey the lines along which work is proceeding in different parts of India, partly because it would entrench on the sphere of the Sectional Secretary's work and partly because a fairly good summary of the existing position will be found in the report of the Sub-Committee for Adult Education recently published by the Central Advisory Board of Education. I should perhaps more profitably devote myself to a study of certain important aspects of the movement which are fairly general in their import. They have to be

* [Presidential Address delivered at the Adult Education Section of the XVI All India Educational Conference held at Udaipur in December last.]

considered irrespective of the geographic milieu in which we might be working.

Let me in the first place reaffirm the well known truism which will not lose anything by one more repetition, that literacy *by itself* is neither the goal of adult education nor a very prized possession from the point of view of the values which constitute the "good life". The western countries are still struggling with the problem of a literate, but semi-educated, electorate which can read but does not know, or has not the sense to select, what to read. Reading is just a skill whose significance for the enrichment of human life depends on the use to which it is put. It is a key which may—or may not!—unlock for the individual the treasures of the human spirit, enshrined in the literatures of the world. We should avoid the mistake which was made by the rest in a hurry and the crop of which it has been gathering at leisure in the form of its *penny dreadfuls*, its popular yellow press and its fiction cheap in quality... Our business is to link up the newly acquired literacy with facilities for the reading of good and useful literature so that, on the one hand, the minds of the adults may be enriched with knowledge pertaining to their everyday life and, on the other, they may learn to enjoy reading as leisure time hobby, as an activity which adds to their cultural and aesthetic appreciation. That is why it is essential that an expanding Library service, covering both rural and urban areas, should be established side by side with the growth of adult education centres. Wherever these two integral parts of a single, indivisible cultural movement have been torn asunder, there has been great loss of effort either in the form of actual relapse into illiteracy or the curtailment of the benefits of literacy even in those cases where it has been retained.

But books and literacy centres are not, by themselves, enough; more must be done if the adults are to be spontaneously drawn to our centres. Since we cannot enforce their attendance by law, we have to make

our centres as attractive as possible from the very outset. The acquiring of literacy is a somewhat tedious process and, if the adults are to get nothing in these centres but the dry husks of mechanical instruction in reading and writing, they will soon cease to take interest and will altogether stay away. "Knowledge comes but wisdom lingers," said the poet of men in general. Of the new literate it may perhaps be said that literacy comes but knowledge lingers and wisdom, which is the fruit of knowledge and good taste and appreciation are plants of very slow growth. While they are still in the process of growth, we have to make a bid for the adult's interest and this we can annex by making his attendance worth while from the very first day of his attendance. Let the teaching of literacy be supplemented by aural and visual instruction, by interesting and simple talks to the villagers on their every day problems, by the use of various kinds of illustrations, by reading to them suitable stories, poems, extracts from newspapers or any other writing likely to appeal to them. If they feel that their attendance is having an impact on their life, here and now, shedding light on their problems and difficulties, giving them new insights or interests or appreciation, they will stay long enough to acquire literacy; for, then they will be able to see some meaning and use in the technical skill that they are learning. Even more. Let the adult education centres become, through the sympathetic guidance of the worker with imagination, *social centres* where facilities may be available for games, songs, dramas, discussions and other popular forms of entertainment. I wonder if many of us, who have had the benefit of higher education and who enjoy the amenities of modern urban life, adequately realise what poor, limited hard driven and harassed lives our fellow country men in villages and over-populated industrial areas lead. There are whole dimensions which are missing in their life. Pre-occupied with the nerve-racking struggle to eke out a scanty living, many of them

get no opportunity to enjoy those cultural pleasures which the progress of Science has placed within the reach of all human beings, because a vicious and unjust economic and social system stands in the way. Forces are in motion which will inexorably change this system but, even with the quick tempo of modern changes, this may take time. The only way in which we can, in the meanwhile, make amends for our responsibility, whether direct or indirect, conscious or unconscious, for this state of things is by utilising these centres to bring some light and cheer into the dull and drab lives of the illiterate villagers. It is a duty which we dare not shirk, not only because of the moral obligation that we owe but also from the point of view of enlightened self-interest. A people cannot become truly cultured or civilised when they are being constantly dragged down by the terrific weight of 90% illiteracy and we the 10% or less, cannot enjoy with ease and confidence the fruits of our culture which really wears the complexion of stolen property or ill-gotten gains. And this pin-point of light and culture, in which we are sometimes tempted to bask complacently, is being constantly infected and swamped by the darkness of ignorance and superstition which surround us, even as the wild and untamed jungles in Australia and Africa reclaim inexorably the small but ill-defined settlements of people which may grow up on their margin. Such is the ironical justice of Nature; it will not permit an indefinite lease of life to any small educational or cultural group which is hemmed in on all sides by masses steeped in illiteracy and ignorance. Unless we can break into the gloom which envelopes their life we shall not be able to build any lasting structure of culture in the country. This means that, in spite of our difficulties and limitations, we must envisage a richer and more comprehensive conception of Adult Education than is the case to-day. Even if it operates within a limited field, for want of sufficient resources, and workers, its quality must be carefully guarded. It must enter into the

life of the adults as a releasing and liberating influence, breaking down gradually the narrow walls that cramp their minds and their interests.

The Secretary's survey will give you an idea of the different types of agencies that have been employed for this work—teachers of schools, voluntary workers, social organisations, religious groups. But it must be conceded that this cannot be done effectively by every worker though every one may attempt it within his capacity; it is only an enriched mind gifted with intuition, that can emit sparks through its contact with its fellow men and women. Hence the special and peculiar impact of this social responsibility on our educated youngmen who have had the benefit of College and University education. The only way in which they can repay the cultural debt that they owe to society, which has given them of its best, is by utilising their leisure as well as that period of enforced inactivity through which most of them have to pass before they are lucky enough to secure some employment utilizing this period in sharing their cultural achievements and knowledge with their less fortunate fellow men. Let them also remember that there is nothing which demoralises a man more quickly than the feeling of social worthlessness, the feeling that one is neither remuneratively employed, nor doing any socially useful work of one's own accord. On the other hand, if they made use of their enforced leisure for some form of social service, say, adult education work, they will not only be saved from the feeling of futility; they will also acquire a new and more realistic understanding of social problems. Contact with the workers in the field or the factory will be an educative experience of great value, supplementing usefully what they have acquired through their mainly academic education. It will give meaning and concreteness to the abstract conceptions which their text books in History and Geography and Economics have taught them. So both as a measure of social service and as a measure of self-

education, this work should be undertaken by educated young men who will find it twice blessed—blessing him that gives and him that takes and, slowly but surely, raise the intellectual and cultural level of this great but unhappy country that we inhabit. Perhaps you will permit me to conclude by quoting from an account of the work done by Chinese students during recent years in the cause of education. They had to grapple with difficulties which are in no way less than in our country; they worked under political conditions which were far more unsettled and disturbing. But nothing could daunt their courage and their patriotism and they seem to have achieved what would strike any sophisticated observer as an impossible task. A report published in the *Cautious Times* says:

"Since the spring of 1938, when under secret Government instructions, the orderly retreat of China's civilisation began, 77 Chinese Universities have been moved 1,000 to 2,000 miles beyond the reach of Japanese guns; and to-day China has the largest College enrolment some 40,000 students in its history.

From Sian 1,500 students, including 300 girls, set out on foot, climbed the Tsingling Mountains, finally reached Hanchung and

Chengku and started Universities. In Nanking 1,086 students loaded boats on the Yangtze with books, laboratory equipment and shop machines, and after 1,000 miles and 43 days reached Chungking's gray-stone building started by the foresighted Chancellor Chang Poling before the war.

The Universities have brought to the former wilderness of western China medical facilities, new manners, new dress, new farming methods, reading and writing (since 1938 nearly 50,000,000 Chinese have been taught to read and write). The students, of whom a third are entirely supported by the Government, live in bamboo and mud huts, eat bean soup, a few vegetables, and often suffer from acute undernourishment. But active, patriotic, brave, these students are the hope of China."

Is it enough excuse for our young men to say that the Chinese could do this because they were politically free while we are still under foreign rule? Did not the Chinese students do all this while they were—and they are—struggling for the very preservation of their national life? And can we succeed in our national objectives unless we strive simultaneously on all fronts, social, political, economic and cultural, each doing his or her bit in his or her own special sphere?

"WE are provided with buildings and books and other magnificent burdens calculated to suppress our mind. The western education which we have chanced to know is impersonal. Here the tree is not allowed to live its full life, but is cut down to be made into packing cases. It represents an artificial method of training specially calculated to produce the carriers of white man's burden. It is a deliberate cultivation of disloyalty to truth, of intellectual dishonesty, of a foolish imposition by which the mind is encouraged to rob itself. Educational institutions in our country are India's almsbowl of knowledge, they lower our intellectual self-respect; they encourage us to make a foolish display of decorations composed of borrowed feathers. We are made to tread the mill of Passing examinations not for learning anything but for notifying that we are qualified for employment under organisations conducted in English. Our educated community is not a cultured community but a community of qualified candidates."

—Rabindranath Tagore.

Intelligence—Its Nature and Measurement The Meaning & Value of Ability Tests for Education

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

TESTS for the measurement of mental ability constitute a most important and energetic department of modern psychology. Mental measurement is a concept which is peculiarly the unique characteristic of the twentieth century psychology; it has become so powerful and so useful that it is universally accepted as a valid category; and it has at the same time justified itself not only as furnishing an objective standard for assessing the individual's ability in different walks of life, but also by quickening and promoting in us a deeper sense of social justice. The treatment of the criminal, the young delinquent, and the feeble-minded has been radically changed by the new orientation which is directly the result of the mental tests. Ability tests started as a modest experiment in Paris by ALFRED BINET with the definite purpose of finding out the causes of the poor progress made by the educational institutions, and to devise methods for improving them. But to-day the practical interest evinced by the public in the mental tests is so great that its undoubted advantages are appreciated not only in the schools and colleges, but also in the law courts, the workshop, the army, and the vocational and technological institutes.

Ability Defined

Now what is ability, and how is it measured? To give a correct and satisfactory answer to these questions, it may be useful to make clear a few underlying and outstanding features of human life. A thing is what it does. Activity is perhaps the only index of capacity. Power should always find its appropriate expression in legitimate and proper activities. Mind, intelligence and intellect may be abstract terms; but the actual activities of the

individual are concrete, specific and objective. Therefore there is nothing mysterious or suspicious in the attempt to determine the mental capacity of an individual on the basis of the measurement of the scope, variety, speed and nature of his actual performance of specific activities. Over-action always proves inherent ability. Action is the outcome of all thought, attention, imagination and other processes of mental phenomena. In a word, action is the aim of life; and it is by measuring action by different tests that we fix the ability of the individual. Ability tests are of recent origin, and grew out of the study of individual differences in psychological laboratories. The source of these practical tests is to be found in the work of Binet. The last Great War was the most important factor in the remarkable and extensive development of these tests which were used not only to separate the backward and the feeble-minded children, but also to get a greater insight into the nature of normal individuals and those of unusual ability.

Ability or Intelligence is not an entity or substance, but is the characteristic of certain actions. It stands for that peculiar power of the individual by which he organises or integrates his experience, and solves the problems of life by a vast range of adaptive actions. Ability is a problem-solving device; it is the capacity to profit by experience, and is manifest in such subtle forms as when a candidate for a job makes "a good impression" on the employer by his ready replies, and quickness and alertness in general behaviour. Intelligence implies all-round ability and comprehensive grasp of facts, and consists in performing a variety of acts and performing them efficiently. It is the

tests, and educational achievements have a high degree of correspondence with each other. The practical advantage of this correlation is that we are in a position to foresee and predict the level of work which a student would be capable of performing in the higher classes and in the college. This would enable us to eliminate the misfits for the higher education, and to divert these pupils to manual or other forms of learning which do not require such high grade ability. Of course, the problem of correlation bristles with difficulties and complications. The intelligence tests and school marks may not in all cases coincide, in which case, we will have to revise the tests themselves or devise new ones. Or it may be due to the fact that school marks depend not only on ability but also on the interest of the pupil, importance of school work, proper revision of, and training in, old lessons, and the good tradition of the school itself. It must be noted that the intelligence tests take stock only of free materials gathered spontaneously; whereas the educational tests examine the students on the lessons actually and labouriously drilled into them, and which they have to master either by rote learning or intelligent assimilation. This is another reason why educational tests should always be supplemented by intelligence tests which give a more accurate and more comprehensive insight into the real ability of students.

Heredity and Training

A fact of basic educational importance especially in such a vast country as India is that these tests have definitely proved that there are distinct differences between communities in the ability of their children. In America, the psychologists have made comprehensive investigations into the intelligence of the children of different communities and races; and the results bear out the fact that the races differ in native intelligence. The following figures from HIRSCH with reference to Massachusetts may be taken to be typical. The average I Q of full-blooded (Red) Indian children

is 73; of white children 100; of children of Swedish parents 102; of English parents 101; of Italian parents 86; of Portuguese parents 83. Again there is a very noticeable difference between rural and city children. The city group show superior ability, and the country child is lower in general mentality. Not only this: there are also differences in the intelligence of the young children whose fathers are in different occupations. The I Q of the children of professional men is 116; of clerks and mechanics 108; of semi-skilled operatives 104; and of labourers 96. We need not enter into the causes of these differences here. The fact is there, and has to be reckoned with in assigning work to the students. These variations point out the necessity for having different curricula of studies and different standards of educational abilities to suit the needs of the rural areas and towns and cities, and also for different communities and occupations. A clear understanding of these significant facts will help in assessing the work of institutions and the ability of individual teachers, and in discouraging hasty comparisons between *this* school and *that*.

Vocational Guidance

A remarkable help rendered by the intelligence tests is the educational guidance offered by them in the selection of the courses of study. The different subjects differ in the degree of difficulty and the nature of demand they make on the students. It is a fact that the vocational and commercial courses require less intellectual ability than the subjects taught in the college classes. Again there is little or no correlation between ability in commercial and vocational subjects and the regular academic work in the school curriculum. On the strength of these data, one line of educational reform is to classify schools into two sections: one section to give part-time manual, commercial, or vocational training supplementing the regular school work to those who cannot continue through high school and college on account of their

limited capacity and low mental rating; and another section giving full-time academic instruction and training to fit the students for University Degrees in arts, sciences and the learned professions. Terman has worked out that an I Q of 90 is indispensable for successful high school work and an I Q of 100 for college work. These and similar other standards help the student and the teacher in the proper selection of subjects and courses. The most important educational problem is not what a student has done previously, but whether he can do the work which is before him. It is more important to know his ability for *further* learning than simply to take stock of what he has already learned.

Superior Students

Another outstanding importance of these tests is the light it throws on the causes of failure. One should be very careful in this matter. If the failure is due to lack of ability, there is an end of the matter. But if it is due to want of interest or deficiency in training, the tests will help to determine the remedial measures for over-

coming the failure and preventing its return. Again failure is a relative term. A superior pupil with an I Q of over 130 who is doing mediocre work is of course a failure, because his achievement falls below his capacity. Intelligence tests, therefore, are used to stimulate brighter students to work up to their capacity. As COLVIN says, "Every argument that applies to the special treatment of the subnormal classes applies with far greater force to special opportunities for those possessing superior talents or genius." Is it not a fact that the progress of culture and civilisation depends largely on the contributions of the specially gifted persons? And on that account is it not fair and necessary to ascertain and develop the extraordinary capacities which characterise a few individuals? Many pupils drop out of school on account of their lack of ability which makes it impossible to continue their academic work. Prof. PILLSBURY regards this selective elimination as so significant that he concludes that "*the most important function of the school is to pick out the intelligent individuals, and put them in positions of leadership rather than to teach them.*"

HEALTH OF CHILDREN IN SCHOOLS

Practical Suggestions for their Improvement

By Mr. MURLI DHAR PATHAK, B.A., L.T.

It is universally accepted that health is very necessary for the attainment of every ambitious aim. In fact the highest degree of individual success cannot be attained without sound health. The most lucrative professions are generally reserved for men of excellent health. In every avenue of life ill health is a great handicap. A number of men are disqualified from services merely on account of physical disabilities. The investigation of the past few years' records in an Indian High School shows that the total

number of the absences in a high section of 33 amounts to 4,672 periods in a year which means that one boy loses 142 periods of school instruction. An investigation into the causes shows that illness was responsible for not less than 52% of such absences. 4% of such absences were due to eye complaint. But still more serious are those conditions which while not necessitating an actual absence of a child from school yet keep him perpetually in a state of inefficiency and ill-health.

Conditions Causing Ill Health in Indian Children

1. An inquiry into the environment and health habits of Indian children in a few high and village schools has revealed the following facts. This is intended only to make the teachers realize the importance of the conditions affecting the lives of the Indian children. 40% of the children are under-nourished. Their diet seldom contains a sufficient quantity of milk, green vegetables and fruits.

2. 30% of the children sleep with their heads covered at night specially during the winter season. Most of the houses of children are improperly built. 43% of the children sleep with their doors closed all night.

3. 77% of the children read till late hours in the night, when preparing for the examination.

4. 74% of the children read with poor lights at night. 29% of the children read lying down. 32% of the children keep the book too close to their eyes even when their eyesight is quite good.

5. There is a lack of real spirit of play among children. Only a very small percentage of boys have a love for wholesome games, and play with interest. Others go only through the form without getting any real joy out of it. It is impossible to build up good physical strength if the attitude of the children is wrong. In order to make games more popular among children the people of the neighbourhood should be invited to witness the matches.

Hygienic Doing

The above statements conclusively prove that under the teaching of hygiene we have imparted to children no more than the knowledge of the laws of health, of the principles of sanitation or of the workings of the body. The mere storing of facts and information in a child's brain is almost useless unless it leads to practical application in a child's daily life. We should not be

content with merely giving instruction on hygienic principles but we should train children to form healthy habits. It is absurd to suppose that merely talking to boys about forming habits will lead to formation of right habits. The subject should be approached from a practical point of view. Every child should be asked to form healthy habits. Practice without interruption will lead to the desired results. A well trained child in hygiene should be able to take care of the health without giving much attention to it. It should be the aim of the teacher to see that the habits are well established. Unless such a result is achieved he should not relax his supervision. In short, hygienic knowledge should be transformed into hygienic doing.

Teacher's Main Task

Having realised that the formation of habits is the most important item in the teacher's programme his chief task is to determine the lines on which he is to proceed. Psychology teaches that no two children are exactly alike. A teacher who tries to deal with pupils as a mass is a failure. If a teacher says to a child "Your health is very bad. I hope you will improve it", there are very few chances of a child's improvement in health. But if a teacher analyses the habits of each child and tells "You have these defects. I suggest this practice", he will soon find that an improvement is made. What is needed is a careful survey of each individual child and the personal specific attack with reference to each individual child on the formation of health habits. The following type of questions will prove useful in making the survey of each child. The questions are only suggestive. More can be added according to the requirements and environment of the locality in question.

1. Did you ever fail in any class?
2. Did you ever suffer from serious sickness?
3. Can you read the writing on black board with ease?

4. Do you always hear the teacher?
5. Do you read after 10 P. M. when preparing for the examination?
6. What kind of light do you use for study?
7. Do you read lying down?
8. Do you drink milk and use green vegetables?
9. Do you sleep with your head covered?
10. Do you play in the open air daily?
11. Do you sleep with doors closed?

The question should be put very plainly and clearly to each child. Answers should not be suggestive. The conversation should not be carried on in a formal way but in such a way as to lead the pupil to tell all about himself. Then an individual set of different habits should be planned for each child. By the end of the first month of the year the teacher should be able to form a definite programme for the health work of the year.

Daily Health Record

Experience tells us that until a habit is firmly routed the keeping of a daily health record is very essential. This ensures the actual practice by the child of the regular instruction in hygiene. Boys should be required to copy the list of desirable habits in their note-books with proper line for the record of each day in the month. A little time at the beginning of each day, say three minutes, might be devoted to filling the records of the child's activities on the previous day. I required my own class to keep such daily health records and found the results very encouraging. 53 per cent of the children succeeded in forming the desired habits. Weekly averages for each child might be made and the record should be put up on the notice board to stimulate competition. In higher classes the progress should be shown by means of graphs. In order to create interest in children they should be required to make their own individual charts or other records. It is possible

that some children will deceive the teacher by giving false information; yet even in these cases they will constantly be reminded of practising the desired habits.

The Teacher's Note on Child's Achievement

The teacher should himself keep a brief but accurate note of the child's improvement in health. This record might be made fortnightly or monthly. In the case of senior boys this can be made by the pupils themselves with the help of the teacher. The keeping of this record should be a part of regular class work. At the end of the term a summary of the health achievement and future requirements for each child should be noted for the guidance of the next year. The health achievement of the class as a whole may be noted.

Life in Hygienic Activities

Children take little interest in the distant future; so the hygienic activity should be connected with the immediate future.

1. Marks should be assigned for the formation of healthy habits. Children should be marked as regularly and carefully for habits of posture and cleanliness as they are marked in English or Arithmetic. Prizes should be awarded to children who form most healthy habits.

2. Hygienic activities should be dramatized. A successful teacher when giving a lesson on the care of the eyes will gather round the table a number of boys. They will demonstrate how they should hold a book.

3. The teacher should often inspect the hands and teeth of the children and should give words of approval or disapproval as the case may be.

4. Boys may be required to act health plays.

5. A list of habits to be formed and to be avoided should be hung in the study room of each child.

6. Each class should be provided with rules for the preservation of eyesight.

7. Each class should also have a chart showing the normal height and weight of the children corresponding to ages.

8. Children should be required to keep their own weight charts.

9. Formal drill should be supplemented by group games which should be organised according to the ages of children.

10. Corrective gymnastic exercises should be prescribed for the particular defective limbs of the children. Two periods a week should be introduced in each class for gymnastic exercises under the supervision of the Physical Instructor.

Correlation with other School Subjects

Nothing indeed is more dangerous to the formation of health habits than to regard the health teaching as a separate subject of the school curriculum. While we advocate a definite place for hygienic instruction in the school curriculum we nevertheless realize that some of our most effective health teaching can be done through correlation with various school subjects.

1. Children may be required to make health posters. They can draw the pictures. It does not matter if the drawing is crude. The object of health teaching is achieved because the child is expressing his idea in his own way. Children can cut beautiful pictures from health magazines. They can write a health slogan beneath it.

2. There is an ample opportunity for correlation in English and Vernacular. The writing of health plays may be a part of regular work in English and Vernacular. In senior classes debates on health subjects should be encouraged. Health dialogues may be used in English conversation. Writing lessons may have health slogan for copies. Passages on health may be given in dictation and translation.

3. Arithmetic lessons may involve the cost of different kinds of food. Geography can illustrate the importance of physical environment on health. History can point

out the value of health in the success of armies in the battle field. Lessons in Nature Study, General Science and Geography can be better studied on walks and excursions. A permanent love for long walks in fields should be created in children by arousing their interest in out-door world. Let them love the ordinary things of the world of nature.

Health Supervision

The present system of medical inspection of children is a greater improvement than what was in vogue a few years ago. But the desired results have not been achieved. As far as possible an effort should be made to secure the services of a fully qualified doctor who has a taste for the problems of ill-health in school children. He should visit the school at least once a week on appointed days. The supervision of the health of children should by no means be confined to the routine medical inspection of children, but the pupil, the parent and the teacher should all combine to raise the standard of health among children. A thorough medical examination of all pupils at least once a year is very essential. The case of physically defective children below the standard should be a problem for special consideration by the medical adviser, but in the case of majority of children the work should be preventive. Due emphasis should be laid on those habits and activities which result in greater physical efficiency and provide a profitable use of a child's leisure.

The Importance of Teacher's work

The teacher is the pivot on which the success of this work is to be hinged. It should be remembered that, no matter how wisely and well a school health programme is planned, its success will largely depend upon the enthusiastic and conscientious efforts of an individual teacher. The difficulty cannot be surmounted without the intelligent cooperation of teachers. The earnest and enthusiastic efforts of a well trained teacher properly directed are among

the most potent forces that can bring an improvement in children's health. The medical adviser can spend little time in any class. It is the teacher who has ample opportunities for observing the careless and insanitary habits of children. He should understand that a child is sent to school not only to acquire knowledge in Geography and Arithmetic etc., but to be prepared to make the most of his life. Even under the most unfavourable circumstances a teacher can find about the health of his children, and can do something to correct the ill-health of children.

Parent-Teacher Association

There is a special need of such association in the field of hygiene in India because here in most cases the health habits of the home are not reasonably in a line with those which the school is inculcating. The work of the school is sometimes undone by un-educated parents at home by forcing the child to adopt an un-hygienic attitude during the hours he stays at home. Geography and Arithmetic can be efficiently taught in school but hygienic habits cannot be successfully established among children without the help of parents. Besides, there are many habits over which the home alone has entire supervision, e. g., hours of sleep, diet etc. In such meetings the parents and teachers teach each other some vital truth which ought to be known to both if the pupil is to derive the maximum good. The teacher secures the sympathy of the parent and is saved from unnecessary criticism and learns the condition of a child at home.

The parents become interested in school and realize the vast opportunities that lie in their hands for shaping destiny. The parents will be pleased to know that the health of their children is protected. It is impossible to attain the best results unless both the teacher and the parents work together. These meetings should be held regularly in order to make such organisation worthy of success. The parent should not be led to feel that it is only a meeting of the teachers' association. Some of the best health records of the boys may be posted on the walls for exhibition in such meetings.

Health Week

The object of this celebration should be to focus attention upon our most precious national assets—boys. A few days in the year should be set apart for special consideration of the health problem. On such days the school should be expected to do some distinctive work in connection with health. This affords a special opportunity for enlightening the public on the pressing needs of health problems of the day. There should be a display of hygienic devices and best health records of the boys. Health magazines might be arranged for inspection. New games which the children have learnt should be played on such occasions. Essays might be read. Lectures might be illustrated with lantern slides. We should not be discouraged if in our health work we do not attain all we hope for. We have great hopes that though the effects of health work are not generally measurable, yet they will be most beneficial to future generations.

"Our cultural institutions should be so built that the generations yet unborn may be indebted to us for inheriting them. They may hold them dear for the matter that our hands were employed in raising those edifices."

* * *

"No Artist can work nobly where there is care of the morrow's meal, nor where he is forced to conform to the public taste. It is for an artist to elevate and enrich public taste and not for public taste to cripple and deform the artist and his art."

—Mrs. Besant.

THE LANGUAGE OF IMAGINATION

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

HERBERT Spencer began his famous book on education by asking the question "What knowledge is of most worth?" And he answered the question in his own peculiar way giving the first importance to those subjects which have a direct utility in life and the least to those which have no utility except at the time of leisure. Thus, the subjects of aesthetic value are supposed to be mere luxuries. Poetry is one of the subjects which may be included accordingly among luxuries.

"What is the use of poetry?" Very often this question might be asked in these matter-of-fact days and the obvious answer is, no use whatsoever.

A certain editor, possessing a higher level of intelligence and sensibility than the average editors, was given control of a labour, weekly newspaper. In addition to the political news and criticism, he gave considerable space, in his paper, each week, to new poetry, drawings and short stories of a notably good character. But one day the directors approached him saying, "Now look here, we don't want to interfere too much; but man, you can't feed starving workmen with poetry."

To their surprize the editor replied "It's about the only thing you can feed him with."

The natural result, of course, was that the editor lost his job. All the same he was right. There is much truth in what the directors thought. They looked upon poetry as luxury. It is not an ordinary man's job. But at the same time man should not live by bread alone. A prosy person can see things only in their physical outline. He cannot see an inch beyond his nose. And the trouble is that all the best things in life lie a good many inches beyond

his nose. To grapple into the intangible he must be able to understand the language of imagination. Poetry deals with that language. If you fail to appreciate that language however meagrely, something is dead in you. In fact you are not perfectly alive. Suppose you receive a present from a friend. Let it be a four anna book or a valuable gold wrist watch. You appreciate the thing itself and you read the prose out of it. But do you appreciate the thought behind the present? Then you are reading the language of imagination. However small the physical value of the present be, the thought behind the present will be always rich.

Another way of putting a more precise definition of poetry is due to Hazlitt: "Poetry is the most vivid form of expression that can be given to our conception of anything whether pleasurable or painful, mean or dignified, delightful or distressing."

A prosy person if he were to accompany Wordsworth, the scene of the daffodils would not have so vivid to him as to Wordsworth. In the poet's view it is "A host of golden daffodils" spreading

"Besides the lake beneath the trees
Fluttering and dancing in the breeze."

Still more vivid is the scene when he says:

"Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never ending line
Along the margin of the bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance."

Again the significance of the scene or something more beyond the concrete which the poet's imagination saw may well be realised in these lines:

"A poet could not but be gay
In such a joined company:
I gazed—and gazed—but little thought

What wealth the show to me had brought:
For oft when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils."

A matter-of-fact person may describe Mahatma Gandhi as a man; but such a VIVID, precise and concise expression as seen in the following para must come from the great poet, Tagore:

"An ascetic himself, he does not frown on the joys of others, but works for enlivening of their existence day and night. He exalts poverty in his own life, but no man in India has striven more assiduously than he for the material welfare of his people. A reformer, with the zeal of a revolutionary, he imposes severe restraints on the very passions he provokes. Something of an idolator, and also an iconoclast, he leaves the old gods in their dusty niches of sanctity and simply lures the old worship to better and more human progress. Professing his adherence to caste system he launches his firmest attack against it where it keeps its strongest guards and yet has hardly suffered from popular disapprobation as would have been the case with a lesser man who would have much less power to be effective in his efforts."

Are we, then by depreciating the place of poetry, to deprive the children of the real values of things? Are we to deny them the significance which exists beyond the concrete existence of things? Has not poetry a higher place in life, as well as in education, than the mere utilitarian criterion would give to it?

According to Bacon "Poetry has something divine in it because it raises the mind and hurries it into sublimity by conforming the shows of things to desires of soul instead of subjecting the soul to external things." And children like to fly in their fancy in a world of divine atmosphere.

1 Reader's Digest; June 1938: Bombay.

Their soul is not satisfied in this matter-of-fact world but desires for something sublime and hence they take resort to the world of fairy land and princesses. So some sort of poetry as defined by Bacon will be suitable for them. And in ancient as well as in modern periods we find a few poets whose works come as near perfection as human mind can bring it. Only a few are accounted as perfect. Hence within the covers of a few books shall we find record of all that those men of intense vision saw of life. The pleasure and pain they had of it, the meanness and dignity they detected in it, the delight and the distress. So we can pick up the gems right from those who lived at the dawn of civilization, and from those who lived through ages and those at present day. But there must be unity in diversity. Those who give very vivid, precise and simple expression to the events and describe the significance behind them in a simple and clear expression are best suited for children.

Once the material is selected we must know how to present it. And it is said that if you could learn poetry well you would teach it well. And the best way to learn it is to appreciate—or better, to experience—it. A critic of Shakespeare has said "Read his works again and again and you will understand him better, if you do not pity yourself." So is the case with poetry; the more you read it the better you will appreciate it. Then you will like to teach it. You will be able to carry the pupils to the poet's feeling and imagination. And that's all what is required of you as a teacher of poetry.

Let us suppose for instance, that we want to teach Tagore's "Paper Boats."

PAPER BOATS

Day by day I float my paper boats one by one
down the running stream.

In big black letter I write my name on them and
the name of the village where I live.

I hope that someone in some strange land will
find them and know who I am.

I load my little boats with the shiuli flowers from our garden and hope that these blooms of the dawn will be carried safely to land in the night.

I launch my paper boats and look up in the sky and see the little clouds setting their white bulging sails.

I know not what playmate of mine in the sky sends them down the air to race with my paper boats!

When night comes I bury my face in my arms and dream that my paper boats float on and on under the midnight stars.

The fairies of sleep are sailing in them, and the lading is their baskets full of dreams.

—R. Tagore.

Almost all the children have the experience of playing with the paper boats. But their experience is much limited; only that much which appears in the first two lines or at the most, sometimes they might have loaded their boats with flowers or small pebbles. But beyond that, they never go. The poet's imagination has added such vivid and precise events that thereby the experience of the child will be much more significant, than mere play.

First the idea of someone in some strange land finding the boats and knowing who he is and the idea that the flower should reach safely to land at night, make the experience of the child more real and more complete.

Then the ideas that some unknown playmate sends the clouds to race with his paper boats and that the fairies of sleep are sailing in them under the midnight stars make their experience more beautiful and give it a touch of living reality. They become more curious about the living nature around them as her beauties are revealed to them more vividly.

Taking all these facts into account we are to plan our lesson so that the fuller significance of the paper boats should be carried to them through their imagination. I would devise some such sort as the following discussion if I were to deal with the topic.

Q. Have you ever played with paper boats?

A. Yes, sir. So so often we have.

Q. When?

A. In rainy season when there is much water.

Q. Where is it best to play paper boats?

A. Near a flowing stream.

Q. Where do the boats go?

A. Somewhere down the stream.

Q. What do you put in them as goods and as men?

A. Some pebbles or some flowers.

Q. Do you like to play all alone?

A. No sir, we like to have playmates.

Now look here, boys, here is a very beautiful poem about the paper boats written by the great poet R. Tagore. I shall read it to you.

The teacher reads and then:

Now you read the poem to yourself. But look here; each line gives you a nice picture. All the pictures put together give you a sort of beautiful cinema film. Try to see it with your mind's eye.

The boys finish their reading.

Q. Who is supposed to write the poem?

A. The child who plays the paper boats.

Q. Where does he start to play?

A. Near a stream in the village.

Q. (Teacher draws a sketch of the boat on b. b.) Here is a sketch of his paper boat, and here he writes something on it. What does he write?

A. His own name and the name of his village.

Q. Why?

A. So that others seeing the name may know who he is.

Q. What does he load his boats with?

A. Shiuli flowers from the garden.

Q. Where does he hope them to reach and when?

A. To land at night.

Q. What is supposed to race with his boats?

A. Clouds.

Q. Why does he suppose clouds as racing with his boats?

A. Because they are floating in the sky and they look like boats sailing on water.

Q. Who is supposed to send them?

A. Some unknown playmate in the sky.

Q. What happens to the boats at night?

A. The boy dreams that they are floating under the stars with fairies of sleep sailing in them.

Q. Suppose that the boats reach the land at night. Who should be there to receive the supposed men in the boats and take the supposed goods?

A. Someone in the strange land.

Q. Does the child believe that there is someone to do so?

A. Yes, Sir. The child hopes that someone in the strange land will find the boats and also that the blooms of the dawn will be carried safely to land in the night.

Q. What are the clouds said to set?

A. The clouds set their bulging sails.

Q. Where else do you see bulging sails?

A. On the ships at sea.

Q. Which is the sea in case of clouds?

A. The blue sky.

Q. So what do the clouds in the sky look like?

A. Like ships on sea.

Q. If you want to compare them with your paper boats?

A. Like paper boats on a stream.

So here you have a simile. The clouds are compared with the paper boats and the sky with the stream.

Q. What does the boy do so that his boats should appear real boats?

A. He loads them with flowers. He writes his name on them.

Well then, the poet has given you a nice poem from such a simple thing as paper boats. Try to describe your play with a kite in a similar manner.

The Method of Teaching adopted in the Bhagavad-Gita

By Mr. M. NAGESWARA RAO, B.A., B.Ed.

OF all the branches of knowledge that we have in this world, perhaps the most difficult of comprehension is the 'Para Vidya' or the 'Brahma Vidya' which means that branch of knowledge which deals about 'Brahman' or 'God-head'. So in our search after the most suitable and easiest method of teaching a particular branch of knowledge, it would be of advantage to us if we consider the methods of teaching adopted by the great prophets of the world in expounding their principles. Such methods certainly promise to be the

best available, as the most difficult and abstract knowledge of God and things eternal was conveyed through them. So, we, educationists of secular knowledge, will do well to examine the methods adopted by Jesus Christ, Lord Krishna, Prophet Mahomed, and others in their teachings. In the present article, we shall try to examine the method adopted by Lord Krishna in his exposition of the *Bhagavad-Gita*.

The chief difference between the modern methods of teaching and the ancient,

is that, in the latter, unless a real and sincere craving is expressed by the pupil for knowledge, the *Guru* is in no hurry to impart the same. Lord Krishna says to Arjuna in Chapter IV—Verse 34—

“తత్త్విజ్ఞప్రణిపాతేన పరిపశ్యేన సేవయా
ఉపదేశక్షత్రింశి తే జ్ఞానం జ్ఞానిన స్తత్త్వదర్శనః”

—“Learn this knowledge from true seers of learning by prostrating yourself before them, and doing them service.”

So, the most important factor in the ancient system of education was the craving of the pupil for knowledge, and his consequent service to a *Guru* to obtain his grace and thereby learn the secrets of knowledge. It may be argued that those were days of individualistic learning, and hence not suited to schools and teachers whose business is to carry knowledge to every door and individual. True; but let us see if we can bring in the spirit of that principle into the present system of education.

The spirit of Lord Krishna's advice to Arjuna was that he should feel a real craving for knowledge, and then approach a *Guru* and learn the same from him by obtaining his grace through his services to him. This the disciple can do only when he finds the *Guru* to be a model of character and wisdom. Compared with the moral and spiritual attainments of the pupil, the *Guru* should appear to him to occupy the Himalayan heights which the former can look up to only with reverential awe and humility. It is to be much regretted that such teachers are rare nowadays, and much less do we find them staffing our schools and colleges. So, that advice of Lord Krishna given to Arjuna applies only to *Gurus* like the former and disciples like the latter. In our schools containing modern teachers and pupils who are equally weak morally and mentally, we may never aim at such a '*Guru-Sishya bhava*' as that outlined above. The utmost that we can suggest is that the pupil should have great faith in the learning and teaching capacity of his teacher, and should make obeisance to him at least inwardly (if

not permitted or required outwardly) whenever he happens to be taught by him in the class or studies the subject he teaches at home. This will go a long way to help him to master the subject with ease and thoroughness.

In the seventh verse of the second Chapter, Arjuna says to Lord Krishna:—“Having lost my natural fortitude of mind owing to weakness, I am putting you this question. Kindly teach me what is good for me. I am your *Sishya*. Kindly direct and guide me who has resigned himself completely to you.”

Then begins the teaching of Lord Krishna, and his disciple listens to the same with rapt attention, as the discourses relate to the problem that is agitating his mind. In other words, it relates to his life interests, which forms the 'key-note' of the modern 'Project-method.'

If it is our desire to see that the modern school and college boys and girls should listen to the lectures in the classes with such rapt attention as Arjuna did to Sri Krishna's teaching, we should see that they should feel as much interested as he in the subjects they study. This is only possible when the subjects taught in the classes directly deal with the real life problems which confront pupils of various ages.

In the second chapter which forms the introduction to the discourse, a synopsis of the whole is given. Again, in the concluding chapter, Lord Krishna, an adept teacher as He is, gives a summary of the whole. From this we have to learn that, in every lesson, the chief points to be discussed should be told in the beginning; and, at the concluding stage, summarise the chief arguments in the lesson.

Modern psychology tells us that, in order that facts may be committed to memory, they should be presented clearly allowing sufficient time so that the same may 'soak' into their minds. If the pupils entertain any doubts on the points discussed, the teacher should welcome their questions and answer them. Sri Krishna follows the

UNIVERSITY IDEALS

Sir Maurice Gwyer's Address to Osmania Graduates

“IT HAS been sometimes said that Universities were established in India solely for ensuring a supply of persons capable of assisting in the day-to-day administration of Government. I have read Convocation Addresses delivered in the early days of Universities in India, and I am quite sure that that was not the only motive which inspired those who established them; but, whether it was or not, Indian Universities have had now for several generations the opportunity of selecting for themselves the lines upon which they shall develop.

“A University is, of course, first and foremost, a place of learning, a place where some learn and others teach, but a place also where men are not only taught but learn to teach themselves: where men not only teach, but by extending the bounds of their own knowledge extend the bounds of knowledge generally. But experience has shown that the ardent pursuit of knowledge, whether we are making ourselves acquainted with what men have already learned in the past, or are prosecuting our researches into territory still unknown, itself strengthens and enlarges all our intellectual faculties, so that young men who have submitted to this form of

mental discipline find themselves with the capacity to integrate the knowledge so slowly and painfully acquired, to apprehend the principles which underlie a mass of facts or phenomena and thus to reach out into still further and wider fields. Thus a University education stands above all things for the disciplining of intellect. Technical training is not the business of a University, nor the finding of work for its graduates: but the disciplined intellect which a University education ought to produce should enable every man to do his work more efficiently and with greater satisfaction to himself in that state of life to which it shall please God to call him, and to derive greater profit from any technical training which he may afterwards undergo. It is the disciplining of the intellect which distinguishes or should distinguish, a University education from the mere acquisition of knowledge. It ought to produce men possessing what I have called a stretch of mind. Though I am far from suggesting that wisdom is the hallmark of every University graduate, yet the training which he has received ought not only to have added to his store of knowledge but have taught him how to use his mind and not only to rely upon his memory.

Continued from preceding page

same method. When the knotty question as to the advisability of following the '*Gnana* or *Karma Yoga*' was discussed, He welcomed the question of Arjuna and answered it clearly.

To conclude, the greatest lesson that we have to learn from this short essay is that, if our training is to confer its best results on our pupils, they should have implicit faith in the scholarship, integrity, and personality of the teachers, which can only happen when the latter rise to the occasion, introspect themselves, discover, to their dismay, their pitiable condition in all its four aspects—physically, mentally, morally and spiritually, and work up having the great maxim before them:—“Arise! Awake! and stop not till the goal is reached.”

“Discipline of Mind”

“It is impossible to overstate the influence of the example of an inflexible integrity of mind, of an insistence upon the highest standards, of a determined refusal never to compromise with truth. All these things a University ought to teach, and it is for that reason that its national importance becomes at once apparent. Is it not the business of a University to provide the best possible education for the fine flower of each successive generation, for the men who stand out from their fellows in intellect and character, to whom their own generation will a few years later look for leadership and guidance? And therefore no country can dispense with a system of University education, and no country, if it thinks wisely, can afford to allow that education to be anything else but the best. One might sometimes suppose, after reading what has been written by one type of men who hold extreme political doctrine, that the mere choice of a man-

by the general body of citizens, by the electorate, or whatever you like to call it, is itself enough to confer upon him every gift of nature, so that he becomes as it were in a moment of time endowed with all the wisdom necessary for the conduct of great affairs. The general experience has not seldom been in a contrary sense: yet if ministers and leaders have to be chosen, the more generally diffused is that discipline of mind which I have ventured to describe as the essence of a University training among those from whom they are selected, the greater the likelihood that they will be fitted for the tasks laid upon them.

"A certain habit of mind results from the discipline of which I have spoken. I mean that habit of mind which enables a man to maintain a sense of proportion, to exercise a sane and balanced judgment, to see a subject or problem not as an isolated phenomenon, but in relation to other subjects and problems. It results from a fusion of many elements, and it is difficult to say which of them predominates. There is, of course, the logical or reasoning element, there is the intellectual element, and I would not omit something of the emotional too. I do not say that the emotional element ought to play any part in the sphere of pure learning, unless indeed one should classify the imagination as part of it; for imagination must always play a large part in any successful piece of research, in the erection of provisional hypotheses, in the search for the underlying and unifying principle, which, if once accepted, can explain so much of what has hitherto seemed obscure or inexplicable.

"Need for Balanced Judgment"

"But when I speak of a sense of proportion and balanced judgment, I by no means have in mind a completely detached attitude, which regards the affairs of mankind as though they were a mathematical problem. I am thinking rather of that sense proportion and balanced judgment which is so necessary in the practical affairs of life, and more especially in those men on whom rests the burden and responsibility of guiding and leading their fellow men. It has been well said that to judge wisely we must know how things appear to the unwise: and it is impossible to guide or influence men without knowing something about human nature and without having some knowledge of, and sympathy with, the outlook of the ordinary man. Nor should I ever think of denying to emotion

and sentiment a great part in the affairs of men. They often provide the springs of action which reason and logic have failed to engender; and therefore a statesman's sense of proportion is, as I have said, not perfect, if he leaves emotion out of account. But though it may furnish springs of action, no great political problems have ever been solved by emotion alone. They can only be solved by hard and persistent intellectual effort; but that effort, if it is to be fruitful, requires not only the disciplined mind, but also above all things that sense of proportion of which I have spoken.

"Immaturity of Judgment"

"It has seemed to me that the boys (in India) go to the University at too young an age. University studies are after all arduous and difficult, and a certain maturity of mind is needed in those who would benefit by them. I have known instances of University students who would almost be regarded as youthful at a school, and there are sometimes to be found among the junior ranks of University students those who are scarcely beyond the standard which one would expect at a good secondary school. Indian friends of my own have remarked on the same thing, and I throw the suggestion out that possibly this may be the reason for a certain instability and immaturity of judgment which from time to time has been observable among students even at some of the more advanced educational institutions in this country. I think the too low ages probably tend to depress University standards and increase the temptation to assimilate some of them to those of a school. Perhaps the remedy lies in a prior reorganisation of secondary education, but the excessive number of failures (over fifty per cent is not unknown) in the pass examinations seems to show that something is radically wrong.

"Then there is often the lack of what I may call an academic atmosphere. It is an indefinable and intangible thing, but nevertheless one of first importance. Certainly the academic atmosphere is not always secured by buildings and equipment, if the spirit is lacking; and if the spirit is rather that of the school than that of the University, the academic atmosphere is difficult to secure. I have myself on one or two occasions ventured, greatly daring, to express a doubt whether it is to be secured by a multitude of lectures. A lecture is no substitute for the intelligent study of authori-

tative works, and I attach very much greater importance to personal contact between teacher and student than to the mass contact of the lecture-room. The lecture system, as I have seen it sometimes in operation, is often more reminiscent of a school than of a University.

Position of Teachers

"Next I would ask the question whether the position accorded to teachers in Indian Universities is all that it ought to be. The teacher has for thousands of years been a revered figure in this country, but I am not sure whether the reverence due to, and I think often felt for, his vocation is always evidenced nowadays in the conditions in which that vocation is carried on. In the first place, I think that teachers ought to have reasonable security of tenure. They ought also to have reasonable salaries: I do not mean excessive salaries, but at least salaries which would mark the value of the work which they do, which would enable those who receive them to live a life without domestic care or anxiety, and which would give them opportunities for leisure and self-improvement. They ought to have reasonable prospects of a career. And lastly, they ought not to be, as they only too often are, overworked. What is to be said of teachers who have to deliver eighteen to twenty-four lectures a week, or who have to provide as many as 27 different periods of teaching in the week? I should like to see conditions and minimum salary scales for teachers in different grades agreed by all the Universities throughout India, and a firm determination on the part of teachers themselves to have nothing to do with any institution which refused to concede the conditions or salaries so agreed. I have been moved with indignation to see advantage sometimes taken of their economic position and their knowledge and skill made the subject of the higgling and huckstering of the market place. I should myself like to see them enjoying a greater degree of autonomy and freedom; and I am convinced that the status accorded to the teacher is in the last analysis measure of the standards of a University.

Training of Future Citizens

"I have sometimes wondered whether the University curriculum is conceived on sufficiently broad lines for the training of future citizens. They will have had their mental discipline, but

I think it necessary that they should have had their imaginations stirred also; and I know of no better instrument for this purpose than the study of history. I should like to see young men made better acquainted with the grand sweep of history and the philosophy which underlies it, with the story of great movements and of great causes of the sublime heights to which the soul of man can rise. History, like other branches of learning, should be the hand-maid of truth; and of all the abominations of a dictatorship none is worse than the prostitution of history in order to corrupt or poison the minds of the young.

"Can it be said that the Universities are at this moment playing their full part in the formation of public opinion on all the complex problems with which India is now faced? When I think of the immense which Universities have exercised in other countries at times of national crisis, in stimulating research, in forming and guiding public opinion. I cannot but regret that the chief contribution of Indian Universities towards the solution of present difficulties is too often to be found in sporadic and irrational action by some of their more junior members.

"I am not advocating that Universities should plunge into party politics; far from it; but rather that they should give an impulse to political thought, based upon historical knowledge, instructed sympathy, and that sense of proportion which I have ventured to single out as the most valuable gift which a University can confer upon its children. It should be the aim of a University so to train up younger students that they may become men worthy to undertake such tasks.".....

"Only Hope for the Future"

"The destruction or suppression of so many of the greatest Universities of Europe will surely inspire the Universities of India with a new determination to preserve and maintain that freedom of thought for which a University above all stands, and which is mankind's only hope for the future. I pray that the Osmania University, with the ideals which it has set before it and its great resources, with the enterprise of youth joined to the wisdom of an ancient culture, may make come true all the dreams of those who founded it."

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Labour Week in Schools

WE ARE living in an age of transition. A new set of values is being created; and among them the dignity of manual work occupies a prominent place. It is being increasingly felt that much of the revolutionary spirit characterising the modern world is the outcome of the age-long tradition that those who do manual work belong to an inferior category of human beings and that their duty on this earth consists merely in serving as a means for the welfare of those who are engaged in intellectual and spiritual work. The starting point of most Greek philosophers of ancient times was that some men were fit by nature to be free and some others were only fit to be slaves. This has also been the basis of all social systems in the world down to the present day whether they have assumed the form of caste as in India or of class as in the West. It is against this that the modern age is fighting. To give to manual workers a dignity which has

all along been denied to them is the aim of most schemes of reform at the present day. And this is reflected in the school systems of different countries in the world.

IN conformity with the traditional spirit of the past, schools have hitherto been regarded as institutions for training only those persons who in later life may have to take to clerical or priestly work. This is why emphasis has always been placed on literacy and book-learning. Education became synonymous with ability to read and write. But all this is now being found inappropriate. It is not merely the children belonging to a few classes that are now taking to education. Everywhere the talk is about universal mass education. And the question has, therefore, become prominent whether education intended for all should not be different from that intended for the few. And it is in relation to a question like this that the significance of "Labour Week" in schools can be understood.

THE Education Department of Jammu and Kashmir deserves credit for having introduced this novel feature of a Labour Week into the schools of the State. The success obtained by the experiment in the course of last year has encouraged the authorities to make it a permanent feature of school life. It is desirable that other States and Provinces in the country should make a study of this novelty and incorporate it into their educational system. It is bound to remedy many of the serious defects now associated with education and give to pupils in schools a new outlook on life.

THE Labour Week is a week devoted by pupils in all schools to productive manual work of some kind or other. In Jammu and Kashmir it took several forms. During that week last year pupils in State as well as aided schools engaged themselves in white-washing the class-rooms, the mud plastering of the school roofs, the cleaning of the school, the furniture, the library and the laboratory, the decorating of the school building and improving of the approaches to the school. In several cases they did similar work outside their schools thus coming into close contact with the general public and feeling real kinship with them. They took an active part in improving roads, constructing bridges over small drains and streams, filling pits and depressions and cleaning public watering places. Whether inside school or outside it, the pupils were given an opportunity to do some work different from the monotonous routine to which they have become accustomed in the classroom.

THIS change from the usual routine is sure to give a new orientation to the outlook of the educated youth of the country. At present the idea is prevalent that those who receive instruction in school should not turn to ordinary occupations for earning their livelihood. Agriculture, and handicrafts are considered to be occupations fit for being resorted to only by illiterate people. Even those who have received only higher elementary or secondary education prefer to remain jobless and unemployed even though they can earn a decent living by becoming artisans and skilled labourers. This is the result of the

psychological change brought about in them by the kind of education that they are now receiving. Spending as they do all their time only in handling books and not tools or implements, they begin to dislike manual labour. They think that it is not respectable to do the same kind of work as the uneducated persons are doing and to become their associates. They constitute themselves into a separate caste and regard the ordinary workers—on whose efforts depend all the prosperity of the world—as a mass of untouchables. Apart from this attitude, that is the inevitable consequence of the present system of education, it is also responsible for the inability of many young men to do any kind of manual work even if they are disposed to do so. All this is a source of great loss to the country in as much as most of the productive work is left in the hands of people whose minds have not been brought into contact with the currents of modern life. It is only when the educated youth turn to productive work and become the guides and leaders of our village folk and infuse a new spirit into the lives of ordinary men and women, that the ideals for which the modern age stands can be realised. The Labour Week is an effective instrument for bringing about this change.

IT is not solely from Kashmir that the new message is being spread, though it has the credit of being the first in the field in putting it into practice. The Report of the Bihar Education Reorganisation Committee, issued only a few weeks back, has recognised the importance of the Labour Week and recommended its

introduction into all the schools of Bihar. They have stated thus: "One obvious purpose in setting apart such a period, and emphasising this kind of association in the active work of the community, is to emphasise the unity and solidarity of the entire community, irrespective of classes or sects, and the identity of interests and purposes between the school and the people round. Another objective is the much needed emphasis on the dignity of labour through such work.....The children, finally, who engage in such work along with their elders and teachers, will have a special satisfaction of their own in doing things in real life, and on a wider scale, where the concrete value of the work done is normally recognised, and where the results are much more obvious than in the ordinary school routine."

THE successful carrying out of the idea of "Labour Week" requires a good deal of advanced planning by teachers and other educational authorities. It should be taken to only after deep study and as a result of sincere conviction as to its utility. It should not be resorted to as a mere educational 'fashion.' Suggestions in respect of these and other matters arising out of the experiment of the Labour Week will be found in the Report on Labour Week issued by the Government of Jammu and Kashmir and the Report of the Bihar Committee referred to above.

Basic Schools in Orissa

IT is to be regretted very much that the new Government of Orissa found it necessary to close the

basic schools which were started by the Congress Ministry. It is true that even the Congress Ministry looked at them as an experimental measure and that technically there is nothing wrong in declaring that the experiment was not a success and that it should no longer be continued. But it has to be observed in this connection that the period during which the experiment was tried was a very short one and that it would have been better if the Government had waited till the basic seven-year course was gone through in experimental schools. The results that are expected from this new type of education are results which can be achieved when full effect is given to the course as a whole. This requires some patience on the part of the authorities. It is all the more necessary if one has to find out to what extent the system can be made self-supporting; it is only at the later stages of school life that a reasonable return can be got from the yarn spun and the cloth woven by pupils. We, therefore, think it premature to pass any judgment—as the Orissa Government did—on the economic possibilities of the scheme.

THE Orissa Government put forward as one of the arguments for closing the basic schools, the decision of the Madras Congress Ministry against the introduction of the system. It is not quite certain whether the Madras Ministry was against it, though it was not so very enthusiastic about it as ministries in several other provinces. In fact Professor Varkey, the Minister of Education, Madras, spoke and wrote in favour of the scheme. It would have been

better if the Orissa authorities had been guided in the matter by the example set by the U. P. Government. In that province several thousands of basic schools have been started and they are being continued. The merits and defects can be better understood from a Province where the system is being worked than from one where it has not been tried.

THE truth of the matter is that the present Government of Orissa does not seem to have any faith in the system at all. They have put it that spinning is the only craft that has been adopted in the experimental schools and that there is no possibility of introducing any other craft. To say that no other crafts can be thought of in this connection or that teachers cannot be trained to impart instruction through other crafts seems to be an exaggeration. Like every other province Orissa has its own indigenous arts and crafts. Any of these can be made the medium of instruction in addition to spinning and weaving. Those who are responsible for the education of children should not be under the impression that the methods hitherto adopted are the only methods that can be thought of. They must be prepared to think on new lines and in new directions. And after all there is nothing revolutionary in the idea and the spirit underlying the basic scheme except that it is associated with the name of Mahatma Gandhi. Education through work instead of through books is its keynote. And is there any one in Orissa occupying a responsible position in the educational world who will deny the truth of this view? If all

thoughtful educationists now find that work is a better medium of education, the public of Orissa have a right to ask to what extent and in what directions the present Orissa Government is putting this view into effect?

Personal Notes

THE RT. HON. SIR TEJ BAHADUR SAPRU will address the Annual Convocation of the University of Calcutta to be held on March 8, next.

SIR C. V. RAMAN has been elected Honorary Fellow of the Optical Society of America.

SIR SHAFAT AHMAD KHAN, Head of the Department of History, Allahabad University, has accepted the invitation of the Madras University to deliver the Rt. Hon. V. S. Srinivasa Sastri Lectures. The lectures will be delivered this month on "The Framing of a Constitution for India."

MR. P. VAIDYANATHAN, research scholar in economics, who is now studying in the Sydney University, Australia, will be awarded the Degree of Master of Literature by the Annamalai University, for his thesis on "Rural credit with special reference to the Madras Presidency."

SIR NILRATAN SIRCAR, a former Vice-Chancellor of the Calcutta University and President of the Council of Post Graduate Teaching in Science, will be conferred the Doctorate of Science *honoris causa* at its next Convocation.

DEWAN BAHADUR C. S. RATNASABHAPATI MUDALIAR has been nominated a member of the recently constituted Industrial Research Utilisation Committee.

THROUGH different PROVINCES

DELHI

CENTRAL ADVISORY BOARD MEETING

The Central Advisory Board of Education in India met last month at Madras under the presidency of Sir G. S. Bajpai, Chairman.

The Board discussed generally the views of the Provincial Governments on the recommendations made by the Adult Education Committee and the Second Basic Education Committee. They also considered the reports from Provincial Governments on recent or prospective developments in primary and adult education, and the views of these Governments and the Universities in India on the question of withholding the emoluments of scholarships from the students whose parents are able to provide education without the assistance of scholarship.

The Board also considered the report of its Committee appointed to examine in detail the question of the adoption of a uniform scientific terminology for regional languages in India.

Among other subjects discussed were the desirability of having a separate school leaving examination in addition to the Matriculation Examination, the facilities offered in Indian Universities to students of British Universities who returned to India on account of war, without finishing their courses, the question of improving the physical condition of school children, the imparting of instruction about kindness to animals, the desirability or otherwise of excising undesirable passages from text-books prescribed for University studies and the adoption of a uniform Braille Code in the schools for the Blind throughout India.

A departure this year was the decision of the Board to publish the proceedings of its meetings which hitherto had been treated as confidential after they have been confirmed by the Board and to put them on the market along with other Government Publications at a nominal cost. The proceedings of last year's meeting of the Board confirmed at the present meeting,

would be made available to the public similarly in this month.

RESEARCH UTILISATION COMMITTEE

The Government of India have set up a new committee, Industrial Research Utilisation Committee, with a view to make use of the results of research carried out by the Industrial and Scientific Research Board, with Sir A. Ramaswami Mudaliar as Chairman.

There are 18 members, Indian and European, on the committee representing the various industries in India. Mr. T. S. Pillay, General Secretary of the Board of Scientific and Industrial Research, is the Secretary of the Committee.

MADRAS

SPECIAL COMMITTEES FOR TECHNICAL TERMS

The Government have constituted special committees for Tamil, Telugu, Malayalam, Kannada and Urdu languages to implement the recommendations of the Technical Terms Committee. It may be recalled that the Government have already accepted the recommendations of that Committee.

The Commissioner for Government Examinations has been requested to issue instructions in regard to the procedure to be followed by the committees and the places where they should meet.

The Government desire that the committees should begin work as soon as possible so that the final lists of technical terms in the languages may be ready before the beginning of the next school year.

Some of the Special Committees, it is understood, have already set to work and expect to complete it in a few months.

EDUCATION IN THE PROVINCE

Reviewing the Report on Public Instruction for 1939-40, the Government state in their order dated December 23, 1940—

Some elementary schools do not contain the five standards, which are necessary for the five years' course of elementary education, which is expected to make the normal child permanently literate. Since 1936-37 the policy has been to attempt to develop such incomplete schools into complete schools. This policy was further pursued during the year.

In order that money available for elementary education should be spent to the best advantage, Government have been pursuing a policy of discouraging schools which are not economical or efficient according to the standards of the Education Department. The Government observe with satisfaction that the number of these schools has been further reduced and that few now remain.

In the Arts Colleges for men the percentage of increase was greater than in any recent year and more than the percentages of the two previous years combined. In secondary schools for boys, the number rose from 204, 947 to 210, 282.

The need for making fundamental alterations in the methods of secondary education has been under consideration for some time. In the year the Government convened a conference of departmental officers, representatives of the universities in the presidency and others interested in order to consider the lines upon which secondary education might be reorganised. The Government considered the recommendations of the conference and issued a Press Communique setting out their conclusions.

The syllabuses for elementary schools have been revised in such a way as to lay stress upon the teaching of handicrafts in lower elementary schools and of pre-vocational subjects in higher elementary schools so as to encourage pupils in interests which may be related to their future occupations. The Government have provided grants towards the charges on account of these subjects.

There is a striking increase in the number of girls in institutions of all kinds from 956, 131 to 1,01,783. The increase in this year was 7 per cent while in 1938-39 it was only 2.8 per cent and in 1937-38, 1.6 per cent. The Government note this large increase with special satisfaction.

BENGAL

HEALTH OF SCHOOL CHILDREN

In order to facilitate the work of imparting health education to school children and organising more efficiently their health examination, the Government of Bengal have decided to establish a School of Hygiene Division as an annexe to the Public Health Department.

The division which will be opened on an experimental basis for a period of three years, will also provide medical relief to school-going children.

BLACKHOLE MYTH BANNED

A Gazette notification issued by the Government of Bengal stated that there should be no mention about the alleged Blackhole Tragedy as a historical fact in the text books to be used in the educational institutions of Bengal. Books now in use in the primary and secondary schools in Bengal should be corrected accordingly in the reprints and future editions.

It may be recalled in this connection that the question was discussed in the Bengal Legislative Assembly on the 23rd August last in a non-official resolution which was passed by the House without a division.

BOMBAY

HINDI SCHOOLS

The Government of Bombay has directed that all Hindi schools, where the medium of instruction is Hindi, should be exempted from making provision for the teaching of Hindustani. This decision is the result of a representation by the Provincial Board of Education in Hindustani who proposed that Hindi schools should be given the same concession as was recently given to Urdu educational institutions.

The Government of Bombay has set apart Rs. 600 for the encouragement of Hindustani literature. It is proposed to utilise this amount in giving cash prizes to authors of deserving works published after 1930, which could be considered as Hindustani, (i.e., simple colloquial Hindi or Urdu books) the purchasing of copies of such works and in similar ways.

PRIMARY EDUCATION

The raising of the school-going age of children from five to six years and the raising

of the number of pupils in charge of each teacher from 35 to 40 in its several schools were decided upon at a meeting of the Bombay Municipal Corporation last month. The changes are meant to effect a retrenchment in expenditure.

If the above changes were made, the Municipality would save approximately two lakhs of rupees per annum. On investigation, it was found that over sixty per cent of the children below the age of six years failed in the infant classes and had to go through in the same class for another year. Primary education being free, this meant considerable loss to the City exchequer.

INDUSTRIAL RESEARCH COMMITTEE

The Bombay Government have appointed a Provincial Industrial Research Committee for a period of two years in the first instance with Mr. H. F. Knight, Adviser to H. E. the Governor, as Chairman.

The function of the Committee will be to advise the Government in regard to the co-ordination of industrial research work in the Province, new items of industrial research work and laboratories and agencies in the province to which they may be allotted, and applications for research grants and the amounts of financial assistance for the conduct of industrial research to be granted in each case.

UNITED PROVINCES

TEACHING OF ARABIC IN SCHOOLS

A deputation of the Anjuman Arabic, U.P., waited on Dr. Panna Lal, Adviser to U. P. Governor, and requested for provision of greater facilities in schools for the teaching of Arabic. Dr. Panna Lal asked them to ascertain whether the Muslim community was generally favouring such a move and promised to put forward their demand before the Governor.

CENTRAL PROVINCES

VISUAL EDUCATION

That the Central Provinces will follow the lead given by Bombay in the introduction of visual education was referred to by His Excellency the Governor, speaking at the annual general meeting of the C.P. Branch of the Red Cross Society, last month.

Mr. C. M. Trivedi, Chief Secretary to Government, and Mr. E. A. H. Churchill, Principal of the Agricultural College, Nagpur, will pay a visit to Bombay this month to study the details of the scheme.

The C. P. Government also will endeavour to use films made in the Bombay Province for health education by adopting them to suit the needs of the Province.

PUNJAB

PUNJAB EDUCATIONAL BILL

The Secretary to the Governor, Punjab, stated in the course of a communication to Lala Des Raj Thatai of Pakpattan that His Excellency has read carefully the Punjab Primary Education Bill passed by the Assembly, and he could find no provision therein under which Urdu was to be the compulsory medium for Primary Education; nor indeed did he find that the Bills dealt with the subject of the language to be used in Primary Education in any way whatever.

ORISSA

BASIC SCHOOLS TO BE CLOSED

The Government of Orissa have decided to close the 15 Basic Schools and Training school with effect from 1st March, 1941. It will be remembered that the Orissa Government, under the Congress Ministry, decided to introduce the Wardha Scheme as an experimental measure in the year 1938.

The chief reasons for the closure of those schools which the Government observe in a communique are that, in their opinion, spinning is a sedentary and monotonous occupation and not at all calculated to the all-round development of children in Orissa, where a stimulating medium of instruction is required. Secondly, the financial position of the province is not conducive to continue the schools unless they are self-supporting.

DOCTOR-TEACHERS FOR SCHOOLS

Lt. Col. G. Verghese, Director of Health and Inspector-General of Prisons, in his report of the hospitals and dispensaries in Orissa for the year 1939, observed that one of the notable features of reforms in the province introduced during the year under review with a view to supplement the medical inspection of school children under a separate organisation, was the

appointment of doctor-teachers in some high schools as part of the permanent staff of the schools.

The experiment has become popular and with the co-operation received from the Education Department, it is hoped to extend this scheme to all the high schools in the province in the first instance.

BIHAR

PATNA CENTRE OF A. I. R.

Bihar villagers are to have their education on the air when the Patna Broadcasting station begins to function from June next.

Rural programmes in provincial dialects are expected to form an important part of the broadcasts from Patna and the Government will install experimentally receiving sets at its own cost at some of the more important villages.

MILITARY TRAINING IN SCHOOLS

A scheme to give a military bias to education in secondary schools is being examined by the Government. If approved, the scheme will be introduced experimentally in a few selected schools where boys will be given physical training in order to fit them better for admission to military institutions, if any of them so desire.

SIND

EDUCATION IN THE PROVINCE

The frequent strikes that occurred in a number of schools in the province are recalled by the Sind Government in their resolution reviewing the progress of education in the province during 1938-39.

The resolution expressing regret at the strikes says that in some of these schools certain of the teaching staff went so far as to take part in them. The Government hope that such demonstrations will not be repeated.

Women's education made steady progress during the period. The number of girls in recognized institutions increased by 7.7 per cent. Expenditure on institutions specially maintained for girls increased from Rs. 9,99,422 to Rs. 11,11,388. Compulsory primary education was introduced in Sukkur taluk and is proposed to be extended throughout the province. A Montessori Class was introduced in the Training College for men at Hyderabad.

HYDERABAD

PRIMARY SCHOOLS IN HYDERABAD

The Government of H. E. H. the Nizam have sanctioned a sum of Rs. Two lacs for the construction of thirty-five new primary schools in Karimnagar District. This is in pursuance of the policy as detailed in the reorganisation scheme that was introduced in the State some time ago.

It will be remembered, that in 1347 fasli, the Education Department impressed on the Government the great need for primary school buildings and proposed that the burden of recurring expenditure on primary schools should be borne entirely out of the Government funds and that the contribution from the local fund should be set apart for non-recurring expenditure such as buildings, etc. As an alternative to the above, the department also suggested that the Government should be prepared to make adequate allotment from their funds for the construction of primary school buildings.

KASHMIR

LITERACY DRIVE IN THE STATE

All illiterate employees of the Kashmir Government are to be made literate within a period of one year, according to an order issued by the Government.

The Adult Education Officer has, in furtherance of this order, drawn the attention of all heads of departments in the State to the need for speeding up their efforts in this direction and says that, though good progress has been made in removing illiteracy from among the employees, yet all the literates have not achieved the desired standard of literacy.

TRAVANCORE

TRAINING IN INDIGENOUS EXERCISES

Competitions in Yogasanas, stated to be probably the first to be conducted under the University auspices in India, were held early this month by the Travancore University Club for indigenous exercises.

The University is making special effort for encouraging indigenous exercises and about sixty members will receive training in wrestling, yogasanas, muscle control and other physical exercises.

PUBLIC OPINION

GANDHIJI'S ADVICE TO STUDENTS

"Students cannot afford to have party politics. They may hear all parties, as they read all sorts of books, but their business is to assimilate the truth of all and reject the balance. That is the only worthy attitude that they can take. Power politics should be unknown to the student world. Immediately they dabble in that class of work, they cease to be students, and will therefore fail to serve the country in its crisis"—thus observed Mahatma Gandhi in the course of a letter to the General Secretary of the



All-India Students' Federation, in reply to the latter's communication to Gandhiji about the Nagpur split in the Federation. Continuing, Gandhiji says:

"I am fighting the country's struggle. The country includes students as much as the other parts of the body politic. I have, however, a special claim upon the students and they upon me, for I regard myself still as a student and also because, from the very commencement of my return to India, I have been in close touch with them and many of them have served the cause of Satyagraha. Therefore, even if the whole of the student-world were to repudiate me for causes which in their very nature must be temporary, I am not going to be deterred from tendering my advice for fear of rejection."

Concluding he says: "Let the students remember that, at the present moment, I am fighting the country's cause. I am not an inexperienced general, but a seasoned soldier of fifty years' standing. Let them therefore think fifty times before rejecting my advice, which is that they must not dabble in strikes without reference to me. I have never said or suggested that they may never resort to strikes. They should not forget my recent advice to the Christ Church College students. I do no repent of that advice. Let them take full benefit of it."

MR. A. C. SEN GUPTA ON THE METHODS OF TEACHING

Addressing the sixteenth session of the Inter-University Board at Trivandrum last month, Mr. A. C. Sen Gupta, Director of Public Instruction, Central Provinces, emphasised the need for examining the problems of University education from every point of view with a view to remedying the existing defects.

He said: "If our educated men thought for themselves and kept an open mind, perhaps our social and communal problems could have been more easily solved. We find they are influenced by shibboleths and slogans like uneducated masses. The acuteness of many social, political and communal problems of to day shows that in our educated men, there is lacking that openness of mind and freedom of thought which we have a right to expect them to possess. In so far as this is the case, we must admit that University education has failed in India."

Examining the causes for this lack of confidence of graduates, Dr. Sen Gupta said: "It is sometimes due to the fact that in our curriculum, we often neglect things round about us and education thus becomes something abstract and unreal. But more than this, it is due to the fact that education is imparted in a foreign language." He considered that the ultimate solution of this problem of medium of instruction perhaps lay in the redistribution of provinces on linguistic basis and the gradual adoption of the practice of teaching through the mother-tongue of the students, but, meanwhile, something had to be done. He suggested, that the method of teaching English must be completely revolutionised. "Our University men must be able to read, understand and write simple English prose and must be able to express themselves in correct English. This is not too big a demand to make. If we attain this standard in English our education in Universities would not be wasted as much as at present and I am glad to notice that our University teachers in English are feeling the necessity of new methods of teaching English and discussing ways and means of doing so."

SIR SULTAN AHMED'S PLEA FOR SCIENTIFIC EDUCATION

Addressing the Convocation of the Muslim University, Aligarh, in December last, Sir S. Sultan Ahmed, former Commerce Member to the Government of India, made a striking appeal for Hindu-Muslim unity on a basis of mutual adjustment. Deprecating the present tendency in India to emphasise and exaggerate whatever cultural differences there were between the two communities, Sir Sultan pointed out how the welfare of the two religions was consistent with a "United National Evolution," for racially and politically, "we were all Indians."

Emphasising the need for encouraging scientific education, Sir Sultan observed: "In an age of Science when stress is laid upon the importance of the practical, there is a tendency to minimise the importance of things that touch our emotional and spiritual life. The cult of the machine drives away the cult of beauty. Our age is unfortunately such an age, and at no other time, I believe, was there so much need to emphasise the type of education that goes beyond the practical and useful and shows us the vision of an inner and more important world. Our first duty by ourselves, therefore, is to create within us that inner harmony, that refinement, intellectual alertness and awareness which the study of arts brings to us. But being a very balanced, intellectually keen and cultured person is not sufficient in itself. We are placed in a world of objective realities, in a world crowded with other minds, other personalities. Self-realization presupposes action as well as thought: our personalities have to be operative as well as reflective. And it is here that scientific education claims its importance. Its immediate field of action has for the last few centuries been the understanding and conquest of Nature, the latter for the uses of humanity."

That scientific education may not be an unmixed blessing would be evident to all, but equally evident is the necessity of this type of education. We are living in an age where it is essential, and unless we choose to slide back into obscurity there can be no question of neglecting it. And if our hearts are in the right place, if we are guided by our love of humanity and a desire to ameliorate human suffering we would always make Science an instrument of mercy."

DR. REDDY ON THE ROLE OF TEACHERS

"A teacher who shunned matters fearing party favour or frown, was not worth being a teacher at all"—declared Dr. C. R. Reddi, Vice-Chancellor of the Andhra University, presiding over the Training College Day celebrations at Trivandrum on the 15th January.

Referring to the plea that teachers should be paid a living wage, Dr. Reddi said that indeed, the claim for a living wage was not the monopoly of any profession. The questions of relative standards of life, the necessary wage and comfort, were neither the entire responsibility of the State nor could it be solved by the State. The individuals by a prudential ordering of their lives and regulating their ancient religious and other habits and customs with reference to modern economic conditions were to co-operate.

Proceeding, Dr. Reddi said that teachers had no doubt done what was called the distribution of world's knowledge. But what about the creative side of increasing the store of knowledge? The object of University education was not so much of imparting what was already there, as that of doing research and doing creative work, that was to say, its object was not distribution so much as discovery and invention. How long were we going to echo in western voices? In other words, we had never developed an Indian student's psychology, developed all those theories and logic with special reference to the inevitable racial characteristics of the country. Unless this was done, we would be in education, as in so many other fields, merely imitators. It was because we had not in a large measure understood our problems in terms of our own lines. In the education of a child, the home, the school and society had their part.

Dr. Reddi continued that intellectual integrity was the essence for students. A teacher who shunned matters fearing party favour or frown, was not worth being a teacher at all. For, we knew that truth would prevail in the end. Nations had risen and fallen throughout history, in accordance with their capacity to understand things of the times and of the future and to correlate their ideas to such things and to develop the right judgment. We should never forget that we were working for the permanent and eternal value of our country and our race.

Letters to the Editor

STUDENTS AND DISCIPLINE

Sir,

The academic atmosphere is once more astir with signs of discontent, protest and revolt against constituted authority, now that the political situation in the country is disturbed and perplexing. The authorities in charge of educational institutions find it obligatory on their part to present only such of the students who have acquitted themselves creditably in the selection tests for the University and Government examinations, as they have to submit Progress Reports declaring the competence of students who have to sit for the above examinations in March and April. But unfortunately these tests are arranged late in November and students complain that they can be conveniently arranged early in February, so that they may have ample time for preparation. Universities may, if it is found suitable, shift the dates of submission of applications to respective examinations by a month or two.

But it cannot be gainsaid that a test is essential to determine the relative capacities of students, as no adequate test has ever been devised in spite of the abuse and cavail heaped on examinations that they are not sure tests of educational efficiency. So long as there is a need to submit progress certificates, some kind of test must be held by all conscientious members of the teaching profession to keep up the prestige of their institutions. Students often, aspiring that they will work wonders in a few months, make ample amends for past regret, and that another filtration in the second year course of study is not in their best interests.

It is a sign of the times that a majority of students are ease-loving, indifferent to study and irresponsible to a large degree

and nobody interested in the cause of educational progress could admit any one of the arguments of such scholars as gospel truth. After all, even if teachers pocket their conscience and sacrifice their prestige and the reputation of their institutions, there is absolutely no guarantee of their success in all parts of the examinations, and if degrees become so cheap as to be obtained for the mere asking, with or without good attendance and progress, they may not be worth the price often attached to them and their recipients will fall far short of standards associated with them.

Pliable and plastic youth has easily lent itself to be influenced by evil words of advice given to them by agitators and revolutionaries, who wish to bring about a radical change by the application of methods deemed fit and adaptable by bands of labourers and workers against their employers and political workers against the established government of the country. Such tactics will only mar the pleasantness of college life, cordiality of relationship between the teachers and the taught.

Such rifts in the lute can be avoided by a display of greater subservience to authority and strict adherence to duties and obligations on the part of the students and of greater tact and resourcefulness on the part of the authorities. Arbitrary and reactionary methods of punishment may have to give place to well-devised forms arrived at by mutual consultation in the light of circumstances prevailing in the country and elsewhere. Fine, loss of attendance, term and progress certificates, etc., may be made use of in preference to dismissals and expulsions for unsatisfactory conduct. Students may act up to the advice of notable political leaders who have unmistakably pointed out that strikes have no place in schools and colleges and that students, as long as they choose to study, should scrupulously pay homage to and act in accordance with rules and regulations in force, while urging respectfully amendments or abolition of any domestic disciplinary regulations by resolutions and representations. — C. B.

BOOK REVIEWS

"LESSONS IN MODERN ENGLISH"—
Edited by Rev. C. F. Andrews and Prof.
E. E. Speight. Published by Messrs. Mac-
millan and Co., Ltd. Pages 184. Price
Re. 1-2-0.

The names of two such eminent educationists as Rev. C. F. Andrews and Prof. Speight, who have to their credit several years of teaching experience in this country, are a guarantee that any book produced by them for adoption as a text-book in High Schools will be excellently suited to the standard. It is a fortunate thing that the two great scholars and experienced teachers met in one of the most beautiful and inspiring mountain regions of India and bestowed their attention on the preparation of books which will help in bringing about a better understanding between the rising generations of India and England, which, in their opinion, is "one of the greatest things worth living for." It has been their endeavour to avoid burdening the student with a plethora of allusions or striking him dumb with mere exhibitions of cinematographic value and place before him such models as will best give him a command of "a kind of English which will provide him with a worthy medium for his own current of thought and so ensure his being listened to with interest and respect."

The selections are carefully made, including a few from the pen of the editors themselves, and are full of the narrative element that never fails to exercise its fascination on the mind of the young student. At the end of each selection brief and suggestive notes are appended and we have also a few questions which will enable the student to attempt a recapitulation in his own language of the substance of each lesson. The "Memorable Thoughts" given at the end of each selection should provide the students with a good stock of excellent quotations convey-

ing lofty and inspiring sentiments.

Attractively got up and cheaply priced, we have no doubt they will be adopted on a wide scale in the High Schools of our country. —V. M.

"HIGH SCHOOL ESSAYS" by L.
Llewelyn Tipping, M.A. Published by
Messrs. Macmillan and Co., Ltd. Pages
182. Price Re. 1/-

Mr. Llewelyn Tipping had already placed the students of our High Schools under a deep debt of gratitude by producing a book of "Simple Essays" in English. The present volume is a continuation of the good and useful work and is intended for more advanced students. We find essays on such up-to-date subjects as Wireless, Television, Hydroplanes, Gliding and the Air Mail. The careful attention that has been bestowed on the structure of the essays and the simple, crisp and idiomatic English in which they are written make of this book an invaluable *wade-mecum* for the pupils appearing for the Secondary School Leaving Certificate and Matriculation examinations in our country. It is no exaggeration to say that in respect of language the author has hit the happy mean bald simplicity and ornate verbiage. —V. M.

NAVYA SAHITYA VACHAKAM —
Book IV, by Sri T. Venkataratnam, M.A.,
L.T., Andhra Christian College, Guntur.
Published by Messrs. Macmillan & Co.,
Ltd., Pages 107. Price As. 7.

This Telugu Reader contains 32 lessons of which 22 are in prose and 6 in verse; four lessons are devoted to the teaching of grammar.

The lessons are interesting and well-graded and the language used is faultless.

There is nothing in the Reader to indicate the number of new words introduced in the book or the total number of new words learnt by the pupils in the first four standards.

Three of the lessons on grammar are based on the deductive method whereas the

Correspondence

Kurnool District Teachers' Guild

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

The Half-yearly Conference of the Kurnool District Teachers' Guild was held on the 8th February, 1941 in the Municipal High School, Nandyal. There was a large gathering of delegates from the local and mofussil schools in the district. Rao Sahab G. Gurubotham B.A., L.T., Manager and Correspondent of the S. P. G. High School, Nandyal, opened the conference. He referred to the growing indiscipline in schools and the resort to passive resistance by pupils to coerce the administrations to accept their unlawful demands. He dwelt on the Government Scheme of Reorganisation of Secondary Education and criticised the early specialisation introduced by it.

The Chairman of the Reception Committee, Sri C. G. V. Subbayya, B.A., L.T., then read his Welcome Address. He sketched a scheme of rural reconstruction based on the utilisation of the vast human power now lying idle and going waste and its steady absorption in essential rural services such as the departments of Agriculture, medicine (human and veterinary), rural planning and survey and education. Every village may be provided with a nucleus of village community consisting of graduates in these subjects and a co-operative farm and a workshop also started.

Continued from preceding page
syllabus aims at the teaching of applied grammar, inductive teaching through the text being followed up by deductive applications.

The book is well illustrated and well got up.
— C. D.

The Guild Secretary, Sri K. N. Pasupathi, B.A., L.T., then read several messages of greetings wishing success to the conference.

Then Sri Deshpande Subba Rao, B.A., Pleader, Nandyal, was installed in the presidential chair amidst cheers. His address was very inspiring and held the gathering spell-bound. He covered a very wide ground and touched on the ferment in the student-life of the country and suggested a suitable handling on a proper appreciation of the aspirations and idealism of the youth in the land. Physical Education planned with an eye for making every citizen an efficient national unit was necessary. The President pleaded for improvement in the form and content of Elementary Education and the rapid removal of the appalling illiteracy in the land. Education through the film was no less necessary for our students and that will better impress them, captivate their attention and make lessons in history very interesting. Lastly the President appealed to the gathering to organise themselves, start a District Magazine to ventilate their grievances and to build up a strong and healthy public opinion to back them up and to wrest for themselves their due position as leaders in the public life of the country.

The address over, the house adjourned to tea. Immediately after, there was a symposium on "Experiences of the adoption of the mother-tongue as the medium of instruction in schools" led by Sri K. N. Pasupathi, and participated by several others. All agreed in principle to the introduction of the mother-tongue as medium of instruction, except in a few cases of hardship where local option might be given to objectors to pursue English medium of instruction.

A number of routine resolutions were passed on: Provincialisation of services of teachers; a Statutory Board of Education for the province; the recognition of District Guilds in place of the Taluk Advisory Committees on Education investing them with the powers of the latter; and several others.

New Books for Middle Schools in Telugu

- **REGIONAL GEOGRAPHIES**—by Prof. V. Jagannadha Rao, M.A., L.T.
- **HISTORY OF INDIA**—by Mr. C. Balakrishna Sastry, M.A., L.T., and Mr. V. Ramayya, B.A., L.T.
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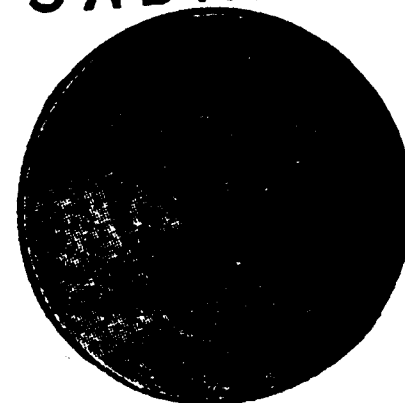
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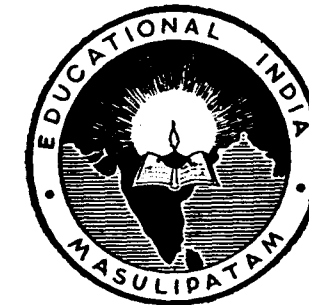
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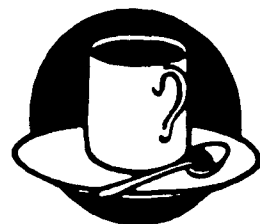
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THE AIM OF EDUCATION

By Mr. SHANTILAL THAKER, M.A., B.T.

IT HAS been truly said that no sane human being sets about to do anything without an aim or purpose in view. Education is a supremely significant business, and as such it must have a very clearly defined aim before itself. Various aims of education have been put forward by various educationists of different times and climes; and I propose to examine them briefly in this article with a view to arrive at a clear understanding of its true aim.

From the physical standpoint, a worldly-wise and materialistic aim of education has been put forward to mean that education should enable a man to earn decently his daily bread. This is known as the bread and butter aim of education. There is nothing low or wrong in this aim. The Upanishads declare that the body is the basis of all human activity. Preaching of noble ideals or philosophy to hungry stomachs is a mockery of them. But, on the other hand, it is equally and profoundly true that human beings do not live by bread alone; and therefore it is necessary for the leaders of thought in society to manage to liberate into activity the higher mind of humanity, once it is guaranteed its bread.

So, the next aim, in the evolution of educational aims, is a mental one. It includes a number of aims, put forward by educationists, from different standpoints, emphasising different aspects of the mind-activity of man. The lover of civics and politics, in the higher sense of the word, coming forward as an educationist, says that education should make a man a good citizen. His civic sense should be completely and successfully awakened, so that he very well does his duty as a responsible citizen in the beehive of society, when he is called upon to play his part in later years.

The educationist, whose mental eye is fixed upon state craft and the acts of

government, comes forward with his utilitarian theory, and says that education should mould all individuals into a pattern which is set down by the state as useful and desirable. He believes education to be a very nice and subtle vehicle for the propaganda of his state-idea. The way, in which totalitarian states like Germany and Italy have handled education, will make my point quite clear. But in this connection, we have to remember that the ideas of the State vary with different people placed at the helm of State-affairs, according to the exigencies of time, policy and need. This way of handling education as a maid-servant of State-policy has immense possibilities, either for the good or for the evil of humanity at large.

Then comes the cultural and artistic standpoint in defining the aim of education. People, with this standpoint in the forefront of their mind, believe that education should make a man cultured, well-bred, polite and of good taste. By his education, he should be made capable of appreciating the beauty and grandeur, the sweetness and light in various human relationships, in the contemplation of different sciences of nature, in a picture, music or dance. Education should refine the feelings of the educand, and heighten, deepen and extend the range of his consciousness. With this end in view, they use as instruments the study of literature (Poetry, in particular), fine arts, communion with nature, history, sculpture, architecture and music.

Again, there is a class of educationists who want to approach this problem from a social standpoint. They maintain that education should brush away all angularities of the individual, and should enable him to fit himself into his society successfully and with the least possible clash. Their chief concern is to avoid all conflict

between the individual and collectivity, and to harmonise the claims and pace of progress of both, thus eliminating all unnecessary social waste.

Until now, we have stated in brief the educational aims that had chiefly to do with the human heart and mind. The ethical, the religious and the idealistic standpoints, which we shall just touch upon, form a link, as it were, between the mental and spiritual aims of education. No doubt, some aspect of all these standpoints does come in the effort of education, which has got the mental aim before it, as described above; but, for purposes of distinction and differentiation, we can classify them separately.

The ethical aim of education requires a man to be, "from good to better, from better to best—daily self-surpassed," to be able to keep before his mind high moral ideals, and act with a powerful force of will in accordance with them. They hug the ideal of purity, goodness, kindness, honesty, truth, beauty etc., and keep on to them in all their activities of life, whatever the cost demanded. This requires a strong and resolute exercise of will-power, austerity of purpose, and an unflinching faith in and devotion to duty—all which are so sorely and sadly neglected in our existing scheme of education.

The religious standpoint in education desires to inculcate the religious principles in the mind of the educand, and impart the knowledge of religious rites and practices to all those who come in the fold. Here, I talk of religion, in its narrow, restricted, sectarian sense. No doubt, all religions have got in common the fundamental principles, and generally it is a case where the same substance is given different names; yet religions, in the form in which they have come down to us and the way in which they are practised, are constructions of the human mind—however pure, large and unsullied their original sources might have been. My point will be quite clear, if we look at the way in which the protagonists of this standpoint, belonging to

Christianity or Islam, try to impart religious education in their sectarian schools. But religion, in its purest sense, is very grand, large and noble—a thing of the spirit and emotion of the human heart, appealing to all humanity in general, without any distinctions of caste, creed or nationality. But, in this sense, it is identical with what I will later on call spiritual education, and so I do not think it proper to labour this point any further.

The educationists, who have got the idealistic standpoint with them, want their educands to be able to deal in pure ideas, philosophical notions (in the Platonic sense of the term), with an honest intention of arriving at the Truth, pure and simple, and with no ulterior motive in mind. Such were the seekers after Truth in ancient India and Greece. In its purest form, this will be the intellectual aspect of the spiritual aim of education, which I am just going to touch upon.

There is practically no scope and place, in our existing scheme of education, for the things of the spirit. It is conspicuous by its absence. We seem to have thought education to be a thing of Cæsar and we have unreservedly rendered it unto him. Herein lies the imperfection and tragedy of our educational effort. In secularizing our education, we have gone to the total extreme, but the Spirit is too fundamental and tough a thing to be secularized. The time has come when the King of the Dark Night will make his sudden appearance at our gate, with the lightning and thunder storm, and claim his own. What hath it availed us if we have got all the things of the world, but lost the Spirit? I do not think stupid humanity will require many repetitions of such horrible world-wars to come to its senses. Complete personality embraces the triple entity of body-mind-spirit; and no education, that does not fulfil the needs of all these three, is worth the name. The spiritual in life is broad, plastic, full of strength, grand and noble. It is growing into light, peace, purity, power—not for the ego, but for the

SCHOOL INSPECTION

By AN EDUCATIONIST

TO ME there is no charm in the red-tape and routine of my office. My ideal is to stimulate the educational activities in my district; to make schools better centres of learning and teaching more wisely informed on the part of teachers and enjoyable and pleasurable to pupils. Every teacher has ready access to me and I welcome all teachers to discuss their difficulties and experiences with me. While I feel I may be able to help them a little in this respect, I realise I have also not a little to learn from them. My chief role is to act like a friend and guide of the teachers with whom I come into contact. I commend the good, condemn the unsatisfactory and always suggest the better"—thus spoke a School Inspecting Officer, interviewed by an Educational Journalist, who put him the bold query what his ideals and methods of inspection were.

Continued from preceding page

Divine. It is being one with the Cosmic and Transcendental Consciousness. How puny and insignificant appears our educational aim—or rather aimlessness—and effort, when measured in terms of this ideal. It requires a complete blend and harmonization of all the aims put forth above—and something, still more and divine. Difficult as the achievement appears to be, its results will be equally great and broad-based. One grows into it by steady practice, personal influence of realized souls, imbibing of subtle atmosphere and forces. It is an all-inclusive aim, absorbing into it all the aims described above, and transforming the whole into something deep and divine by the touch of the Spirit.

How we can prepare, however imperfectly, for this consummation in our schools and pave the way for its advent, I hope to discuss later on in a separate article.

Until a few years ago, the subject of school inspection occupied a deal of attention in the columns of the Press and the Platforms of educational conferences. Now it is a healthy sign of the times that one hears so little on this theme. Teachers and inspectors have possibly learnt to appreciate one another's functions and roles and are getting to know one another better. Still, that there is vast room for improvement in the methods and manners of school Inspectors, none can gainsay.

Two opposing views

There are two widely divergent opinions on School Inspectors. One school of thought among educationists and public men holds that the educational system is overdone with inspectors and that the costly "inspectorial hierarchy" can be considerably curtailed without in any way lowering the standards of efficiency so that the money spent on these officers can be better utilised for educational progress. They say that the short annual visits of Inspectors are productive of little good, save to throw school-timetables out of gear and play havoc with the even tenor of school life and activity during the period of visit. Inspectors, according to them, have signally failed in their purpose as few among them have a clear notion or vision of their duty and role in the educational economy of the state. They believe that the inspector's functions are apparently merely to "pick-holes" or "fault-find" with schools and teachers, and hence their visits are, more often than not, visitations to be dreaded by teachers and pupils. It is time, they say, that schools were swept clean of these "Departmental Timurs."

While this is one extreme opinion stating at best a halftruth, there is the other

school which maintains that school inspection has a true place and purpose in the educational scheme and that inspecting officers help to promote the efficiency and progress of schools. Teachers have no right to complain against inspection, as certainly they are not infallible. All are not born teachers; and most of them have to learn much from others. An Inspector who knows his job is seldom a carping critic. He is not paid to criticise schools adversely but to help them by showing ways and means of improvement. He is meant to guide teachers and inspire faith and confidence in them and not simply to make unpleasant reports on the defects and shortcomings of schools. His job, if rightly conceived, is to participate in the creative function of teaching and spreading learning. He acts as a disseminator of better and more up-to-date methods and practice in school-work. He plays the part of an educational messenger or ambassador carrying from school to school the latest and best ideas and devices on teaching. Public money spent on these officers is well and wisely spent and there is no case for the abolition of school inspection.

Duties of Inspectors

The usefulness or otherwise of inspection depends on the proper conception of the functions of inspectors and on the right attitude they take in relation to their job. Certainly School Inspectors are not bugbears; they are not superfluous; they are not educational Hitlers riding roughshod over schools which they presumably invade annually. To them are entrusted responsible duties, which, if rightly discharged, help to promote the usefulness and efficiency of educational institutions. Now what are the duties of School Inspectors? They have to see that public grants are properly spent in school, that teachers are well-equipped or qualified for their task and that their methods are modern and accurate. They act as a wholesome check on indifferent members of the teaching profession and help

to awaken and stir the sluggards among them. They encourage and stimulate the efforts of headmasters, teachers and pupils; theirs is the duty to advise teachers and help them in solving problems of organisation or curriculum or syllabus. They can help teachers prove themselves worthy of their high calling and give them chances to demonstrate their worth and qualities. They may hold frequent conferences with Headmasters, Managers and teachers of Schools in order to pool their plans and methods and adopt schemes worthy of emulation and productive of good result. They can also help every school to cultivate its characteristic traditions and special interests.

To do all this successfully, they must know the back-ground of each school and its teachers thoroughly and survey its needs and problems by making a careful study. They must be thoroughly conversant with most, if not all, the subjects taught in schools and keep abreast of the times by keeping in intimate touch with the new tendencies and movements in educational theory and practice. It is only too well-known how few Inspectors satisfy these conditions for success.

Qualities making for success

In the performance of these duties, every Inspector must adopt the right methods. Unfortunately not all Inspectors have conceived their job in terms of friendly service to teachers and schools. Some of them, at any rate, have generally misconceived their functions—of course there have always been and are many honourable exceptions. To inspect classes with an open mind and an unbiassed judgment; to be fully alive to the merits of a lesson and have the fairness to state them in their reports; never to criticise adversely the work of schools without going deeply into the details of the matter and without suggesting or offering decidedly better methods of doing the work; to have the ability and courage to give demonstration lessons whenever they visit schools; never to upset

the regular work of schools; to be always prepared to 'give and take' on equal terms while dealing with teachers; to shed the habit of dogmatising or domineering and to observe wholesome humility in the office they discharge; to be more of teachers and more 'human' and less of Inspectors or superior officers—in short, to come up to all these expectations, inspectors should be selected with great care. They should cultivate a proper mental attitude. They must be embodiments of gentlemanliness, culture, knowledge, tact and wisdom. Mediocre men can hardly satisfy these criteria or qualifications. Mere academic degrees in foreign Universities without experience of any kind in teaching or without some efficient technical training will ill-fit them for the office.

Methods of Inspection

The chief defects in school inspection which have led to resentment or dislike can be easily gauged from the following picture of what may be deemed the usual or normal inspection work of schools. "An inspecting Officer visits a High School for annual inspection for three days. He scrutinises the school-records and inspects in a haphazard manner the work of twenty or thirty or more teachers, devoting a very short time to each. He suddenly 'bombards' a class-room, asks the teacher for his 'notes of lessons', watches his work for barely a few minutes, puts a question or two to pupils, scribbles down some hasty remarks in his note-book, to be elaborated later on into formal statements in the Inspection Report, and leaves the room accompanied by the anxious Headmaster." That the teacher and pupils generally experience a feeling of nervousness in the presence of the Educational Officer is hardly to be surprised. The Inspector has little time to get to know the teacher and his work, what with his indecent haste and the unnatural atmosphere he creates by his sudden entry into a class. Invariably he judges the worth and work of a school simply from its results at the public examination, such as the S. S. L. C. Exami-

nation. It is not only misleading but unwise to judge the success of teaching merely from the examination results which have not unoften a tendency to be highly 'fickle' and unreliable. True teaching and education consist more in the spirit they convey than in the instruction imparted and the pass-percentages it helps to produce. And Inspecting Officers with a proper vision of their role must see if teachers inculcate upon school children—the masters of future destiny—the qualities of patriotism, courage, self-sacrifice, freedom from communalism and sectarian impulses and convey the right mental and emotional qualities to the pupils in the course of their teaching work.

An Inspector who is not satisfied with the answers given by the pupils of a class to his questions must take pains to watch and study the classroom practice of the teacher and sympathetically interpret his work. Some years ago an Educational Officer, hypercritical by nature and suspicious of teachers, put a few grammar questions of the stiff, old matriculation type to the pupils in a higher form of a school and when wrong answers were given by some, he felt highly dissatisfied and scribbled down at once in his note-book: "English work in Form VI is unsatisfactory. The teacher must do better." This unsavoury remark found a place in the regular report. And yet the teacher, an experienced man, was fully alive to where the fault lay. But whatever he told the officer by way of enabling him to judge the situation aright simply fell on deaf ears! Incidentally, it may be mentioned that the pupils whose English work was pronounced bad, acquitted themselves creditably in that year's S. S. L. C. examination, scoring for the school an average of 10 marks above the Presidency average in English! Such experiences teachers meet with in every school now and then. Officers sitting in judgment on veteran teachers after watching their teaching for a few minutes and passing scathing remarks must be deemed

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unsuitable for the job entrusted to them. It is, however, a happy state of things to-day that such departmental people in whose hands "Jove's thunderbolt flashes" are becoming fewer and fewer, their places being taken up by more competent and worthier men who know their work and who may be expected to contribute in every way to the steady growth of schools and education. It is true that inspectors innocent of teaching practice still exist, but it would be prudent on their part to learn things at first hand from the members of the teaching profession and acquaint themselves properly with subjects and syllabuses before venturing to write adverse reports.

Conclusion

School inspection is absolutely necessary for the well-being of schools and teachers need never be hostile to Inspectors. If only the Officers take to their vocation in the right spirit and deal fairly with teachers and strive their utmost to promote educational progress, there is no reason

why they should not be welcomed in schools as friends, guides and philosophers.

Writing on the "New Policy in Education" the "South Indian Teacher" rightly observed: "If after 150 years of enlightened administration, Inspecting Officers of the department have to regard their work in the nature of 'policing', it betokens a sad state of affairs. The duties of the Inspecting Officers are entirely different." In this connection, Mr. Braithwaite truly remarked, "Inspectors have to view their profession as an organising one, rather than as was formerly believed a policing one." If the officers are men of inspiration, understanding and vision and have been specially fitted for the job as in America, the members of the teaching profession cannot fail to be influenced wholesomely by them. And that would justify the employment of hundreds of Inspectors on whom the public money is so largely spent to-day in our country. Then the cry for the abolition or reduction of the Inspectorate will never be heard again.

STUDENTS' STRIKES

By Mr. A. S. VENKATARAMAN

NOTHING is bound to stir the minds of active educationists to-day more than certain forces at work calculated to affect the cordial relations that ought to exist between the teacher and the taught.

Students' Rebellions - Popular Movements

Student's rebellions in this country have been the sequel at least in the recent past to the strained and estranged feelings between the Government and the popular parties. Popular movements have had their repercussions on the life of scholars at schools and colleges. It is pitiable and unfortunate it should be so, more grievously so, because the more prominent popular leaders themselves are not tired of advising

and warning students against concerted action of any kind, as long as they remain in their institution.

Mentality of Pupils

The pupils or the students are not blame-worthy in any criminal sense of the term. An examination of their mental disposition or make-up reveals certain features which cannot be lost sight of. The instinct for imitation, the urge for motor activity, the desire for spectacular action and the wrongly conceived (because impotent) fellow-feeling with those adults who suffer for their political views, all these have their unhealthy reactions in the minds of youths in schools and colleges.

STUDENTS' STRIKES

Manifestations

The impetuosity of passion seeks its vent against its immediate surface, its immediate Government, the school or College authority. Where there are some grievances, they are multiplied and magnified beyond proportion. Where there are none, they are easily imagined and imported. The pupils grow unduly sensitive and abominably unfriendly with those who stand for law and order in school administration. These are some of the hideous manifestations of the wave that is passing.

Where Strikes are Common

He who runs may read that strikes are not resorted to by wage-earners among intellectuals; teachers, doctors, lawyers, judges, clerks, officers, none of these have struck or are striking. Manual labourers of all kinds—particularly so—the mill labourers, the sweepers and the scavengers have had recourse to strikes and demonstrations. It would seem that the lower the intellectual place, the more fertile the soil for disaffection, and the greater the readiness for letting oneself go.

Justification

Possibly under certain conditions, where labourers are ill-paid, over-worked, exploited, the only ready though rough but recognised method of arresting the attention of authorities or the capitalists would seem to be a concerted action. The lower the mental strata, the better the technique of strike in its militant aspect, and perhaps the higher the mental strata, the remote the chances of perfection in the technique of strikes and demonstrations.

Students' Strikes, Improper

With reference to students it may be said at once that strikes have no place in the school or college world. There is no capitalist. There is no exploitation. It cannot be supposed for a moment that the student contributes more to the institution than he gets out of it, even considering the fees he pays, the incalculable

intellectual and moral gains and of the institution not being taken into account. Grievances there are none, unless they are imagined and put into their minds by others for their selfish ends.

Criticism

A close analysis of the problem of students' strikes reveals to us how the principle is ill-conceived, the methods are obnoxious, the effects pernicious (consequences serious) and the results disastrous, more disastrous than any one can conceive of, at first.

An institution, a temple, not a factory

For the institution, wherever it might be, where the teacher and the taught gather, is a temple of culture and learning and cannot at any time be converted into a sooty workshop of tanned labourers. Youths should come there as devotees. If not, their precious period of life is wasted, attention diverted, minds perverted, irrelevant ideals get into immature minds, irrelevant fancies seek a facile entry into delicate brains. Are not these bound to make intellectual perverts of young but otherwise bright hopefuls? The very founts of culture and character are poisoned.

Tragedy to be averted

It is a tragedy that is being perpetrated. Without doubt students' strikes are debasing, devitalising and demoralising both in their origin and results. Whoever connives, causes and contributes to the growth of disaffection in pitiable and plastic minds, is not a true friend of youths and should be regarded as rendering positive disservice not only to them and their future, but also to the future citizens in our land. The more one thinks of it, the more does one dread the consequences, and wish one did one's best to avoid them. Parental care and enlightened public opinion should rally to stem the tide of juvenile impulse and anarchic onslaught. Precious youth once lost cannot be recalled, once impaired cannot be repaired. All are caught in the

maelstrom, the dullard as well as the genius. What a grievous loss to the youths concerned and to the nation at large!

Service or disservice

Agitators, if any, seeking to exploit youths for political purposes or for purposes other than purely educational, and applying methods deemed fit for bands of labourers and workers against established Government should not fail to realize that their tactics will mar the pleasantness of school or college life and affect the cordial relations between the teacher and the taught. They come in between the pupil and the masters, rob the pupil of his present career and future prospects and attack the master who is charged with the sacred trust of the

intellectual up-bringing and moral training of youths, which he can by no means shirk or abuse. Under the existing rules, the master is armed with powers, but their exercise except in some cases will be a remedy worse than the disease.

Conclusion

I cannot conclude this article better than by quoting the words of Sir S. Radhakrishnan in his address to Bengal students: "Students must not think teachers try to impose discipline with a view to breaking the students' morale. The high aim of teachers is and should be to fashion students into self-respecting young men, lovers of freedom and lovers of equitable distribution of wealth and power."

Right Method of Education in India

By Mr. J. B. BASAK

"What does it matter if this Higher Education remains or goes? It would be better, if the people got a little technical education so that they might find work and earn their bread, instead of dawdling about and crying for service"

—Swami Vivekanand.

"It is a healthy sign that there is a remarkable agreement among educationists to-day that the system of education requires drastic revision from the foundation of flag-pole"

—Prof. Radhakrishnan in his Convocation address 7th November, 1934.

"Had I been a millionaire, I would have engaged a big electric plant for blowing 1000 trumpets and beating 1000 drums for proclaiming before the educational authorities of India the simple fact that some present nations of the world have become great and prosperous by manufacturers and armaments worked by machines combined with patriotic, sacrificing and co-operative spirit; but not by the study of antiquity, anthropology, philology, dead languages, philosophy and similar ornamental subjects, and never by communal strifes and religious bigotry. Therefore, hundreds of technical schools and colleges should be opened

for teaching the uses of at least common tools and machines."

— "Hints on Museum Education," Page 187.

It is a lamentable fact that the Schools, Colleges and Universities of India in course of the last 100 years, have not adopted the right method of education. I believe that unless and until the right method is adopted, the industrial education will not make progress. Therefore, all well-wishers of the country should deeply think and think over the matter and find out which kind of education is now necessary for awakening the general intelligence of the people and especially of the student community so that they can apply their bodily and mental faculties in the right direction for their own progress as well as for the general uplift of the nation. Political freedom is one of the conditions for the desired progress of the nation. But in order to make the people fit for self-government, their present system of education should be thoroughly changed and remodel-

led. At present, the coaching of all ornamental subjects in the Universities should be kept in abeyance at least for a quarter of a century; and with the money saved in this manner, the education and practical application of the science of mechanics, physics, electricity, and some technical arts and manufactures, should be substituted.

Now I will try to explain briefly my proposition mooted in the previous paragraph by some concrete examples. The students should first acquire general knowledge, and gradually detailed knowledge, of such things which we are using every day and without which modern civilization is not possible, our necessities and comforts cannot be secured, and our life would become uncomfortable. All sensible men will agree with the above view; but a few persons would practically come forward and act up to it. Let me briefly give below a list of some of those things, so that the readers might form some idea of what I mean by them.—Such as, Needles, nails, screws, pins and nibs, slates, pencils, hurricane lamps, oil and gas stoves, domestic utensils, furniture, building materials, sanitary appliances, etc.; ordinary tools and implements, such as, chisels, hammers, saws, planes, drills, files, wrenches, etc.; clocks and watches, microscopes, telescopes, magic lanterns, etc.; bicycles, type-writers, sewing machines, printing presses and materials, photographic cameras, etc.,

Turning, drilling, planing, shearing, punching, sawing, hammering, crushing machines, etc., tools and appliances used in dairy, agriculture, gardening, weaving, knitting, etc., and hundreds of things of common use. Knowledge of them would stimulate and develop the mental faculty of the students and the intelligent people, especially artisans and manufacturers. By the use of them the dexterity of the limbs will increase; niceties of the perceptions of our sense-organs will improve; and thus the latent intelligence will be awakened; and will generate a strong desire for improving

the arts and manufactures of India; will dispel the false shame for manual work—this kind of culture is far more important and valuable than ornamental literary culture. If my proposition be true, then why should the Universities, Colleges and Schools be spending so much money on literary education, and so little on technical education? Those who have a tendency to acquire literary knowledge they can be allowed to study at home and obtain degrees from Universities in open competitive examinations. Please do not think for a moment that I am against literary culture; but I am against spending the poor educational grants in coaching students in higher literary subjects. Vyas, Valmiki, Kalidas, Shakespeare, Milton, Robindranath, Scott, and a lot of writers, great historians, linguists, philosophers etc., were not productions of Universities. I have quoted numerous such examples and instances of famous writers on literary subjects, and famous men of the world, and their views on University education in my book "Educational Reformation in India", (270 pages, Re. 1/-) in support of my proposition. I shall be glad to invite any objections advanced against my views. I shall try to rebut those objections.

If I have succeeded to prove to a certain extent that my proposition is right, then it follows as a natural consequence that a suitable collection of common things of arts, science and industry should be made in proper localities of the principal cities of India, the name of such collections is Educational Museum. The exhibits of a Museum should be systematically classified and arranged, labelled and briefly explained. Teachers or guides should describe their properties and uses to the visitors and enquirers. It is to be regretted that there is not a single museum of this nature in this vast country. Most of the museums of India are full of relics of antiquity. Another deplorable fact is that the heads of education department, schools, colleges and universities are quite satisfied with this state of things for a century since the advent of English system of education in India. A

more pitiable circumstance is that most of them think it *infra dignitatem* even to consider the repeated submissions of any well-reasoned proposal for the last 5 years. If a model Museum is established in a provincial town, small imitations can be easily started in schools and colleges of the province. My last appeal to the heads of Universities, colleges and schools is that they should closely study my book "*Hints on Museum Education*". In that book my scheme is sufficiently exposed. If they approve it, let them start museums however small, at once or support this scheme.

Education by means of Museums is the cheapest, quickest and most efficient method of imparting education, specially in India wherein 95 per cent of the people are illiterate. General knowledge of common things in the three kingdoms, as well as in arts and manufactures can be easily imparted even to the illiterate if they are anxious to acquire it by means of museums. Millions of Indians for centuries have earned and are still earning their livelihood without reading books. They learn their arts and handicrafts from their ancestors; even in the present days thousands of illiterate persons are using tools and machines. If you impart more practical lessons by showing better things than those made by them, they will have impetus from within to produce better things and learn to make new things by improved methods with or without machines. As books and schools are necessary for culture of the mind, so museums with guides or teachers are necessary for the culture of the mental faculties and five senses. As laboratories are indispensable for teaching practical sciences, so museums are necessary for general students and the masses. Education without them is not only defective but incomplete.

Educational museums will also contain exhibits of literary and artistic nature, such as calligraphy, drawings, paintings, scientific, musical, mechanical, electrical instruments and amusing toys; magical appliances;

puzzles and curiosities in literary subjects; mythological, historical geographical and astronomical pictures; deeds and documents; MS. account-books, commercial and postal forms; pictures of sports and pastimes; ethnological, anthropological, meteorological, phrenological, astrological, charts or pictures; photographs, photo prints, lithography and cromolithos of palmistry, six *chakras* (plexuses); pictures and charts of physiology and pathology and hygienic, manners and customs of the peoples of different countries; likenesses of famous persons and their hand-writings; natural phenomena, pictures of famous buildings and structures; diagrams of steam-engine, steamers, aeroplanes and their parts and sections; wonders of art; tools and machines; dresses and habitations of peoples; land, water and air vehicles; antiquities coins, seals and medals; flowers, fruits and vegetables, medical appliances; ordinary foods; insects; worms, birds, fishes, beasts; products of the sea; minerals, metals and alloys; jewels, pictures, charts and primary books of 14 systems of medical treatment, 24 methods of cure and 13 kinds of mental cure; social science first-aid, scouting, kindergarten; selected school exhibits of India, England and U. S. A.; social and charitable institution of India; important statistics of India etc., etc. If these things are not sufficiently interesting and if they have no educative value, I am incapable to imagine what thing on earth can stimulate inquisitiveness and pleasure in the mind of the students and intelligent persons.

In conclusion, I appeal to the common sense, intelligence and sense of patriotism of the Ministers of Education, Directors of Public Instruction, Health and Industries and the heads of the Universities, Colleges and Schools, the political and social reformers and leaders of India to purge the mind free from all inherited or deep-rooted prejudices or predilections about stereotyped educational policy or system of the 19th century and calmly think over the more ever-progressive systems of the 20th century.

General Science in the Wardha Scheme

By Mrs. L. CHAFEKAR, B. Sc., B. T.

The Function of General Science

SCIENCE, with all its branches, plays an important part in the education of the child. The romance and wonders of Science, make an especially strong appeal to the young minds. It enhances their natural desire to know the why and how of everything that is around them, and to find the explanation of its phenomena.

To observe carefully and dispassionately, to formulate one's observation in words or in other ways, to make proper inferences from what has been observed constitute a kind of experience. This experience leads children to have intelligent and appreciative outlook on Nature; it enables them to understand important Scientific Principles involved in the natural phenomena around; it makes them understand the application of Science to the service of man. It introduces them to the lives of Great Scientists, the stories of their sacrifices and search after truth. Such experiences create a love for science in the minds of the children. To make them richer with such varied experiences, is the function of the teaching of General Science in Schools.

The Curriculum in General Science

In order to have the all-sided know-

Continued from preceding page

and to boldly introduce thorough radical changes as are necessary under the present circumstances. If 10,000 educated self-sacrificing young men devote their energies in teaching the masses at least for five years on the subjects mentioned above with museum-exhibits and with the help of popular books on technical subjects, India will immensely advance in a short time. We should study the present education systems of Japan, Turkey, Russia, Italy, U. S. A., Germany, England and follow them in India *mutatis mutandis*.

ledge of Science, the subject "General Science" is introduced in the Wardha Syllabus. The Curriculum of the Subject includes topics from various branches of Science i.e. Nature Study, Botany, Zoology, Physiology, Hygiene, Physics, Chemistry, Astronomy, Lives of Great Scientists. The course in these various topics is divided into seven grades during which, children will be from seven years of age to fourteen years of age. The table attached herewith, will show how the topics are divided in seven grades. A careful examination of the curriculum for all grades leads one to a number of questions to be answered.

The standard of the Subject

After careful observation of the curriculum, the expected standard of the subject can be judged. The curriculum as a whole shows a decided improvement upon the present system. It is obvious that a great effort is made to bring the curriculum, into close relationship with the life and environment of the child.

A pupil emerging from a complete course in this curriculum will have a standard of knowledge of this subject, which is decidedly higher than the present Matriculate. It leaves no choice for the pupil and he has to learn all the given items of the curriculum from the beginning to the end of the course. The pupil will certainly gain an all-sided knowledge of sciences as desired by the framers of the syllabus.

Now it should be seen if there are any practical difficulties, when this course is introduced in all Basic schools.

Requirements of the Teachers

It will be good for the sake of convenience to divide the course of seven years into two parts; one upto the fourth grade, the other constituting the fifth, sixth and the seventh grades. The minimum essential

qualification for the teacher to teach the Primary School Course i.e., for the first four grades is, that he must be a Matriculate with some experience in teaching, and that he must be trained in a special institution, meant to train pupil teachers for Basic Schools. It is only after this training, that he will be able to teach the subject by the new method of correlation. Anything short of this qualification will make the teacher a misfit for Basic Schools.

The minimum essential qualification for the teacher for secondary schools i.e. for V, VI and VII grades is that, he must be a graduate with some experience in teaching and with the special training in the new system of education, so that he will have the minimum academic qualification and efficiency in the Basic craft to teach the subject by the new method of correlation.

For both kinds of teachers, it is taken for granted, that these teachers possess all qualities which a good teacher must possess. Yet something more is needed of a teacher in the Scheme. It is that he must have a thorough knowledge of this subject, in all the topics and that he must have a real scientist's mind, to be a life-long student of Science and the seeker of truth. He must be in touch with all the modern developments in all branches of Science.

Such a teacher alone will be able to make his teaching realistic to children by correlating the various items in the curriculum with the Basic Craft and the natural and social environments of the child.

The question that now arises, is, are such teachers available? Or what should be the standard of selection of teachers for the new scheme?

The Equipment Required

Though the question of equipment involves an economic problem, yet certain minimum equipment is essential to teach the curriculum without which even the best teacher will be unable to teach the subject. Provision for necessary equipment will have

to be made in all Basic Schools, Primary or Secondary.

After a careful observation of the table of equipment the question will arise, how can the minimum equipment be provided for all primary and secondary schools? There will be a great practical difficulty in providing garden and fields near schools in urban areas.

Arrangement of the Curriculum

A careful and critical observation of the curriculum will show that there is too much stress laid upon certain topics in the curriculum e.g. astronomy, while no stress is laid upon certain subjects. If each topic is taken separately and observed carefully in all the grades, it will be seen that there is omission of the topic in certain grades. It is necessary to have carefully graded course in each topic for all the grades. Hence proper distribution of each topic will have to be made and each topic has to be logically and psychologically well arranged for each grade. In order to do this it is essential to note such topics of subject that are beyond the reach of comprehension of the children in particular grades, the subject omitted, and the gaps left in each topic for some grades during the course of several years.

Topics which seems to be beyond the comprehension of the children in particular grades

In the Primary School course, i.e., in the first four grades, there are such topics which are pointed out below.

In the *first grade* the topic 'Observation of the phases of the Moon'—this part of the topic can be easily taken, but what do they actually mean, is a difficult thing to be explained to the children of seven years of age. Similarly, to find the Pole Star from the Great Bear, is a thing practically difficult for the teachers to show the children of that age.

In the *second grade*, the topic 'eclipses what causes them' is a difficult question explain to the children of eight years

age. The inquisitive children might ask "Why do these eclipses not occur on every new moon and full moon days?" Then the explanation becomes still more difficult and complicated.

In the *third grade*, the topic — 'The children should observe important characteristic constellations and their fancied shapes, to draw their figures and should make their groupings.' Are the children of ten years able to do this? In the *fourth grade*, when the children are of eleven years of age, the curriculum includes the topic, 'Recognition of poisonous and non-poisonous snakes'. This is a very difficult topic to deal with.

In the *V, VI and VII grades*, topics in astronomy includes, 'The zodiacal light, astronomical distance, shapes of Nebulae, stars of the first magnitude and their distances, what is in the interior of the stars? What is spectrum analysis?' The children during these three grades are between the ages of 12 and 14. The portion in this topic seems to be beyond their understanding.

These are some of the topics which seem to be beyond the grasp of the children in the various grades.

A careful observation of the table of curriculum will show that every topic has some gaps left in some grades during the course of seven years; for instance, the topic on Physics begins in the first grade, has gaps in the II and III grades and again appears from IV to VII. Similarly, the topics on Chemistry, Human Physiology, History of Science and Botany have such gaps in between the course of seven years.

Omissions in the Curriculum

As there are certain topics which seem to be beyond the grasp of the children, there are certain other topics which are altogether omitted or are not given proper attention. The curriculum makes no distinction between boys and girls; there is no course in Domestic Science

definitely laid down for girls. Observational Geography is many times mixed with astronomy and no details of the subject are given, except the topic on seasons, interdependence of man on nature and water circulation. The detailed syllabus in each branch of science will show that in certain subjects too many details are given, while certain subjects are to be studied in the form of outlines only. This shows that the curriculum is not well-balanced, considering every branch of science.

Estimate of time required

The estimate of the time required as given in the scheme is 30 minutes daily when General Science and Social Studies might be taken. It comes to this, that three days in the week (thirty minutes daily) might be taken for General Science. The time allotted to the subject is too short compared to the detailed syllabus. The subject with all its aspects can never be taught in such a short time, even by the best of teachers. Reasonable time must be given to this detailed subject. The number of working days in the year must also be fixed.

Method of Correlation

The method of approach to the subject is the method of correlation. The elements in the curriculum can be integrally correlated with the natural and social surroundings of the child. By making the craft the centre of education or the medium of education, the craft becomes the important centre of correlation. As this is altogether a novel centre, it will be well to see what part of the curriculum can be integrally and naturally correlated with the Basic craft e.g., spinning. The following are the topics, that can be correlated with the craft of spinning in each grade.

Grade I. Naming and recognition of the cotton crop; chief parts of cotton plant; clothing of a man in different seasons; suitable season for cotton crop; effect of humidity of spinning

and cording, morning time for picking cotton.

Grade II. (i) General form and size, (ii) Stem and bark (iii) Leaf, (iv) Fruit and seed germination of the cotton plant, sowing and harvesting time for the cotton crop, cotton plug used to prevent dust getting in.

Grade III. Plant requires food, water, sunlight; effect of manure on the crop; function of roots, stems, leaves, flowers, fruits and seeds (to be shown from the cotton plant) interdependence of man on plants.

Grade IV. Plant physiology (to be shown from cotton plant), leaves, carbon-assimilation, transpiration, respiration; air occupies space in cotton, corded cotton is increased in volume.

Grade V. Continuation and recapitulation of

plant life (to be shown from the cotton plant).

Grade VI. Physical properties of water and its chemical composition and mechanical devices for irrigation; Geography of cotton, insect pests, study of harmful and useful insects.

Grade VII. Bleaching and dyeing and printing of cloth. Mechanics involved in spinning, cording, weaving; technique in all the different grades from Takli, Charkha weaving etc., can be correlated to the Basic Craft.

The New Curriculum

The whole curriculum needs to be reconstructed. A new, well-balanced, rational curriculum including all important branches of science must be evolved on the basis of the solutions of the difficulties discussed above.

UNIVERSITIES IN NATIONAL LIFE CALCUTTA CONVOCATION ADDRESS

By Rt. Hon'ble SIR TEJ BAHADUR SAPRU

[The following are extracts from the Convocation Address of the Calcutta University, delivered by the Rt. Hon'ble Sir T. B. Saprú on 8-3-41.]

DEALS of education change from generation to generation and what may be at a particular time a good ideal for a country need not necessarily be the same for another country. Into a discussion of the theory of education as imparted by our Universities I do not propose to enter, nor do I feel myself competent to do so. Let us, therefore, not succumb to political prejudices or bitterness and denounce the present system of education or our Universities as having been altogether barren of results, for, while I strongly maintain that a whole nation cannot be educated in a foreign language—and I have always been a persistent advocate of the development of our own languages and culture—yet bare justice requires that we must not deny that the Universities have played a great and noble part in enriching our national life and

stimulating altruistic and patriotic feelings.

I have often asked myself the question as to what it is that the Universities may be expected to do at this time in our onward march, for while no one is more anxious than I that the academic serenity of our Universities should not be rudely disturbed by what are at times called the baser mundane pursuits, I also maintain that from a practical point of view no University in India can afford to live a sheltered life of isolation from the great stream of national life. It, therefore, seems to me that no two sides of their work the Universities can render lasting services to the country. On the scientific side I think our professors and post-graduate scholars can do a great deal to enrich the industrial and economic life of the country by the results of their researches. The field open to them is

immense, the example of other countries whose economic and industrial prosperity is in no small measure due to the scientific work of their professors, teachers and graduates, should inspire them in this work, and in my opinion it should be the primary duty of every Provincial Government—and indeed of the Central Government—to help them in a generous measure with grants for the purpose of such useful pursuits. On the cultural side—and I use the word 'culture' in its largest sense as being something larger than mere book lore—the Universities can be a focus and centre for the synthesis of different cultures and for the evolution of that common culture which should be the highest aim of Indian nationalism to achieve, if that phrase is not merely an empty phrase or a deceptive slogan.

Common Heritage of Culture

I have just spoken of different cultures and also of a common culture but I would like, with your permission, to be a little more explicit, for while in a sense it is true that we have certain types of different cultures in this country, yet it is no less true that the process of the evolution of a common culture, which is neither wholly Hindu nor wholly Muslim, has been ceaselessly at work during the last four or five centuries, if not longer, and was never more in evidence than in the Mughal times. That a common culture should have been the result of the impact of different communities, different religious ideals, and different outlooks on life, was inevitable. In the history of our country it was primarily the North of India which was the playground of different civilisations, different languages, different religions and different systems of morality. Bengal too did not altogether escape the operation of these forces and yet, it is a fact which, in my opinion, cannot be legitimately contested that these differences led to an everincreasing unity in thought, in language, in art, in music, in aesthetics, in architecture, in painting and in poetry. This process was not yet complete when new influences from the West began to make themselves felt. They have been in operation now certainly for over a century, if not longer, and we have been witnessing in our own times the growth of a culture—I use it again in its largest sense—which is neither wholly Hindu nor wholly Muslim nor wholly English. It is a mixture of all. I do not regret it. On the contrary I read in it the message and prophecy of a future in which, when the dust and din of the present-

day controversies, which divide man from man and community from community, will have disappeared, each one of us will be able truthfully to say that India is neither my heritage nor yours but a common heritage.

The political problems which agitate our minds at the present moment are in all conscience very serious. It is not my purpose—and it would not be right for me on this occasion—to discuss them, but I venture to hope that whatever may be the noise in the marketplace, the still small voice of reason may not be drowned altogether in Universities nor human feelings warped by mutual suspicions and hatreds. I respectfully suggest to University men that it is their duty to think coolly and calmly and to direct their energies to the working out of a synthesis of the common ideas of a nationhood, although the siren voices of discord may be forcing themselves upon our ears to allure us to stagnation, if not ruin. I am not ignoring the differences that divide us. I do not consider it just or wise to ignore them, and yet taking together the things that divide us and the things that unite us I say it is by no means unfair to hold that those who live in India, whatever their religion or philosophy of life and from whatever part of the world their ancestors may have come in the past, do constitute a nation. It is altogether a vain hope that our Universities may come to our rescue when our politicians have failed us, and that out of the chaos of ideas and aspirations, it may be given to the Universities to evolve a cosmos of clear thinking and generous feeling?

Task before Universities

To-day, the fundamental problem, which we have to solve, is the freedom of India, that is to say, the achievement by her of a position and the attainment of powers which may enable her to mould her future according to her best judgment and give her a place of equality and honour in the comity of nations. It is easy enough to state this proposition, but difficult to rescue it from the chaos which surrounds it. It is somewhat significant that nearly all the doctrines, under the spell of which we find one section or another of the country at present, are of Western origin, and if I may speak frankly, Europe at present should be a warning to us rather than an example to follow. This is not the time nor the occasion when I can discuss the specific issues raised in this country by the different schools of thought, but I venture to suggest that

the Universities, instead of being the sound-boards of these conflicting ideas, should function as clearing houses. They cannot, in my opinion, perform their legitimate functions and discharge their duty to the country in our peculiar circumstances, if their professors or their youngmen become partisans or advocates of one school or another. From them we are entitled to expect light and not darkness, and let them give us some of that kindly light.

Is it altogether impossible for us to combine and to unite for the achievement of common aims? Let the Universities—I say in all sincerity—rise superior to the tyranny of slogans and let them take stock of the situation as it is and of the forces working round and let them gaze upon the future steadily and advise the country accordingly. Let them be the seed-beds of a fertile unity and not the breeding places of a desolating disunity.

A Word to the Young Men

It is customary for the speaker on an occasion of this character to address the young graduates who are the recipients of degrees. I shall not waste much time in a long appeal to them. If they are leaving this University to-day, they are entering the bigger University of Life, and in that University the struggle is much keener and the disappointments perhaps more numerous. That struggle will make large calls on such reserves of knowledge as they have laid by here and above all on character which is far more necessary for real and lasting success than mere knowledge. The best wishes of every one will accompany them and I have no doubt that if the University can legitimately help them in setting them on their feet, it will do so—as indeed it seems to me to be its duty to do so. I know how the fear of unemployment—a problem in which I have been very much interested—eats into the minds of our youth and I also know how in their despondency some of them at any rate lose faith in the system of society in which they were born and how in their impatience with the inequalities and injustices of life they are tempted to curse that system and even to tear it by the roots. It is for this reason in particular that I have been most anxious that the Universities should definitely recognise their responsibility not for actually finding them jobs but for bringing them into touch with those who by reason of their situation in life may be in a position to help them.

THE 17TH ALL INDIA EDUCATIONAL CONFERENCE

Mr. D. P. Khattry, Hon. Secretary, All-India Federation of Educational Associations, Cawnpore, writes:—

The 17th All India Educational Conference will be held during Dasehra holidays in September 1941; and in order that its work may not be delayed, the Constitution provides that suggestions should be invited from Constituent Associations, Individual Members, Members of the Federation Council, the Reception Committee as well as from Educationists in general, on the following:

(a) Topics of Discussions for General Sessions and Sectional Conferences.

(b) Subjects on which papers should be invited for General Sessions and Sectional Conferences together with names and addresses of educationists who specialise in those subjects.

(c) Resolutions for consideration at General Sessions, Sectional Conferences and Annual Council Meeting.

(d) Changes in the Constitution of the Federation, if considered desirable.

The following Sectional Conferences have been decided upon:—

(1) Childhood and Home Education; (2) Primary and Rural Education; (3) Secondary Education; (4) University Education; (5) Vocational Education; (6) Adult Education; (7) Health and Physical Education; (8) Moral and Religious Education; (9) Teacher Training; (10) New Education including Research and Experiment; (11) Examinations; (12) Internationalism and Peace; and (13) Women's Education.

The constituent associations, individual members, members of the Federation Council the Reception Committee and educationists in general may kindly send in their suggestions to the Hon. Secretary regarding matters for the General Session and for each of the Sectional Conference separately. All such suggestions should reach the Head Quarters by the 31 March 1941 at the latest so that they may be put before the Executive and Council Meetings for final selection.

NOTICE

Articles for publication, which should always be type-written on one side of the paper only, and Books for Review should be sent to the Editor, Educational India, Maharani-pet, P. O., Vizagapatam.

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

EDUCATIONAL INDIA Masulipatam, March, 1941

The Bihar Committee on Primary Education.

ONE of the characteristic features of the contemporary history of our country is the belief entertained by all sections of the people in the utility of education. It is universally recognised that if only education of the right character is provided for, almost all the ills from which the country is suffering to-day will disappear. It is also an opinion widely prevalent that some of these ills have grown in intensity as well as in width owing to the defective character of education introduced by the British about a century ago. It is therefore no wonder that one of the subjects that attracted the attention of the autonomous governments that began to function under the Act of 1935 was educational reform. The Government of Bihar was not behind other provincial governments in this respect. Shortly after it came into office it appointed a committee of experts of wide experience and broad out-look, belonging not merely to

Bihar, but also to some other parts of the country and entrusted to it the responsible task of reporting on the progress of education in Bihar and preparing a scheme for its expansion and intensification. It was called upon to keep in view—and this is a feature which requires special emphasis—“the needs of the people, their economic condition and the financial resources of the Provincial Government.” Accordingly we have in the Report of the Committee not merely a comprehensive account of the subject but a harmonious combination of what is best in educational theory and educational practice. This is an achievement in which the people and the Government of Bihar have every reason to take a legitimate pride.

THE Report deals with all grades and aspects of education—Primary, Secondary and University. We propose to invite the attention of our readers to a few of the points stressed by the Committee on the subject of Primary Education, reserving to a later occasion our comments on Secondary and University Education. If education is regarded as an instrument for realising certain aims and objectives, no scheme of educational reform can be drawn up unless these aims and objectives are clearly defined. The Committee has therefore taken much trouble to define them and to draw a contrast between the objectives of education introduced by the British and those that have to be kept in view under the altered circumstances and conditions of the country. To create a class of people with interest in upholding British rule and British methods of adminis-

tration was the objective aimed at during the last eighty years. The machinery devised was perfectly adapted for achieving this purpose. But the growth of political consciousness among the people of the country, the changes in the economic and social system and the impact of world forces have created new ideals and needs and the Committee has wisely drawn attention to these needs. It assumes the existence of a democratic state i.e., "a government for the benefit of all, by the representatives of all, and through their responsible agents," and the educational reconstruction recommended by it is devised to fulfil this ideal and realise these aspirations. In its opinion the democratic principle of government involves civic equality amongst the various sections of the people, as also between individuals themselves, irrespective of sex, birth or wealth, so that every individual would necessarily have equal opportunities of self-expression. The new Education is to be organised with a view to secure this aim.

THE Committee has come to the conclusion that this involves that education should be universal and free. An integrated democratic society cannot be built on any other basis. Where the large majority of the people are ignorant and illiterate the new values of life cannot be realised. But the question is what the type of education intended for all should be. It cannot be the literary and the bookish type with which the world has been familiar for ages. This type is of use only for producing clerks and clerics; and as it is never the purpose of society to convert all per-

sons into clerics it naturally follows that education for all should be of a quite different kind and be based on some principle common to all. This is the principle of creative work—Art or Craft—a principle on which the basic education as outlined by Mahatma Gandhi is founded. The Bihar Committee has accepted this principle *in toto* and its Report is valuable for the exposition of the philosophy behind it and for the working out systematically of all the details connected with putting it into practical execution.

NO attempt is made here to review the opinions of the Committee on these points. But it is to be noted that the value of the report is enhanced by the fact that it has taken into consideration all the criticisms that have been so far levelled against the Basic Scheme and given an effective reply to them. It has demonstrated satisfactorily that in the conditions of our country it is not possible to introduce compulsion ordinarily before the age of seven and that compulsion once introduced should extend till the age of fourteen as that is the age when the social and civic sense is really awakened in the child and as such an awakening is the foundation of democratic society. It has not ignored the need for providing for pre-school education through nursery schools, kindergartens, etc., but it is of the opinion that such an education is better provided for in the family itself by parents in most cases. It is also suggested that where the mother is to be away from the home and work in factories, as in the case in cities and industrial centres, the obligation to open nursery schools should be laid

on the employers; and that Government might give financial aid in other cases and such schools started by Voluntary Associations.

THE Basic Scheme has been criticised by some on the ground that it places undue emphasis on spinning and weaving alone as the crafts to be used for educational purposes. It was more or less on this ground that the Orissa Government recently abandoned its experiment with Basic Education. The Bihar Committee has gone into this question and has suggested a large variety of crafts that can be utilised for this purpose and has also recommended the adoption of this variety according to local conditions and circumstances. Its syllabus in respect of Card-board work, Woodwork, Metal-work (in some classes) and Agriculture above all, is of very great value in this connection. Students of recent educational history are well aware that craft-centred education is not a *fod* first brought into public notice by Mahatma Gandhi and that it was widely practised in many countries of the West for a long time. Even in India the experience of its actual working in a province like the United Provinces has shown that it possesses vast possibilities for developing the personality of the child. Those who are not convinced of this from the arguments given by the Bihar Committee will do well to peruse the observations on it made by Mr. J. C. Powell-Price, the Director of Public Instruction, U. P. in the March issue of "Teaching," observations resulting from first hand experience.

ONE other criticism directed against Basic Education has been that it

has not provided for religious instruction. This subject also has been studied by the Committee and it has come to the conclusion that in view of the fact that so many religions and creeds exist in the country it is neither possible nor desirable that provision should be made for it directly in schools maintained by the State. This is not to deny the value of religious instruction as such. It is only to emphasize the point that such a need should be fulfilled by private effort and financed by private organisations.

NOT only has the committee tried to reply to various criticisms directed against Basic Education but it has also put forward a number of other constructive proposals for promoting the physical health and welfare of school-pupils, for bringing about a differentiation—to the extent desirable—between the education of girls and the education of boys, for introducing a better and a more rational system of examinations, the training of a body of teachers who can efficiently carry out the duties that they will have to undertake under the new scheme and for the co-operation between school authorities, the parents and the general public.

THE Committee has worked out the financial implications of the reformed scheme. An expenditure amounting to about three crores of rupees a year has to be incurred if the scheme of universal Basic Education is to be carried out in the Province. It has taken into consideration how much the schools will be able to earn from the products of the crafts taught. It has also suggested that the scheme might be introduced in

gradual stages—in a period of ten years in the case of boys and twenty years in the case of girls—and it has given the necessary consideration to other questions of a practical character. Its views regarding the administrative responsibilities of the Provincial Government and Local Authorities like District Boards and Municipalities are realistic in character and do not err on the side of either extreme centralisation or decentralisation. Taken all in all the Report is a masterly survey of the problem and will repay careful study by all those interested in Indian Educational Reform.

Universities in National Life

THE theme selected by Sir Teg Bahadur Sapru for the address which he delivered a few days ago to the Calcutta Convocation is a most timely and important one. It is the part which Universities have to play in the national life of our country especially at the present juncture. There is to-day a danger that the ideals which those who passed in an earlier generation through the portals of our Universities might be forgotten and that we might revert to the conditions that prevailed in the middle ages. If University education in the last eighty years has anything to its credit, it is the inculcation in the minds of the educated that India is fundamentally one and that all efforts should be made to preserve this unity and develop it on right lines. There are some who think that the Universities have not done anything that is good or valuable. But Sir Teg Bahadur has made it

clear that they have played a great and noble part in enriching our national life and stimulating altruistic and patriotic feelings. More than this is his view as to what the Universities should try to accomplish in future that is of great significance. He has thrown upon them the responsibility for producing a synthesis of the various cultures and put an end to that one-sided view that there is to-day nothing like an Indian culture in which Indians of all creeds and communities can take a legitimate pride.

IT was only a few months ago that another respected leader—Sir Sultan Ahamed put forward at the Convocation of Aligarh University a similar plea for recognising the unity of Indian cultural. That the same subject should have attracted the attention of two such eminent men shows clearly how tragic the present situation in India is and how much of anxiety there exists in the minds of our leaders in regard to it. For some time past we have been told by politicians whose ambition is to come into power that Indian unity is a myth and sooner we realise it to be a myth the better it will be. We have suffered too long from the fact of political disunion and we have been congratulating ourselves that whatever the British rule might or might have achieved it has succeeded in laying the foundations of the political unity of the country on a sound and strong basis. It is this unity that is now being threatened owing to new ideas entering the minds of several people of the country. What Sir Teg Bahadur Sapru really wants is that Universities which are the labora-

tories for the manufacture of ideas based on truth and disinterestedness must now be active in the pursuit of their real aims and objectives and see if it is not a fact that there is a single Indian culture today whatever might be the sources from which it developed in the long course of its history.

ACCORDING to him it is in the universities that a subject like this should and could be scientifically studied. Outside them there is no scope for an impartial examination of this matter. The noise of the market place, the mutual suspicions and hatreds that political platforms ordinarily give rise to hardly enable us to perceive truth. He has therefore appealed to the Universities not to be soundboards of conflicting political ideas but to function as clearing houses by thinking calmly and coolly and working out of a synthesis of the common ideas of a nationhood.

THIS is an inspiring appeal that he has made to the Universities and it is our hope that they will rise to the occasion and do all that lies in their power to heal strife and discord and promote the cause of Indian unity.

A University for Assam

THERE was a very hot debate in the Assam Legislature on the official bill to establish a separate university for that province. The movement for such a university is as old as 1924 and owing to financial difficulties it did not meet with success. Even to-day the opposition to it is very great and it is desirable that the ministry should consider the

point of view of its critics before it proceeds further with this measure.

IN the first place the University is to be an affiliating one and not a teaching one. The fourteen colleges in the Assam province are to-day affiliated to the Calcutta University and if the proposed bill is passed into law they will become affiliated to the new University in Assam itself. The question however that arises is whether for the mere purpose of conducting examinations and awarding degrees and diplomas there should be a separate university, involving as it is bound to do, a great deal of expenditure. There is nothing to prevent the Calcutta University from carrying out this function satisfactorily and efficiently as it has been doing all along.

IN the second place there is a good deal of controversy in regard to the place at which the University should be located. The Government does not as yet seem to have any opinion on the matter. The claims of Gauhati, Sylhet and Shillong are being put forward. While it does not matter very much where an affiliating university is located, it is necessary that in view of the possibilities of the development of a teaching and residential one in the future the place selected should have some cultural claims. It is best that the matter is settled now instead of being postponed to a later occasion. The history of the controversy regarding the location of the headquarters of the Andhra University will throw much light on this subject. It will even serve as a warning against decision being taken on political and other non-academic grounds.

Notes & Comments

Communalism in Education

The Bengal Cabinet has lent itself to the charge of infusion of Communal prejudices into the Educational reorganisation of the Province. Of all nation building departments, Education should be above party politics, communal leanings and tinges and should be a concern of one and all. The Bengal Secondary Education Bill in spite of adverse criticism by the public, the protest of the Calcutta University and Non-Missionary Educationists of the Province had to be rushed through by the sponsors of the scheme, much to the detriment of true and healthy educational progress. Even in the sphere of Elementary Education the progress of 'moslemisation' has been made to spread its tentacles far and wide. There are to be noticed appreciable decrease of non-denominational schools and a rapid increase of *Makhtabs*, specially meant for muhammadan children and Madarsas or muslim schools besides a tremendous increase of Hindu pupils therein.

The Ministry should never make capital of its slight majority and look down on the minority community without respecting their sentiments. While pleading for a more charitable treatment in minority provinces, they should have set a nobler example for others to follow. To be above board and to save unhealthy criticism, we would suggest the appointment of an impartial and independent Commission of enquiry to investigate the truth of the irregularities contained in the statement of Dr. S. P. Mookerjee regarding the removal of schools to Muslim quarters, the realisation of the Educational Cess from the Hindus on a discriminatory basis, concentration of muslim officials in the Education department and the stoppage of Government aid

to High Schools for non-compliance with orders of a communal nature by the Inspectorate.

Universities in National Life

The Indian universities are expected to cater to the needs of the students who in the fulness of time are destined to develop into useful and nationalist minded citizens. The establishment of the Inter-University Board has served as an eye opener to the inherent weaknesses and led to a good deal of constructive criticism. In the Convocation addresses delivered from time to time by eminent public men, interested in educational progress, helpful suggestions are being thrown out for their speedy reform, so that they may fall into a line with the Universities of the West without lagging behind the standards of the age.

Sir Maurice Gwyer in his valued address to the Osmania graduates rightly observed that the University should be a place of learning extending the bounds of knowledge and prosecuting researches into unknown territories to enlarge the intellectual faculties of the scholars and that scholars should discipline their intellect and know how to use their minds and maintain a sense of proportion and exercise sane and balanced judgment. He put forth an eloquent plea for the enhancement of the salaries of the lecturers, as low wages would only tend to depress university standards and suggested that the different universities should come to an agreement as regards the conditions of service, security of tenure, salaries and status of members of the staff, as the status given to a teacher would determine the standard of the university.

In the light of the suggestions made above, it is high time for the Inter-University Board to bestir itself and so reform University education on right lines as to make it realistic, nationalistic and remunerative.

Basic Education Scheme

The prosaic way in which the Orissa Government has pronounced the Basic Education Scheme as unworkable, unremunerative and undesirable has evoked a good deal of healthy comment and criticism. The resignation of the Congress ministries has thrown into the background their pet Scheme, the noblest gift of Gandhiji's, the Wardha Scheme. Its admirers have all on a sudden allowed themselves to be metamorphosed into carping critics. A Congress Ministry in power in Orissa could not have pronounced the same verdict dogmatically with scant courtesy regarding the Basic Education Scheme.

The labours of Dr. Zakir Hussain and his noble band of experienced educationists who drafted the report have not been rewarded amply by Orissa and Madras Governments in particular. Orissa has experimented the scheme with fifteen Basic Schools and a Basic Training School on a modest scale in a half-hearted way, for a short while and condemned it as a failure. Dr. Hussain has come out with righteous indignation against the step-motherly treatment accorded to Basic Education Scheme. He is absolutely right when he observed that the craft should have been chosen with due regard to local environment, that the scheme should have been given its full period of trial and that its self-supporting aspect had not been tested to the fullest degree with the aim of bringing about national reconstruction. The Madras Government has not yet laid its last finger on the value and practicability of the scheme but has remodelled Syllabuses relating to elementary education in its own way, abolished the Training School at Coimbatore and has been giving scant aid for the mere pleasure of it to the Training centre at Masulipatam. We wish that the Scheme designed in the best interests of the country by experts be given a decent trial and the financial aid it richly deserves.

Andhra Collegiate Teachers

The session of collegiate teachers working in the Colleges affiliated to the Andhra University held at Guntur on the 28th of Feb., was opened by its talented Vice-Chancellor, Dr. C. R. Reddy, who struck the right note on Discipline in Colleges. He expressed his willingness to give fullest freedom to students to discuss all topics dealing with social, economic and political reconstruction from an academic point of view in their Unions, Clubs, and Associations. Dr. Reddy urged that greater personal contacts should be cultivated between the teachers and the taught by the introduction of the Tutorial System and the assignment of a batch of students to every teacher for guidance and inspiration.

Mr. K. Rangachari, President of the Conference drew the attention of the University and the public to the evils of appalling illiteracy, the need for the proper planning and manning of colleges and the low position given to the teacher in point of inadequate wages, social status and the lack of facilities for advancement in the fields of knowledge. So long as the teacher is allowed to shift for himself without public support and university patronage and is exposed to the tender mercies of self-centred heads and managers of institutions, the teacher has to labour under many disadvantages.

As was rightly hinted by Sir Maurice Gwyer, a kind of common agreement should be arrived at by the different Universities with regard to the salaries, status and conditions of service of teachers working in affiliated colleges—in the interests of equity, justice and uniformity, so that differences in salary and status between Juniors and Seniors, teachers and Heads may be reduced to the barest minimum and more or less equal treatment may be accorded to teachers of similar academic qualifications, doing the same kind of work.

THROUGH different PROVINCES

DELHI

MODEL TECHNICAL SCHOOL

A departure from the ordinary methods of education is likely to take place at Delhi with effect from the beginning of April under the supervision of Mr. Wood, who recently arrived from England. The Convent Government High School, Delhi is to be converted into a Model Technical School. Mr. Wood who has vast experience of similar work in England, will commence work with 360 students, but hopes to raise the number to a thousand, when workshops and equipment are installed in working order.

Tentatively, his plan seems to be that a pupil must first go through a course of three years general education before entering on a biased course. The school will provide three possible choices—building, engineering, and textile, besides the ordinary commercial course. For more promising boys there will also be advanced courses in the same subjects.

An interesting section which Mr. Wood intends attaching to the School is for village crafts, so that rural pupils may learn their trades under improved conditions and return to their villages with benefit using better appliances.

INDUSTRIAL RESEARCH COMMITTEE'S PROPOSALS

The Industrial Research Utilisation Committee which held its first meeting on the 12th February has arrived at a number of general conclusions some of which are given below.

Research schemes which can be exploited without much capital investment or the erection of plant and machinery or as cottage industries and are of general public benefit, may be released to the public without any conditions regarding royalty being attached thereto.

With reference to other research schemes, applications should be invited on the widest scale possible from those interested in the development of such research schemes.

AIR TRAINING SCHOOL AT BEGUMPET

A new drive towards obtaining the best possible candidates as pilots, observers and for the ground staff is contemplated, of which the first outward visible sign is the inauguration of an Elementary Flying Training School at Begumpet near Hyderabad (Deccan) for training twenty four officer cadets.

The immediate aim in India is to train three hundred pilots for the Indian Air Force Reserve in two years in accordance with the scheme sanctioned in July last. This school has been formed round the existing Flying Club. Instruction in it will be given by R. A. F. and Civil instructors and the maintenance staff will be drawn entirely from the Club.

The establishment of two further elementary schools one at Delhi, and the other at Jodhpur, is under active consideration. These schools will have accommodation for 24 trainees each at a time.

MADRAS

PRIMARY EDUCATION

The following are extracts relating to Elementary Education from the Report of the Director of Public Instruction for 1939-40:

One of the charges frequently made against the system of Elementary Education in this Presidency, as well as elsewhere, was that it was entirely literary, that it was suitable for urban rather than rural areas and it had no vocational bias. With a view to removing these defects, a new syllabus for elementary schools was prescribed during the year.

REFRESHER COURSES

It was felt that in view of the ambitious scope of the new syllabus, the untrained and the lower elementary grade trained teachers in elementary schools would not be able to teach efficiently the various subjects under the revised syllabus and the District Educational Officers

and the Inspectresses of Girl's Schools were, therefore, instructed to organise Refresher Courses particularly for the benefit of the above classes of teachers, in the Government Training Schools under their control. Such courses have already been held in many centres and it is proposed to continue these courses for some years. With a view to encouraging the managements of local body and aided schools to make adequate and suitable provision for the teaching of a pre-vocational subject, Government have agreed to pay a subsidy to these managements towards the employment of a full time instructor or a part-time artisan, and the purchase of initial equipment.

SERVICE REGISTER FOR TEACHERS

To ensure security of tenure and satisfactory conditions of service for teachers employed in aided elementary schools, the system of Service Registers has been introduced. In this register, the terms and the pay on which the teachers are employed are to be clearly set down. Managements are also required to give three months' notice to their employees before they are discharged. Teachers employed in elementary schools were prohibited from standing as candidates in elections to a legislative body or to a local authority and from being members of any electioneering party organisation.

MASS EDUCATION POLICY

Practically all uneconomic and inefficient schools have been eliminated. The number of single teacher schools is decreasing annually. Even such schools, where they are inevitable, are required to be developed into complete schools and are being encouraged to do so by a relaxation which has been recently made in the rules regarding grant. The number of complete lower elementary schools for boys and girls further increased during the year from 25,535 to 30,451.

SCHOOL OF INDIAN MEDICINE

The nature of instruction imparted in the Government School of Indian Medicine is critically examined in the Government order recording the Principal's report on the working of the School and Hospital during the last official year.

The Government observe that since the School of Indian Medicine was opened in 1924, a tendency has developed to teach various subjects on lines which are not Indian. When

the school was opened in 1924 a lecturer and an Assistant Lecturer were provided for each of three Indian systems—the Ayurvedic, the Unani and the Siddha. The Training in these systems was to be supplemented by instructions in Anatomy and Physiology according to modern methods and an Additional Lecturer and Assistant Lecturer were provided for these. Subsequently additional instruction in modern methods was provided on the ground that the Indian systems could not provide adequate instruction in these branches of knowledge. The consequence is that instructors with qualifications in modern medicine now teach Surgery, Midwifery, Gynaecology, Ophthalmology, Pathology, Medical Jurisprudence, Hygiene and modern medicine. This process has been carried so far that it is doubtful whether the designation 'Indian Medical School' now gives a correct impression of the nature of the institution.

It appears to the Government that the Indian Medical School, which was set up mainly in order to teach Indian systems of medicine are taught by instructors with low qualifications. The Government have constituted a committee to report on the curriculum of studies and the methods of teaching and examination followed in the school and on the lines on which they should be improved or altered. The Government propose to examine the matter further in the light of the committee's report.

BENGAL

CHINESE MINISTER'S GIFT TO VISVABHARATI

His Excellency Tai Chi-tao, President of the Examination Yuan and Member of the State Council of the National Government of China, who headed the Chinese Goodwill Mission to India last year, has, it is learnt here, donated a sum of Rs. 10,000 to the Visvabharati, Dr. Rabindranath Tagore's institution.

The donation is to be utilised for rural uplift work organised by the Visvabharati and building dormitories as well as for the improvement of the 'Cheena Bhawan'.

INTERNATIONAL BUDDHIST UNIVERSITY

The amalgamation of "the International Buddhist University", organised by the Dharma-mapala Memorial Committee, with the Inter-

national Buddhist Institute" of China, is proposed by His Holiness Tai Hsu, founder of the latter Institute and President of the Buddhist Society of China, in a communication to the General Secretary of the Mahabodhi Society of India.

PROPOSAL FOR A RADIO RESEARCH BOARD

The constitution of a Radio Research Board in order to study the possibility of manufacturing different parts of the radio and the microphone from indigenous materials is, it is learnt, now engaging the attention of the Board of Scientific and Industrial Research. At the request of the Chairman of the Board, Dr. Sir S. S. Bhatnagar the Physics Department of the Science College, Calcutta University, has undertaken the task of preparing a comprehensive scheme on the proposal.

DEGREE EXAMINATIONS IN GEOGRAPHY

A degree examination in Geography will be held for the first time by the University of Calcutta this year, at which about fifty students, including four women, will appear. The course was started in the University two years ago, and it is now proposed to introduce the subject in the post-graduate department also.

SCIENTIFIC BOARD FOR CALCUTTA CORPORATION

In order to advise the Calcutta Corporation in technical and scientific matters, a Scientific and Technical Advisory Board has been appointed under the auspices of the Mayor of the Corporation.

The Board which consists of nineteen members including well-known educationists, physicians and scientists will function as central body with nine Sub-Committees under it.

BOMBAY

SCHEDULED CLASSES' EDUCATION

That the Government of Bombay had issued explicit orders that no discrimination should be observed with regard to the admission and joint seating of Scheduled Classes children in common schools, has been revealed in the Annual Report on the working of the Backward

Classes Department, Government of Bombay for the year 1939-40.

These orders, the report adds, are being observed in the majority of schools in the Province except in some part of Gujarat where orthodox Hindus are still found opposed to treating Scheduled Classes children on a footing of equality.

A sum of Rs. 6,500 in all was sanctioned during the year under report to the four Provincial Harijan Sevak Sanghs for carrying on their educational activities among the Scheduled Classes but the Harijan Sevak Sanghs were also allowed to spend one-third of these grants for doing educative propaganda for the eradication of untouchability. The total amount sanctioned as grants-in-aid to the different hostels in the year under report was Rs. 42,776 as against Rs. 27,849 during the previous year.

STUDY OF MILITARY SCIENCE

The desirability of the introduction of military science as a regular optional subject for the first degree is under consideration of the Lucknow University authorities.

The Allahabad University has introduced military science as a regular optional subject for the B. A. degree, and the Benares University is contemplating its introduction.

FIVE AND A HALF LAKHS MADE LITERATE

Five and a half lakhs of villagers, including 6,000 women, have been made literate in the U. P. during the two years of the Government's anti-illiteracy drive, states Mr. S. N. Chaturvedi, Education Expansion Officer to the U. P. Government, in his second annual report. The total number of people made literate during 1940 was 263,187.

CENTRAL PROVINCES

GOVERNMENT SETS ASIDE PHYSICAL WELFARE SCHEME

It is understood that the Government of the Central Provinces have decided to abolish the scheme sponsored by the Congress Ministry to organise the physical welfare of the students.

THROUGH DIFFERENT PROVINCES

PUNJAB

MEDIUM OF INSTRUCTION

A deputation of prominent Hindu and Sikh M. L. A's and Educationists waited on the Premier of the Punjab on 13th February and sought from him a clarification of the Government's policy in regard to the medium of instruction in schools which may be opened in future under the scheme of compulsory primary education in the province.

The premier explained, states a communique, that it was a cardinal principle of the present Government's policy to adhere to the status quo where the conflicting claims and demands of different communities could not be settled by mutual agreement.

ORISSA

BASIC EDUCATION BOARD DISSOLVED

A Gazette Extraordinary has been issued notifying that the Governor of Orissa has dissolved with effect from March 1, 1941, the Board of Basic Education constituted in 1938 and has resumed the powers and functions vested in them.

The Government have already announced their decision to discontinue the grant for continuation of the Wardha Scheme of Basic Education under which fifteen basic schools were established in Bari area.

BIHAR

RURAL DEVELOPMENT

A Development Advisory Board for the province with Mr. E. R. Cousins, Adviser to the Governor, as its Chairman and the heads of various Development Departments as members is being constituted by the Bihar Government with a view to co-ordinating and intensifying development activities in the province.

In each district, small units of eight to ten villages will be selected for carrying on the activities of the Board. In the first instance, the scheme will be conducted on an experimental basis in one unit in each district where the activities of agriculture, public health, industry and other development departments will be concentrated and the results watched.

The Rural Development Department, it is understood, will be mostly employed for doing the spade work in the form of propaganda in the selected units.

HYDERABAD

EDUCATION IN HYDERABAD

The introduction of a scheme for the reorganisation of Secondary Education in the Lower Secondary stage up to Class 7, the introduction of new syllabuses in primary classes, conversion of all local Funds Schools into 'Shahi' and the expansion of primary education under a five-year programme are the striking features of the report on Public Instruction in H. E. H. the Nizam's Dominions for the year 1938-39 just issued.

The new scheme of primary education to be worked under a five-year programme provides every village having a population of 1,000 or more with a school. This scheme aims at a big drive towards literacy. The total number of schools in the Dominions increased from 5,131 in the previous year to 5,224 in the year under report. The total number of scholars rose from 381,318 to 384,696 and the total expenditure incurred towards education, including collegiate education amounted to Rs. 84,28,399 out of which 32,02,888 were spent on Secondary Education.

The appointment of two additional Inspectresses for Girls Schools, the opening of a Matric Training Class for women teachers and the introduction of a new curriculum for girls were the steps taken by the Department on the side of girls' education during the year. The number of Adult Schools increased from 47 to 52 during the year and a school for the deaf and dumb and the blind was established.

MYSORE

LITERACY IN MYSORE

According to the latest figures available, the percentage of literacy in Mysore State works out to 12.4 per cent, which shows an increase of about 4 per cent from that in 1931. The percentage of literacy among women is about 5 per cent. Out of a total women population of 34,93,636, only 1,71,166 are literate. The percentage of literacy among men works out to roughly 20 per cent.

PUBLIC OPINION

Universities and a New World Order

Rev. A. J. BOYD'S ADDRESS

[The Jubilee Memorial Lectures for 1939-40 were delivered by Rev. A. J. Boyd, Principal, Madras Christian College on the 10th and 11th Feb., last at the Maharaja's College, Brnaculam. The following extracts from a press report should be read by all University men with some profit.—ED., E. I.]

Rev. A. J. Boyd in the course of his address, observed that amid all the many uncertainties connected with the war which was now raging in three continents, there appeared to be one widely-accepted conviction that in the post-war period great changes were bound to be wrought in the fabric of world's life. The fundamental reason for all the talk of a new order was that they could not tolerate the prospect of a re-establishment of pre-war conditions, so confused, so anomalous, so productive of the stresses that led to war.

Universities' Role

In solving the obvious political and economic problems which pressed for a solution, Rev. Boyd continued, they ought to be able to look to the Universities—where men spent their lives studying such problems—for some sort of guidance. They should not, of course, look to the universities for unanimous proposals or recommendations. Rather their functions would be, in the first place, the patient and unbiassed investigation of facts, and then, the interpretation of ascertained facts from every possible angle, so that in the result no practical conclusion which was of any value was likely to be overlooked.

The first function of University scholars, then the speaker continued, was to investigate. Their second function was to interpret the facts and draw practical conclusions. And that meant that they had, as it were, to put into the market the admittedly varying and frequently contradictory conclusions which they arrived at, leaving to others the responsibility of finally determining policy. This interpretative function had a negative aspect also—it involved not only the germination of ideas but also their criticism. And if universities were to fulfil satisfactorily these functions, they should be reasonably free. The

proper function of the state in relation to universities was to supply them with some part of the financial resources that they needed, and then to leave them alone.

Service to Undergraduates

Rev. Boyd pointed out further that universities did not consist entirely of teachers and investigators. The undergraduates also had to be considered, and they were, indeed, the most important element. He believed that the greatest service which the universities could render towards the constitution of a new World Order was to send out graduates whose minds and emotions had been so tempered that they were fit to be its builders and its citizens. A special quality which they should expect to find, in the products of their universities, which would specially fit them to be builders and citizens of a New World Order, was imperviousness to mere propaganda—propaganda which, without materially altering the facts, placed before them in a favourable light the point of view of the propagandist and caused them to be interpreted in accordance with his purposes. Such propaganda was not necessarily illegitimate, but it ought not to deceive the university man.

Imaginative Insight

Another quality, which Rev. Boyd hoped to find in the genuine student was that quality of imaginative insight which was required if one was to understand the point of view of people rather different from oneself. It was difficult to see how the human race, cramped up in an ever-narrowing area, could hope to avoid deadly conflicts, unless in every country there could be produced more and more men and women who had been educated out of that honest stupidity which could never see beyond its own nose, and which had become incapable of exercising some sort of imagination in their dealings with others. The necessity of that was never more clearly illustrated than in the present phase of the relations between Britain and India. He was appalled by the apparent inability of intelligent men on either side to get even a glimmering of the picture as it appeared to the others. On the

one hand, he had heard some people talk as if the British connection with India had been entered into solely in the interests of India, and as if Britain's past had been that of an entirely unselfish benefactor heaping blessings on a not very worthy and now almost wholly ungrateful India. Others represented Britain as a mere selfish bully who had deliberately robbed the fair maiden India of a precious thing called freedom which he was now obstinately unwilling to restore to her. When two such utterly contrasted views were held with apparent sincerity, it was the duty of university students to make the effort of imagination which was required to see the other man's picture, and so to play their part in creating an intellectual climate in which mutual understanding had some chance of being produced.

Hospitality to new Ideas

The third special quality, which Rev. Boyd expected to find in the products of the universities was hospitality to new ideas, and that quality also would be most valuable because one of the chief difficulties that the prophets of a new world order had to contend with was the tendency to retain institutions and conceptions long after they had ceased to fulfil the function they were supposed to fulfil. He would also expect to find in the products of the universities a certain measure of wise conservatism, the capacity to value rightly and to conserve what was best in their heritage from the past.

The four qualities he had mentioned, the speaker said, could be developed only where there was the fullest freedom for the expression and discussion of diverse views. Guidance was necessary, but freedom was also necessary, if the judgment was to grow strong and independent. But students also must recognise that their special freedom was possible because they lived in a special world, and they should accept the limitations of that world. Theirs was a world of thought, and not of action. Students should keep themselves, so long as they were students, within limits, refraining from being propagandists or the tools of propagandists, and guarding against any premature intrusion into the world of full and active citizenship.

DR. JOHN SARGENT ON ADULT LITERACY

"The best service which one can render towards the cause of this country is to make his uneducated countrymen literate specially adult men and women" observed Dr. John Sargent, Educational Commissioner with the Government of India, while inaugurating the Literacy Week Celebrations organised by the All-India Literacy League, Delhi on Feb. 10th.

Dr. Sargent said that steps should be taken to make the move permanent and efforts be made to educate adult men and women instead of paying too much attention towards the education of minor boys and girls. He wished that the branches of the Language should be established in every corner of the Delhi Province and attention be paid to adult literacy. People in England thought it their duty and took pleasure in helping in any scheme of educating the illiterate. He offered co-operation in this direction and prayed for the success of the movement.

RT. HON. SASTRI'S ADVICE TO THE TEACHING PROFESSION

Addressing the teachers of the Ramakrishna Mission Schools, Madras on the 13th Feb., last, Rt. Hon. Sastri said:

Although the old spirit of reverence on the part of the students towards their teachers was giving place to movements of a disruptive character undermining discipline and destroying the ethical relationship between the teacher and the taught, the teachers should not forget the spirit in which they should meet the pupils, namely, the spirit of love which should not be repelled by any ugly things that might be encountered. They should remember that, if they had taken their pupils through prescribed curricula but done nothing more, if they had not touched the hearts and souls of the pupils, they had not done the best part of their work. They should themselves lead good, honourable and useful lives and teach the pupils what life was and what it all meant.

Continuing, Mr. Sastri said: "Be good men but also teach the pupils what goodness is. Teach what elements go to make up a real noble character; teach them the virtues of generosity, of bountifulness, of patience, of forgiveness, of gentleness in dealing with others, of courtesy

and chivalry. Teach them these things. Do not be ashamed of preaching these virtues every now and then." These things required to be taught and be enforced and dinned into the ears of pupils. A teacher who gave five minutes to this work did far more for his pupils than he who spent hours and hours in teaching them the symbols in chemistry or the formulae in mathematics, valuable as these were.

Mr. Sastri added that he was aware of the material aspect of life, but while performing their duties for the sake of emoluments teachers should not forget the ideals of their profession and should remember the greatness of their task. They should develop in a religious spirit the higher aspects of their profession and dwell in them constantly. They should never cease to be pupils themselves, so that they should become better and better themselves and their institutions also.

SIR AKBAR HYDARI ON REMOVAL OF ILLITERACY

"I consider that extension of primary education is the first step in the campaign against illiteracy towards the removal of which we should continuously direct our efforts until every individual in the Dominions, whether young or old, is able to read and write and the curse of illiteracy is thus finally lifted," said Sir Akbar Hydari, President, Executive Council, declaring open the primary school building at Dornakal in the Nizams Dominions, on February 11th.

Sir Akbar said that, under the present circumstances, we should not remain satisfied merely with starting and multiplying primary schools but proceed boldly to devise other methods of eradicating ignorance by imparting knowledge and culture to the masses in such a way that not merely children but adults as well might benefit from those efforts. Sir Akbar thought that extensive use should be made of the film, radio and gramophone in order to spread learning in the true sense of the word.

He welcomed the proposal made to increase the pay and raise the standard of the primary school teachers.

Foreign Currents

VENEZUELA'S MODEL RURAL SCHOOLS*

THE Tamanaco rural school is one of a type designated by the government as a "complete rural school." This type is distinguished from the incomplete rural school principally by its geographical location with respect to means of communication, possibilities for agricultural and industrial production, and by its large population. It is named after a famous Indian chief who opposed the Spanish conquistadores until the day of his martyrdom in 1573. His name has since become a symbol for struggle, rebellion and sacrifice.

The Tamanaco rural school is advantageously situated at the gates of the capital city of Caracas, which makes possible its use as a model rural school. It can be closely supervised directly by the Ministry of National Education. Rural teachers from the interior visit it constantly for observation. The school is thoroughly equipped with an administration building, school clinic, producers and consumers co-operative, manual arts shop, library, farmers' public consultation centre, home economics laboratory, school dining room, children's playground, athletic grounds, open-air theater, and buildings needed for animal husbandry. The school garden provides for the raising of flowers, vegetables, and fruit trees.

Program and Methods

A combination of Decroly's "centres of interest" and the "project method" serves as a basis for the curriculum. It takes as a starting point a recognition of the

* Condensed from EDUCATION. Published by the Ministry of Public Education, Caracas, Venezuela.

school as a whole, and there is almost no limit to the activities which pupils and students may undertake. The work of the school is divided into four general sections: class work, shop work, agricultural work, and home economics. The pupils have been graded into four groups through a process of rigorous testing. A system of rotation makes it possible for all the groups to work in each of the four sections twice daily. In so far as possible both teachers and pupils are left free to initiate their own projects.

Cultural Development

A daily paper, the *Boletín Diario*, and a weekly, the *Periodico Mural*, provide the students with the opportunity to express themselves in their own language by the creation of original contributions. Likewise, they read avidly articles from the pens of literary craftsmen.

Friday afternoon is the big day in the open-air theater when dramatic presentations of Venezuelan folklore and native songs and dances are put on by the students themselves. From time to time educational features are offered by the Ministry of National Education, as for example *Vitamine 2* and *Toe Uses of Tools*.

The school library serves not only the school children and teachers, but also the members of the school's Society of Parents and Friends. Here again a system of rotation is practiced during the day to make its services available to all of the students.

It is an accepted norm of the school that its activities should be socially useful. This means that in the shop, on the farm, and in the home economics kitchen the children are producing for general consumption, which involves the organization of a producers' and consumers' co-operative. The students and faculty may become members of the co-operative. A share is valued at twenty-five cents and may be purchased on instalments of five cents each. Co-operative principles allow members a per-

centage of the savings based on the amount they have produced or consumed, as well as the interest on their own shares.

Adult Education

Since its inception the school has maintained a night session for the benefit of the adults of the community, and it has been found that a gratifying number of the students' parents have taken advantage of this service.

Another aspect of the adult education program is the Parent-Teachers' Association which has been amplified to include also friends of the school who are not parents. Well prepared programs dealing with all aspects of the parent-child problem have been enthusiastically received. Members take a direct interest in the welfare of the school and cooperate actively in its total program. All of the school's facilities, including the athletic grounds and the open-air theater, are available to provide wholesome recreation.

The public consultation center functions as a clearing house for the community. Requests and petitions are received here and given consideration, letters written for the illiterate, and legal documents oftentimes drawn up.

—World Education.

The Relentless Grip

Whatever Goebbels may say, thousands of bulging chests of tea arriving in London—even though they have had to come half way round the world—prove conclusively that Britain still controls the seas. The minister of Food recently admitted that the uninterrupted arrival of such tea supplies make it likely that the tea ration can be increased in the near future. In this connection the report adds that every time a Briton raises a cup of tea to his lips—and he does so much more than ever in these days of air raids and general strain—he demonstrates in practical fashion the relentless grip the British exert over the world's sea-highways.

Correspondence

GUNTUR DISTRICT BOARD Withholding Personal Pay and Imposition of Cut.

The District Board, Guntur in its special meeting held on 14-2-41 under the presidentship of Sri G. V. Subbaiah Chowdary passed by a majority the following resolutions:—

(1) The dropping of the personal pay drawn by the Teachers in Secondary schools under the Board from 1-4-41 for ever.

(2) The imposition of a cut of one anna in the rupee of the salaries of all teachers, clerks and in other departments under the Board temporarily for one year from 1-4-41.

(3) The invention of a cut of one anna in the rupee of the salaries of all Teachers in Elementary Schools under the Board temporarily for one year from 1-4-41.

These three along with other economies as axing the post of the Additional Assistant Panchayat Officer, the Assistant Engineer in charge of the Drawing Branch in the Office of the District Board Engineer were passed with the idea of balancing the Budget for 1941-42.

The effect of the 1st resolution is that 43 teachers of service ranging from 14 to 30 years in the department are forced to forego for ever sums varying from 16% to 38% of their pays from 1-4-41.

As per rule 23 (a) of the Fundamental Rules which regulate the transactions of official business in Government and Local Boards, personal pay is only the difference between the permanent pay of an incumbent and the maximum of any scale that may come into force by a revision of the scales. These 43 incumbents were drawing before 1-11-34 the salaries as per scales sanctioned by the District Board. But when these had to be revised as per G. O. 4619 L & M. Dated 20-10-34 the difference between the actual salary of each and the new maximum in each grade was sanctioned as personal pay. Hence the withholding of a frac-

tion of the salary that goes by the name of personal pay is an unmerited hardship to these of considerable experience under the Board.

As regards the general cut of one anna in the rupee of the salaries of all, it should be thought of only after all possible economies have been tried and found impossible to make up a deficit without cuts. (Only experts can understand the actual financial position of any institution. Suggestions for suspending temporarily recent items of expenditure can be easily called for from experienced persons). It is hoped that ways and means will be found by the GUNTUR DISTRICT BOARD to balance the budget without inflicting any financial hardship on the servants of the Board. —A Sufferer.

The Guntur Dt. Teacher's Guild

Dr. M. Rama Rao, M.A., Ph.D., Secretary, Guntur Teachers' Guild, writes:—

The Annual Conference of the Guntur District Teachers' Guild was held on Saturday the 1st February 1941 at Repalli, with Sri C. Bhanumurthy B.A., L.T., N.D., Headmaster, B. H. School, Repalli and Member, Andhra University Senate, in the chair. The following resolutions were passed at the conference:—

1. This Conference of the Guild expresses its alarm at the cut on salaries of the employees of the District Board rumoured to be under contemplation and requests the Board not to entertain this proposal especially in view of the rise in the cost of living on account of the war and of the desirability of granting special allowances. This Guild also requests the Board not to retrench any staff during the middle of the school year.

2. This Conference adopts in toto the scheme for the security of service of teachers prepared by the South Indian Teachers' Union and pending legislation on the subject, this Conference requests the Government to give adequate protection to teachers employed in schools, against wrongful and unjustifiable termination of the services by making the Director of Public Instruction the final appellate authority in all such cases.

3. Resolved that a separate S. S. L. C. Board for Andhra Districts is a long felt want and that the Government be requested to take immediate steps to establish it.

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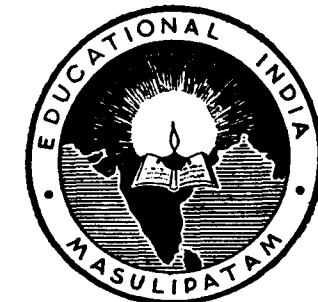
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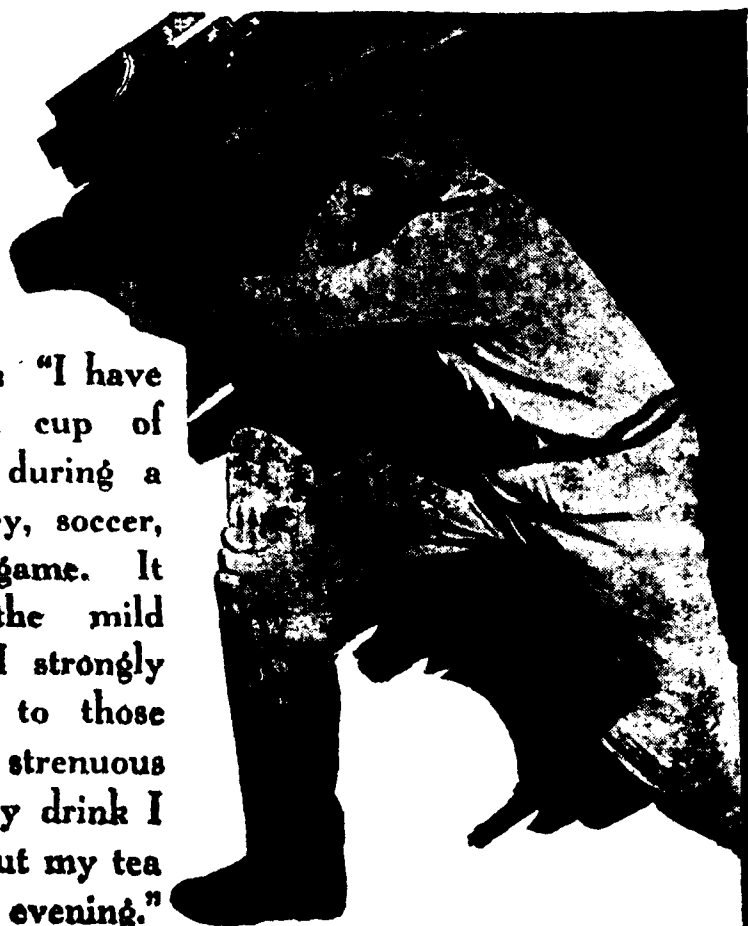
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SECONDARY EDUCATION

By Dr. V. K. R. M. A., Ph. D., (Cantab),

Principal, S. L. U. Arts College, Ahmedabad

E DUCATION is a technique of unfolding to the individual of the various potentialities which he inherits as a human being; this unfolding has to begin as soon as the child becomes aware of its surroundings and gets conscious of feelings, likes, dislikes, longings, enthusiasms and in general the desire for experience. This process of self-discovery by the child commences at a fairly early age and is most active between the ages of 9 and 10. By the time the child is grown into a boy and he has passed his matriculation examination, his character has to a large extent been already moulded, his habits have been formed and his personality has begun to assume a definite form. It is a little that we, who teach in Colleges can then do either to reform or to improve. That is why secondary education forms such an important part of the general system of education in any country. Well may one say that the nation's schools determine the quality of the nation's citizens.

If the system of secondary education prevalent in any country is efficiently to achieve this object, it is necessary that two essential conditions must be fulfilled. These are:

- (1) Those who are in charge of secondary education as well as those who are not must have a definite idea of what they want to achieve by the imparting of secondary education.
- (2) The men who people the ranks of secondary teachers must be men of ability, enthusiasm and industry, and must be continuously conscious of their sense of the high mission of their profession.

Scholars in secondary schools are just at the age when self-discovery and experience constitute exciting and interesting

adventures in their lives. It is the purpose of secondary education to facilitate this self-discovery, to enable the boy or girl to obtain a sense of his own uniqueness, to get him to realise the various aspects of his complex personality and to show him the channels into which he can pour his newly arising desire for creative effort. If I may use a hackneyed phrase, what we expect from the secondary schools to which we send our children is that these children shall be enabled to *apprehend* their *whole personality*. Cultivation of the whole personality, of course, is the ultimate goal; the apprehension is necessarily a preliminary stage in the goal of education and even if this is successfully passed by the scholar of a secondary school he will have cause to bless the benefits of secondary education.

Apprehension of the whole personality for the school boy has a number of concrete aspects, which I may classify under the five well known heads of the Physical, Vocational, Mental, Social and Moral sides of life. On the *Physical side*, the boy must get a feeling of joy in his body and pride in developing it and getting it in a state of fitness. It must also include, in my opinion, a consciousness on his part of his hand and feet, of his ears and eyes and what they can do. If these objects are to be fulfilled it is not enough to have a games instructor attached to every school. It is even more important that there should be in every school deliberately promoted opportunities afforded to students for leading out-door lives. Every school must have some kind of an organization,—call it scouts, volunteers or whatever else you like—but some organization which will arrange for biking tours, picnics, route marches and campings. This is an aspect of education, which I am afraid, is sadly

neglected in our country. If only this side of education were given attention, our boys and girls would develop qualities of sturdiness and self-reliance and would discard the timidity and fear which characterise them so much to-day.

The *Vocational side* is now the most talked of aspect of secondary education. It is believed that the use of hands and feet and the learning of craft should form a normal feature of secondary education. It is also contended that secondary education should itself be based on crafts, in fact that crafts should take the place of language as the media of instruction. I find myself unable to share such an exaggerated view of the place of crafts in secondary education. Language, lectures and books, the spoken and the written word, they will always remain the primary media of instruction. But there is no doubt the absence of a craft tends to get education divorced from reality and gives an anaemic quality to its product. I am convinced that every boy or girl who goes to school should learn some craft compulsorily, as a part of his or her education and the craft learnt should be connected with his or her environment. It must be of a type which will enable him to establish his links with reality. In actual fact, however, there are very few schools which include crafts in their curriculum. The University certainly does not do so. But whether the University does it or not, it should form a part of the curriculum of the schools at least up to the lower secondary stage, which will be completion of the fourth standard, and I hope that a time will soon come when every school in the country will have vocational instruction as a part of its general scheme of secondary education.

The *Mental side* perhaps is the side which is most attended to in our existing system of secondary education. You may feel therefore that it does not require any mention at my hands. I agree it is an aspect which is the most attended to just now, but I am not sure how long it will continue to be the case, in this irrational age

when thinking is getting increasingly at a discount and emotion and hysteria are taking the place of reasoned discussion and considered judgment. I am also not sure that the kind of development of the mind which we are given in our schools is the correct kind. I am prepared to grant at once that our system provides an excellent training to the memory of our students. But whether it develops the consciousness of curiosity, implants in them a habit of questioning and induces a passion for knowledge is, to say the least, rather doubtful. This insistence on memory-training to the neglect of mind-using is to some extent traditional in our system of education, and is perhaps a partial result of the complex of religious, social and political institutions that have been moulding our lives. Even if they were so, it is time we made an attempt to break this tradition. A free and independent people need a system of education which will enable them to use their minds. Otherwise that freedom and independence will be in peril. I cannot give you many concrete suggestions for the achievement of these objects, but I would like to mention in passing the desirability of laying less stress on text books and more on general knowledge. I would also like to suggest that more writing work should be exacted from boys and more essays got written from them on topics of interest than is being done to-day. It will also help if teachers are more sympathetic to boys who are not prepared to accept as gospel truth whatever they are told in their class rooms. A boy who refuses to accept what he is told, but who insists on knowing why and asking how is a boy to be encouraged, for his is a mind that struggles for an independent existence. Much can be done, even within the limitations of existing curriculum if teachers as a class would encourage their students to question them more and quote them less.

The *Social side* of education is, I am afraid, not paid much attention to in our secondary schools. We must realise that a good citizen is one who knows how to live in society and in a sense education itself

may be described as partly, at any rate, the art of learning to live in society. This is a difficult art and it needs to be acquired. While there is some truth in the saying that man is a social animal, nevertheless it is not the whole truth, and it is the function of schools to discover and foster in the individual the social side of human personality. Schools are eminently fit to do this, and the best way they can do it is for every school to have residential accommodation for some proportion of its students. There is nothing so useful for rounding off corners and building up a social personality as hostel life, and I think every school ought to have a hostel attached to it. Other means, I may suggest in passing, for the development of the social aspect of the school boys would be things like debates, entrusting of class room discipline to monitors, organization of students' societies in the schools for various purposes, holding tournaments, going on tours etc. In this country, which is so much the victim of caste and community divisions school dinners and common kitchens will be a valuable aid towards the attainment of social solidarity. The need for learning the art of living in society is more imperative than ever before in the life of our country to-day and it is the function of those in charge of secondary schools to see that they help in the inculcation of this art.

Lastly, I should like to mention a word about the *Moral side* of secondary education. I know it is a fashion to think that there should be no place for moral or religious instruction in schools. If by moral and religious instruction is meant the preaching of sermons on the classical virtues or proselytizing activities in favour of different religions, I certainly would be the last person to advocate the inclusion of moral and religious instruction in the school curriculum. But I do not see what harm can be done to school children if they were to know and learn some thing about the life and teaching of great prophets who have founded the different religions and the philosophers who

devoted their lives to the building up of systems of ethics. In our country the exclusion of religious instruction from schools has not resulted in the secularization of public life; on the contrary religious fanaticism breeding on ignorance and fostered by communalists is leading to greater and greater internal conflict. If at the secondary school stage our children were to know something about the life and teaching of the great prophets and philosophers, they will learn at a very impressionable and therefore valuable age the fundamental unity of all religious faith and they will become endowed with the sense of tolerance and with mutual respect for one another's religion which will stand them in good stead in the stormy days which the communalists are promising for the India of the future. I think, therefore, that people in charge of secondary education should give up the old fashioned text book criteria for good education, but must take account of Indian realities and must press for the inclusion in the secondary school curriculum of moral and religious instruction; this taking a form, I repeat, not of sermons or proselytizing, but a sane and healthy teaching of the lives and philosophies of the great prophets and philosophers. To sum up, I want those interested in secondary education – these include not only teachers but also the parents – to take account of the purpose of secondary education as the helping of the individual to apprehend the varied aspects of his complex personality. This can only be done if provision is made for attending to the children's physical, vocational, mental, social and moral aspects of life in the curriculum of secondary schools.

All this however is not enough. The best books in the world and the best method will not avail if the men who are to work these methods have not the necessary industry, enthusiasm and ability. As a matter of fact I would go to the length of saying that the best way of improving secondary education is to improve the secondary school teachers and nothing more need be done to improve the system of secondary education; it will

improve itself. I hold therefore that position, status and quality of the secondary teachers forms the basis and conditions the extent of any improvement that we can effect in the system of secondary education. If secondary education in our country is not very satisfactory to-day, it is because we deny our teachers the position and status which their high calling should ensure them as a right and did in fact so ensure them in the days when we were a great and independent country. Not only do we deny our teachers their proper status in life, but we pay them miserable pittance as salaries and openly encourage them to supplement these pittance with income earned from tuitions. This is utterly wrong but you cannot blame the teachers as long as their salaries do not enable them to lead even a semi-civilized existence. Not only are the school masters paid such low salaries, but they do not enjoy any security of tenure. In many schools their continued employment is dependent on the whims and fancies either of their headmasters or of their governing bodies. Their sense of self-respect is deliberately discouraged, and they are not permitted to bear themselves as erect and independent human beings entrusted with the noble task of moulding the future of human society. The very expression 'Master' has become an expression indicative more of derisive amusement than one of respect. Even the University does not give the school master his due place in the ordering of education in society. He is by favour permitted to examine at the Matriculation Examination, and that too, subject to the strict proviso that he will be guarded and watched to the extent of one to one by us, more respectable colleagues of the colleges. The school teacher is also denied independent representation in the Senate while his college colleagues dominate the Senate and decide for him what he shall teach and how he shall teach. This state of affairs is utterly inconsistent with any attempt to reform the system of secondary education in this country. All reform of secondary education must start with an improvement in the

status, conditions of service and pay of the teacher. Unless and until this is done there is no point in talking of giving a vocational bias or a moral bias or any other bias to secondary education. No number of changes in curriculum or lectures by eminent educational authorities or sermons by political leaders will do the trick. It is only on the solid and substantial basis of an alert, independent minded, enthusiastic and contended class of school teachers that you can build up a healthy and efficient secondary education. This is the first and foremost task which must figure in the schemes of all educational reform. But unfortunately the very people who are most anxious to improve secondary education very often forget this fundamental fact and they think they can improve education without doing anything to alter the present miserable position of school teachers. If one tells them about the need for security, minimum pay and conditions of service as are consistent with self-respect for the school teachers, one is confronted by remarks about the necessity for cheapening education. I am quite conscious of the need for increasing and expanding educational facilities that are open to the people of our country. I am also prepared to grant the necessity for making education cheap from the point of view of low charges, but this cheapness cannot and should not be at the expense of the school teachers. If for cheapening education one is to pay low salaries to school teachers one is not merely cheapening education, but one is giving up education altogether and is substituting in its place bad and indifferent commercial coaching. This is not what we want. What we want is the spirit of education and by education, we mean, the equipping of the individual with the tools that will enable him to discover and cultivate his whole personality. If this is to be the meaning of education then you must have a drastic improvement in the conditions of pay, status and service of the school teachers. That is why I am utterly opposed to all talk of making education self-supporting.

Education cannot be self-supporting if it is to be education in the real sense of the term. It is the function of the State and it is the privilege of the richer classes to find the means wherewith to meet the deficit in the running of educational institutions. I would, therefore, stoutly repudiate all arguments based on the thesis of cheap education for refraining from improving the pay and conditions of service of school teachers, and I hope that those in charge of secondary education will realise this cardinal fact of education and instead of turning to the school teacher for the cheapening of education they will turn to the State and philanthropists for subsidies and endowments by which they can cheapen education without destroying its quality. I must warn you further that the teachers will have to organize themselves if they are to get any substantial improvement in their condition granted to them by the powers that be. I whole heartedly agree with my respected friend Professor K. T. Shah in the plea that he put forward before the Provincial Secondary School Teacher's Conference in Ahmedabad in October last year for the enactment of a *National Charter of Teachers' Rights and Responsibilities*. I agree with him that the teacher must "change from a mere mercenary a cog in the system that keeps us in subjection, represses our longings and stifles our aspirations into an enlightened guide, an experienced friend and a sympathetic, understanding and apprecia-

tive leader." I call upon this Conference to give their careful consideration to the Charter of Rights and Responsibilities of Teachers mentioned in his address and I would like them after sufficient deliberation to formulate their own opinion on the desirability of having such a charter. In this connection I would like to state that such a charter should cover all classes of the teaching profession from the primary to the collegiate and must include,

- (1) Provision for a minimum pay, sufficient to ensure the teacher's leading a life of civic and academic efficiency.
- (2) Security of tenure.
- (3) Suitable and sufficient provision against sickness, accident and old age, and
- (4) Rules of service that will not violate the fundamental self-respect of the teacher nor deny him freedom of thought and freedom of opinion.

These are only illustrative of what I think are fundamental to the proper exercise of the teaching profession. It will be for you to consider this problem in greater detail and formulate detailed proposals for the enactment of the *Teachers' Magna Charta of Rights and Responsibilities*.

From the presidential address delivered at the 11th Baroda Sec. Teachers' Conference.

"A disciple is one who is engaged in learning; and learning, at any rate sound learning, is not a unilateral, but a bilateral, process, in which the minds of the teacher and the taught cooperate. The functions of the former is not merely to deposit masses of information in the memory of the latter; but to stimulate his mind to apprehend knowledge by its own effort and try to put it to use."

— E. Jenks, *"The Ship of state."* P. 155.

Modern Education and the modern school system in general tend to encourage scholarship at the expense of discernment and look upon the cramming of information as an end in itself, as if a great amount of scholarship could already make an educated man."

— Lin Yutang, *"The importance of living."*

Libraries in Educational Institutions

By Mr. P. KONDA REDDY,
Andhra University Library.

THE aim of this paper is to deal with the present condition of Juvenile school, College and University libraries in India, their importance in the promotion of education at various stages and to suggest methods of reorganising them on modern lines so as to meet present day requirements of the readers. Though this paper deals mainly with libraries in educational institutions in India, a comparative study is also made with the condition and working of libraries in the Western countries.

Their Present Condition

The present system of education requires well-equipped libraries. The quality of education in the primary or secondary school or in college is dependent to a great extent on the library facilities available to the reader and the student. It may be said that at present there hardly exist adequate libraries in any of our educational institutions except perhaps in a few colleges and at the University centres. According to the Directory of Indian Libraries¹ there are only 269 libraries in this country which possess more than 5000 Volumes. Of these 17 are University libraries, 86 college libraries, 26 school libraries, 9 Government libraries and 131 public libraries. This reveals the poor condition of library provision in our educational institutions especially in schools and colleges.

The condition of some of the existing libraries is very deplorable and they provide scanty facilities to the readers. The machinery of administration of these libraries is very defective. The mistaken idea is that a mere collection of books makes a library and any one who looks after them without knowing the library technique makes a librarian. The present system of employing

the teacher-librarians in schools and the practice of keeping lecturers in charge of college and university libraries should be abolished and whole time and fully qualified librarians should be appointed. As regards the stock of books contained in many of the libraries, it is very meagre and inadequate both in quality and quantity. It is regrettable to find that even this small collection is neither classified nor catalogued according to a systematic scheme. They are housed in very unsuitable buildings and the new system of "open access" is not introduced in most of them.

Very many changes are being introduced from time to time for the reorganisation of educational institutions. But our eminent educationists are slow to recognise the incalculable value of libraries and to support them by alloting sufficient grants for their upkeep. It has been pointed out that any scheme of compulsory primary education without the establishment of suitable libraries will not be a great success. The Education committee of the Indian Statutory Commission refer to the enormous "wastage" of money that is spent on primary education as the boys relapse into illiteracy soon after leaving the schools due to the absence of library facilities. This relapse could very well be prevented by the establishment of libraries. Each village school must be provided with a library. But the Government have not yet given the necessary amount of attention to this important problem. All the defects mentioned above with regard to the deplorable condition of the libraries may easily be rectified provided the department of education takes keen interest in the maintenance of libraries.

The Importance of Libraries

The system of education in schools and colleges is such that it creates in our

students no interest outside their specific text-books. The educational ambition of the students is only to pass the examinations by cramming the prescribed portions. When passing examinations becomes their ultimate aim, the love of culture is killed. Thus the cultural side of education is entirely left in the back ground. Culture comes largely through good reading. So, it is very desirable that the students should cultivate a taste for more general reading and by reading books on several subjects develop a breadth of view and a catholicity of interest. Instead of spoon-feeding, the teachers have to create the habit of reading in the pupils. They must be encouraged in their self-reliance and individuality. They are to be led, and not drilled, educated and not merely taught. This opportunity for students is afforded only in a library, which is an organised collection of books.

Now let us consider the great importance of a library in an institution. The library is the "centre of the intellectual life of the educational institution." It is not only the basis of all teaching and study but also the essential condition of research; without which additions cannot be made to the sum of human knowledge. Once a famous English Librarian said that a well-equipped and a well-staffed library is the 'heart of an educational institution.' "It means for the student a new world of spiritual adventure. It means for the teacher untold increase in resources and power. It means for the school a new vision of things intellectual and a unifying force of the highest significance." It is an 'institutional fixture, a kind of book-service station'.

The modern library is a laboratory for research and that modern conception of education is largely self-education through practice of research. It has been pointed out by Prof. A. N. Whitehead of America that in education there are alternating claims of freedom and discipline. Discipline is necessary for the acquirement of mental aptitude to receive ordered facts,

which can be enriched with new possibilities only in an atmosphere of freedom and self-determination, otherwise there is stagnation. It is on the basis of this theory that we can best understand the utility of the library in all educational institutions. The library is an emancipation from the rigidity of the class-room. It gives the students free scope for the exercise of imagination and the forming of judgments.

"The aim of the library in an educational institution is best expressed in the formula 'self-development in an atmosphere of freedom' as contrasted with the aim of the school which 'trains in an atmosphere of restraint or discipline; in the school the teacher is dominant, but the pupil strikes out his own line in the library, which supplies the written material upon which the powers awakened and trained in the school can be exercised; furthermore, the contacts of the library with organised education ceases where the educational machinery terminates; but the library continues as an educational force of national importance in its contacts with the whole social, political, and intellectual life of the Community.'"

Juvenile Libraries

Juvenile libraries are very essential for the promotion of education among children in our primary schools. Most of the children leave the schools before completing their primary course of education. They will soon forget all that they learnt if facilities for further development are not given. So the educationists must not stop with giving children merely a knowledge of three Rupees. They have to create in them the reading habit, love and appreciation of books. This object can easily be achieved only in a Juvenile library, which is regarded as the children's intellectual centre, where children receive not only *reading* guidance but also choose their future vocations.

We have to pay special attention to the education of children. "It is on the

1. Published by the Indian Library Association, Calcutta, 1938.

2. L. Stanley Jast : Libraries & living. p. 2.

child that our success depends; it is the children of today and they alone who will help, hitherto continue and develop, or to mar and destroy the vast achievements of the past and present—largely in accordance with the way in which they are trained.³ If he is to produce beauty, strength, integrity for us later on, or to provide an intelligent and appropriate background for these qualities; he must as a child have access not only to good food for his body, but for his mind and spirit."⁴ So juvenile libraries are to be opened in all primary schools and children are to be trained in the habit of true reading. An eminent American Librarian said: "We must rear a nation of true readers. True reading, the kind of reading practised by masters of thought, is an art to be carefully and subtly fostered as the mind grows, and not to be left until it is mature."

The children's libraries are very popular in Western countries; but they are a novelty in India. They do not exist anywhere in India except in the progressive state of Baroda, which is the pioneer of Library Movement in this country. From 1913 a separate children's room has been provided in the central library, Baroda. Games are conducted chiefly to make the library a place of pleasant associations with the idea of attracting children towards books. Story hours are also conducted by the librarian and children are encouraged to read books at home on the subjects of stories. Suitable books in Gujarati and Marati are available in the children's library. The latest report of the Central library, Baroda, reveals that 42,770 children visited the children's library and play room during the year 1938-'39. The number of working days was 261 and the average daily attendance was 163. The number of children who took books at home and books read by them was 255 and 6,719 respectively. Besides the Central Library, all the primary

schools are provided with libraries for children. Village schools are also attached to libraries, which are opened free to the children and the public.

We find a phenomenal and rapid growth of juvenile libraries in the western countries. During the past two decades educationists and libraries in England and America have done a great deal to develop the reading habit in children and to enrich their imaginative life by affording excellent materials for reading. Several children libraries with modern equipment have been started in those countries. Now let us consider how these juvenile libraries are organised in America. As early as 1803 America began to provide children's departments in all public libraries. Now almost all public libraries have children's sections, which are opened free to thousands of children from the Elementary schools. For example, in the city of Indianapolis half of the books in the public library circulated are children's books and no less than 82% of the children even in the elementary schools are eligible to borrow books. For the convenience of the children the public library goes to the schools in the shape of a van, which, it seems travels on an average 75 miles a day with thousands of book collections. The latest bulletin of the American Library Association reports that 52.6% of the children had used the library last year. Of 66,101 schools reporting on their 1934-35 library service to the U. S. office of Education 27,836 have service for centralised school libraries. These schools represent an enrolment of 7,209,674. Country and Regional libraries are available to children outside cities. In each state, there is a supervisor of school libraries to conduct how children use the libraries. The important features of these juvenile libraries are that they are well-furnished, stocked with suitable books and are opened always so that children may use them whenever they feel convenient.

In England children's libraries were started about 1855 and from 1917 there has

been a rapid progress when the British Library Association passed the following resolution. "The creation in the child of intellectual interests, which is furthered by a love of books, is an urgent national need; while it is the business of the school to foster the desire to know, it is the business of the library to give adequate opportunity for the satisfaction of this desire; library work with children ought to be the basis of all other library work; reading rooms should be provided in all public libraries, where children may read books in attractive surroundings with the sympathetic and tactful help of trained children's libraries but such provision will be largely futile except under the conditions which experience has shown to be essential to success." As a result of this resolution several juvenile libraries were opened and all the public libraries reserved special reading rooms for children and established juvenile lending departments. Usually these libraries are in charge of woman librarians. The books available for the use of children are adequate in number and satisfactory in quality. Thus it is observed how children in America and England are enjoying the benefits of the juvenile libraries, which are spread throughout the length and breadth of those countries.

Therefore, if we really care for the promotion of education in this country we should strive not only for compulsory primary education but also for the establishment of juvenile libraries. The Educational department must provide as many children's libraries as possible in the schools and see that children's sections are provided in all public libraries.

School Libraries

There are many schools without proper libraries. There are no libraries at all in the primary schools and the libraries we find in some secondary schools are not libraries in the real sense. They are mere store houses; nor do they deserve even that designation as they do not possess enough store. Even granting that, there is

a store, it is there as a confused mass without a proper scheme of classification and cataloguing. They consist of a small collection of books mostly text books, preserved in one or two almirahs for the privileged few, generally the teachers. While mentioning about the school libraries in his report, the Education Commissioner with the Government of India, remarks that "School libraries are still generally unsatisfactory. Many of them are inadequately supplied with books, and the provision of new books has been made more difficult by the general lack of money."⁵ We understand that class libraries were formed in some schools so that there may be some effect in inducing the boys to use the libraries more frequently. But they have proved so far thorough failures. The reason is plain. They are held in the class-room and not in the library itself and students are forced to read not what they like but what is available. The result is that library classes are looked upon as a welcome opportunity for gossip and hibernation and not for useful work.

Now let us consider the various objects of the school library. Mr. William A. King, a famous librarian, describes the objects in the following manner: (1) "To develop appreciation for and love of various kinds of good literature (2) To develop effective habits of reading for pleasure, for information and for study. (3) To develop skill and resourcefulness in the use of various library facilities and (4) to develop proper habits of care and respect for library materials and property." The pupil in the school should learn to use the library in his school days so that he may continue to develop his mental faculty even after he leaves the school. A person cannot learn in school throughout his life, but he can do so in a library. As a matter of fact the library is the only institution in which a life-long education may be carried on. As Lord Irwin says, "It is a University which

3. Gwendolen Rees: Libraries for children, P. 9.

4. Children Library year book. Published by A. L. A., V. 1.

5. Report on the Progress of Education in India for 1932-'37. p. 266.

fortunately we need never leave." If a boy has acquired a love of reading he is permanently benefitted by his school days. If he has not, after he has left school, he is not likely to open many books; and what knowledge he has picked up will slowly evaporate. On the other hand, if he has cultivated the habit of reading, he will be a reader all his life. His appetite for reading will never be satiated. He will become a book lover and what he loves, he will buy.

The condition of school libraries in other countries especially in America and England, is noteworthy. In Great Britain the rapid growth of secondary school provision in recent years and the development of advanced work in the schools have led to a wider recognition of the importance of school libraries. The Board of Education published a memorandum in 1928 after making an enquiry into the extent and character of the provision of libraries in secondary schools. It is pointed out in the memorandum that a school library is a necessary part of the equipment of the School. It is no less an indispensable part of every school than a laboratory. The influence that the library is exerting, as it develops, on the life and work of the school is incalculable. The memorandum recommended that every school should be provided with 'a permanent collection, adequate for its special requirements of works bearing on the various branches of curriculum, chosen and arranged for their appeal to children of different ages.' Besides the Board of Education, the Library Association is also taking keen interest in the development of school libraries. The School libraries section founded by the Association in 1936 is publishing very valuable information on these libraries in the 'School

Library Review' and the 'Library Association Record' Easter course in school library work is conducted annually and the vacation course on "School Libraries and the Curriculum" is organised by the Oxford University department of Education. Thus it is found what an amount of interest is taken in the organisation of school libraries in England.

One of the most distinctive features of schools in America is the thoroughness with which provision is made for school libraries. In this country it is regarded as one of the essential duties of the school to teach the pupils how to use and appreciate books. The modern high school libraries were started for the first time in 1905 by the Librarians of public libraries. "Administration of school libraries is generally entrusted to the school authorities or turned over to the public library. The importance attached to the school library in modern education is reflected in the state laws and the regulations of state education authorities. It is usually assumed that a full time librarian is required in schools of 500 or over. In the smaller high schools a teacher-librarian is appointed. No school is recognised unless it possesses a library with books valued at £100". In many of the states in U. S. A. we find the close interlocking and harmonious working of school and public libraries.

No attention has been paid so far regarding the development of school libraries in India. The Educational authorities have to take interest and see that all schools are provided with well-equipped libraries, sufficient funds are spent on the purchase of proper books and only trained librarians are appointed for their administration on modern lines.

(To be continued.)

No amount of knowledge can be fixed on as necessary for culture, nor does any amount of knowledge constitute culture; but it is essential that be it less or be it more, the knowledge be worn "lightly". The cultivated man is not cumbered with his information, nor borne down by it; he is not filled with the sense of a novel possession, nor reverential towards the grandeur of his own acquirements; his learning becomes his like an easily fitting garment.

— Alexander Mackernal.

Basic Education in Madras and Orissa

By Mr. R. VISWESWAR RAO, M.A., B.T.,

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It is a matter of common knowledge that in 1938, the Indian National Congress accepted the scheme of Basic Education, and authorised the formation of an All India Board of Education to work out a practical programme for its introduction in India. Thus, Hindustani Talimi Sangh was formed under the guidance of Gandhiji. It was, indeed, a happy coincidence that the Congress ministries were functioning in six provinces then, and it is no wonder, the idea took a practical shape.

It is admitted on all sides that the present system of elementary education is purely literary and not related to the realities of life. That is the reason why it was accepted that there should be a more stimulating medium of education. It was found that education should center round a craft. The first report of the National Education Sub-committee mentioned several possible crafts like spinning, weaving, agriculture, gardening etc., and the whole idea was that the craft chosen should be "rich in educational possibilities" and offer "natural points of correlation." Thus, one basic principle laid down in regard to the craft was that it should be stimulating. Further, it was also laid down that it should be self-supporting. It was shown by Mahatmaji and others that Basic Education would remove many of the ills of the existing system of education.

The Congress ministries took it as the basic policy of educational reconstruction and attempts have been made to reorganise elementary education on this basis. Unfortunately, the Congress ministries had to resign in October 1939. In spite of it, Basic Education has not received a set back except in Madras and Orissa. The work done in different provinces, in this direction has been summarised in a report recently

published by the Hindustani Talimi Sangh. An attempt is made in this article to analyse causes for the failure of the experiment in Madras and Orissa and to show how the scheme need not receive a set back, provided the public are enthusiastic about the scheme.

The Experiment in Madras

Whereas Basic Education made a tremendous headway in other provinces, it is a pity that Madras province has not made any progress in this direction. The Basic Training School was started at Coimbatore for the benefit of teachers coming from the southern districts and so far as the northern districts are concerned, The Andhra Jatiya Kalasala of Masulipatam was officially reorganised as a centre for giving instruction in Basic Education. Immediately after the ministry resigned, the Advisory Government decided to close the Coimbatore School. It is a good thing they did not give reasons for the closure of the school, like the recent communique of the Orissa Advisory Government.

Thus, the only institution that is doing some work in this direction is the Andhra Jatiya Kalasala at Masulipatam; besides, there are two or three other schools run by private individuals.

It may look wonderful that in such a province as this, Basic Education has not made any progress. One argument that is often put forth, is that even the Madras Congress Ministry was not enthusiastic about it and was not sincere in its professions, particularly as regards Basic Education. But the whole blame cannot be thrown on the shoulders of the Government, because even the public did not seem to be enthusiastic over it. They coolly and calmly took the decision. If they were serious, they would have

started a parallel institution and after all, to run a Basic Education centre, it does not require much outlay. What is required is an investment, which can be got back by the sale of the products.

Thus it is a reflection on how the people were not anxious about the scheme. The present writer, had an interview with Sjt. Aryanayakam, Secretary of the Hindustani Talimi Sangh in this connection and he was indeed sorry that the people of the Madras presidency feel that there is no education without English and Basic Education has no English in it. There is an element of truth in it, and this accounts for the lack of enthusiasm on the part of the people. It may be no wonder if the Andhra Jatiya Kalasala at Masulipatam, may not attract teachers in future, unless something unforeseen happens for the better.

Madras Local Boards and Basic Education

In several districts, there were congress majorities in District Boards, but here also not much progress has been made in the direction of deputing teachers for training, or giving instruction to elementary school pupils on the Basic Model. They deputed teachers for training in the Basic Scheme, but no attempts were made to provide them with facilities to give instruction on the basis of the training they received.

One argument may be put in support of their lethargy and that is the government would not permit them to convert the existing elementary schools into Basic schools. But the maximum that the Government would and could do was to withhold grants. They were not prepared for such a contingency.

There was no need even for such a contingency. Suppose, the villagers in a particular village wanted that their children should be given instruction on the Basic Model. The authorities could have asked the teachers to work for more hours or their extra time would have been devoted for such activities. No attempts have been made in

this direction, and thus we cannot say that the Government interfered in this matter.

After the Congress ministry resigned, some local Boards even discontinued the practice of deputing teachers for training. Here again, the people did not bring pressure on elected presidents of local Boards. In a democracy, we get any thing we deserve and there should be agitation, without which nothing can be done. Because, the people did not bring pressure upon the Government or the local board presidents there was a policy of "drift" on their part.

Indeed, public opinion should assert itself and should be vigilant. Education, is a subject in which all of us are vitally interested and it will be a tragedy if the public do not show their enthusiasm or anxiety of having Basic Education. That is why Professor Harold J. Laski wrote in one of his books "Eternal vigilance is the price of liberty."

The Experiment in Orissa

Exactly one year after the Madras Government decided to close the Coimbatore school, the Orissa Government also, resolved to close the experiment of Basic Education. Unlike the Madras Government, the Advisory Government of Orissa sought to make out a case for their decision and the communique recently issued, attempts to make out a case against the Basic Scheme of Education as a whole, as though they have tried it for a pretty long time and found it unsuitable and unworkable.

Mr. Aryanayakam's Views

The present writer had a discussion with Mr. Aryanayakam on the communique of the Orissa Government. In the course of our talk, he told me that the experiment was conducted only for seven months (May to December 1940). Indeed, those schools were not allowed to grow to their full strength. Mr. Aryanayakam also referred to how the government wanted to make a fetish of the argument that there was the danger of basic schools turning into

schools. In fact, the government could have adopted some other stimulating medium of instruction. The criteria is that the craft chosen should be "rich in educational possibilities" and offer "natural points of correlation with important human activities and interests".

It has been said that the acid test of the scheme is the self supporting character. Here there was a wanton distortion of facts. Their work has been dislocated due to floods and students worked for only half the time allotted in the scheme. They devoted about 1½ hours for spinning and in spite of it, they got produce worth 0—8—0.

If they worked for the full time assigned, they would have got 1-0-0, the figure arrived at in the original scheme. In this connection, it may be pointed out that the Basic Education committee definitely stated that this scheme was the most suitable one for India even though it might not be self supporting, according to the strict letters of the word.

Peoples' Resolve

But the people did not keep quiet, when the government decided to abolish the Basic Training schools. They wanted to run the schools at all costs and even the teachers were prepared to work in the new schools at a great sacrifice. Indeed, that is the most effective reply, which the people could give to the government.

Now the Government cannot say that the public are against the Basic Education scheme. They have to admit that they

have decided the whole question in great haste. As the people are very enthusiastic about the scheme, the Government cannot be uninterested spectators. Here is a scheme, which the Government thought it unsuitable for the people and not in their best interests but which the people are anxious for, not only in Orissa but also in other provinces.

Basic Education in other Provinces

In other provinces, and in Indian States, Basic Education made much progress. Kashmir is taking an active interest in the scheme of Basic Education. The Director of Education, Professor K. G. Saiyidain, has already inaugurated the scheme of Basic Education. It can easily be said that Basic Education has come to stay.

Conclusion

The incidents in Orissa may serve an object lesson to the people of Madras Presidency and if the people are really enthusiastic about Basic Education, they can show their enthusiasm in practical shape. In the new order of things, Basic Education will play an important part. The need of the hour is a juster and more suitable scheme, and that scheme cannot be anything else than the Basic Scheme of Education, which is also called the Wardha Scheme. It is hoped that people in Madras Presidency realise all its implications and work out the scheme. Government may be against the scheme for a time; but it has to bow down to the irresistible pressure of public opinion in the long run.

"At present, all students study for the Registrar, and many of the good students study for their parents or teachers or their future wives, that they may not seem ungrateful to their parents who are spending so much money for their support at college or because they wish to appear nice to a teacher who is nice and conscientious to them or that they may go out of school and earn a higher salary to feed their families. All such thoughts are immoral. The pursuit of knowledge, should remain nobody else's business but one's own and only then can education become a pleasure and become positive." — LIN YUTANG.

History and Geography with love and regard—nay reverence, but Mathematics teacher always appeared to me a crazy mechanical manipulator devoid of all human elements—lean and thin, starved of all human graces and virtues that could make up the Gurus of ancient India, on the whole in-human, with not a single drop of that mark of human kindness, intuitive sympathy or that irresistible personality that I always associate with a good teacher.

One more personal experience and then I finish. This is one of those simple tragedies of child life when a vivid imagination magnifies mistakes and the child attaches to them values and significance out of all proportion to their importance. I can picture clearly even to the minutest detail a day

after a test in examination in which I had committed the mistake $14 \times 8 = 92$ and it gave me some of the most bitter moments of my childhood. I remember the sultry day—I remember how after a tiresome paper the group of school children were budging wearily, low in spirit and lassitude which overtakes one after a stiff paper in Mathematics and I have never forgotten it ever since.

These remarks are of course very painful. It is not in the scope of this paper to discuss the condition of the teaching of Mathematics in the High Schools, but any how I request those who are directly or indirectly responsible for the education of the boys to try to make the subject more popular by removing the existing defects in the teaching of this subject.

CREATIVE ART IN EDUCATION

By RUKMINI DEVI

[From a symposium before the annual education conference of the Madras Teachers' Guild, April 5. Two other members of the teaching staff of Kalakshetra, of which Rukmini Devi is President, also took part, Mr. Alex Elmore, Art Director, and Mr. K. Shankara Menon, Headmaster, Besant Theosophical School.]

ART should not be merely a subject of the curriculum, but it should be a spirit that pervades every subject. Real knowledge can come only through happiness. So far as I have observed, not only in India but throughout the world, I find young people respond to rhythm, to music, to colour, to everything that is beautiful. If art is taught in a creative, enthusiastic, happy way, young people prefer art to any other subject. But they would enjoy every subject if art had a place in every classroom.

Art can be correlated with every subject of the curriculum. Especially I would stress the use of drama in the classroom itself to quicken the desire to learn. Art will give what no other subject will give—

life and interest, and in this way the creative expression will be stimulated.

The ages of ten or eleven to thirteen are psychologically very interesting. Then the child is beginning to learn consciously what he has learned before the age of seven unconsciously. The unconsciousness of childhood remains, but the young person is beginning to understand the whys and wherefores for himself.

An emphasis should be placed on life rather than upon form. We are beginning at the wrong end when we start teaching form, because art is first life and then form. Usually art teachers think form comes first. Many times the art teacher tries to make up for the deficiency of a pupil who for example paints a peacock, if he feels that every

feather is not correct in the painting of that peacock. But more important than the peacock is "peacockness," the impression of the peacock, a fourth dimension in art. Once there is the spirit, it is easy to acquire the technique. Why do we separate art and life? So many think that art is a picture hung on the wall. Art is the form, the result of life expressed, and it will come automatically the moment an opportunity for free expression is given in every possible way.

Our text-books, should be beautiful and Indian. If we had such text-books, we can even imagine a child in the second form wanting to read the text-book of the fifth form, because it was so beautiful. This literally happens to our Montessori children whose knowledge of history, geography and other subjects is equal to that of the sixth form student.

The child is nearest to all that is natural, unconscious, free, happy. The child is nearest to Divinity. What is the expression of God? It is life, creativeness. God has created you and me, and the children who are little Gods can create. Our children are little Gods, and if we can release the

spirit which is in them we will find that their own expression one day will produce a technique which is the art of life.

Everyone who is a teacher has a magnificent responsibility. The future of the world remains in the hands of all of you. As teachers we can do so much, but the less we do it in the form of example through joy and pleasure and play, the happier will the atmosphere of the classes be and the more the children will learn.

Art, I feel, is the true backbone of education. With a real study of Art, we will once more bring into existence the true purpose of education which is to help young people to grow into splendid citizens, great men and women.

We must not forget the true spirit of India. We must know our homes, the State in which we live, our arts, our culture, our poetry, music, dance. Only when we are plunged into the spirit of India do we really bring back the true culture which has no nationality whatsoever. All this we can do if we can stress this creative spirit which is as much a part of education as it is of art.

TEXT BOOKS FOR SCHOOLS BOMBAY COMMITTEE'S SUGGESTIONS

THE Text Books Committee appointed by the Bombay Government in June, 1939, has now drawn up an outline for the preparation of suitable text books in Marathi, Gujarathi, Kannada and Urdu languages. The Committee is of opinion that the available text books, generally, do not satisfy the requirements. The following are the lines suggested by the Committee for preparing text books.

Language Text Books

Infants and Standard I Readers,—Reading should be introduced through story method or sentence method or word method. Words and sentences should be connected round a topic with which children are familiar and in which they

are interested. Sentences should not ordinarily go over the line; if there is a long sentence, it should be printed in such a way that no phrase is broken up between lines.

In these books, there should be devices which help reading with understanding such as practical instructions interpreted and carried out, exercises with things to do, pictures to be cut or coloured, etc.

The same system of spelling should be followed consistently in a series of readers.

Care should be taken in the correct use of punctuation marks at all stages.

The language, topics and the content should be suitable to the age, level of understanding,

power of appreciation and environment of the pupils for whom the book is written.

Idiom and vocabulary should be such as would be understood by children for whom the readers are meant. Language should be graded, gradually becoming richer, both in the expression and the treatment of the subject-matter.

Artistic presentation and expression should be insisted on; the imparting of information should not be the main objective.

The subject-matter should gradually extend the outlook and sphere of interest of the pupil.

The lessons should be in harmony with ethical ideals and national culture. These should not be treated in a direct didactic manner.

The series as a whole should deal, among others, with the following topics:—Appreciation of natural beauty and works of Art; Achievements of Science: Travel and Adventure, description of interesting places; Scenes from village and town life; Folk tales, myths and legends of all lands; Stories from History, from lives of great men such as saints, inventors, explorers, scientists, warriors, and statesmen; Stories of everyday life, from animal and plant life and description of manners and customs of people in various countries and description of festivals; Crafts and craftsmen at work, Industries, Sanitation and hygiene.

Poems:—In the Poems selected, there should be variety of form and content. Infants and Standard I Readers should include nursery rhymes. The poems selected should be good.

There should be exercises which will lead children to think for themselves and develop study habits.

Now Grammar should be taught

Grammar and Composition should be dealt with together in one and the same book. These books should deal with grammar in close relation to composition and reading. The books should attempt to teach only such grammar as will be of practical use in composition and reading. Abstruse and subtle intricacies of grammar should not be taken up for treatment.

Grammar should be taught on a concentric basis, giving a simple and general treatment of analysis and the parts of speech at the first stage to be followed by a more detailed treatment at the next stage. The grammar portion should deal with the function of words or

phrases as used in sentences. This function must be defined in clear and simple language. The definitions should be deduced either (a) analytically, through analysing words or phrases as they occur in a given passage or (b) synthetically through leading the pupil to use certain types of words, etc., in his own sentences. In either case it would be desirable to have a connected paragraph (or connected sentences), which will appeal to children for their content rather than a string of sentences entirely unconnected with one another. Instead of making the same approach to every aspect of grammar it would be advisable if different methods as outlined in (a) and (b) were used.

The books should contain a considerable number of varied exercises for oral as well as written work. In addition to the given exercises directions should be given for using the class readers for similar exercises. Besides the usual drill exercises for practising usages, there should be language exercises leading to develop better (richer and more idiomatic) expression. The books should contain at least two grades of exercises, those in the advanced grade being for pupils with greater aptitude of expression.

The teaching of composition should be based on a study of stimulating model passages of varied types and on different themes chosen from good literature.

The books should include a comprehensive list of composition exercises of varied types—descriptive, narrative, argumentative and imaginative. Some of these should be meant for oral work in class.

"Model" essays on stock subjects should not be given in composition books.

Suggestions for speech practice, topics for short speeches, debates, etc., should be included. These should be of a great variety.

General Get-up

The binding and paper should be capable of hard wear. The paper should not be glazed and the type should not show through. The type should be clear. No type smaller than "12 point" should be used for any book. Books for infants and Standard I should be in large type. There should be proper margination. The books should be attractive in appearance, clearly printed and well illustrated. The illustrations should be clear and simple in treatment.

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NOTICE

During Summer recess, the next number of 'Educational India' will be a Double Number for May and June as usual and will be Published on 1st June.

—Editor.

EDUCATIONAL INDIA Masulipatam, April, 1941

University Reorganization in Bihar

THE Education Reorganization Committee appointed by the late Congress Ministry of Bihar has undertaken a thorough examination of the problems of university education in that province and has made a number of recommendations which are bound to produce a far-reaching effect on higher education in that part of our country. There is, of course, nothing that is of a highly novel character in most of its recommendations and it is also unreasonable to expect such novelty as University education has been in recent years a subject on which much has been written in almost every other province. But all the same the work of the Bihar committee is of considerable significance and when its recommendations are given effect to by government, Bihar will have a University and a number of nuclei of higher learning and research worthy of the historic traditions of that region and the bright future that is in store for it.

THE Committee has not made a fetish of a unitary and residential

type of University so much praised by a certain school of educationists. Such a type of university, it is true, has its own merits but the experiments that have so far been made in this direction in many parts of the country have not produced the results expected of them. In many cases, these Universities have merely turned to be glorified colleges and they have not contributed much either to the growth of learning or to any substantial reform in the character of the students. The fact of the matter is that such universities must be the result of gradual growth and the growth should be natural and not a forced or artificial one. The mere fact that all education is centred in one place, and that students and teachers are in residence there will not improve matters unless there is a change in the character and outlook of those that are responsible for the management of Universities and such a change is absent in many of the new universities in the country.

APART from considerations like these, several other factors also have contributed to the Bihar Committee recommending a University partly unitary and partly affiliating for the province. Higher education will not all of it be concentrated at Patna. Colleges which are now working in several parts of the province will continue to carry on their work. But they will not be so isolated from each other and from the University as they are to-day. They will in a sense become integral parts of the University and work in co-operation with it and under its control. The committee has recom-

mended the transfer of all Government colleges to the University. And it has also recommended that the Government should hand over to the University all the money which it now pays to the other colleges in the shape of grants every year so that in future the university may have the power to distribute these grants and obtain the necessary control over them. This concentration of authority in all matters of higher education in the hands of the university is bound to make university education as provided in colleges more efficient and more co-ordinated than what it is at present. Of course, this throws a heavier responsibility on university authorities and we can only hope that the democratic element in the reformed university will exercise this responsibility in a spirit of fairness and justice freed from all partisan considerations.

THE democratisation of the University is one of the changes recommended by the committee. This involves less of governmental control and also the introduction into the senate and the syndicate a large number of persons who are in intimate touch with public opinion and who owe their seats to popular election—direct or indirect. Although in other parts of the world the faith in democracy has grown weaker, we in this country have still a strong belief in it. We have still to try it and see if it cannot be an improvement on the existing state of affairs. It may be that the system of election may introduce into the University bodies the spirit of politics and of faction or the spirit of indifference which is much worse. It may even lead to personal

or party dictatorship concealed and insidious in its working. These evils are not imaginary. But the reforms proposed are needed at least for one reason and that is that the existing system has lost its hold on the people and that it cannot therefore be worked with much enthusiasm or fruitfulness. A new system has to be created and the only one that enlightened opinion can think of to-day is a democratic one.

THAT it is possible to carry democracy to extremes is shown by one of the recommendations of the committee. It is that the undergraduates of the University should be given the power to elect at least two persons to the University Senate. This is a most novel proposal and we are not sure that it will prove to be a beneficial one. It has been recommended on the analogy that in the political institutions of a country the consumers are given adequate representation and that as the undergraduates are the chief consumers of the services provided for by the University, it is only reasonable that they should be represented on its governing bodies. Analogies are always dangerous. When we take into consideration the immaturity and the lack of judgment prevailing among the undergraduates in consequence of their age it appears that this recommendation will lead to a number of harmful consequences.

It has become a fashion to speak of research and its importance at the present day. It is a fashion because those who are insistent on research do very little to create the facilities

that are required to enable the teachers of the University to carry no research work. In its enthusiasm for research the committee has laid down: "College teachers in all grades and departments be required from time to time—say every third year—to show evidence of concrete work, other than lecturing, done by them in their subject, on pain of their promotion being suspended in any period in which they could not show such contribution; and their service terminated if the absence of such contribution is continued for any length of time say six years." It would have been better if the committee had gone in greater detail into the subject of research and worked out the conditions under which it can be fruitfully carried out. Questions like the number of hours of lecturing, the number of subjects in which a single teacher is to lecture, the library and the laboratory facilities he should have are matters that the committee should have taken care to examine. It is also a point for consideration whether a crop can be raised from research at regular intervals say three years and whether much that goes current as research is really an original contribution to knowledge. There is a danger that too much insistence on this aspect of University work will lower the standards of efficiency in teaching and undermine the interests of undergraduates who enter the University to get sound and up-to-date instruction in the subject of their study.

THE suggestion of the Committee that it will be a good thing if the University is given endowments in kind—in the shape of land and mines

is deserving of further investigation. It has also proposed several other measures for increasing the financial resources of the University—measures throwing on the richer agricultural classes and industrial magnates the responsibility for financing the University. This is a novel aspect of the matter which deserves to be tried. It is a call extended to all those classes of the people who are benefited by the educational work done by the University to contribute to its maintenance. It is a call made not so much in the name of charity as in that of a duty or obligation.

THERE are several other matters on which some fresh light is thrown by the labours of the committee. The chapter devoted to "Examinations" is worth a careful perusal. It is based on first hand experience of the work turned out by examiners and of the University authorities to whom the appointment of examiners is a matter of patronage. It is hoped that the government of Bihar will make a discriminating use of the committee's recommendations and carry them into effect at as early a date as possible.

Andhra and Patna Medical Degrees

THE unanimous decision of the Indian Medical Council at its last meeting (21st March 1941) to extend retrospective recognition to Andhra and Patna medical degrees from the dates on which they were first conferred (1928 and 1926 respectively) will be welcomed by the Indian Educational world as an act of bare justice long overdue.

Sir S. Radhakrishnan will take up on July 1, the Sir Sayajirao Professorship of Indian Culture and Civilisation attached to the Benares University. This new appointment will not in any way interfere with his engagements in Oxford or in connection with the Vice-Chancellorship of the Benares University.

IMPROVING DISCIPLINE OF STUDENTS

The Government of Bengal have, for some time past, been seriously considering the question of improving the discipline of students studying in the educational institutions in the province. The Director of Public Instruction has submitted a scheme in this connection to the Government, which the Government have forwarded to the authorities of the Calcutta University for their opinion.

NEW TECHNICAL INSTITUTE FOR BENGAL

A research and training institute in soap ceramics and metal industries will be started in Calcutta by the Bengal Government from the next financial year.

The scheme, which will be worked out on an experimental basis for a period of three years, will cost the Government a sum of Rs. 73,170.

CHINESE DONATION TO SANTINIKETAN

The donation of Rs. 10,000 made by His Excellency Tai Chi-Tao, President of Examination Yuan, of the Chinese Republic, has been accepted by the authorities of the Visva-Bharati.

Out of this sum, Rs. 1,000 has been earmarked for famine relief work under the auspices of the Visva-Bharati, Rs. 6,000 for improvement and extension of the Cheena-Bhavan and the library of the Sino-Indian Cultural Society, and Rs. 3,000 for effecting repairs of Maharshi Devendranath's (the Poet's father) seat of meditation.

BOMBAY

CO-EDUCATION IN PRIMARY SCHOOLS

The Ahmedabad District Local Board has decided to introduce co-education in its primary

schools. Co-education has been already adopted in smaller villages, numbering about 500, but now it is proposed to be extended to bigger villages, numbering about 60, where educative propaganda is to be carried on in favour of co-education.

CENTRAL PROVINCES

VIDYA MANDIR SCHOOLS IN C. P.

The provincial Government have decided to close down Vidya Mandirs which are not economical and efficient, states a Government Resolution on the progress of education in the Province during last year.

There has been a considerable fall in the enrolment of pupils in Vidya Mandirs. The Resolution ascribes this to economic reasons but adds that the subsidence of the first flush of enthusiasm for a new idea is also likely to be partly responsible for the fall of enrolment of pupils. The Government Resolution further states that many new schemes sponsored did not elicit the amount of public support that might have been expected. The dictum applies more particularly to the Vidya Mandir Scheme of adult education and the scheme for continuation of the classes.

The Resolution also adds that other schemes such as physical welfare scheme, etc., could not be proceeded with owing to financial stringency.

ORISSA

U. T. C. FOR ORISSA

"In view of the keenness evinced in the matter by the students and the staff of the Ravenshaw College at Cuttack the question was revived by Government last year," says a note of the Government of Orissa to the provincial War committee on the question of the starting of a company of the Patna University Training Corps at Cuttack.

The Director of Public Instruction submitted a formal application to the General Officer Commanding, Presidency and Assam District, through the Registrar of the Patna University for the formation of a company at Cuttack. About 100 students of the College have already applied for enrolment and arrangements have been made with the General Officer Command-

ing the Presidency and Assam District, for training 10 members of the staff of the College as officers in two batches. Five officers comprising the first batch have already received their training and a company can be started as soon as the necessary sanction is given by the military authorities.

BIHAR

EDUCATION IN BIHAR

The recommendations of the Educational Reorganisation Committee, appointed by the Congress Ministry with Professor K. T. Shah as its Chairman are now being examined here by a joint committee representative of all faculties of the Patna University.

The committee will report its findings to the Senate, which in turn will submit its recommendations to the Government.

The Education Reorganisation committee, it may be stated, had amongst other things recommended that the University should be an autonomous and democratic body, with an elected Vice-Chancellor and having complete control over all the Government and aided colleges in the province.

CADET CORPS IN HIGH SCHOOLS

That the Provincial Government have under consideration a scheme for imparting physical training in schools with a theoretical course in military history and science in place of the Congress Ministry's scheme for a military training school was revealed to press men by Mr. Cousins, Adviser to the Governor, at a conference.

The scheme proposes the formation of cadet corps in secondary schools to serve as a feeder to the University Training Corps which could be expanded and strengthened by the addition of more platoons.

A full-fledged military school, he added, could not, however, be undertaken by the Provincial Government, as it did not enjoy adequate powers in the regard. The proposed scheme is expected to be announced in a month's time.

ASSAM

ASSAM LITERACY CAMPAIGN

After discussion lasting about five hours, the Assam Assembly adopted without a division

the Education Minister's motion for reference of the Assam University Bill to a Select Committee.

In the meantime, the Bill will also be circulated for eliciting opinion which will be placed before the Select Committee for its consideration. The Select Committee has been directed to submit its report by June 30.

The Assam Government have appointed former Premier, Mr. Gopinath Bardoloi, who is now in jail as and Additional Non-Official Member of the Central Committee for the Mass Literacy Campaign.

UNITED PROVINCES

MOTHER-TONGUE AS MEDIUM OF STUDY

The court of the Lucknow University, by a unanimous resolution this evening, urged the University authorities to give effect forthwith to the policy unanimously approved by the body a few years ago, of making the language of the province the medium of instruction and examinations in the University.

To expedite the process of change, the Court recommended that the use of this language be made permissible for the B. A. and B.Sc. and B. Com. Examinations from 1943.

STUDENTS IN DETENTION

The Lucknow University Court by an overwhelming majority, passed a resolution recommending to the proper University authorities to frame an ordinance enabling the students of the University convicted or detained under the Defence of India Act, or Rules to sit for University Examinations and to request the Government to provide to them facilities for the purpose.

The Vice-Chancellor, Sheikh Habibullah, speaking on the resolution, stated that it did not lie within their power to enforce the resolution but the power rested with the Government. He, however, did not oppose the resolution.

MEDICAL AID IN RURAL AREAS

To bring qualified medical aid within the essay reach of villagers, the U. P. Government have been trying to induce qualified medical practitioners to settle in rural areas under a scheme of subsidy. The subsidies range from Rs. 400 to Rs. 600 and Rs. 600 to Rs. 1,000 according as the doctor is a licentiate or a

graduate in medicine. The subsidies are paid through District Boards which will further supply to each doctor about Rs. 360 worth of medicines for free treatment of the poor.

The response to this scheme since 1936, though better than before, has not been all that was expected. It is hoped that an increasing number of qualified doctors will come forward to take advantage of the scheme.

ALIGARH TECHNICAL COLLEGE

Nawab Kamal Yar Jung Bahadur performed the opening ceremony of the Technical College workshops at Aligarh before a large gathering.

Nawab Obaidurrahman Khan, acting Vice-Chancellor, welcomed Nawab Kamal Yar Jung Bahadur and paid a tribute to the services rendered by him to the cause of Muslim education.

SIND

COMPULSORY PRIMARY EDUCATION

That the Sind Government was considering a proposal to impose an educational cess for the purpose of introducing universal and compulsory primary education was disclosed by Pir Elahi Bux, Education Minister, in replying to a debate on a cut motion in the Sind Assembly on March 12. He assured the House that the recommendations of the Educational Reorganisation Committee would be implemented by the Government as far as possible and these included the introduction of physical education in the curriculum.

The Education Minister also announced the cancellation of the orders of the previous Ministry withholding grants to Gujarati and Marathi schools which had caused a controversy in the province.

PRIMARY EDUCATION IN SIND

In pursuance of the recommendations of the Educational Reorganisation Committee, the Sind Government are issuing an order reducing the course of primary education from five to four years. It is understood that the order will be put into effect from next year.

LITERACY DRIVE IN SIND— SPECIAL COMMITTEE FORMED

A decision to revive the literacy campaign in Sind was taken at a conference of administrative officers of Municipalities and District Local boards from all over the province, the Education Minister, Pir Ellahi Bux, presiding.

The Conference appointed a Committee of eight members with the Hon. Syed Miran Mohammad Shah, Speaker, as Chairman, to draft the programme for the campaign in the light of experience gained during the last campaign in 1939.

The Committee includes the Rural Reconstruction Officer and the Director of Public Instruction. The literacy campaign is likely to be launched during the middle of May.

N. W. FRONTIER

PUSHTO AS NATIONAL LANGUAGE

The Afghan Government has taken important steps towards making Pushto the national language of the country. A Firman issued by the Minister for Education orders that instructional periods in Pushto should be increased in all schools and educational institutions.

MYSORE

LITERACY CAMPAIGN IN MYSORE

The summer literacy campaign started under the auspices of the University union is in full swing now, as many as 24 classes working in different centres. The Union is providing the students with literacy charts, readers and exercise books, pencils and other materials. The classes are held between 7-30 p.m. and 9-0 p.m. every day except Saturdays.

The secretaries appeal for more volunteers for classes likely to be opened in Nazarbad and Lashkar mohallas. They also propose to open more Urdu classes. In the Chamaraja mohalla, for the benefit of the Adikarnatakas five classes have been opened in Adikarnatakapura.

THEY SAY

In an address on "Tea for War-Time Britain" at the weekly luncheon of the Calcutta Rotary Club held on the 14th of January, 1941, Mr. C. K. Nicholl, Chairman of the Indian Tea Association, referring to the part tea was playing in Britain in these days of stress and strain, is reported to have observed: "In the present war the front line is in Britain. There the civilian shared with the soldier the strain. It is not surprising therefore, that after an air raid people strengthen their nerves by drinking tea."

PUBLIC OPINION

MR. R. P. MASANI, ON EDUCATION IN A CHANGING WORLD

Addressing the members of the Rotary Club, Bombay, on Education, Mr. R. P. Masani, M.A., J. P., Vice Chancellor, Bombay University said:

"Hopes built on education after the last war have not materialised. Nevertheless, people still turn to education for the creation of a better world order. They must see to it that they are not once more doomed to disappointment. If they recall the good old ideals of education and regain the lost significance of moral and spiritual values, knowledge can and will be linked to noble ends. At no time in the history of the world were those charged with the education of the young under a heavier responsibility of themselves realising the importance of those values and impressing them on their pupils.

Continuing he said:

"In turning from God to man, in installing the goddess of reason as the arbiter of truth and falsehood, in displacing reason by utility and self-discipline and self-interest, all the world lost sight of that great university truth and the ideals of life associated with it.

"By exploiting the teaching profession, the Totalitarian States have poisoned the minds of the student world with their nefarious gospels of economic expansion, overheated nationalism and race arrogance. Emancipation of the world from the peril facing the world in consequence should be the first thing to aim at in the educational schemes for tomorrow."

PRINCIPAL P. SESHADRI ON STUDENTS AND POLITICS

In a very instructive article contributed to the *Educational Review*, Principal P. Seshadri endorses Mahatma Gandhi's view that "power politics should be unknown to the student world." He says:

"One of the main objections to the participation of students in politics is that, as Lord Haldane pointed out in his famous report on the

London University, it is intended that University courses should be so heavy that they should absorb all attention and energy and should not leave time, for other activities, except recreation and certain amount of useful social life. The idea is to draw out the faculties of the students to their utmost, consistent with physical welfare and intellectual freshness, by the strenuous academic demands made on them. Otherwise mental growth is interfered with and the fullest advantage is not taken of the educational opportunities afforded. A student who spends his time in political activities does so, almost entirely at the expense of his legitimate work.

Touching on the point that students should pursue politics in an atmosphere of study, he says:

"The average student is not anxious to take any trouble in the matter of the study of national questions. His patriotism often consists in merely going to public meetings and applauding well-known orators. It is doubtful if the appeal is not merely emotional, more that of rhetoric and eloquence, rather than that of facts and figures. The best training for a politician is a background of study and discipline, unless our young men are to be only camp followers, waving flags, forming processions and taking part in noisy demonstrations. A fine example of a politician who rose to considerable eminence by such careful preparation and training and whom his political opponents found it very difficult to refute because of the accuracy of his facts and figures, was the late Mr. G. K. Gokhale, though following his example does not necessarily mean belonging to his school of politics, which can still be a matter of individual conviction and choice."

Then Mr. Seshadri stresses that "our institutions should be nurseries of patriotism and their highest aim should be to train young men capable of real service to the motherland. It is not suggested that everything is being done in this direction and improvements in the organization of college life are not possible, especially in institutions where education is confined to the narrow routine of class teaching. Side by side

EDUCATIONAL INDIA

with the building up of the body, the illumination of the mind and the moulding of character, it cannot be forgotten that one of the highest aims of education is preparation for citizenship.

"But youth is a priceless heritage whose resources cannot be frittered away, and must be used with the wisest economy. If it commits the mistake of actively participating in what Mahatma Gandhi has called 'power politics', it throws away one of its undoubted resources of future strength."

Dr. SACHCHIDANANDA SINHA,
ON TEACHERS AND TEXT-BOOKS

In the course of his presidential address to the 11th session of the Secondary Teachers' conference, Jbaria, Dr. Sachchidananda Sinha, Vice-chancellor, Patna University referring to School Text books, said:

"Our school text books retain things long since discarded in the progressive countries. The courses prescribed are unbalanced, and the result is that the children are forced to a great deal of unproductive labour. At the present moment the whole affair of text-books degenerated into a low trade, and the needs of the students are regarded as only a secondary matter.

Then regarding the status of Teachers his remarks are worth noting. He says:

"..... secondary education is still relegated to a half-starved class of school-masters. The conditions are nowhere steady and peaceful, and therefore, education, which is a slow process, and which must have peaceful conditions, suffers all the time. The authorities seem to be satisfied if there are men readily available to fill the posts but it matters not to them what kind of men fill them, and what efforts they are capable of making. Men are expected to work on bare pittance, without increment."

POLYTECHNIC
Delhi Experiment

THE idea of a technical High School and part-time day school, which are the main features of the newly started Delhi Polytechnic, will be a new experiment in India. The Polytechnic is divided into four sections, namely a technical high school, senior vocational depart-

ments (whole-time and part-time) and a training college for vocational teachers and training for war technicians.

The technical high school is parallel to an ordinary academic high school but independent of the Matriculation Examination system. Every subject taught has a practical bias but facilities exist for boys desiring to obtain an external general education with a view to taking the Cambridge School Certificate. The age of boys to be admitted, after a qualifying test, to the lower department would range from 11 to 14. They would be taught all subjects around a feature technical or commercial career. There would be no set books, but boys would be given sufficient workshop practice to create in them a liking for the trade and accustom them, not only to manual work, but also to their hands and faces being dirty. In the upper department boys would be admitted at the age of 14, after a qualifying test. Fourth and fifth year boys would be taught subjects of which 50 per cent would be vocational. They would also be required to devote 1/5 of the week to workshop practice under factory conditions. In the sixth year the percentage of vocational subjects and the workshop practice would be increased. Pupils would be turned out with sufficient training and aptitude to take up any branch on the industrial side. The cultural side would not be ignored and art and music would be included in the curriculum.

Senior courses would be entirely vocational and would not include any general educational subjects. The courses would necessitate a considerable amount of practical workshop instruction of first class machines.

Provision is also being made for non-manipulative trades such as sugar refining, soap making, etc., and commerce. The duration of the senior course will be two years; there will be provision for part-time day courses in all subjects and for laboratory work. The advantage of having part-time day courses is that the students will have the benefits of working on up-to-date machines in the factories and mills, and at the same time receive theoretical education of an equally high standard at the polytechnic.

The co-operation of employers is essential if the scheme is to achieve any real measure of success.

Training in Technical and Manual Trades

By Mr. PAUL MONROE,
Editor, World Education.

THE leading problem before the educators of the world, especially of the United States, is whether in the future educators or trade unionists or political officials are to have the responsibility for the training of our youth. The most important fact in this connection is that so far as the trade unions are concerned, only one-seventh of the number actually in the unions are in training as apprentices; while so far as the schools are concerned, the total number of students preparing for the professions is seven times the number now actually in active service in the professions. This number, of necessity, cannot be trained for the professions and if they could be, obviously could not be absorbed into the professions.

A fact of equal importance educationally is that our government in supporting trade schools insists on making them of college grade; that is, entrance is based on graduation from high schools, while what is necessary for the students and for the welfare of society and for the needs of our educational system are trade schools on a secondary school level. From the standpoint of the needs of the students are the facts that a youth chooses his career long before the age of eighteen to twenty-two; that the training necessary should begin long before that period, and that if the choice is deferred until the college age the influences leading towards the choice of a profession, at least against the trades, is almost overwhelming.

Educational experience demands the inclusion of necessary trade and vocational guidance courses at the high school level. It is not without significance that in the two great German enterprises producing precision and optical instruments they will not receive youths into their apprentice schools after the age of fourteen. It may be that society should care for the education of youth beyond the eighteenth year, but it is very dilatory and expensive that any practical training should be left until the eighteenth year of age is reached. The result is that most effective trade schools in the United States are now in operation in connection with large industries such as the aviation factories or the Ford works. Another result is that the practical

choice of responsibility for this training will lie, in the future, either with the apprenticeship to the trades under the direction of the union or training in trade schools connected with the public school system, unless such schools are founded as alternative to the high schools if by default training should go to the unions. The direction of the education of a great mass of our youth will pass from the hands of the educator. As a matter of fact, there are many schools now of a secondary grade in connection with junior high schools that give very effectively such a training, sufficient at least to appeal to the vocational choice of the youth and direct him into these vocational lines. In some states such as Michigan, a magazine is issued giving a description of such courses and high schools already established and making a most effective presentation of what can be done in this educational procedure.

In other words, the technical training classes and the vocational guidance classes should be a part of our secondary school courses. Otherwise, the trade unions will have to take over the task which is now becoming one of the major jobs of education: the training of youth in the technical and manual trades.

—World Education, Jan. '41.

Personal Notes

MR. R. P. MASANI has been re-appointed Vice-Chancellor of the Bombay University with effect from April 1, 1941. Mr. Masani has been Vice-Chancellor since 1939.

SIR C. V. RAMAN has been awarded the Franklyn Medal by the Franklyn Institute of Philadelphia (U. S. A.), in recognition of his many brilliant contributions to Physical Science and his leadership in the renaissance of scientific work and scientific education in India during the last 30 years.

MR. BHAGWAN SAHA, I. C. S., at present census superintendent, U. P. has been appointed Secretary, Imperial Council of Agricultural Research, in succession to Mr. S. Basu.

Correspondence

Appeal for an Educational Museum at Calcutta

In the course of an appeal to all the Heads of Departments in the Government of Bengal, Universities and Local Bodies, Mr. J. C. Basak, the author of 'Museum Education' writes :—

Education means instilling the principles of science, art, religion, etc. Museum means a collection or repository of natural, scientific or literary curiosities. Now, by the combination of these two meanings (as given in dictionaries), the readers can form an idea of what an Educational Museum should be.

In this age of enlightenment and progress, the necessity and utility of an Educational Museum at centres of education can hardly be over-emphasized. Students require definite information on hundreds of subjects of which they read in their text-books and newspapers and hear in public lectures. A visit to a first-class educational museum, when visited under the guidance of a teacher, does not only provide palatable food for their curiosity-loving imagination, but also considerably enlarges their mental horizon.

So far no attempt appears to have been made in our country to employ museums as a vehicle for imparting general knowledge with the result, that while England, with a population of about 1/8th of that of India, is at present possessing about 400 museums, India can boast of only 105, half of which are antiquarian and one-fourth of which are college-museums. In the advanced countries millions of people are receiving their education by means of lantern-slides, films and talkies, and radios, while here they are seldom used for educative purposes.

An Educational Museum with its three Departments, Health Museum, Industrial Museum and Children's museum, can easily be started at Calcutta in a house rented at Rs. 250/- or so per month, with 2 or 3 teachers employed at Rs. 150/-, 2 clerks at Rs. 74/- and menial establishment at Rs. 75/-, i.e., with a total monthly cost \$50/- or so. The initial cost might be Rs. 5000/- including furniture.

XVII All-India Educational Conference

Srinagar - (Kashmir)

Sir,

The XVII All-India Educational Conference is meeting in Srinagar (Kashmir) in the last week of September, the best season for visitors to this lovely valley. Apart from the natural attractions which distinguish the country, the unique nature of the State Exhibition which is on at this time of the year in Srinagar will give the visitors an intimate peep into the local arts and crafts for which Kashmir is so deservedly famous. The Conference itself is expected to attract a large body of distinguished educationists.

The Reception Committee will take measures for the convenience of the delegates and visitors in their journey and stay in Srinagar. Those intending to come are requested to get into touch with Prof. N. L. Kitroo P. W. College, Jammu, general secretary of the Reception Committee, All India Educational Conference, for any information that they may wish to have.

N. L. KITROO,
General Secretary,
Reception Committee, Jammu.

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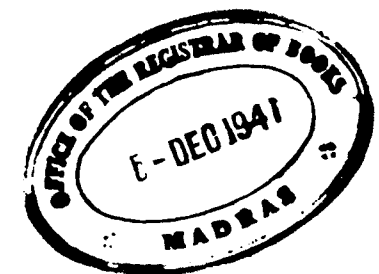
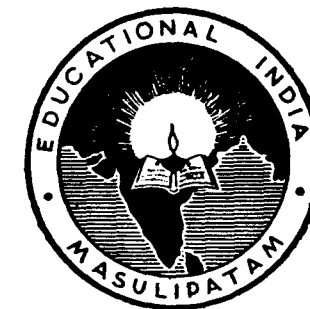
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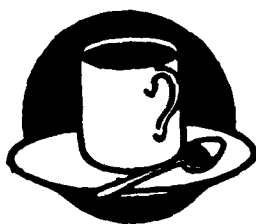
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WAR AND EDUCATION

By Prof. E. E. SPEIGHT

CAN anyone deny that for thousands of young Indians this war has already proved a most valuable part of their education?

Some words of Mr. John Winant, the new American Ambassador to Britain, have telling force in this connection. Speaking to high representatives of the forces he said:

'You say so little and you do so much.' In the pregnant brevity of this antithesis Mr. Winant was true to the English tradition of trust in the emotional force of our simple old words. And what a field of action they cover! What strong and striking light they throw on Gilbert Chesterton's statement that everything of moment can be expressed in words of one syllable, from *A child is born* to *A soul is damned*.

This war is revealing the extraordinary spirit and capacity of those battalions of trusty young Indians who have left the world of books and adventured into a new world of intense effort in which their every movement, in most trying circumstances, is lifting them into an undreamt of phase of their existence.

War is necessary, if only to stop people from talking. The conception and result of education as interminable talk are equally disastrous. Much talking, however logical—which so often means however

specious—is sheer waste of energy. Some people, notably Italians, can talk for twenty hours out of the twenty four.

Happy the man who has something to do, and happier he who has something noble to fight for, and who can shout for joy as he does it.



Speaking, we are assured, is a form of action as needful and effective as any other. But that depends on the speaker and the speech. The world for nearly twenty years has been watching the effect of the wrong, the venomously wrong kind of speaking, culminating in the dastardly proclamation accompanying what the world hopes will be as fatal a forecast as Italian fulminations of the past five years,—the attacks

on Greece and Yugo-slavia.

Practical endeavour is certainly the most efficient of all teachers. And why? Because it gives the public something to do instead of the teacher something to say.

The virtuous circle which we have to enter when we break through the vicious circle of routine is one which involves manly action rather than unmanly loquacity. And is not all true education a breaking out of closed systems?

Practical education discards gratuitous teaching—if you will pardon the ambiguity of the statement.

'Hideous landscapes, vile noises, foul language, even from one's own mouth (for

Education cannot tell us which is the better way. Instinct leaves us in no doubt. We have seen so much brutal taking of innocent life. So many pledges callously broken, so much worse evil forecast, **that when the world looks to us to challenge**

Nations as well as individuals unconsciously undergo many forms of this process. When they become conscious of the process in the conduct of life, it takes

I rather think that when those brave companies of Young Indians return from their baptism of war they will have some terse things to say about the defence of their own country and its bearing upon education.

Prof. Saiyidain's Convocation Address at Jammu

proof of intellectual bondage. From the point of view of national life, it meant the creation of a gulf between the educated classes and the mass of the population, and making each impervious or indifferent to the ideas, the aspirations and the common problems of the other. On the side of literary activity, it resulted in turning away the attention and the energies of the educated classes from their cultural duty of studying and raising the standard of their own literatures. For, no individual or community could express itself freely and artistically except through the language in which it had been nurtured from its infancy. He strongly condemned those people educated in Colleges—whose number, it may be thankfully admitted, is now diminishing—who consider it a distinction to speak in a foreign language, even though incorrectly, but fight shy of using their own language as a medium for the expression of their ideas. It is only an individual triumph and an entirely exceptional achievement that

EDUCATIONAL INDIA

there are in India people like Dr. Rabindra Nath Tagore, Maulana Mohammad Ali or Mrs. Naidu who can express themselves with such force and beauty and fluency in a foreign language. But for every such exception there are lakhs of students whose creative impulses are repressed because they are denied the opportunity of acquiring their education up to the highest stage in their own languages. He appealed to the students of the College to give the best of themselves to the study and the development of their own literature.

He also referred to the question of a common language for India and pointed out that, although the problem bristled with difficulties and had given rise to unseemly controversies it was the duty of all educationists to face it courageously. In discussing this question, people were often apt to forget the fundamental principles of language formation and the inevitable decrees of History in their eagerness to substantiate their own arbitrary and ill founded pre-suppositions. The language of a people is the fruit of the age-long cultural and social inter-course amongst the various sections of the people and it can neither be changed nor corrupted nor refashioned by passing resolutions and making unjustified and unpsychological demands. But there is always the danger that, if people tried forcibly to change the natural development of a language and to arrest the flow of the process of History, dearly loved landmarks of culture and civilisation, that have been built through centuries of co-operative effort on the part of the people would be submerged. If groups and communities must fight—for which he himself saw no justification or unavoidable reasons—let them do so in the domain of trade and commerce and industry and politics. But the educationists should try to keep the domain of education and the domain of language and literature free from these unseemly controversies. There are some simple truisms about language which are so unambiguous that if they are intelligently

grasped by people most of the present differences of opinion would disappear. In the first place, people should realise that language as such has no religion. In Egypt, lakhs of Christians speak the Arabic language but they look upon it, not as the language of the Muslims, but as their own. In China and Albania, likewise there are millions of Muslims who speak the languages of these countries but they also look upon them as their own. It is, therefore, untrue to say that Urdu is the language of the Muslims or Hindi is the language of the Hindus because a language really belongs to him who speaks it and, mercifully, in this domain Capitalism does not operate! There is undoubtedly a language in which millions of Hindus and Muslims in Northern India carry on their daily inter-course and it would be an act of signal national disservice to contend that that language is the special property either of the Hindus or the Muslim community. This is the language which people use when they are not speaking in their local dialects. Kashmiri Muslims, for example, talk to one another in Kashmiri and the Dogras carry on their inter-course in Dogri. But when a Dogra meets a Kashmiri, he uses this common language. Similarly, in the Punjab, Hindus, Muslims and Sikhs generally carry on their daily conversation in Punjabi; in Bihar, in certain parts of the province, some people speak Maithili dialect but when a Punjabi meets a Bihari, he utilises the same common instrument of inter-course. It is wrong and untrue to say that this language was imported from outside; it was born and bred in this country and Hindus and Muslims have shared equally in making it the most pliable, the most sensitive and the most vital instrument of expression. At different times in its history, this language has been variously called Hindi, Urdu and Hindustani. But before the present 'battle of languages' was initiated in this country there was never any difference of opinion about what was meant by the contents of this language as it was unanimously interpreted to be the language generally employed

A COMMON LANGUAGE FOR INDIA

by the Hindus and Muslims in Northern India.

It should also be remembered that this common language of ours has many different tunes, varying from villages to towns, from men to women, from academic and literary associations to the market place. This, however, is merely a proof of the elasticity and scope of the language and that is why in different fields, we find it putting on different robes. When an author or a poet concerned with the expression of his deepest ideas and feelings turns to the treasures of the Hindi and Sanskrit languages for his inspiration, it becomes the language of Hindi literature. When as a result of his training and cultural traditions he draws upon Arabic and Persian for the inspiration, it becomes the language of Urdu literature. At this we should not cavil for "the wind of genius bloweth where it listeth and one knoweth not whence it cometh nor whither it goeth." Subject to the general condition that the poet, or the artist in words, should, on principle, try to make himself understood by as many people as possible—unless he writes for a small and special clique—it is true to say that, in the field of literary and creative production, every individual writer must choose his own vocabulary and his own literary bias. But, so far as ordinary every day intercourse is concerned, we must all try to use a language which is simple and easily understandable by a large majority of people. It is only those whose command of language is defective and ideas rather thin, who try to impress others and conceal their poverty by using big and unfamiliar words. The real objection, however, is not to the use of "big" words but to the use of *unfamiliar* words. It is not correct to say that, in this common language, words from Arabic, Persian, Hindi and Sanskrit should be eschewed, because a large majority of the words which are our current coin have been derived from these languages and, if they are left out, it would impoverish the language beyond recognition. We must remember that it has been the special

genius of Indian culture and Indian languages that they have always large-heartedly assimilated words and ideas and currents of thought which came in from outside and their richness is due to their having been able to establish a harmony in this diversity. If the advocates of pure Hindi attempt to exclude from the common language of the country those beautiful words and expressions which trace their origin to Persian or Arabic or to the great treasure-house of the Muslim civilisation or if the advocates of pure Urdu deliberately avoid the use of current words derived from Hindi and Sanskrit languages or eschew those literary associations which are the result of intercultural contact between the Hindu and the Muslim communities, they are guilty of most objectionable fanaticism and, consciously or unconsciously, they are working in the cause of disunity. If justice has any meaning and the decrees of History have any force, then the attempts of all these purists are doomed to failure.

After citing a number of illustrations of unsuitable words which really had no place in this common language of the country and which were unjustly forced into it by narrow-minded people, without regard to the real genius and the music of the language, he pointed out that this common language in India was not merely a distant dream or a pious hope but that it had an actual and concrete existence. In the writings of many great Hindu and Muslim writers, one will find fine specimens of this language. But, perhaps, its finest example is the language in which Hali has written his famous poem, "The widow's laments". Referring to this immortal poem, Dr. Abdul Haque had once pointed out to Mahatma Gandhi that if ever this unfortunate country of ours was able to overcome the present linguistic controversies and develop a national language for the whole of India, it would be the language in which that poem had been written by one of India's greatest poets. In support of this argument he cited a number of verses from the poem showing how a linguistically sensitive an



IS TEACHING A PROFESSION?

By Mr. H. E. DEWEY

THE ancient pedagogue was a slave, the medieval schoolmaster a subordinate churchman or an incompetent in other trades, the colonial schoolmaster too often an indentured servant or an overworked orthodox clergyman, the nineteenth-century teacher a transient seeking to bridge the gap into business, law, or medicine. To a limited extent the twentieth century has seen the development of the teacher as an expert in psychology, sociology and education, but the experts climb to "higher" positions, leaving the ordinary teacher at a so-called lower level with a meagre salary and a mediocre social position.

Both law and medicine inherited similar traditions of mediocrity. In the Middle Ages the medical man imitated Galen, preyed upon the poor and ignorant with his own ignorance, and proved himself to be helpless against the plagues that harassed humanity. The lawyer was generally mistrusted by our colonial ancestors, and his social position was little better than that of the disbarred attorney of our day.

The methods by which law and medicine were lifted to dignity were adopted and administered by the members of these professions, who formed a closed corporation and defended themselves by building up and maintaining their own standards and ethics. Legal support came after the organized efforts of practitioners, not before.

Teachers, however, have done little as a body to make teaching a true profession. Elementary and high school teachers are

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A skilful poet can large-heartedly borrow suitable and mellifluous words from Hindi and Sanskrit as well as from Arabic and Persian and weave them into a beautiful and unexceptionable pattern of a common Indian language.

usually regarded as belonging to separate categories, and have failed to find a common ground on which they can build a profession. There is a wider gap between the one-room rural school teacher and the exalted university professor with his Ph. D. degree than there is between the finished interne and the M. D. or the small town lawyer and the Supreme Court Justice. This is an inexcusable anachronism which must be rooted out. Teaching can never become a real profession until we destroy forever such mistaken ideas as these: that the high school teacher deserves a higher salary than the elementary teacher because he teaches older children; that the rural teacher is "promoted" when she secures a position in the graded school in town; that degrees are more important than skills in teaching; that the academic teacher is more important than the music teacher, etc. The State may set up standards that will lead in the direction of making teaching a profession, but the genuine self-determined standards which grow out of unity in the aims of all teachers everywhere are far more important than any State regulations.

Teachers might adopt the methods of skilled trades and attempt to gain their end by collective bargaining, as they now do in many cities, through teachers' unions. Although such efforts have met with some success, the great variety in teaching positions in various sections of the country makes it improbable that teachers can ever successfully organize on a national scale. Public opinion would offer strong opposition to such a movement, and the "transitional" teacher would fight against the closed shop to the bitter end.

But instead of adopting the methods of the skilled trades, would it not be more expedient to utilize the methods of the learned professions which have won

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ter severe struggles against public apathy and indifference? Why not find out what profession really is, then set out to court public approval of standards proposed and enforced by teachers themselves?

For a job or trade to become a profession, at least three requirements must be met: (1) specialized skills must be acquired, and only those with the required skills must be admitted to membership; (2) the professor with his acquired skills, must be dedicated for the major part of a lifetime to the service of humanity; and (3) though these skills may be recognized by the State, they must be determined, asserted, and supported by the profession itself.

* * * Skill in medicine or law is recognized by an enlarged practice and additional compensation. Teaching skill is rarely even nominally recognized. In fact its presence is always open to question. Hence teachers are forced to take what society is willing to give.

By way of contrast with other professions it may be pointed out that degrees are of less importance in medicine or law than they are in teaching. Advanced degrees are given, but in selecting a lawyer or doctor, the citizen rates proved skill above the possession of any degree above that of M. D. or LL. B.

In teaching the situation is quite different. The pursuit of degrees is too often undertaken without thought of improvement in skill, but only to get the stamp of approval, increased recognition, and perhaps a larger salary. The tendency of the layman to make light of teaching degrees or even to be suspicious of them is not hard to understand, and is even to some extent justified. As long as degrees are given for reasons extraneous to genuine skill this public feeling will persist and will hamper the progress of teaching as a skilled art or science. If research degrees are to be justified, why not parallel them with

equally dignified degrees awarded on the basis of demonstrated skill in the process of which all education is maintained—teaching?

By all the rules of a profession, the primary teacher's training should be at least equivalent to that of any teacher at any level. If teaching is to become a true profession, the primary teacher's social position and salary should be about equivalent to that of a Ph. D. professor at the graduate level.

It is not the purpose of this article to specify methods which may be employed to test and refine skill in teaching. The significant point is that this must be done if teaching is to be recognized as a profession. It seems reasonable to hope that some means of measuring teaching skill may be devised by the teachers themselves. If this task could be accomplished at the various levels by impartial methods, there is little doubt that the public would demand honours and a higher salary for the skilled teacher, and would likewise demand exposure and elimination of incompetent teachers.

* * * Teaching can never become a real profession until those who prepare for teaching are willing to devote years of service to this field of work, while constantly seeking to improve in skill, knowledge, and understanding.

One of my boyhood friends was the son of our family physician. When I inquired of him what his father did when not caring for patients, the answer came in two words: "he studies." Study for the teacher does not necessarily mean attendance at summer classes in the university or teachers college—it means rather continuous effort to develop those interests that are supposedly a part of the teacher's equipment. If ever an occupation gave opportunity for such development, teaching does. The summer months are vacation months for most teachers; months in which they may travel, attend classes, read at home, or experiment in a variety of

ways under ideal conditions. Yet thousands of teachers ignore all these opportunities and engage in activities that offer them no chance to improve in knowledge or skill.

The heavy turnover in teaching positions not only prevents teaching from being respected as a profession should be, but it penalizes children who are subjected to a variety of unsettling changes and interruptions at school. Probably in no other modern civilized nation is the turnover so great as in the United States. The National Survey of Secondary Education in 1932 reported that 40 per cent of our rural teachers are "new" every year. In 1930-31 one out of every 4.8 teachers was "new." The turnover was somewhat less for the junior high school. It was much less in cities over 100,000 and still less for the senior high school. The figures given were mere averages, and do not disclose the traditional small-town situation in which, because of a few personal complaints, almost an entire teaching corps may be dismissed and reconstituted to suit a vulnerable board of education. Few states have adequate tenure laws, and only the larger cities are protected against ruinous changes every few years.

Improved standings and greater stability of teaching as a profession is also dependent upon a more careful selection of prospective teachers. Contrary to conditions in Europe, only a few tentative attempts have been made in the United States to select teachers who show promise of being able to acquire a real teaching ability. What happens in a typical college or university situation is that students take two years of college work, or complete the junior college. Then, following the lines of least resistance, and feeling that teaching degrees at least offer some hope of employment, they join the ranks of prospective teachers and take the required courses. If they seek elementary positions or teaching positions in rural schools, they are usually satisfied with the minimum training required for state certification.

Conditions of this sort militate against the development of teaching as a profession capable of guaranteeing approved skill and permanency of tenure to its members. Vigorous efforts to overcome these handicaps should be made by organized teachers for their own benefit as well as for the welfare of public education.

Finally, the essence of a true profession is dignity, not dignity in the "stuffed shirt" sense, but dignity that arises from self-imposed standards both ethical and practical.

What can be done to provide this dignity? Nothing, unless teachers collectively are willing to close the profession to outsiders whose interests are not in teaching; nothing, again, unless those who hold the occupation at the trade level are slated for elimination.

The writer proposes for the "purge":

1. Those who over-sentimentalize about teaching. Such teachers use the plea that they ask nothing for themselves, but everything for the children. This is a noble sentiment, but to the public it often seems like hypocrisy.

2. Those who talk and act as though teaching were a job rather than a profession. They are "school keepers." In the classroom they fall back on their own experiences and imitate what was done to them, to avoid trouble in the community. They are afraid of new ideas, afraid of parents, afraid of the school board, afraid of everything.

3. Those who use teaching as a transitory profession. They are always ready to jump at the first chance to escape, and they should be encouraged.

4. Those who have sidelines in order to piece out a living. They are half teachers, on full pay.

5. Those who get "solid" with the community by displaying every kind of civic talent except the one essential talent—good teaching.

6. Those who consider themselves martyrs and act as if they have given up all

From the Concrete to the Abstract *

By Mr. V. S. VENKATA NARAYANA, M. A., B. Ed.

'FROM the concrete to the abstract' is one of the most useful and important educational maxims of which the teacher should make special note. In order that the pupils might understand what all is put before them it is imperative on the part of the teacher to present his instructional material in a clear and intelligible way. It must not be his aim to ram in facts whether the pupils understand them or not thus making them 'passive receptive buckets.' It is not encyclopaedic knowledge of facts that is wanted. "A fact is worth for knowledge just to the extent to which it has meaning; and meaning is what past experience has enabled us to take for granted. Into a really systematic thought of reality new facts are easily absorbed." So says Professor Welton in his "Psychology of Education". (Page 296)

The pupils must be enabled to perceive clearly what they learn. Their interest must be aroused and attention secured. So in giving out abstract relations and generalizations these two conditions must be satisfied. To quote Professor Welton again: "To teach general ideas as such is to train their minds to be sounding brass and tinkling cymbals. The illustration supplied by the method of teaching Geometry, first by learning statements of the most general

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hope in life for the cause. They nurse grievances and pity themselves. They are poor martyrs and hopeless teachers.

To meet a practical problem with a practical solution, teachers should undertake the task of building a closed profession by using the agencies they have already set up. The steps in the required nation-wide process need careful planning and a recognition of the fact that "Rome was not built in a day."

—World Education.

truths and afterwards certain applications of those truths, will occur to every general reader." He continues: 'Proceed from the Concrete to the Abstract' says the old tag... In truth, no matter how it is interpreted, it is difficult to give this maxim a true meaning. For though attention may be explicitly fixed on a relation or quality yet the rest of the concrete must be implicitly thought at the same time. On the other hand, when the concrete whole is explicitly attended to its qualities and relations are implicitly held in thought. In each case the whole of knowledge—which is both abstract and concrete—must be thought. The real progress is from a concrete vaguely apprehended to the same concrete more completely known and more exactly thought. True the means is by a successive study of qualities and relations; but always the qualities and relations of the whole in question, not as independent existences. In a word, knowledge is always of the concrete; for it is always of reality or of a part of reality and all reality is concrete. But the concrete is a system of relations, each of which may be separately attended to while explicit thought is abstracted from the rest." "Thus, every abstract is a partial view of the concrete, and every concrete is a systematic whole in which it is possible to take many such views. Life, however, is always concrete. It is the doing of real things by real persons amidst real surroundings. And true knowledge is a constituent of life. Knowledge of relations can then be nothing more than the explicit attending to relations which are already implicitly known or have already been taken for granted and acted upon. Teaching does not alter the nature of the evolution of thought, but only stimulates and accelerates

* A paper read at the 32nd Provincial Educational Conference held at Rishi Valley from 15th to 17th May 1941.

it. It follows, therefore, that no true teaching of abstract ideas can be given to children who have not a sufficiently wide and copious practical experience embodying those ideas."

In the above extract Professor Welton entered into subtleties over what is abstract and what is concrete in this universe. But the last sentence gives the meaning as is generally understood by the teachers. The maxim is understood to mean that the teacher has to first teach through concrete illustrations and evidence and then make the pupils to abstract the generalizations and relations aimed at. For Professor Welton 'concrete' means 'practical experience'.

Let us now know what is concrete. The term 'concrete' may imply 'material things' viz., balls, cubes, cylinders, etc. It may also imply verbal illustrations in addition to visual demonstrations and practical experiences and experiments. Professor J. W. A. Young discussing 'what is concrete' in his book 'The Teaching of Mathematics' states that it may imply the previous knowledge of the pupil. That is, what is learnt by the pupil already is clearly apprehended by him and hence is concrete to him. Prof. Welton's idea is also the same. In this aspect this maxim becomes one and the same with the maxim: "Proceed from the known to the unknown."

Moreover the 'abstract' of a pupil of a certain mental age becomes the 'concrete' to a pupil of a higher mental level. For as Prof. Woodburne points out in 'Human Nature and Education' comparing the animals with children in the matter of intelligence: "The lower animal's great disadvantage as compared with human beings is its lack of ability to learn conceptually. Its learning is almost entirely on the perceptual level. It can learn to react to some fairly complicated particular situations, but if put into similar situations is at a loss to know what to do.....Young children are very much like animals in that their responses are particular and their learning perceptual. The younger they are the

more difficult is it for them to carry over what they have learned in one situation, to another and analogous situation. But the development of intelligence involves, among other things, an unfolding of the ability to generalize. The power of carrying over what has been learned in one situation and applying it to an analogous situation involves, of course, an element of generalizing."

Terman's tests reveal the fact that the twelfth year marks the beginning of the definite ability to understand and form abstractions. Previous to that their knowledge is particularistic. The teacher should take note of this fact and plan his instructional material accordingly. Instruction must in the beginning be entirely with concrete connected materials. The children ache to touch and feel. No recitation mode is to be followed with them. It is only later that verbal illustrations must be resorted to. As Klein observes: "The interest of young people (in mathematics) is much more easily won if one sets out from material things and gradually leads on to abstract formulations than by harnessing them in the rigid framework of logical conclusions."

What is true of mathematics is also true of every content subject. In teaching a foreign language also the maxim comes in handy. For e.g., in teaching the exact connotation of the terms 'glacier' 'drawing room' etc., the teacher ought not to resort to verbal definitions. Pictures depicting them must be used. But Professor Young cautions us against one danger.

It is all right for us to emphasize the practical aspect of the subject of instruction and the need for much work with the concrete. But it is 'possible that through the mere mass of interesting applications the real logical training may be crippled; and under no circumstance may this happen for then the real marrow of the whole is lost.' So Prof. Young desires that 'the pendulum which in earlier decades perhaps swung too far in the abstract direction should not now swing to the other extreme, but we wish it to remain in the just mean."

The principle of proceeding from the concrete to the abstract was emphasized by the two great educators, Pestalozzi and Herbart. Pestalozzi laid down his principle of 'Anschauung' or 'Intuitive apprehension' viz., the learning of things by direct contact with the objects.' This implies the principle of concreteness in teaching. He applied it to arithmetic. Reviewing the development of Krecsi as a teacher; he says: 'For instance when he asked how many sevens are there in 63, the child has nothing to fall upon. He has to dig it out of his memory. The procedure would have been simpler had nine sets of seven things been placed before the child.'

The principle has been widely applied by Herbart to Geometry and every subject. He writes in the Umriß: 'The child should be started with exercises in wooden triangles. These will not supplant real mathematics. They will give place to geometrical construction later.' The Montessori method is built upon this maxim coupled with the principle of individual freedom.

We must not labour under the mistaken notion that these principles were not found in Ancient Indian Pedagogy. Most of the modern educational theory and practice were in wide currency in Ancient India. We have now the principle of 'paido-centrism' viz., 'child-centred education' and the Bipolar theory of Sir John Adams. We find that these were in extended usage in Ancient India. The *Upanishads* form the chief source which give us an idea as to the educational theory and practice in usage in Ancient India. In the *Taittiriya Upanishad*, for example, we have (Prof. Max Muller's translation: "Sacred Books of the East", Vol VI. page 45): "The teacher is the former element and the pupil the later and knowledge is their union." There is absolutely no divergence between the views expressed in the *Taittiriya Upanishad* and the Bipolar theory. The Bipolar theory likens the pupil and the teacher to the two poles of a magnet and says that the educa-

tive process is their interaction, the educator pole receding to the background gradually as the educand pole gets efficient. So also here in the *Taittiriya Upanishad*. The pupil-element is under 'Siksha' first and later becomes dynamic rendering the presence of the educator-element unnecessary. As the principles underlying all education are similar the methods of instruction were naturally alike. Elsewhere in an article on 'The Heuristic method in Ancient India' published in the 'Indian Journal of Education', March 1940 issue, I have shown how that much-acclaimed modern method of instruction was in wide currency in Ancient Indian Pedagogy. Now I will show that the maxim 'From the Concrete to the Abstract' was followed faithfully in all instructions. I quote from the *Chha'ndogya Upanishad*, twelfth and thirteenth *Khandas* of the *Shasta Prapataka* (vide: Ganganath Jha's translation with Sankara's commentary. Pages 141 to 146). Uddalaka answers certain questions of Svetaketu, his son. Svetaketu asks of his father: "How does this gross universe, consisting of the earth etc., with Names and Forms duly differentiated, proceed from the extremely subtle Pure Being, devoid of all Name and Form?" The explanation of the *Guru* was as hereunder.

KHANDA XII

"Bring a fruit of that 'Nyagodhra' tree."

"Here it is, sir!"

"What dost thou see there?"

"These extremely small seeds, sir."

"Break one of these, my dear."

"It is broken, sir."

"What dost thou see there?"

"Nothing, sir."

He said to him: "My child, the subtle essence which thou dost not see,—it is from that subtle essence that this large 'Nyagodhra' tree grows up. Believe me my son."

From the above extract we find how the father was able to convince his son about the abstract fact with a simple con-

crete illustration. Now this made Svetaketu to ask further: "If the Pure Being is at the root of the Universe, wherefore is it not perceived?" The explanation of the father was as follows:

KHANDA XIII

'Having put this salt in water, come to me in the morning.'

He did so. The father said to him, 'Bring the salt, my dear, which you put in the water, last night.'

Having looked for it, he found it not, as it had melted.

'Though you do not see the melted salt and though you do not feel the lump by your hand, yet it exists in the water all the same and is perceived by other means. My child, taste it from the surface; how is it?'

'It is salt.'

'Taste it from the middle; how is it?'

'It is salt.'

'Taste it from the bottom; how is it?'

'It is salt.'

'Throw this away, and come to me.' He did so. 'It exists for ever,' then the father said to him. 'Here also, forsooth, thou dost not perceive the Pure Being; but there it is indeed.'

It is clear from the above extract that the maxim 'From the Concrete to the Abstract' was in wide practice in ancient Indian Pedagogy. The *Upanishads* contain such examples of concrete teaching in plentiful numbers. So we must ourselves follow the maxim faithfully so as to make our instruction a success.

SANSKRIT IN SECONDARY SCHOOLS (With Special Reference to Orissa)

By Mr. KALIA PANIGRAHY, B.A., L.T.

IN A secondary school it should be incumbent upon a boy to read two languages other than his own mother tongue. That English should be one of the two other languages is in need of no argument. What should be the third language? It may be a classical language or a foreign language or one of the Indian languages. As English happens to be a foreign language, no provision need be made for another foreign language. The choice, therefore, should be between classical language and an Indian language other than the mother tongue. The classical languages which may be taught in an Indian Secondary School are Sanskrit, Pali, Arabic and Hebrew. Greek and Latin are deliberately omitted in this list because a study of any one of the two will in no way add to the knowledge in the mother tongue or to the general Indian culture.

Their introduction is simply a slavish imitation of the West. When in no occidental secondary school any classical language of Asia is thought to be necessary, there is no reason why Greek or Latin should be learnt in an Asiatic country like India. The Indian languages which may be learnt with benefit in a school of Orissa are Bengali, Hindi and Telugu. A student sitting for the Matriculation examination should be given freedom of choice to select one of the above-mentioned languages as his third language. In such a case Sanskrit cannot be made the sole compulsory language but only one of the languages in a compulsory group. There is not the least reason why it should be excluded altogether from the list of compulsory subjects.

Those who fear that the study of Sanskrit leads to Sanskritization of the

mother tongue will revise their opinion if they take into consideration the works of the ancient poets of Orissa like Kabisurya, Jaganath Das and others. Were they not great Sanskrit scholars? Has their Sanskrit learning prevented them from expressing their ideas in chaste and sweet Oriya. A study of the Oriya language can never be complete without some knowledge of Sanskrit.

The Sanskrit language has its historical, literary, linguistic and cultural effect upon the scholars of a secondary school who are going to be the educated citizens of the future. Unless provision is made in a secondary school for its study it will lose all chance of being studied in the University. One should not expect that the A. B. C. of Sanskrit should be begun in the college. A rudimentary of it in the secondary stage will be a good grounding for its further development in the University.

The technicalization of studies and the vocational bias of the curriculum do not mean that secondary education should be made less "liberal." The knowledge of a classical language is one of the requisites of a liberal education. The importance and utility of Sanskrit to an Indian student is far greater than Latin or Greek to a student in England. In the opinion of a wellknown educationist, "If India was ever welded into a nation, it was through Sanskrit, the language of Religion, Law and Literature." * Another writer says, "The glory of India is bound up with Sanskrit literature. Sanskrit is the uniting factor." The great attributes of the Sanskrit language are described thus by such an eminent authority as Sir William Jones: "The Sanskrit language whatever may be its antiquity is of wonderful structure, more perfect than the Greek, more copious than the Latin and more exquisitely refined than either."

The necessity of the introduction of the classical languages in schools has been properly realised in advanced countries like England and France where no attempt is

being made to abolish them. On the other hand a writer says regarding the study of Latin and Greek as follows: "We must regard the classical languages (Greek and Latin) as the key to wisdom and beauty. ... The content of their literatures is incomparable; the two literatures together contain a compendium of human thought and experience." * No learned man can deny that the Sanskrit language possesses all these virtues.

There is in some quarters a plausible belief that all that is worth learning in Sanskrit or for the matter of that in any other classical language can best be learnt by means of translations. But such a view is a mistake. "Let no one imagine" says the same writer * "that these benefits can be got through translations. Poetry loses all its essence through translation." "The sound, rhythm and order working together" are changed in a translation and with them the sense also changes. "Only from the original can we get the full persuasive force of Plato's inspiration." Is this not equally true in the case of Kalidas and Bhababhuti? Is it not our duty to give the boy the chance of reading the master minds of ancient India in their original? "The dry bones we can get in translation but nothing more." We shall be simply doing a great injustice to the future citizens of our country by depriving them of this chance of learning Sanskrit in their school days. Further, if Sanskrit does not find a place in the list of compulsory languages, how can there be translations? If we are given no opportunity of reading the originals, who will translate them for us? The exclusion of Sanskrit from the list of compulsory languages is simply suicidal. It is, however, hoped that further reflection on the subject will lead to its early restoration.

The connection of Sanskrit with Oriya is so great that every school in Orissa will prefer it to any other classical language. If a school can afford to have more than one such language, it can have them without

* Gauri Sankar — Teaching — September 1940

* The Classics by W. H. D. Rouse in the book 'The New Teaching' edited by John Adams.

any difficulty. If in any school a modern Indian language is preferred to a classical language, the classical language should be taught as an additional or optional subject so that at least some boys will derive the benefit of classical studies.

Extracts from the reports* of a committee on classical education in England will not be irrelevant here. They will doubly prove the necessity of the classics in a national system of education and the advantages our boys will derive by a systematic study of the Sanskrit language in every secondary school. The fear of Sanskritization of the mother tongue and the view that it will have the effect of hindering the free growth of the pure Oriya language will remain unchanged as long as the classical studies are not taught on up-to-date lines in secondary schools where the nation is building its intelligentia and as long as they are confined to a small group of Pandits who learn them by rote without the least regard for the modern methods of learning a language. The growth of a nationalistic outlook in the country has brought to the forefront the importance of the mother tongue. It is no longer a vernacular or a second language. It is no longer the Cinderella of the school family. It has gained its legitimate importance in the school world and is developing by leaps and bounds on account of its use as a medium of instruction of all the subjects of a secondary school. The national upheaval has also led to enormous growth of journalistic enterprise in the mother tongue. What place has Sanskrit in this all-round demand for the rapid growth of the mother tongue? How far will it help to become adequate enough to cope with the difficult task which it has now undertaken? What will be its use in the translation of scientific and technical subjects from English to the mother-tongue? Will it not help the boys as well as the teachers to grasp the real meaning of the technical terms in their true

* Marquess of Crewe Committee Report, 1921 referred to in the 'Modern Review', page 423, Oct, 1940.

bearing? In this connection the learned opinion of Prof. Raghuvira, Director, Industrial Academy of Indian Culture, Lahore, are worth quoting: "All technical terms connected with scientific subjects should be compulsorily derived from the fountain-head of Sanskrit." How far will a study of the Sanskrit language help the future generation of our country to conduct journalism which will be the best medium for the dissemination of knowledge and culture among the masses? The report referred to above lays down a few advantages of classical studies as follows: "We lay great emphasis on the importance of the classics as a preparation for other studies, or rather as a dynamic element in a general national education which must, for obvious reasons, be mainly concerned with modern subjects ... None will derive greater benefit from an early training in the classics than those who in after life will be largely occupied in the writing of their tongue. The importance of such a training to a modern journalist is discussed below. Its importance to writers of some permanent literature has been proved by history." When these are the advantages derived by an English boy from a study of Greek or Latin, is it too much to say that an Indian boy will derive far greater advantages from his study of Sanskrit? The report says that even members of the Labour Party who are expected to be more for vocational education than for a literary one strongly advocated the study of classics in the industrial school. "It is not less remarkable that this point of view is strongly held by accredited representatives of the Labour Party, which felt seriously concerned with the fact that in industrial schools education is too much limited to utilitarian subjects and that there is a lack of opportunity for children of the working classes to get a classical education. A study of the classics is necessary for the improvement of culture which has to be developed in all the grown-up boys in an educational institution. For culture is necessary not only for the learned scholar but also for a man of

mediocre intelligence. Nay it should be learned even by the ordinary labourer of the work-a-day world. In such a case there is no reason at all to exclude Sanskrit from the list of compulsory languages prescribed for boys in a secondary school. In the opinion of the committee referred to above "there is no sphere of national activity, of national life and thought, which does not in some way touch the object that we have in view. Ancient thought is inwoven in the fabric of our modern life." In the language of the same Committee it may be said that with greater emphasis that it would be a national disaster if classical studies were to disappear from our education. The result will be equally disastrous, if not more, if the study of Sanskrit is confined to only a small class of the community. "That which contributes to the development of the finest

minds should not be denied to any of our people."

The above note has been written with special reference to boys whose mother tongue is Oriya and who form a predominating majority in the province. But the reasons given are equally applicable to schools where boys read Telugu, Bengali, Hindi or Urdu as their first language, for these languages also have great affinity with Sanskrit.

In the opinion of the Punjabi Professor who has already been quoted before, "every educationist in India, whatever may be his religion or race, must realise the fact that whatever is Sanskritic is Indian," that foreign loyalties should not blind us to this fact and that "every true nationalist will have to concede" that Sanskrit is the backbone of the nation.

SHALL WE NOT THINK?

By SHANTILAL THAKER, M. A., B. T.

It has been truly said that trees shall be judged by their fruits. Similarly our educational policy and system should be judged by its product. The type of citizen that is produced by the education of the day is the fruit thereof; and therefore it will be best for us to examine what kind of man is turned out from our machinery of education, with a view to arrive at an understanding as to what are the defects in our educational process that require to be remedied or removed. Thereby, we shall be able to understand what sort of new orientation is required and what factors are to be emphasised and in what sort of light they are to be emphasised. The following is a brief survey of the points that have struck me in the products of the present-day education. It is not my intention to institute odious comparisons. I do not write this disparagingly or in a carping spirit; this is not a fault-finding business. It is meant to be only an honest effort at critical self-examination with a view to self-betterment.

1. I agree that the educational products of to-day command a larger fund of information than what the ancients did: their information sweeps over a greater variety of the fields of knowledge and subjects of study. Their intelligence, generally speaking, is sharp and smart. But in point of wisdom, I am constrained to observe, they are inferior to their forefathers. It is wisdom that gets a grip on realities and deals successfully with the confronting situation. Wisdom tears out the heart of experience, and uses it triumphantly to deal with any new situation that may arise. Wisdom is a greater psychologist than intelligence, and as such is more practical. We chiefly depend on our reason and intelligence for guidance. The ancients had got awakened in them the power of intuition or directly seeing the truth of things... which power always lies dormant in us. Can we not do something in our educational system so that we get wisdom and intuition?

EDUCATIONAL INDIA

2. The second contrast that has struck me between the ancients and ourselves is that their education was carried out in the lap of Nature, in the midst of the silent and subtle influences of natural phenomena, which constituted a powerful factor in education. They naturally got quiet and peace. They learned to commune with the larger spirit around and their inner soul within. They got self-poise, and were seldom perturbed by the happenings of human life, which never assumed exaggerated importance or dimensions.

We on the other hand, live in cities an urbanised life. Our educational process and aim have an urban smack attached to them. The break-neck speed of our life and the cut-throat competition of our civilization leave no leisure for self-poise and inward communion. It is all a fury and exhaustion. We have lost the science of economising energy. We flare up momentarily, and pass out like meteors, achieving very little that is sound and substantial. Our educational process puts an unduly severe strain on our eyes, and we make very little use of the ear, the nose, the skin and the mouth. All the senses are a very powerful set of instruments to gain knowledge, and we neglect any one of them only to our own disadvantage. Look to the smell-sense of the dog or the ear-sense of the deer, and the truth of my statement will be clear to you. Our education is reduced to reading books after books, writing sheets after sheets, speaking words after words—all this huge activity mostly leaving us coldly where we were! Can we not find out ways and means to mend matters in this respect?

3. Then, the materialistic view of life is preponderating with us. We either ignore or doubt and scoff at the higher and intangible values and verities of life. Our valuation has gone through a great transformation. That which is not visible to the naked eye or tangible to the bare touch or comprehensible to our little mind, simply does not exist for us. The bane of arrogant vulgar doubt, we hug as a desirable scienti-

fic questioning attitude of mind. Religious life and experience are at a discount; as a matter of fact, they are confined to hollow shibboleths and soulless rites. There is no living force of an illuminating ideal to guide and cheer us up. Metaphysical truths and occult experiences are set down as the business of a weakling mind, fallen a prey to abnormal aberrations. We have not the resolute faith and unflinching courage of a scientific experimenter to try these intangible supreme verities of life and ascertain their truth. Can we not do something to set up this right type of attitude? Education, after all, is a business of setting up right types of attitudes.

4. The fourth thing I have noticed in our educational products is that the element of *tapasya* is absent in them. There are very few opportunities, offered by our educational system, when the will-force can be properly exercised and developed. Love of ease and of a smooth life has grown in us. We have not the stoic spirit, that dares difficulties and wrestles with them, and suffers pains and is still triumphant. Our flesh has become the master of the spirit, and we are shackled by a number of bodily wants, vital habits and disturbing desires. Under such circumstances, how can an army of divine warriors be raised? We want our educational products to be heroes, a virile race of indefatigable soldiers of truth, with a superhuman backbone of strength and joy. We shall have to think furiously and see that the ball is set rolling in that direction.

5. All education should aim at the full growth of personality. But it is wrong to suppose that defiance is a sign of strong personality. The so-called independence of mind or self-assertion or 'not suffering from inferiority complex,' which adopts the attitude of flouting the authority or holds the haughty head high, is not real personality; it is the devil 'ego' magnified and demanding his cruel due. In fact, a strong personality combines in it firmness and humility. Firmness does not require to

indicate itself much noise and bluff and blustering. Reverence for age, experience and wisdom is at a discount, nowadays. But a perfect personality is always accommodating, sweet and strong. Egoistic assertion is a sure sign of inferiority-complex lurking somewhere. It would be dangerous if our youths wanted to perform all experiments themselves, refusing to profit by the experience and wisdom of the aged. It would be a lot risky and costly. The trial-and-error method is a primitive process of learning. It is, indeed, necessary that casting aside all arrogance and haughtiness, our youths should sit reverently with folded hands at the feet of wisdom, grown grey, to reap the benefit of its garnered experience.

6. The leaders of our society are the flower of our educational products. Our

politicians and administrators are all educated gentlemen. Then why this war and hatred, greed and deceit? Why are they not guided by a universal, international point of view in their policies? Why is it that people like Mahatma Gandhi, who have shown the boldness of proclaiming the efficacy of truth and non-violence and trying the experience even in the political field, are dubbed unpractical visionaries? Why have our leaders of society lost that spirit of adventure, which does not flinch from making experiments of high and noble principles on a collective or national scale? Can we not do something in our educational system so that such experimenters become the order of the day and such experimenters are greeted as the salt of the earth?

Vidya Mandirs at Work in C. P.

Government on the Progress of the Scheme

IN the course of a Press Note on the working of the Vidya Mandir Scheme, the C. P. Government state:

number to 93 only, and watch closely the further progress of the scheme.

AGRICULTURAL OPERATIONS

The Legislative Assembly originally voted a sum of Rs. 2,00,000 for establishing 166 Vidya Mandirs during the year 1938-39. The Scheme was, however, revised in the beginning of the year 1939-40 as the cost on cultivation, building, etc., was under-estimated in the original scheme, and a scheme for establishment of 100 Vidya Mandirs at a total cost of Rs. 2,66,000 was sanctioned.

It was estimated that the annual recurring expenditure of each Vidya Mandir will not exceed Rs. 200. Offers of such lands, as would yield a net annual income of Rs. 200, were accordingly invited. The offers were examined by the Agriculture Department and were finally accepted by Government in the Revenue Department for establishment of Vidya Mandirs.

By the end of the year 1939-40, 91 plots for the establishment of 93 Vidya Mandirs were finally accepted. It was also decided at that time that it would be advisable to restrict the

During 1939-40, 83 Vidya Mandir plots having a total area of 3,044.63 acres were brought under cultivation by the Agriculture Department. Four more plots have been cultivated during the current financial year bringing the total area under cultivation to 3,171.25 acres. Thirty-two of these plots have irrigation facilities from canals and in two plots certain portions can be irrigated from well. An Agricultural Jamadar has been posted to each plot who besides managing the cultivation of the plot has to carry on educative propaganda in the surrounding villages within a radius of five miles.

The total enrolment of Vidya Mandirs in the beginning was 3181 and the average attendance was 70 per cent but this enrolment declined to about 2474 by the month of March, 1940, mainly due to economic conditions prevailing in the villages. The enrolment this year in the month of August 1940 was 2926 and the average attendance was 67.2 per cent.

BASIC CRAFT

Spinning as a basic craft has been introduced in all the Vidya Mandirs and they have been equipped with necessary implements and raw materials. The total expenditure on equipment upto the year 1939-40 was Rs. 17,245. A further amount of Rs. 1,484-4 has been allotted this year for completing the equipment of all the Vidya Mandirs. As the craft implements were not available in the province, there was some delay in importing implements from Saranjam Karyalaya, Sabar-mati, and supplying them to the Vidya Mandirs which are mostly situated in far away corners of the province.

A further amount of Rs. 395-15 has been spent upto this time for supplying cotton to the Vidya Mandirs in exchange of yarn and for transportation charges, etc., of the materials. The total quantity of yarn collected upto this time is 13 mds, 3 seers, 3 chataks and $4\frac{1}{2}$ tolas and it is being sent to the Central Jail, Jabulpore, for weaving.

The Vidya Mandir Gurus are submitting monthly returns in the prescribed forms showing the progress in the basic craft and other activities of the Vidya Mandirs and they have been instructed to maintain accurate accounts of the materials supplied to them and the wastage in the processes of production of yarn. It appears from the monthly returns that the average daily out-put of yarn per boy is about $\frac{1}{2}$ tola only. In 39 Vidya Mandirs, however, the average daily output per boy was about $\frac{1}{4}$ tola. The average wastage in the process of carding is found to be 9 per cent and in spinning $12\frac{1}{2}$ per cent.

The progress of boys in other general subjects is being closely watched and their attainments are being compared with the attainments of boys in the neighbouring primary schools. The cleanliness of the boys and their acquaintance with local environment seem to be the two most noticeable features in almost all the Vidya Mandirs. The boys visit the Vidya Mandir farm regularly and observe the agricultural operations. Samples of good varieties of seeds, manures etc. have been collected in the Vidya Mandir museum and boys know them fairly well.

Confidential reports on the work of Gurus have been obtained from the District Inspectors of Schools and action is being taken to weed

out the unsuitable and inefficient Vidya Mandir Gurus. Services of 8 Gurus have already been terminated and cases of 4 Gurus are under consideration.

VIDYA MANDIR ACT

The Central Provinces and Berar Vidya Mandir Act received the assent of H. E. the Governor in the month of March 1940, but it could not be brought into force because receipts of the Vidya Mandirs had to be placed into a common pool to minimize the total deficit. Such pooling of receipts has been stopped now and steps are being taken to bring the Vidya Mandir Act into force.

It is impossible to predict at this stage how this scheme is going to work out until we have the experience of its working for about 3 to 5 years. Government, have, however, undertaken to meet the deficit in the required income of Rs. 200 per plot, during the year 1941-42.

STANDARD OF INSTRUCTION AND ALLIED PROBLEMS

The Vidya Mandir Scheme is novel and presents problems which, if they are not inherent in the scheme itself, may be tackled in the light of experience as they arise. One problem inherent in the scheme arises from the fact that the scheme is based on a single teacher. The Basic Syllabus, however, which has been adopted in the Vidya Mandir requires more strenuous work from the teachers than was anticipated when the Vidya Mandir Scheme was planned. The number of children that can be handled by a single teacher under the Basic Syllabus is less than a single teacher can manage efficiently under the Old Syllabus or the Revised Syllabus. When fully developed each Vidya Mandir will have four classes and will need at least two teachers. More than two sitates the opening of extra sections. It should be noted that the syllabus of Vidya Mandir is different from that of the ordinary primary schools, and that therefore, transfers of pupils to other schools is impossible. If, therefore, extra teachers are not supplied to Vidya Mandirs then education of the pupils attending them will suffer. If extra teachers are provided, the Vidya Mandir will be unable to exist on the income from its land which does not increase as the school expands.

NOTICE

Articles for publication, which should always be type-written on one side of the paper only, and books for Review should be sent to the Editor, Educational India, Maharanipet P. O., Vizagapatam.

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

EDUCATIONAL INDIA

Masulipatam, May & June '41

Wardha Scheme at Work

OUR attention is drawn to a statement issued recently by Sjt. E. W. Aryanayakam, Secretary, Hindustani Talimi Sangh, Sevagram, in reply to some of the criticisms levelled at the Basic Scheme by some of the Madras educationists that the scheme did not receive popular support from all the communities of India and that it is fundamentally wrong in principle and unworkable in practice. We dare say the criticisms are really unjust and unfounded in view of the progress it has made during the last two years, especially in the United Provinces and in States like Jammu and Kashmir, where the experiment is pursued in all earnestness. There are now seventeen Training Centres in India for training teachers of Basic Education. In U. P. alone it is said, the number of Basic Schools exceeds 5,200. They are also making experiments in new crafts such as metal-work, cane-work, pottery, calico-printing, etc.

WE believe the Scheme has come to stay and the time for criticising the soundness of it is past. During the last few years the Scheme has received the best consideration and the Committees of Educational Reconstruction appointed by the Governments of U. P., C. P. and Bihar and the Kher Committee appointed by the Central Advisory Board of Education have all accepted the fundamentals and the practicability of the Scheme. Further, the Educational Departments of the Provinces or States in which the Scheme is being experimented have never found it as unworkable. Even Mr. John Sargeant, the Educational Commissioner with the Government of India, who attended the 1st Basic Conference held at Poona in October 1939, after watching the whole proceedings of the conference, has thoroughly endorsed the practicability of the Scheme. He went a step further and said that 'if money was required to finance a Scheme of this kind, it would be forthcoming even in an admittedly poor country like India' and that he attached more importance to the question of speed in translating the ideas of the Scheme into practice. Is this not sufficient testimony, coming as it does from the Head of the Official Authority on Indian Education?

DR. ZAKIR HUSSAIN, and Prof. K. G. Saiyidain are the two stalwart educationists in India to-day who studied at close quarters all the educational systems of the progressive countries of the world. The former is the Principal, Jamia Milia, Delhi and the other is the Director of Education, Jammu and Kashmir States, and both are responsible, among

others for the drafting of the Wardha Scheme. They know that true learning can be imparted only through doing. Says Dr. Zakir Hussain,—

"It is known to us teachers, upto the age of 13, children want to do and undo, break and mend things. This is how nature educates them..... Many educationists have, therefore, been trying to make some manual work the centre of education. This method is called the Project Method in America and the Complex Method in Russia. We can surely impart education to our children through the Takli and the Charkha and some other suitable handicrafts."

Hence the soundness of the Scheme has already been established beyond doubt.

PROF. K. G. SAIYIDAIN, who presided over the First Basic Conference pertinently raised the question,—for at that time the Ministries in the seven Congress Provinces were about to send in their resignations: "What will happen to the Scheme of Basic Education when the Congress goes into wilderness? Partisans of the Scheme ask this question with concern and anxiety; its opponents with ill-concealed triumph." And he answers the question with a firm conviction: "The Scheme was born when the Congress was in wilderness; it was but a chance that, soon after, the Congress assumed office, it was able to extend its patronage to the movement; if the Congress goes into the wilderness again, the Scheme will have to stand on its own intrinsic merits." As a matter of fact, Prof. Saiyidain feels that the unexpected association of the Congress with the Provincial Administration has given the movement an extraneous and

even spurious prestige which is good from the point of view of quick results, but not wholly good from a scientific point of view.

NOW what about the actual working of the Scheme? From the reports available, we find that it is being worked as an initial experiment in U. P., C. P. and Bihar, Bombay Presidency and by the State of Kashmir and by a number of other private agencies. Hence, we find that the working of the Scheme is rather encouraging during the last two years and will give the desired result if continued for at least three more years. When we come to Madras, we regret to confess, that besides mere demonstration by the Congress Ministry, nothing substantial has been attempted—no even a few Basic Schools to start with. Yet two Training Schools for teacher training were started, one at Coimbatore by the Government and another at Masulipatam by the Adhra Jatheeya Kalasala. The former has been closed down within a year of its commencement but the latter survives and receives some Government grant. But one thing must be said to the credit of the Madras Government. They have remodelled the whole Elementary Education on entire new lines as a preliminary step to the introduction of the Basic Scheme, but so far they have never condemned the Scheme either as fundamentally wrong in principle or unworkable in practice.

WHEN such is the case, we wonder how one or two educationists from Madras were emboldened to attack the whole Scheme as wrong and unworkable. We hope that better

days will dawn for the development of the Scheme soon after the termination of the present political deadlock and this terrible war.

the session deserve careful study and scrutiny.

The Madras Provincial Educational Conference

A CONFERENCE of teachers belonging to different grades of educational institutions once a year in some solitary retreat for a common measure of agreement regarding the great problems of value is a welcome step in the right direction. But it is to be piously wished that the resolutions passed at the conference should be viewed with greater sympathy by those who are in charge of education and that teachers would do well to give weight and support to those decisions in their District Guilds and school associations. An annual function would lose its importance and utility, if it were not accompanied by continued propaganda and constitutional agitation for the redress of legitimate grievances.

ADDRESSING the 32nd Session of the Madras Provincial Educational Conference held at Rishi Valley on the 14th to 17th of May, Prof. A. Rama Iyer, the President of the Conference, rightly hinted that much attention should be paid to the development of physical fitness of the child, the teaching of non-language subjects in the mother-tongue and the adoption of a common simplified scientific terminology. He reminded the District Guilds that they should undertake the work of enquiry and research concerning courses of study and methods of teaching. The resolutions passed at

THE suspension of provincial autonomy in Madras, owing to the application and extension of Section 93, has not only created a breakdown of democratic institutions but also given a serious setback to educational reorganisation. The proposed bifurcation of courses into literary and vocational at the end of the fourth form course was much criticised by many, as it would in no way help the immature minds at tender ages to make a right choice for life. But it is to be regretted that the antiquated and ill-suited system has been allowed to continue intact without any modification, and that no vocational bias has been given to literary education.

THE policy adopted by local bodies, towards retrenchment in educational expenditure, was uniformly condemned by those assembled at the conference. The Special Officers of Kistna and Malabar have suggested drastic reforms of a far-reaching character which would have increased unemployment among established teachers and stemmed the tide of cultural progress in the Districts. Fortunately for Kistna, another enlightened Special Officer, as a result of public agitation, has made alternative proposals which we hear have been approved of by the Government. If teachers of sufficient standing and status could thus be deprived of their posts at the sweet will and pleasure of the Special Officers, and managers in charge of aided institutions, their interests would be jeopardised and the educational needs of the locality

would be set at naught. The Government should make it quite clear to all concerned that no cut should ever be thought of in the primary nation-building department. A schoolmaster is a vital factor whose payment, prospects and security of tenure should be safeguarded by all Governments in the best interests of their future citizens.

MUCH havoc is being done in regard to the question of determining seniority in the matter of confirmation and promotion and the claims of service in the proposed retrenchment. The latest recruits with some temporary service may be asked to seek jobs elsewhere in cases of financial stringency with the promise of being given preference when suitable vacancies arise. Party prejudices, communal preferences should all be thrown into the background in regard to the question of the settlement of seniority and revision of grades and promotions. In a recent Gazette notification, the District Educational Officer was given power to prepare a list of five desirables in order, who could be favoured with the Headships of institutions. Teachers in future may have to dance attendance on these officers as they form the final recommending authority. The President of the Board, the Educational Officer and the leading educationist of the District may, with much advantage, be constituted into a Committee to determine such things impartially.

THE repeal of the statutory guarantee of a contribution of not less than the amount raised by a local body by the levy of an educational cess is an unwise and hasty step, as it

would make the provincial Government shirk its own responsibility in lending financial aid to educational progress. Educational expenditure should be made to form the first charge on the revenues of the province and the discontinuance of the meagre help now being given would create much discontent among the literate public. The establishment of a Provincial Advisory Board of Education, representative of the Government, Universities, Managements and teachers is a long-felt want, which should be taken serious notice of by the Government. The rate of contribution by the Government to the provident fund of teachers, serving in aided schools should be enhanced at an early date in the interests of equity and justice to the poor and aged schoolmasters. The Grant-in-Aid Code, as it exists at present, is a product of the last century and is not in keeping with the progressive tendencies of the time and the standards obtaining in other civilised countries. It needs immediate and liberal revision to ensure better equipment and conditions of service in institutions.

THE conference has also favoured the introduction of free and compulsory elementary education, as Madras is far backward, when compared with the countries of the East and West, in regard to literacy, and the percentage of literates. The well considered decisions arrived at after much thought and discussion, would, we hope, secure the sympathy and support of the authorities in charge of education in the province.

Co-education in Colleges

THE problem of co-education of boys and girls of different ages in the various stages of Elementary, Secondary and Collegiate education has been engaging the attention of all nationalistic-minded reformers for some time. Under the present system provision is made for the education of girls in the elementary and secondary stages in mixed as well as in separate schools. It is for parents to make their own choice and send their children to any school they like. If only large numbers of girls seek admission into boys' schools, separate courses may be instituted for them in needle work, dress making, domestic science and other allied subjects. Their presence will serve as a healthy palliative in curbing vicious motives and wicked propensities among boys and will exercise a corrective influence. In the Middle School stage of education, as there are separate schools open for women only in district headquarters, girls belonging to the mofussil will have to undergo serious hardships and terrible inconveniences. They have to walk long distances and submit themselves to the ordeal of co-education in the transition stage in boys' schools. But wherever provision is made by the establishment of separate Middle and High Schools for Girls, all such complications can be easily obviated. We suggest that enlightened public opinion in every town with more than ten thousand people should mobilise itself, collect funds and establish a

High School for girls with suitable courses of study under the control of women teachers.

IN the collegiate stage of education, co-education is a matter of great concern, as it is only very rarely that we find a sprinkling of lady students among hundreds of boys undergoing instruction. Students in colleges should realise that in the fitness of things, collegiate education is as essential to their sisters as to their brothers. They should acquit themselves nobly and well as true citizens with courtesy, chivalry and sportsmanship in their relations with sisters who attend colleges.

IT may take many years for provincial governments and Universities to provide every big and populous city with a college for women. Till then we cannot with any sense of justice dissuade young aspiring girls to stay away at home denying to them the benefits of higher education. It is but fair and reasonable that we should strain every nerve to encourage co-education in colleges, taking care to see that every possible facility is provided to them by even appointing women graduates as tutors. Heads of institutions with the hearty co-operation of the members of the staff should undertake the responsibility of ministering to their educational needs by giving them advice whenever necessary, making adequate provision for their retiring rooms, approaches to the classrooms, access to the library and giving them representation in all the extra-curricular activities congenial to their welfare and progress.

EDUCATION IN FREE CHINA

The latest *News Release* issued by the China Information Committee published a review of Kwangtung Education in 1940. It is worthy of note that in spite of its preoccupation in war and national defence, the Chinese National Government is pushing forward an all-round progressive programme. States the review:

"Kwangtung's two provincial colleges, the Kwangtung Arts and Science College and Kwangtung Commercial College, underwent reorganisations during the war. The arts and science school had as its predecessor the defunct Kwangtung Educational College. It has four departments—literature and history, physics and chemistry, biology and sociology and education. Besides, it has a special physical education department. Its present equipment came from the educational college as well as the college of industries of the defunct Hsiang-ching University and the Sun Yat-sen Library formerly in Canton. The Kwangtung Commercial College has also four departments. They are departments of accounting, money and banking, business and industrial management and economics.

National and private universities of Kwangtung which had moved were invited back to the province by the provincial authorities. For this purpose, the provincial treasury gave as subsidies 300,000 dollars to the National Sun Yat-sen University which moved back from Yunnan, 30,000 dollars to the College of Agriculture of Lingnan University which took refuge in Hong Kong, 50,000 to Canton University which also returned from the Crown Colony, and 65,000 dollars to the Kuomin University to resume activities in "Free Kwangtung."

For Cantonese students studying in universities, the provincial educational bureau grants to 937 students a monthly loan of 8 dollars each. They are scattered in higher institutions in all parts of the nation, including 100 in the National Sun Yat-sen University, 50 each in the National Central, South-west, and Kwangsi Universities, the provincial Kwangtung Arts and Science College, and the private Lingnan Kuomin, and Canton Universities, and 437 in other institutions.

To meet the rising demand for school teachers the Canton Girls Normal School resumed classes last October with 300 students.

The school had been suspended since the fall of Canton in October 1938.

Two provisional middle schools, established since the fall of Canton in Hong Kong and Macao, were moved to "Free Kwangtung" last summer. The Middle School of the Kwangtung Arts and Science College was ordered to conduct an experiment on the new six-years middle school system to determine its educational value. The existing secondary educational system in China, it may be noted, is divided into two stages, the junior and senior middle schools of three years each. The new system will give an uninterrupted training to those who plan to go directly from middle school to college.

At the beginning of the year under review, the province had 23,668 primary schools with 1,544,478 students. The year began Kwangtung's primary education promotion program with the establishment of 12,000 schools, 2,500 central primary schools and 9,500 people's schools.

Special training arrangements were made to meet the growing demand for teachers. Food, lodging and uniforms were supplied free during the period of training. Circuit classes and mobil schools were organised.

To give education to illiterate grown-ups, 16,499 people's schools were established by the county governments, educational institutions, and other organizations. With four classes a year to each school, 65,996 classes were conducted. Plus the 2,000 classes conducted by the district Kuomintang headquarters, there were 67,996 classes teaching 3,400,000 illiterates.

A wartime arts institute was founded last August. Seventy-four students were enrolled to study drama, music, and painting for the promotion of wartime fine arts in the province.

The provincial educational bureau was registered and gave relief to 362 teachers and 550 students from counties in the war zone. The teachers were given posts while students were placed in schools.

A guerilla district educational plan was launched and a directorate established in June for the promotion and direction of educational activities in guerilla districts. Contacts were made with schools in Japanese controlled areas and directions were given from time to time.

THROUGH different PROVINCES

DELHI

BOTANY AS AID TO INDUSTRY

The collection and dissemination of all available information regarding several plants of economic importance; a thorough study of the possibilities of cultivating Ipecac; a development of the tung oil industry; the use of water-chestnut as a food product and widespread enquiries on different industrial products were among the activities of the Botanical Survey of India during 1939—40, according to their Annual Report.

A large number of exhibits has been added to the already rich collection of specimens in the public gallery of the Industrial Section of the Indian Museum. Both the Herbarium and the Library have been enriched by new collections and acquisition of suitable literature.

MADRAS

PUBLICATION OF SCHOOL TEXT-BOOKS

The Government have replied to the representations made by local bodies urging them to undertake the publication by the Education Department of text books for elementary schools, in view of the fact that private publishers charge prohibitive prices. The Government have expressed the view that the suggestion was impracticable; and have called the attention of the Local Bodies to the Text-Book Committee Rules, wherein it is provided that the Committee may reject a book, if it is not reasonably priced.

REFRESHER COURSES IN PHYSICAL TRAINING

The Government have approved of the proposal of the Director of Public Instruction for fifteen Refresher Classes of a fortnight's duration each to be held during 1941-42 for Physical Training Instructors employed in Secondary and Training Schools under Government, local bodies and private managements.

Attendance at these classes is compulsory to all Physical Training Instructors in service at the time these classes are held.

HINDI IN AIDED HIGH SCHOOLS

The Government of Madras have passed orders approving the proposal of the Director of Public Instruction that managements of aided High Schools should be permitted to introduce Hindi as an optional subject in forms IV to VI if there was a demand for it and that the salary of the teachers employed for this purpose should be taken into account in calculating the teaching grant for the schools.

The Government also consider that additional funds should be provided to increase the subsidies of local bodies which desire to teach Hindi in forms IV to VI of their High Schools and there should be special subsidies not exceeding half the pay of the fixed subsidies which they now receive for secondary education.

ANNAMALAI COMMITTEE RECOMMENDATIONS

The abolition of Honours course in Sanskrit, Philosophy and Botany and the retention of the courses of instruction in Botany, Zoology and Logic up to the Intermediate standard only are some of the main recommendations of the Special Committee, appointed in December 1940 by the Syndicate of the Annamalai University.

Regarding the discontinuance of Pass and Honours courses in Philosophy, the Committee observe that very few students take Philosophy as a special subject and that there is provision for studying Eastern Philosophy in the Oriental Faculty.

The proposals are to come into effect from this month with due allowance to students who have already been admitted to the courses, to continue their studies.

COLONISATION SCHEME ACCEPTED

The abolition of the agricultural colonisation scheme, which was started about three years ago with two graduate-colonists under the supervision of Rao Bahadur M. R. Ramaswami

Sivan, and which has a strength of four colonists at present, recommended by the Special Committee appointed by the Syndicate of the Annamalai University to examine the financial condition of the University, has been accepted by the Syndicate.

BENGAL

GOVERNMENT GRANT TO VISVA-BHARATI

The Government of India have decided to make a grant of Rs. 25,000 to Visva Bharati in 1941-42 in recognition of the contribution it is making to Indian culture.

The Bengal Government have released the grant of a similar sum to the institution. The grant was sanctioned and provided for in their last year's budget.

BOMBAY

VOCATIONAL TRAINING

The Government of Bombay have sanctioned the conversion of some of its high schools into Agricultural, Technical or Commercial high schools with a view to providing alternative vocational education for boys who have no aptitude for higher literary studies but have a bent for vocational education and are not able to proceed to the university stage after passing the matriculation examination.

Six high schools have already been converted into vocational high schools. The Government now announce that the Elphinstone High School, Bombay, will be converted into a technical high school from this month. This conversion has been made immediately possible by a donation of two lakhs from Sir Chunilal V. Mehta.

ADULT EDUCATION

The policy regarding the organisation of adult education has been revised by the Bombay Government.

In orders just issued, the Government state that adult education classes, as distinguished from home classes, should be the mainstay of the adult education movement and must be revived. Home classes are to continue, where circumstances are favourable, as it is understood that in a few areas, like Poona, some good has been done by them.

The result of these orders is that an adult education class fulfilling the required conditions

will now receive an equipment grant not exceeding Rs. 40 and a basic grant of not more than Rs. 5 a month, plus a bonus of Rs. 2 per illiterate adult student who satisfies the literacy test prescribed by the rules, or a maximum grant of Rs. 4 per adult illiterate student who satisfies the literacy test in addition to the equipment grant.

Government considers it very desirable to encourage local authorities and district associations to undertake the management of adult education classes. The services of primary school teachers should be availed of, where possible, for the teaching of such classes, and the local authorities will be permitted to start classes but care must be taken to see that the schools in rural areas get their fair share of the Government grant for classes.

As regards the publication of literature for the maintenance of literacy and the education of new literate adults, Government has directed that an attempt should be made to provide simple reading matter with illustrations and diagrams likely to interest an ordinary villager.

EDUCATION OF THE BACKWARD CLASSES

A big advance in the education of the Backward Classes in the Province was made in 1939-40.

In the year, says the report of the Backward Class Department, about 222,218 pupils attended school, against 182,870 in the previous year. Of these 103,132 belonged to the scheduled castes, 60,500 to Aboriginal and Hill Tribes and 58,586 to other Backward Classes. There were 2,399 Backward Class teachers including 229 women.

The Government orders forbidding discrimination regarding admission and the joint seating of scheduled caste children in common schools were observed in the majority of schools. In some parts of Gujarat, however, orthodox Hindus were still opposed to treating scheduled caste children on a footing of equality.

LIBRARY COMMITTEE'S REPORT

The formation of a network of libraries spread over the whole Province, with regional libraries at Poona, Ahmedabad and Dharwar and a central library in Bombay city, constitutes the principal recommendation of the Library Development Committee, appointed by the Government of Bombay to explore the possibilities of promoting library work.

The Committee recommends that Government should set aside Rs. 50,000 a year at least and allow it to accumulate for this specific purpose. Then, when provision has to be made for buildings, a large amount need not be set aside in one year.

The second problem for which provision will have to be made, says the Committee, is for the training of library personnel. If the movement is to work satisfactorily, the staff at the libraries will have to be specially trained. For this training scheme the Committee recommends a maximum of Rs. 10,000 a year.

The Committee advocates also the formation of Library Associations for the advance of the library movement, as in England and elsewhere.

UNITED PROVINCES

A NATIONAL HISTORY OF INDIA

To implement the resolution of the Indian History Congress held last year in Lahore, the Committee of the Congress has prepared a syllabus on the different periods of Indian History.

Dr. Bisheshwar Prasad, of the Allahabad University, the Assistant Secretary of the Congress, states that the History will be comprehensively based on materials that have been scientifically analysed and dissected. It will not be connected, directly or indirectly, with any political, social or religious organisation, interests or community in India. The Committee has already secured the support of eminent Indian scholars.

FACILITIES FOR DEPRESSED CLASSES

The encouragement that the education of the depressed classes was receiving at the hands of the Government, was stressed by Choudhry Dharam Singh, speaking at the annual general meeting of the Depressed Classes' Education Committee.

The budget provision for the education of depressed classes during the current year was Rs. 4,47,200, said Choudhry Dharam Singh. There was an increasing number of scholarships for post graduates and the number of high school stipends had doubled. Additional sums had been provided for supply of text books, to depressed class students, both boys and girls, reading in Anglo-vernacular institutions. As a

special incentive scholarships had been reserved for class students joining the Engineering College at Roorkee and for students taking up agricultural courses.

ORISSA

SECONDARY SCHOOLS IN ORISSA

The committee which was appointed by the Government in 1937 to advise them on various problems in connection with secondary education in the province and particularly on a proposal for the deprovincialisation of Zilla schools in North Orissa, including the method of handing over control and the agency to whom control should be transferred has failed to make a recommendation on its primary term of reference.

"The Committee," says the resolution "has made no recommendation on this term of reference. Instead it has recommended the provincialisation of aided schools, a step which would according to its own estimate (which is not, however, supported by any relevant facts and figures) commit Government to a recurring expenditure of Rs. 1,25,000."

The resolution states that no adequate grounds have been given for this proposal which has evoked every strong protest and criticism from both sides of the province and particularly from the south and it is represented that Government management of the secondary schools would destroy the ideals and traditions built up under private management and discourage private enterprise in the cause of the spread of education. The Government consider that the course proposed, even if it were financially sound, would cause a vast amount of confusion and discontent and would be of very doubtful utility. They do not propose to the committee's suggestion.

The question of deprovincialisation of government high schools was considered by the late Government of Bihar and Orissa once in 1931 and again in 1935, but abandoned mainly on the ground that it would be difficult to get anyone to undertake the financial responsibility involved in maintaining these schools and there was the likelihood of the standard of secondary education being lowered if such a step were taken. The saving which would accrue from deprovincialisation in this province is reported to be trivial. In the absence of any clear indication as to the advantages which would be deprived from it, the Government see no good grounds for a radical change in educational

policy with a view merely to securing uniformity in the systems in North Orissa and South Orissa. They consider that in any case, the present is not at all an opportune time for embarking on such a radical change of educational policy and have decided not to proceed further with the proposal.

BIHAR

PATNA UNIVERSITY REFORM

The recommendation of the Education Reorganisation Committee that the Patna University should be made a teaching University has been accepted conditionally by the Joint Faculties Committee appointed by the University to consider the former's report.

The Faculties Committee suggest that the present colleges should be brought under the University as its constituent units with financial help from the Government.

The Committee have also recommended that the Vice-Chancellor of the University should receive a salary and be selected for three years by Government from among a panel of five persons nominated by the Syndicate.

BIHAR RESEARCH COMMITTEE

The Bihar Provincial Scientific and Industrial Research Committee have recommended to the Central Scientific and Industrial Research Board schemes for research in low temperature, coal carbonisation and utilisation of waste mica.

The first meeting of the Provincial Committee, held in May, stressed the need for funds and decided to approach the Central Board for financial assistance, out of the five lakhs of rupees granted by the Central Government.

PUNJAB

MODEL SCHOOLS FOR RURAL AREAS

The Punjab Government have set apart Rs. 1,56,000 to be spent on the maintenance and opening of new model schools in rural areas this year. This step has been taken in pursuance of the special development programme which was initiated in 1938-39.

During the last three years, 28 new model schools have been opened every year. The total number by the end of the current financial year will be 112.

These schools, which are equipped with modern educational appliances, serve as model

educational institutions in the countryside. Teaching is carried on in accordance with the latest methods of instruction.

Milk bars and radio sets are among the many amenities provided in them. They foster many village games and run their own magazines.

MYSORE

INDUSTRIAL MUSEUMS FOR THE STATE

The Director of Industries and Commerce in Mysore has proposed to the Government the opening of three industrial museums at three District Headquarters, besides a Central Museum in Mysore City as a part of the scheme for the development of village industries and crafts. These museums will not only exhibit products of cottage industries of Mysore, but also those from places outside the State. These museums will contain exhibits which will give prominence to the products of the District.

The Central Museum in Mysore will exhibit cottage industries, products both of Mysore and of places outside the State, with all the details of manufacture. This museum will be located in the Exhibition Buildings.

The Mysore Chamber of Commerce, Bangalore, have recommended to the Federation of Indian Chamber of Commerce and Industry that the proposed Central Industrial Museum may be established at Bombay the place being more accessible than Delhi as a trade, commercial and industrial centre.

The Chamber have also recommended that each Provincial Headquarter and State Capital should be equipped with Industrial Museums, Central and Provincial and should be financed by the Government of India.

COCHIN

RURAL LIBRARIES

The Rural Development Ministry in Cochin has just accorded sanction to start 53 new rural libraries before the end of the current year. The grant of Rs. 5,925, including special contribution of Rs. 5,000, provided in the budget will be utilised for this purpose.

Suitable places for the location of the new libraries have been selected by the Rural Library Committee wherefrom it will be seen that there are 25 private libraries to which grants have to be given and 25 new libraries to be organised in places where there are no such institutions.

PUBLIC OPINION

DR. TAGORE ON THE TRUE AIM OF EDUCATION

In the course of the Convocation Address of Dr. Rabindranath Tagore which was read at the Gurukula University, Hardwar, the Poet emphasised that aspect of education which had drawn his attention ever since he took to the



arduous task of being a teacher, and said, "As a people, we must be fully conscious of what we are. It is a truism to say that the consciousness of the unity of a people implies the knowledge of its parts as well of its whole. But, most of us not only have no such knowledge of India; we do not even have an eager desire to cultivate it."

Continuing he said: "Until India becomes fully distinct in our mind, we can never gain her in truth, and where truth is imperfect, love can never have its full sway. The best function of an education centre is to help us to know ourselves; and then along with it, its other mission will be fulfilled, which is to inspire us to give ourselves."

"What has given such enormous intellectual power to Europe is co-ordination of minds. She

has evolved a means by which all the countries of that continent can think together. Such a great concert of ideas, by its own pressure of movement, naturally wears away all individual aberrations of thought and extravagances of unreason. All her different thought rays have been focussed in one common culture which finds its complete expression in all the European Universities.

Proceeding he observed: "The mind of India, on the other hand, is divided and scattered; there is no one common pathway along which we can reach it. We cannot but look with regret at the feebleness of stimulation in our academic training for the forming of the individual mind, so that it may comprehend the larger mind of the country. The most important object of our educational institutions should be to help each student to realise his personality, as an individual representing his people."

SIR MAURICE GWYER ON EDUCATION AND WAR

"Though the present war, in which civilisation itself is at stake, demands all our energies and all the money, which we can afford, yet there is one service which it would be the falsest of false economy to cut down, even at a time like the present, I mean the service of education," declared Sir Maurice Gwyer, Vice-chancellor of the Delhi University, addressing the annual meeting of the University Court in April last.

"The war" he proceeded, "is being waged for the future of civilisation; but what will civilisation in the future be worth without education? Education is indeed our only hope; and to starve Universities, which are designed to educate the leaders of the future, is to shut and bar the door to all progress."

PROF. RAMA AIYAR ON THE REFORM OF SECONDARY EDUCATION

"What we stand in need of today is root-and-branch reform, in the sense that reform

must start at the very bottom of our educational structure" said Prof. A. Rama Aiyar of the National College, Trichinopoly, presiding over the 32nd Madras Provincial Educational Conference held near Madanapalle in the second week of May last.

Referring to the reform of secondary education he observed: "I doubt very much, however, if the Government's scheme of bifurcation is the best suited for this purpose. How is the division of the students into the sheep and the goats to be made? If only those who secure a higher percentage of marks at the end of the Fourth Form are to be permitted to take the 'pre-university course' in Forms V and VI, it may be something; but, apparently this is not contemplated. The Government are offering a bait to draw pupils to the 'vocational course,' in the shape of clerk-ships in the lower ministerial services. This will automatically and effectively fill the classes giving 'secretarial training'; but, so far as one can see, there will be no demand at all for the other 'vocational' courses, even if a few schools are likely to be so foolishly adventurous as to offer them, knowing how poor the demand for them is bound to be. The bait of government service will be effective only so far as this particular course is concerned, so that no one is likely to be deceived by the long list of vocational courses provided. Moreover, the number of clerkships that the Government can offer is strictly limited. What, then, of the Government's claim that this new scheme will be a remedy for unemployment? Further, what standard of 'secretarial training' could possibly be given to pupils who have only the equipment that could be attained at the Fourth Form stage? What sort of efficiency could they attain in shorthand or precis-writing, with such a poor equipment in English or general knowledge? Here we have a typical instance of the sort of tinkering that goes by the name of educational reform in our country".

SIR S. RADHAKRISHNAN ON INDIAN CULTURE

"If only the young men and women of the country can respond to the deeper spirit of India, India will be saved and will save the rest of the world" observed Sir S. Radhakrishnan, replying to a farewell address presented to him on behalf of the students of the

Calcutta University on the eve of his retirement from the George V Professorship of Mental and Moral Philosophy of the University.



He pointed out that whatever vicissitudes this country might have passed through from the beginning of its history down till to-day, respect for other men had been the cardinal principle of the civilisation for which India had stood. "I challenge you," he continued, "to produce any other culture, any other civilisation, which had protected the minorities like the Jews, Parsees, and the Muslims. While people representing this culture went out of their limits and built synagogues, churches, temples and mosques and gave liberties to followers of every faith to pursue their own form of worship and go their own way, they showed a philosophy of true democracy, of true spiritual democracy, which came down to us from the beginning of the history of the world.

BOOK REVIEWS

A SIMPLE COURSE OF ENGLISH GRAMMAR AND COMPOSITION by Henry Martin. 375 Pages. Published by Messrs. K. & J. Cooper, Bombay. Price Rs. 2.

This book intended for the High School classes has four clear-cut parts.

Part I takes the High school pupils through the parts of speech. Each topic has an introduction, a few easy examples for examination and definition arrived at inductively. Then follows a variety of exercises for practice.

Part II gives the pupil a sound grasp of the work of sentences, the kinds of sentences, the analysis, synthesis and transformation of sentences, with rules governing the sequence of tenses and punctuation.

Part III acquaints the pupil with syntax and correct use. The possessive case, agreement between noun and verb, the right use of certain pronouns, adjectives, adverbs, phraae-verbs and idioms are dealt with in this part in a simple and clear way.

Part IV takes the pupil through a course of written composition, and introduces him to thirteen kinds of written work, each with rules, models, and exercises. Seven different forms of story-writing constitute a valuable part of the course. Story writing from incomplete outlines, from partly told stories, from pictures printed in the book and from the view-point of different narrators give ample and pleasant exercise to the pupil's power of imagination and original thinking. The chapter on Dialogue-writing with models, hints and exercises is intended to give the pupil an easy and effective conversational style. Again, Paragraph-writing receives a fresh and able treatment in this work.

The book, as the title proclaims, is a simplified course of English Grammar and Composition, specially designed for the Indian High School pupil. As the pupil works his way through the book, he absorbs incidentally much of the fresh, simple and forcible, everyday spoken and written English found in the book and acquires the facility to use it aptly and

immediately in response to situations that call for it. The object of this simplified course is to cover the pupil's three-year course with what is essential, to serve him as a text-book for class work and self-study, and to cheer him by its modest size and price.

NEW STUDY SEAT AND DESK WORK: PRIMER AND BOOKS I-V by Henry Martin. Published by Messrs. K. & J. Cooper, Bombay. Price Primer, as. 4, Bk. I, as. 5, Bks. II-V, as 7 each.

These books can be used in Classes IV and V, and in Forms I-III, to supplement the Grammar and Composition work regularly done in these classes. Each book is of the size of a broad exercise book, 10 in. x 8 in., with an attractive wrapper. Each book contains a number of interesting exercises preceded by instructions, and models, and provides in a pleasant way a systematic revision of grammar and composition work done in the class. The exercises are introduced as games and are intended to be worked out in a play way. To facilitate the pupil's work, space for answering the questions is found in the book itself. To interest the young pupil, there are little pictures of birds and animals, boys and girls, and things too, mentioned in the examples. The exercises cover various types of questions including the new-type tests, and an attempt has been made to maintain the pupil's interest in the work. The knowledge gathered in the grammar and composition class is applied in the Seat and Desk Work class to new situations.

As the pupil progresses through the books he acquires a knowledge of grammatical terms, and a skill in the use of words and sentence forms which enable him to respond quickly and appropriately to various language situations in his daily life.

—D. I. A.

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Indian Education
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Correspondence

Seventeenth All-India Educational Conference

Mr. D. P. Khattry, B. A., L. T., Hon. Secretary, All-India Federation of Educational Associations, Cawnpore, writes thus:—

Prof. Amaranatha Jha, M. A., F. R. S. L., Vice-Chancellor, University of Allahabad, who was unanimously elected by the Council of the All India Federation of Educational Associations, has consented to preside over the Seventeenth All-India Educational Conference to be held on September 25 to 29, 1941, at Srinagar (Kashmir).

The Madras Provincial Educational Conference

The 32nd Madras Provincial Educational Conference was held at Rishi Valley, near Madanapalle, from the 14th to 17th of May last, under the presidency of Prof. A. Rama Aiyar, of the Trichinopoly National College. About 300 delegates from all parts of the Presidency, representing nineteen District Teachers' Guilds, attended the Conference. Several interesting papers on important subjects were read at the Conference and a symposium on the "Place of the Mother-tongue in our Schools" was also conducted.

Among the resolutions passed by the conference are: (1) viewed with grave concern the course of uncertainty in the matter of educational reform owing to suspension of the constitution (2) viewed with alarm the tendency of certain local bodies to effect economy in educational expenditure and urged on the Government to review the policy behind such action and to take measures to safeguard the interests of teachers and the educational needs of each locality. (3) disapproved the action of local bodies in ignoring the claims of seniority in the matter of confirmation and promotion and the claims of service in the matter of retrenchment of teachers; (4) was of opinion that the proposed amendment of the Madras Elementary Education

Act, 1920, was bound to affect and retard the progress of elementary education in the presidency by repealing the statutory guarantee of a contribution (not less than the amount raised by a local body by the levy of an education cess) in the case of local bodies which might hereafter resolve to levy an education cess; (5) disapproved of the proposed amendment to Section 37 of the Act and appealed to the Government to drop the proposal; (6) requested the Government to create a Provincial Advisory Board of Education consisting of the representatives of the Government, the universities, the managements of schools and the South India Teachers' Union to advise on matters educational and professional; (7) requested the provincial Governments to increase the rate of contribution by the Government to the Provident Fund of teachers in aided schools from 1/3 to 1/2 of the amount to the credit of the subscriber at the time of closure of his account. (8) pressed on the Government the necessity for the revision of the grant-in-aid code so as to improve the equipment and conditions of service in schools and also to ensure security of tenure of teachers and (9) reiterated that the amended Madras Elementary Education Act of 1937 be further amended with a view to introducing universal free and compulsory education.

After the President's concluding address, Mr. M. S. Kotiswaran of Vellore, extended on behalf of North Arcot District Teachers' Guild, an invitation to the S. I. T. U. to hold its next Conference in North Arcot and it was provisionally accepted.

AN ELIXIR OF LIFE

Once touring in Normandy, Havelock Ellis, the famous scientist, was convalescing after an attack of influenza at Etretat. He described the turning point in his recovery in the following passage in his autobiography — "My Life": "As we passed along one of its streets, I spied an attractive little shop where 'English Tea' was announced. We entered the cosy, deserted little room. I have never anywhere, even in Moscow, found tea, or indeed any other beverage, so delicious. It seemed a real elixir of life. I came out feeling strong and cheerful and before long appetite began to come back. When we reached England I was almost my normal self again."

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